LINKING IDEAS IN INFORMATIONAL TEXT: GLACIERS & ICEBERGS

Grade: 3

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TSL 518
Summer, 2013
Introduction
1. **Title-** “Linking Ideas in Informational Text: Glaciers & Icebergs”
2. **Grade-** Third
3. **Target Group-** Mainstream class with integrated ELL students
4. **Sources of Written Reading Materials-**
5. **Sources of Lessons-**
   - West Haven Public Schools Grade 3 Reading Curriculum, Unit 1
6. **Learning Goals-**
   a. I want my students to know how to read and comprehend informational text.
   b. I want my students to know how to use text evidence to demonstrate understanding
   c. I want my students to use graphic sources in informational text to assist in comprehension of the text.
   d. I want my students to develop an interest on the topic of glaciers and icebergs.
Lesson 1
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### Lesson #1: Danger—Icebergs!

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ TSW determine the main idea of the text after a whole class shared reading of Danger—Icebergs!</td>
<td>➢ TSW conference with a partner (Think-Pair-Share) to collaboratively determine the main idea.</td>
</tr>
<tr>
<td>➢ TSW provide details that support the main idea using text evidence.</td>
<td>➢ TSW write the main idea of the text with its supporting details using a graphic organizer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain/Content Topic</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking &amp; Listening: Identifying the main idea</td>
<td>Students will identify the main idea of the text Danger—Icebergs! by orally responding to partner in complete sentences.</td>
<td>Students will identify the main idea of the text Danger—Icebergs! by orally responding to partner in phrases and/or short sentences.</td>
<td>Students will identify the main idea of the text Danger—Icebergs! by orally responding to partner using teacher-provided sentence starters.</td>
<td>Students will identify the main idea of the text Danger—Icebergs! by pointing to picture clues in the book in response to teacher prompts.</td>
<td></td>
</tr>
</tbody>
</table>

| Writing: Main Idea and Supporting Details | Students will write the main idea and supporting details of Danger—Icebergs! in complete sentences using a blank graphic organizer. | Students will write the main idea and supporting details of Danger—Icebergs! in short sentences and/or phrases using a blank graphic organizer. | Students will write the main idea and supporting details of Danger—Icebergs! by completing sentence starters provided by teacher in graphic organizer. | Students will write the main idea and supporting details of Danger—Icebergs! by circling the appropriate word to correspond with the pictures provided. |
## Lesson #1 - Danger—Icebergs!

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Words/Phrases</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying</td>
<td>Main idea of informational text.</td>
<td>The main idea is ____________.</td>
<td>..icebergs are large and dangerous.</td>
<td>Nouns</td>
</tr>
<tr>
<td>Providing</td>
<td>Supporting details using text evidence</td>
<td>A supporting detail is __________.</td>
<td>“Some look like shiny mountains.”</td>
<td>Sentence structure (subject and predicate)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Or</td>
<td>“Entire towns can be built on them.”</td>
<td>Adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Or</td>
<td>“Ships stay away from even small icebergs.”</td>
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<tr>
<td></td>
<td></td>
<td>Or</td>
<td>An iceberg sunk the Titanic.</td>
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<tr>
<td></td>
<td></td>
<td>Or</td>
<td>Ships sometimes ran into icebergs and were sunk.</td>
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</tbody>
</table>
Lesson #1

Text: Danger—Icebergs! in Imagine That! The Whole Wide World

Reading Skill: Main idea and supporting details

Introduction/Before Reading (15 minutes):

- Begin lesson by displaying pictures of a glacier and an iceberg (p. 6). The pictures can be hung up, projected, or passed around for all students to see. Introduce lesson by explaining that this week in the unit, all of the stories will be about glaciers and icebergs.
- Each student will then receive a KWL chart (p. 7). Allow students to talk to a “shoulder buddy” for a few minutes to brainstorm ideas before writing. The students will independently write for five minutes what they already know about the topic in the “K” column and what they would like to know about icebergs and glaciers in the “W” column.
  - The intermediate and fluent ELL students would be expected to write down their ideas and questions while students in pre- and early production would have the option to draw anything they already knew about the topic and what they saw in the pictures.
- Students will then share with the whole group what they wrote in their chart. Record student responses on a transparency on an overhead projector or chart paper. The chart will then be saved and referred to at the end of the week to check for understanding.
- Refer to the objectives written on the board for the lesson as well as the essential question that aligns with the lesson (“How do you determine the main idea of a paragraph/passage?”) to set the purpose for the shared reading and lesson activity. Review “main idea” and “supporting details”, concepts that the students have already been exposed to in previous weeks in the unit.

Shared Reading (25 minutes)

- Read the story Danger—Icebergs! with the whole class. Each student will have their own copy to follow along. Stop at different points of the story for “think alouds” and check for understanding by referring to graphic sources and non-fiction text features that would help a reader determine the main idea and supporting details (i.e. headings, topic sentences, pictures/diagrams, etc.).
  - Be sure to pace speech when giving directions and asking questions during discussions of the text to allow ELL students to better process the information. Allow enough wait time for students to process and respond to the question.

Ask:
- What do you think is the main idea of this page?
- How do you know?
- What strategies could we use to find the main idea of text? What graphic sources could you use to help you find the main idea?
- What does the diagram on page ___ tell you?
- What details in the story can you find that support the main idea?
- Students in levels 1, 2, and 3 can use the picture cues in order to determine what the story is mostly about (main idea) and what they have learned about it from clues and discussion (supporting details).

- Allow students to conference with their “shoulder buddy” or partner after each question and then allow students to share responses aloud with the whole class.

