

Comprehension Focus: Reading to Determine Main Ideas/Details Related to an Event  
 Text: "Smog City." Time for Kids [NYC] 28 Mar. 2014: 3. Print.

Flow of the Lesson	Related Common Core Standards	Related Student ISTE Standards	Related Teacher ISTE Standards
<b>Scaffolding of Text Reading as Needed</b>			
<i>Teacher reads article aloud from beginning to end with appropriate phrasing and attention to punctuation.</i>	CC.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
<b>Vocabulary Development</b>			
<i>Teacher displays simple definitions of unknown Tier 2 or Tier 3 vocabulary that students can refer to during silent reading. (Words/ definitions can be displayed in a list format on the smart board or within the margin of the article)</i>	CC.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		

<p><b>Application of Vocabulary within Context</b></p>			
<p><i>Students read article silently. Teacher rotates to specifically praise the use of the Tier 2 and Tier 3 definitions as the students encounter the words within the article.</i></p>	<p>CC.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>		
<p><b>Comprehension: Shrinking the Paragraphs</b></p>			
<p><i>Students then reread the article and pause at the end of each paragraph or section to annotate in the margins and/or their Reader's Notebook or underline the main/big idea(s) within each paragraph.</i></p>	<p>CC.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; <del>summarize the text.</del></p>		

Technology Integration			
<p><i>Based on the main ideas and the important details, students then contribute to a cause and effect Popplet.</i></p> <p><b>Caution:</b>  <b><i>The event is intentionally selected by the teacher to reflect a pivotal event that has text-based causes and/or effects.</i></b></p> <p><i>For this lesson, the event is: The French government restricted the use of cars and trucks.</i></p>	<p>CC.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CC.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>CC.SL.4.5 Add <del>audio recordings and</del> visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>ISTE Student Standard #2  Communication and Collaboration</p> <p>a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media</p> <p>b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p>	<p>ISTE Teacher Standard #2  Design and develop digital age learning experiences and assessments</p> <p>a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity</p>

Comprehension: Reading a Graphic			
<p>Possible Closure: Read the Popplet using frames with cause and effect transition words and phrases. Possible sentence/verbal frames:</p> <ul style="list-style-type: none"> <li>• The French government restricted the use of cars and trucks; <b>therefore</b>, _____.</li> <li>• <b>Since</b> it was difficult to see the Eiffel Tower through the polluted smog, _____.</li> <li>• <b>As a result</b> of the pollution level dropping, _____.</li> </ul>	<p>CC.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>ISTE Student Standard #3 Research and Information Fluency</p> <p>d. Process data and report results</p>	<p>ISTE Teacher Standard # 1 Facilitate and inspire student learning and creativity</p> <p>a. Model collaborative knowledge construction by engaging in learning with students, <del>colleagues, and others in face-to-face and virtual environments</del></p>

ISTE Coaching Standard:

2d. Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, metacognition, and self-regulation)



The Eiffel Tower stands in a cloud of smog.

## Smog City

Paris is known as the City of Light. But lately, it has been tough to see any light. A thick **haze** pollutes the air in France's capital city. The smog forced authorities to take **drastic** measures.

On March 17, the French government **restricted** the use of cars and trucks in the city and its suburbs. It was the first time since 1997 that a ban on cars was put in place. Public transportation was made free for several days.

Authorities hoped the **measure** would help reduce air pollution. And it did. The level of pollution dropped, and the ban on cars was lifted.