**After Reading (20 minutes)**

- After reading the story, refer back to the first objective of the lesson. Each student will receive a main idea and details graphic organizer.
  - Level 4 and 5 ELL students will receive blank copies (p.8); Level 3 students will receive a graphic organizer with sentence starters (p. 9) as well as Level 2 students who will also be provided with a word bank (p. 10). Level 1 students will also receive a graphic organizer. The students will be provided pictures to help describe icebergs. They will circle which word they think matches the description of an iceberg. (p.11)

- Explain to the students that they will be working with their “shoulder buddy” using information from the story to find the main idea of the entire text in this think-pair-share activity. As the students discuss what they think the main idea is, walk around the classroom monitoring the students’ discussions and see if any need any facilitating.
  - Level 2 and 3 students should receive prompting with sentence starters to facilitate the conversation with their partner.
  - Level 1 students will be prompted to identify the main idea by pointing to the picture cues in the text.
    - What is the story about?
    - How do you know?
    - Point to the pictures that show you that.

- After students have conferenced with their partner, allow them to share their ideas with the whole class to check in for understanding. Record the main idea (ex: Icebergs are large and can be dangerous”) on a transparency or chart paper for the entire class to see. Students will then write the main idea in the space in the graphic organizer.
- Students will then independently use the story to find details that support the main idea and complete the graphic organizer.
  - Levels 2 and 3 ELLs will be provided with sentence starters and/or a word bank to successfully complete the graphic organizer.
  - Level 1 students will circle the adjectives that correspond with the topic of icebergs.

- Students will then share the supporting details they found in the text. Record the responses on the transparency or chart paper.

**Closing (5 minutes)**

- Review all of the examples given as a whole class.
- Refer back to the lesson objectives and essential questions to check in to see if they were met.
Glacier
Iceberg
**KWL For all levels**

**Topic: Glaciers & Icebergs**

<table>
<thead>
<tr>
<th><strong>K-What I Know</strong></th>
<th><strong>W-What I want to know</strong></th>
<th><strong>L-What I Learned</strong></th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Main Idea:
The main idea is ____________________________
__________________________
__________________________

Supporting Detail #1:
Some icebergs look like _______________
__________________________

Supporting Detail #2:
Entire towns can be _______________
__________________________

Supporting Detail #3:
"The iceberg "sunk the ____________

Supporting Detail #4:
Ships stay away from _______________
__________________________

Supporting Detail #5:
Some ships have been ____________
__________________________
Main Idea:
The main idea is that ________ are ________ and ________.

Word Bank

<table>
<thead>
<tr>
<th>Titanic</th>
<th>dangerous</th>
<th>small</th>
<th>towns</th>
</tr>
</thead>
<tbody>
<tr>
<td>sunk</td>
<td>mountains</td>
<td>large</td>
<td>icebergs</td>
</tr>
</tbody>
</table>
Main Idea and Supporting Details Graphic Organizer-Level 1

Main Idea: Icebergs

Directions: Circle the word that matches icebergs.
Lesson Narrative:

This is the first lesson of the fourth week of the entire reading unit. The topic in all three informational texts is on glaciers and icebergs. While this can be a very fascinating topic for third graders, it is very important to develop prior background knowledge in order for the students to fully comprehend the text and the impact that glaciers and icebergs have. I began the lesson by displaying pictures (p. 6) to help students make a connection to the topic. Some ELLs may have knowledge on glaciers and/or icebergs but did not know the English name for it. Displaying images to students help bridge the connection of the content and knowledge.

I decided to utilize the KWL chart (p. 7) in the beginning of the lesson to determine what the students already knew and build on it through partner and whole class share. I knew that it would take up extra time in the lesson but I did not see it as time wasted. Students would have an opportunity to share what they already knew and what they wanted to learn about and were able to express themselves where they felt comfortable, whether it was through complete sentences (Level 5), short phrases (Levels 3 and 4), one to two word responses (Level 2) or in pictures (Level 1). By differentiating the task for the different levels, it allows all students to actively participate in the same activity and class discussion while not being taken out of their comfort zone.

While I did not have an original lesson plan to follow, adapt, and modify, I was required of two things: the text that I use and that I make this a shared reading lesson. By keeping this a shared reading lesson, I did not feel that I had to modify the text as I would be reading it aloud to the students and exposing students of all levels to the grade level text. Ultimately, the students would meet the objectives in different ways but I wanted all students to be familiarized with the topic and elements of informational text.

The most differentiation that appears in this lesson is in the graphic organizer used for recording the main idea and supporting details. I kept the entire graphic organizer blank for Level 4 and 5 students (p.8) because at this level these students are capable of writing complete sentences or short phrases independently. Level 2 and 3 (p. 9 and 10) students both have sentence starters in their graphic organizers to help focus those students on what was expected of them and what a main idea and supporting detail would look like. Level 2 (p. 10) students also received a word bank as they are still building their vocabulary. The graphic organizer for Level 1 students (p.11) is simplified in text and there are picture clues. Rather than writing, the students would circle what adjective best describes icebergs. While this organizer has simpler ideas, I still feel Level 1 students would still be showing that they “got the essential gist” of the lesson.

While creating this lesson, I feel that this will better prepare me for the upcoming year in supporting my ELLs as well as enriching the lessons on a very exciting topic for my entire class.
# Lesson #2 - The Titanic: Lost and Found

## Domain/Content Objectives

### Reading, Speaking & Listening:

- **Determine the sequence of events**
  - Students will read events given in complete, complex sentences and place in sequential order with their partner. Partners will speak in complete sentences.

### Writing:

- **Sequence of events from text**
  - Students will sequence the events from the text Titanic: Lost and Found using transitional words *first, then, next, and last* by writing a paragraph in complete sentences.

## Language Objectives

- **TSW read and place written events in sequential order with a partner.**
- **TSW write key events from text in a sequential order using *first, then, next, and last*.**

### Level 5

- Students will sequence the events of the Titanic from the text The Titanic: Lost and Found.
- Students will read and place written events in sequential order with a partner.
- Students will sequence the events from the Titanic: Lost and Found using *first, then, next, and last*.

### Level 4

- Students will sequence the events from the Titanic: Lost and Found using transitional words *first, then, next, and last* by writing events in complete sentence order.
- Students will write key events from text in a sequential order.

### Level 3

- Students will sequence the events from the Titanic: Lost and Found using transitional words *first, then, next, and last*.
- Students will write key events from text using word bank and picture supports.

### Level 2

- Students will sequence the events from the Titanic: Lost and Found using word bank and picture supports.
- Students will write key events from text using word bank and picture supports.

### Level 1

- Students will sequence the events from the Titanic: Lost and Found using word bank and picture supports.
- Students will write key events from text using word bank and picture supports.
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Sequencing</td>
<td>Key events from the text/the Titanic.</td>
<td>First,</td>
<td>...the Titanic set sail from England across the Atlantic Ocean on April 11, 1912.</td>
<td>Proper nouns (names, places, and dates)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Then,</td>
<td>... on April 14, 1912, the Titanic struck an iceberg.</td>
<td>Transitional/sequential words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Next,</td>
<td>Women and children began boarding lifeboats but there was not enough for everyone.</td>
<td>Sentence structure (subject and predicate)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last,</td>
<td>The Titanic sunk into the Atlantic Ocean. The Carpathia rescues the survivors.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>In 1985, scientists finally find the Titanic at the bottom of the ocean floor to find out what happened to it.</td>
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</tbody>
</table>
Lesson #2

Text- Titanic: Lost and Found from Reading A-Z

Reading Skill- Sequencing

Introduction/Before Reading (15-20 minutes)-

• Introduce lesson by displaying a picture of the Titanic (p.5). Ask for volunteers about what they already know about it. Allow a few students to share what they know from the previous lesson/reading or any other information that they knew.
• Explain to the class that the story they are about to read will have to do with this week’s theme, glaciers and icebergs, and that this story will focus on that theme, specifically on the Titanic and how an iceberg impacted it.
• Refer to the objectives written on the board as well as the essential question (“How do authors organize informational text?”) to set the purpose of this lesson. The skill that the class will be focusing on with this story is sequencing. Review with the class what sequencing means (putting in order), the importance of it, as well as the key words they use when sequencing (first, then, next, and last). Explain to the class that they will be working with a buddy to practice sequencing before reading the new story.
• Divide the students into sets of two based on their language level. Each pair will receive an activity sheet (pages 6-9) where they will cut out the event boxes, read the events and determine which order they belong in by placing them in their corresponding box. The pairs will have a 5-10 minutes to cut, read and discuss which order the events should be in.
  o Level 4 and 5 students will receive events written in grade level text in complex sentences. (p.6)
  o Level 3 students will receive events written in shortened, simplified sentences. (p.7)
  o Level 2 students will receive events written in shortened, simplified sentences with picture supports. (p.8)
  o Level 1 students will receive events depicted by pictures that they will match its corresponding number. (p.9)
• Walk around and monitor pairs as they are completing the task. Review student responses and record on board or chart paper.

Shared Reading (25-30 minutes)-

• Each student will have their own copy of Titanic: Lost and Found. If possible, use a projector to display the book on a screen to facilitate students in following along during shared reading.
• Do a “Backwards Book Walk” with the class by reading the headings and vocabulary. This will allow students to be exposed to vocabulary as well as see the events highlighted that can assist them in sequencing. Students may share with their “shoulder buddy” what they noticed or what they think they will read about. Once they have shared with their buddy, they may share aloud with the class.
• Read the story with the whole class. Stop at different points of the story for “think alouds” and check for understanding by referring to graphic sources and non-fiction text features that would help a reader find the main events in the text.
  Ask:
  - Why do you think people thought the Titanic was “unsinkable”?
  - What do you think will happen next? What makes you think so?
  - Would you have traveled on the Titanic? Why or why not?
- Why did the iceberg cause so much damage?
- Why do you think there were not enough lifeboats? Why were women and children chosen first?
- What did the scientists learn about the Titanic when they found it in 1985?
- What effect has the Titanic had on people today? Why do we still read and talk about it?

After Reading (15 minutes):

- After reading the story together, refer back to the lesson’s objectives and explain that they will continue working on sequencing, only now they will be sequencing the key events of the story.
- Each student will have the task of sequencing and writing the main events of the Titanic highlighted in the text incorporating the transition words first, then, next, and last.
  - Level 5 students will independently write a paragraph sequencing the events using the transition words.
  - Level 4 students will receive a blank graphic organizer where they will write the main events in order in short, yet complete sentences. (p.
  - Level 3 students will also receive a similar graphic organizer that includes sentence starters to assist in writing the main events. (p.
  - Level 2 students will receive a graphic organizer that contains simplified sentences for the events and will be provided with a word bank to complete each sentence. There are also picture supports in each event box to assist in comprehension.
  - Level 1 students will receive a graphic organizer with a box as well as a picture depicting each event. The student will cut out the pictures and place in order of what happened first, then, next, and last.
- Monitor students as they are independently working. Provide support to struggling students. This is a way of informally assessing the students’ understanding of the reading skill and if they are meeting the lesson objective.

Closure (5-10 minutes):

- Once the students have completed their task, review the main events with the whole class and record the responses on the board, chart paper, or overhead projector. Students can then check their own responses and make any adjustments as needed.
- Refer back to the lesson objectives and essential question to check in to see if they were met.
Image of Titanic
Sequence Partner Activity-Levels 4 & 5
Directions: Cut out each event at the bottom of the page. Place the events in the correct order.

First:

Then:

Next:

Last:

Events

Ocean waves beat hard against the glacier causing deep cracks.

As the ice in the glacier gets thicker and thicker, it pushes towards the ocean.

A huge chunk of ice breaks off the glacier which is called an iceberg.

After thousands of years of ice packing together, a glacier is formed.
Sequence Partner Activity-Level 3
Directions: Cut out each event at the bottom of the page. Place the events in the correct order.

First:

Then:

Next:

Last:

Events

The glacier starts to crack.

The glacier pushes out into the ocean.

The iceberg breaks off the glacier.

A glacier is formed.
Sequence Partner Activity-Level 2

Directions: Cut out each event at the bottom of the page. Place the events in the correct order.

1. First:

2. Then:

3. Next:

4. Last:

Events

- The glacier starts to crack.
- The glacier pushes out into the ocean.
- The iceberg breaks off the glacier.
- A glacier is formed.
**Sequence Partner Activity-Level 1**

**Directions:** Cut the events on the bottom of the page. Match the number of the picture to the number in the sequence box to put events in order.

1. First:

2. Then:

3. Next:

4. Last:

**Events**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>Glacier forms.</td>
</tr>
<tr>
<td>2</td>
<td>Glacier moves.</td>
</tr>
<tr>
<td>3</td>
<td>Glacier cracks.</td>
</tr>
<tr>
<td>4</td>
<td>Iceberg forms.</td>
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<tr>
<td>First,</td>
<td></td>
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<th>Next,</th>
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</table>

|   |   |
First, the Titanic_____________________________.

______, on April 14, 1912 at 11:40 p.m.,
_________________________________________________
Women and children
_________________________________________________

Next, during the early morning hours, the Titanic
_________________________________________________
The Carpathia_____________________________________

______, in 1985, ____________________________________________
______________________________________________________________
1. _______, the Titanic _______ its trip on April 11, 1912.

2. Then, the Titanic hits an __________ on April 14, 1912.

3. _______, the Titanic _________.

4. Last, In 1985, scientists find the ________ at the bottom of the ocean.

<table>
<thead>
<tr>
<th>Word Bank</th>
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<tbody>
<tr>
<td>Next</td>
</tr>
<tr>
<td>Titanic</td>
</tr>
<tr>
<td>sinks</td>
</tr>
<tr>
<td>iceberg</td>
</tr>
<tr>
<td>First</td>
</tr>
<tr>
<td>starts</td>
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<td>1. First</td>
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<td>2. Then,</td>
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<tr>
<td>3. Next,</td>
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<tr>
<td>4. Last,</td>
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</tbody>
</table>

1. The Titanic leaves.
2. The Titanic hits iceberg.
3. The Titanic is found.
4. The Titanic sinks.
Lesson Narrative-

This is the second lesson of the mini unit on icebergs and glaciers. The informational text chosen is about the Titanic and the great impact of the iceberg on its infamous voyage. This lesson’s reading skill is focused on sequencing. In my past experience, I know that many third graders struggle with extracting the main events from the extraneous details especially in texts that are longer than they are accustomed to reading. This lesson begins with a hands-on partner activity that allows them to put given events in a sequential order and then apply that understanding with information from the text as they later sequence and write events in their own words or with assistance.

I began the lesson by using realia, the picture of the Titanic (p.5), to assist in tapping into prior knowledge. The previous lesson in this unit included a text on glaciers and the most infamous iceberg that the Titanic struck so all of the students could begin the lesson comfortably by knowing something about the subject matter. The picture is provided in help any students who may have needed that picture support to help them recall the Titanic and what they already knew about it.

I decided to include the activity where the students would cut, read, and sequence events prior to reading to set the purpose for the reading and lesson as well as get the students comfortably sequencing as this was a partner activity allowing the students interaction as well as a way to collaboratively negotiate meaning. All students had shared history as I chose to have them sequence how an iceberg is formed, based on information they previously read in the text from Lesson 1. Level 4 and 5 students received events using grade level text (p.6). I chose to give the Level 4 students the same text as they had already been exposed to it and would have the opportunity to work with a partner if they required any assistance. Level 2 and 3 students received the same events but had more simplified text so that they could still meet the objective of sequencing the events without struggling through the text (p. 7 & 8). Level 2 students also received picture supports to aid in comprehension. I chose to use only pictures for Level 1 students and to have the students match the number of the picture to the number of the sequence box so that these students could see that the events were out of order and that by matching the events and numbers, they were then placing it in a sequence (p.9). The transition words are numbered for both Level 1 and 2 students so that students can connect the order of the numbers to the order of the events.

Once the text was read as a whole class, I wanted the students to take what they knew about sequencing to the pre-reading activity and connect it with information gained in the text. Level 5 students would be expected to write a paragraph in complete sentences sequencing the main events using the transitional words. Level 4 students would be required to do the same task, but are provided with a graphic organizer (p.10) to help separate and organize thoughts and ideas. Level 3 students are provided with sentence starters (p.11) which give these students a starting point and know what key events to look for rather than include extraneous details. Level 2 students are given simplified sentences (p.12) that still highlight the main events while providing a word bank and picture supports to help the students to complete and make sense of the order of events. The graphic organizer for Level 1 (p.13) students contains text limited to the transition words next to the sequential numbers. These students would cut out the pictures and be expected to put them in order. While there is no text involved in the events, the students would still meet the objective of sequencing events and knowing that they must go in a certain order.

While I struggled to create modifications for this lesson for my Level 1, 2 and 3 students, I feel that ultimately these students would be able to reach the lesson objective of putting events in sequential order.
Lesson 3
Lesson #3 - Mighty Glaciers

## Content Objectives
- TSW determine matching cause and effect.
- TSW identify cause and effect relationships in text about glaciers.

## Language Objectives
- TSW use signal words and clues to match causes with corresponding effects.
- TSW write cause and effect relationships about glaciers from text.

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading, Speaking &amp; Listening:</strong> Match causes and effects</td>
<td>Students will match their cause or effect to a partner by reading card and speaking to classmates in complete sentences while determining match.</td>
<td>Students will match their cause or effect to a partner by reading card and speaking to classmates in short sentences or phrases while determining match.</td>
<td>Students will match their cause or effect to a partner by reading card and/or using picture supports and speaking to classmates in one to two word responses while determining match.</td>
<td>Students will match their cause or effect to a partner by using picture supports on card in order to determine match.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Writing: Identify cause and effect relationships | Students will identify cause and effect relationships about glaciers by using signal words to write complete sentences. | Students will identify cause and effect relationships about glaciers by completing a blank graphic organizer using short sentences or phrases. | Students will identify cause and effect relationships by writing the effects of glaciers' actions in one to two word responses. | Students will identify cause and effect relationships in text by labeling the effects of glaciers in the corresponding boxes by using provided word bank. |</p>
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Words/Phrases</th>
<th>Grammar</th>
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<tbody>
<tr>
<td>Determining</td>
<td>Matching cause and effect.</td>
<td>...causes...</td>
<td>Melting icebergs...hills, valleys, rivers, etc.</td>
<td>Complete sentences (subject &amp; predicate)</td>
</tr>
<tr>
<td></td>
<td>Cause and effect relationships</td>
<td>Due to...</td>
<td>...glaciers moving...piles of rocks and soil are pushed together.</td>
<td>Nouns</td>
</tr>
<tr>
<td>Identifying</td>
<td>about glaciers.</td>
<td>...because...</td>
<td>Icebergs form...glaciers crack and break apart.</td>
<td>Plural nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If...then...</td>
<td>...snow and ice pile in layers...glaciers are formed.</td>
<td>Verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>As a result...</td>
<td>Seawater fills valleys...fjords are formed.</td>
<td>adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>...then...</td>
<td>Glaciers become very heavy...they begin to move.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson #3

Text-Mighty Glaciers from Reading A-Z

Reading Skill- Cause and Effect

Introduction/Before Reading (15 minutes)-

- Introduce lesson explaining that this will be the last lesson and story on the theme of glaciers and icebergs. Say: At the end of the lesson, we will go back to our KWL charts (Lesson 1) from the beginning of the unit and look to see if we have answered any of the questions we had and what other new learning we have gained about the topic.
- Refer to the objectives written on the board and explain that while reading the story on glaciers in this lesson, that they will be looking at how glaciers cause certain things to happen and the effect they have on the world.
- Say: An effect is something that happens and a cause is something that made it happen. For example, if you go out into the sun without wearing sunscreen, that is the cause and the effect is getting sunburn. Another effect could be you received money. What could cause that to happen? (Possible answers: birthday gift, job, win lotto, etc.)
- Introduce the students to the “Find Your Match” game. Each child will receive one half of an index card that has either a cause or effect written on it. They will read their card, then walk around the room and read other students’ cards to find their match. They can check to make sure the cards fit together like puzzle pieces.
  - Levels 4 and 5 students will be able to read their card to themselves and to their classmates when trying to find their match. They will determine whether or not the two cards make sense.
  - Levels 1, 2, and 3 students will use the picture supports to assist in decoding the words and/or determine meaning. Level 2 and 3 students can use short phrases or 1-2 words to describe what picture they have. Level 1 students can point to their picture and see if it matches the picture of the student they approach. They can also check their answers by lining up the cards to see that they match.
- Once the students have found their matches, allow the students to read aloud their complete sentences. Place the signal word poster (p. ) on the front board or projector. Have the students look to see if they can spot those signal words in their cause and effect sentences. Explain that these words help us to find cause and effect relationships when we read as well as when we write them ourselves. While not all authors use these words, they can help readers especially in informational text.

During Reading (25 minutes)-

- Each student will have their own copy of Mighty Glaciers. If possible, use a projector to display the book on a screen to facilitate students in following along during shared reading.
- Read the story with the whole class. Stop at different points of the story for “think alouds” and check for understanding by referring to graphic sources and non-fiction text features that would help a reader find what the glacier does to cause things to happen.
- Discuss vocabulary featured in the text and its meaning with words such as moraine, crevasse, and fjords
  
  Use the images featured in the book to assist ELL students in comprehension.
- Ask questions such as:
  - What types of glaciers of there?
- How are they similar? Different?
- What happens when glaciers melt?
- Why do glaciers move?
- What happens when glaciers move?

After Reading (20-25 minutes):
- Each child will be assigned the task of identifying some of the cause and effect relationships found in the text about glaciers.
  - Level 5 students will write four to five complete sentences depicting cause and effect relationships found in the text using the signal words from the poster (p.5). Students can be provided with their own copy for assistance.
  - Level 4 students will be provided with a blank graphic organizer (p. 7) where they can write causes and effects found in the text in short sentences or phrases.
  - Level 3 students will also receive a graphic organizer (p. 8). The causes have been written in simplified language. The students will write the corresponding effect for the cause.
  - Level 2 students will receive a graphic organizer (p. 9) similar to Level 3 students with the addition of picture supports in the effect boxes where the students can write one word or short phrase responses.
  - Level 1 students will receive a graphic organizer (p. 10) that highlights the effects that are caused by glaciers. These students will write the correct term to the corresponding number to match the picture support.
- Monitor students as they are independently working. Provide support to struggling students. This is a way of informally assessing the students’ understanding of the reading skill and if they are meeting the lesson objective.

Closure (15 minutes):
- Refer back to the lesson objectives to see that they were met.
- Display KWL chart from the first lesson where the “K” and “W” portions have already been collectively completed by the class.
- Have a volunteer read aloud questions from the “W” and check in with the class to see if any of those questions can now be answered. Write down student responses.
- Allow the students a few minutes to think back on any other new learning that they made during the unit. They can either write or draw their thoughts.
- Student volunteers can share what new learning they made. Record student responses and read the entire column aloud to the class to culminate the unit and show all the information that was gained on glaciers and icebergs.
Cause & Effect

Signal Words

- because
- since
- therefore
- consequently
- so that
- as a result
- then
- if...then
- thus
- due to
Find Your Match Game Cards

Since it is raining today, I used my umbrella.
The plant grew because it had water and light.

If it snows, then I will make a snowman.
She ate too much cake therefore she got sick.

She got a good grade as a result of studying hard.
If you brush your teeth, then you’ll have a clean smile.

I was able to fly my kite due to the windy weather.
We went to the beach since it was a sunny day.
Cause

What do the glaciers do?

____________________
____________________
____________________
____________________
____________________
____________________

Effect

What happens?

____________________
____________________
____________________
____________________
____________________
____________________
____________________
____________________
Graphic Organizer-Level 3

**Cause**  
*What do the glaciers do?*

- Glaciers melt.
- Glaciers melt.
- Glaciers move.
- Glaciers break apart.

**Effect**  
*What happens?*

- __________________________
- __________________________
- __________________________
- __________________________
- __________________________
- __________________________
- __________________________
Cause
What do the glaciers do?

Glaciers melt.

Glaciers melt.

Glaciers move.

Glaciers break apart.

Effect
What happens?

_________________________

_________________________

_________________________

_________________________
Glaciers

1. hill
2. river
3. valley
4. iceberg
Lesson Narrative-

This is the third and final lesson of this mini-unit on glaciers and icebergs in informational text. The reading skill that was the focus of this lesson was cause and effect, which I have found to be a difficult skill to teach as well as for my students to comprehend. Informational text can be challenging to students, especially ELLs, due to the advanced vocabulary. Some ELLs are spending so much time trying to get through the vocabulary in order to understand the text, that they are facing difficulties trying to meet the skill objectives and find the cause and effect relationships.

When developing the warm up activity in the introduction of the lesson, I wanted to create a match game that provided materials modified to the different levels of students so that all can participate and start to get the “gist” of the concept. By providing picture supports in addition to the sentences on the cards, the students can find their own comfort zone. They could decide on their own if they completely, somewhat or not at all relied on the picture supports. I would also have the cards all cut differently so that students can check to see if they are correct without being told so by the teacher. This activity allows interaction among the students rather than the teacher to negotiate meaning.

I faced some difficulty when deciding how I would modify the after reading task where the students would be writing cause and effect relationships they found in the text. Cause and effect is such a difficult task all on its own and I did not want the students to be overwhelmed by text and information while trying to meet the objective. I found that by providing the cause (Levels 2 and 3; p. 8 & 9) as well as picture supports (Levels 1 and 2; p. 9 &10), it would allow the students to focus in on four details from the text that would allow them to show their understanding without becoming overwhelmed. By providing a word bank for Level 1 students, my hope is that those students can make a connection between the word and the picture and start to build new vocabulary.

I believe that this is the most challenging lesson of the unit but I am optimistic that I was able to provide support that would allow ELL students to be successful in this skill.
## Unit: Glaciers and Icebergs in Informational Text

### Grammar and Functions Checklists

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
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</thead>
<tbody>
<tr>
<td>• Nouns</td>
<td>• 1,3</td>
</tr>
<tr>
<td>• Sentence structure</td>
<td>• 1,2,3</td>
</tr>
<tr>
<td>• Adjectives</td>
<td>• 1,3</td>
</tr>
<tr>
<td>• Capitalization of proper nouns</td>
<td>• 2</td>
</tr>
<tr>
<td>• Transitional/sequence words</td>
<td>• 2</td>
</tr>
<tr>
<td>• Plural nouns</td>
<td>• 3</td>
</tr>
<tr>
<td>• Verbs</td>
<td>• 3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify</td>
<td>• 1,3</td>
</tr>
<tr>
<td>• Provide</td>
<td>• 1</td>
</tr>
<tr>
<td>• Sequence</td>
<td>• 2</td>
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<tr>
<td>• Determine</td>
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<tr>
<td>SHELTERED STRATEGIES</td>
<td>Lesson 1</td>
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<td>----------------------------------------------</td>
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<tr>
<td><strong>I. Contextualize Lesson</strong></td>
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<tr>
<td>I. A. Build and Activate Background Knowledge</td>
<td>4</td>
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<tr>
<td>I.B. Develop Vocabulary</td>
<td>4</td>
</tr>
<tr>
<td>I.C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>4,7</td>
</tr>
<tr>
<td>I.D. Model (Instructions, Processes)</td>
<td>4</td>
</tr>
<tr>
<td>I.E. Create Opportunities To Negotiate Meaning</td>
<td>4</td>
</tr>
<tr>
<td><strong>II. Make Text Comprehensible</strong></td>
<td></td>
</tr>
<tr>
<td>II.A. Intentional Use of Graphic Organizers</td>
<td>8-12</td>
</tr>
<tr>
<td>II.B. Modify Written Text</td>
<td></td>
</tr>
<tr>
<td>II.C. Amplify Number of Activities per Text</td>
<td>4</td>
</tr>
<tr>
<td><strong>III. Make Talk Comprehensible</strong></td>
<td></td>
</tr>
<tr>
<td>III.A. Pace Teacher’s Speech</td>
<td>4</td>
</tr>
<tr>
<td>III.B. Use of Listening Guides</td>
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<tr>
<td>III.C. Use of Word Walls</td>
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<tr>
<td>III.D. Frame Main Ideas</td>
<td>8-12</td>
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<td>III.E. Check for Understanding</td>
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<td><strong>IV. Change Traditional Classroom Talk</strong></td>
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<td>IV.A. Use Teacher Question and Response Strategies</td>
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<td>IV.B. Practice Instructional Conversations</td>
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<tr>
<td><strong>V. Engage at Appropriate Language Proficiency Levels</strong></td>
<td>8-12</td>
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<tr>
<td>V.A. Vary Question Techniques based on Student's Language Proficiency level-- in conversations, activities, and assessments.</td>
<td></td>
</tr>
<tr>
<td>VI. Give Students Voice</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>VI. A. Challenge students to produce extended academic talk</td>
<td>4,5</td>
</tr>
<tr>
<td>VI. B. Model Language for Oral and Written Production</td>
<td>4</td>
</tr>
<tr>
<td>VI. C Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>4,5</td>
</tr>
<tr>
<td>VI. D. Respond to Student’s Voice – Writing and Error Correction</td>
<td></td>
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Original Lessons
1. **Title**- “Linking Ideas in Informational Text: Glaciers & Icebergs”
2. **Grade**- Third
3. **Target Group**- Mainstream class with integrated ELL students
4. **Sources of Written Reading Materials**-
5. **Sources of Lessons**-
   West Haven Public Schools Grade 3 Reading Curriculum, Unit 1
6. **Learning Goals**-
   a. I want my students to know how to read and comprehend informational text.
   b. I want my students to know how to use text evidence to demonstrate understanding
   c. I want my students to use graphic sources in informational text to assist in comprehension of the text.
   d. I want my students to develop an interest on the topic of glaciers and icebergs.
West Haven Public Schools  
Unit Planning Organizer

Subject: Reading  
Grade: 3

Unit: 1 – Linking Ideas in Informational Text

Pacing: 30 Days (25 days instruction, 5 days re-teaching/enrichment)

Essential Question(s):
1. How can I give the best answer to a question about a passage?
2. How do you determine the main idea of a paragraph/passage?
3. What are text features? Why do authors use them?
4. How do authors organize informational text?

Big Idea(s):
1. Go back into the passage and use textual evidence to correctly answer a question.
2. Look for repetition of ideas to help you find the main idea or big picture of a passage.
3. Text features help you visualize information presented in the text.
4. Authors use different text structures depending upon the topic.

Common Core State Standards (includes West Haven’s “Priority” Common Core Standards in BOLD and “Supporting” Standards)

Priority Standards

CC.3.RI.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CC.3.RI.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.
CC.3.RI.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.
CC.3.RI.5 - Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
CC.3.RI.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Gr. 3 Reading Unit 1: Linking Ideas in Informational Text Revised 06-12-13
### Suggested Resources/Materials:

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<td><strong>(Reading A to Z)</strong></td>
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<td><strong>Strange Plants</strong>&lt;br&gt;(level K - grade 2)&lt;br&gt;Main Idea and Details</td>
<td><strong>Places Plants and Animals</strong>&lt;br&gt;(live E - grade 1)&lt;br&gt;Setting</td>
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<td>(S/F pp. 146-163)</td>
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<tr>
<td><strong>Week 2 “Guys From Space”</strong>&lt;br&gt;(S/F pp. 171-185)</td>
<td><strong>Our Solar System</strong>&lt;br&gt;(level S - grade 3)&lt;br&gt;Main Idea and Details</td>
<td><strong>Watching Earth From Space</strong>&lt;br&gt;(level N - grade 2)&lt;br&gt;Cause and Effect</td>
</tr>
<tr>
<td><strong>Lesson #1</strong></td>
<td><strong>Lesson #2</strong></td>
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<td><strong>Week 3 “Tornado Alert”</strong>&lt;br&gt;(S/F pp. 190-205)</td>
<td><strong>Severe Weather</strong>&lt;br&gt;(level T - grade 3)&lt;br&gt;Cause and Effect</td>
<td><strong>Storm Chasers</strong>&lt;br&gt;(level R - grade 3)&lt;br&gt;Main Idea and Details</td>
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<td></td>
<td><strong>Lesson #1</strong></td>
<td><strong>Lesson #2</strong></td>
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<tr>
<td><strong>Main Idea + Supporting Details</strong>&lt;br&gt;(S/F pp. 200-223)</td>
<td><strong>The Titanic: Lost and Found</strong>&lt;br&gt;(level S - grade 3)&lt;br&gt;Sequencing</td>
<td><strong>Mighty Glaciers</strong>&lt;br&gt;(level M - grade 2)&lt;br&gt;Cause and Effect</td>
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<td><strong>Week 5 “Nights of the Pufflings”</strong>&lt;br&gt;(S/F pp. 228-243)</td>
<td></td>
<td><strong>“Spoonbill!”</strong>&lt;br&gt;(S/F Unit 2 pp. 244-247)</td>
</tr>
</tbody>
</table>

- Reading A to Z
- Scott Foresman Reading Series
- Student Textbooks: Imagine That and Picture This
- Use Scott Foresman resources (SAT -9, skill practice, etc.)
- Wordly Wise

### Suggested Research-based Effective Instructional Strategies:

- **Whole Group 4/10 days**
  - Shared Reading – comprehension think-alouds; graphic organizers; connect new learning to prior learning; Nancy Boyle’s Close Reading Strategies
- **Small Group 6/10 days**
  - **Guided Reading** – flexible grouping
  - Literature/Informational Circles – cooperative learning
  - Independent Reading – practice  **Daily 5**

Gr. 3 Reading Unit 1: Linking Ideas in Informational Text Revised 06-12-13
Grade 3, Unit 2
Imagine That!: The Whole Wide World
Reading Strategy

Preview and Predict
Invite students to read the title and look at the illustrations. Ask:

- Do you think this is fiction or nonfiction? Why?
- On pages 212–213, there are pictures of a glacier and an iceberg. What do you think you might find out about glaciers and icebergs?
- On page 216, there is a picture of the Titanic. Why do you think it was included?

Set Purposes
Create a K-W-L chart, Transparency 7. Have students list what they know about icebergs, Titanic, and what they want to know. After they have read the entire selection, they can list what they learned. Model setting purposes for the reading experience.

Think Aloud
I know that icebergs are large chunks of ice that float in the ocean, but I would like to know how they are formed and how big they are. I would also like to find out more about the iceberg that the Titanic hit.

Managing Flexible Groups

Intervention
Students can read the summary in the Intervention Handbook and listen to the selection audio as they follow in their books. Students can use what they learned to explain the illustrations.

To build background for Danger—Icebergs! and to provide additional skill practice, use the Very Easy Reader for this selection.

Easy
Students may need help distinguishing between fact and opinion as they read. Use the fact and opinion activities to provide support.

For guided reading support, additional practice with fact and opinion tested vocabulary, and to develop fluency, use Leveled Reader 69A.

On-Level
Before students read, have them look at the illustrations. Say that the art can help them understand the information. For guided reading support, additional practice with fact and opinion tested vocabulary, and to develop fluency, use Leveled Reader 69A.

Challenge
While they read, remind students to slow down on pages that have many facts. Have students record the facts they learn in their journals. They can categorize the information as either fact or opinion.

Response Log

In their Response Logs, students can:
- list facts they know about icebergs and the Titanic
- record questions about icebergs that they want to answer as they read
- jot down notes about interesting illustrations
Year after year, snow falls in the North. It falls on Alaska, Canada, Siberia, and Greenland. It also falls on the South Pole in Antarctica—where the penguins are. Even the summer is cold in those places, so the snow does not melt. Over thousands of years it gets packed harder and harder until it is ice. In some places the ice can be three miles deep. This big cover of ice is called a glacier.
As the ice gets thicker and thicker in the glacier, it pushes toward the ocean.

The ocean waves beat hard against it. They make deep cracks in the glacier. All at once, there is a loud roar as a chunk of the glacier breaks off. This great chunk of ice is an iceberg.

Thousands of icebergs break off from glaciers each year. Some are large and look like shiny mountains. Others look like big buildings. Some are very wide and flat. Entire towns could be built on them.

**Skills in Context**

**Graphic Sources**

**Objective**

Students will use graphic sources of information, such as illustrations, to monitor comprehension.

**Introduce**

Point out that illustrations are a kind of graphic source that can make some kinds of information and explanations easier to understand. For example, say, "If I see a picture of how an elephant uses its trunk to eat, I get a better understanding than if I just read an explanation." Invite students to give examples of pictures that have helped them better understand what they were reading.

**Teach**

Have students reread page 213 and look at the illustrations. Model using illustrations to help understand text.

The first illustration shows the deep cracks in the glacier. I see where the ice will break off. In the second illustration, I notice that the chunk of ice has broken off and become an iceberg floating away.

**Apply and Assess**

To assess students' understanding of using illustrations, ask:

What other kinds of illustrations would help explain the information on page 213? (Students are likely to suggest illustrations of an ocean wave beating against a glacier, icebergs that look like shiny mountains or big buildings, and a town built on a flat iceberg.)
INSTRUCTIONS: Have students write the main idea at the top of the ladder. Then have them record supporting details about the main idea on the rungs of the ladder.
The Titanic: Lost and Found

Written by Lisa Trumbauer

www.readinga-z.com

Photo Credits:

Page 3: Molly Brown, nicknamed "Unsinkable," was one of many famous people on board the Titanic. She survived.
The Grandest Ship

When it was built, many people thought it was the grandest ship to ever sail the seas. Others claimed it was the biggest, and some people even said it was unsinkable.

But on Sunday, April 14, 1912, just before midnight, disaster struck. Within hours the *Titanic*, the most magnificent ship of its time, had sunk to the bottom of the Atlantic Ocean.

**Do You Know?**
The full name of the *Titanic* was the R.M.S. *Titanic*. R.M.S. stands for Royal Mail Ship. The *Titanic* was carrying 2,500 bags of mail on the night it sank.
The *Titanic* was built in Northern Ireland to take people and cargo across the Atlantic Ocean. Airplanes were still new *contraptions* in 1912, so the only way to travel from Europe to the United States was by boat.

Passengers began boarding the *Titanic* on Wednesday, April 10, in Southampton, England. They were thrilled to be on what was considered the grandest ship in the world. It was the ship’s first trip, also called its maiden voyage, and it would take one week to reach New York.

Wealthy people traveled in style aboard the *Titanic*. They had fancy rooms for dining and elegant rooms for sleeping. First-class rooms perched at the top of the ship and offered the best views and fresh air. The *Titanic* even had four elevators and a lavish staircase.

People who did not have a lot of money traveled in less spacious quarters at the bottom of the ship. This area was called *steerage*, and the rooms were cramped and crowded. Steerage passengers were not allowed to go to the upper levels of the ship.

---

**Do You Know?**

A person’s “class” was one’s status in society based on how much money he or she made. “Upper-class” people had a lot of money, whereas “lower-class” people had little. In 1912, different classes were separated.

- How much did it cost to travel on the *Titanic*?
  - **First Class:** $4,350.00 per person
  - **Second Class:** $65.00 per person
  - **Third Class:** $35.00 per person
Leaf by Leaf

First:
Second:
Third:
Fourth:
Fifth:
Sixth:

Topic:

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Mighty Glaciers
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Introduction

The Earth’s surface constantly changes. Wind, water, and heat wear down mountains and crack stone. But some of the most dramatic changes are caused by giant pieces of ice and rock called glaciers (GLAY-shers).

Glaciers move slowly over the land. They carve out cliffs, valleys, and prairies as they go. When glaciers melt, they leave behind lakes, rivers, and hills of soil and boulders.
Types of Glaciers

Two common types of glaciers are continental glaciers and valley glaciers. Continental glaciers form at the north and south poles of the Earth. These huge sheets of ice cover vast stretches of land. Continental glaciers can be so thick that only the tops of mountains stick out above them. Much of Greenland and Antarctica are buried beneath continental glaciers.

Valley glaciers form on high mountains that rise above the snow line. Above the snow line, snow covers the ground all year. Even in the tropics, valley glaciers can form on the tallest peaks. Like rivers of ice, valley glaciers move through long, narrow valleys.

This huge continental glacier covers almost all of Antarctica.

Posterze Glacier in Austria is a valley glacier.
Instructions: As you read, list causes in the left boxes and their effects in the right boxes.