



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 2: Lesson 4

Video and Close Reading: “Developing a Vital Resource for Canadians and the World”



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4)

I can use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5c)

I can summarize information presented in diverse formats. (SL.5.2)

Supporting Learning Targets

- I can summarize information presented in diverse formats.
- I can explain how Canada’s available natural resources are used to meet the needs and wants of people today, by quoting accurately from the video transcript.
- I can determine the meaning of unfamiliar words and phrases, using context clues and other strategies.

Ongoing Assessment

- “Natural Resources and the Canadian Economy” resource web (completed for homework)
- “Developing a Vital Resource for Canadians and the World” note-catcher



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: “Natural Resources and the Canadian Economy” Resource Web (5 minutes)</p> <p>2. Work Time</p> <p>A. Watching the Video: “Developing a Vital Resource for Canadians and the World” (15 minutes)</p> <p>B. Identifying Evidence to Support Answers (20 minutes)</p> <p>C. Exploring Vocabulary: “Developing a Vital Resource for Canadians and the World” (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Synthesizing Information (5 minutes)</p> <p>4. Homework</p> <p>A. Reread the transcript of “Developing a Vital Resource for Canadians and the World” and complete your resource web.</p> <p>B. Read your independent reading book for at least 15–20 minutes.</p>	<ul style="list-style-type: none">• In this lesson, students watch an excerpt of a video about potash, a natural resource that is mined and used as a fertilizer in Canada. Students use the transcript of the video to answer questions in order to gain a deeper understanding of the text and to continue to answer the guiding question: “How are Canada’s available resources used to meet people’s needs and wants today?”• Before playing the video, tell students what potash is and what the video is about, as the content may be confusing without these explanations. See Work Time A.• In advance:<ul style="list-style-type: none">– Watch the clip (0:00–2:30) of the video, “Developing a Vital Resource for Canadians and the World,” found at http://www.actionplan.gc.ca/en/blog/r2d-dr2/developing-vital-resource-canadians-and-world.– Read the video transcript, and review the Close Reading Guide for the transcript.– Review the Popcorn Read protocol (see Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
<p>agriculture, fertilizers, sustainable, vital, fortunate, potash</p>	<ul style="list-style-type: none"> • Canada’s Natural Resources anchor chart (begun in Lesson 1) • Canada’s Natural Resources anchor chart (completed, for teacher reference; see Unit 2 Overview) • Computer, LCD and speakers (for viewing and listening to video) • Video: “Developing a Vital Resource for Canadians and the World” (clip 0:00–2:30 found at http://www.actionplan.gc.ca/en/blog/r2d-dr2/developing-vital-resource-canadians-and-world) • “Developing a Vital Resource for Canadians and the World” note-catcher (one per student and one for display) • “Developing a Vital Resource for Canadians and the World” note-catcher (answers, for teacher reference) • “Developing a Vital Resource for Canadians and the World” transcript (one per student) • “Developing a Vital Resource for Canadians and the World”: Frayer Models (one per student) • Dictionaries (enough for students to refer to as needed) • Thesauruses (enough for students to refer to as needed) • “Developing a Vital Resource for Canadians and the World”: Frayer Models (suggested answers, for teacher reference) • Homework: “Developing a Vital Resource for Canadians and the World” resource web (one per student)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Natural Resources and the Canadian Economy Resource Web (5 minutes)</p> <ul style="list-style-type: none"> • Remind students that for homework they were to reread “Natural Resources and the Canadian Economy” and fill out a “Natural Resources and the Canadian Economy” resource web for the text. • Invite students to briefly share their resource webs with their group, and to make any additions or revisions based on what they see and hear from others. • Refocus students whole group. Invite volunteers to share their responses aloud. Add appropriate student suggestions to the Canada’s Natural Resources anchor chart. Refer to Canada’s Natural Resources anchor chart (complete, for teacher reference) for how the anchor chart should look. 	<ul style="list-style-type: none"> • Provide sentence starters for students who have difficulty expressing their thinking aloud.



Work Time	Meeting Students’ Needs
<p>A. Watching the Video: Developing a Vital Resource for Canadians and the World (15 minutes)</p> <ul style="list-style-type: none"> • Focus students on the learning targets. Invite them to read them with you: <ul style="list-style-type: none"> * “I can summarize information presented in diverse formats.” * “I can explain how Canada’s available natural resources are used to meet the needs and wants of people today, by quoting accurately from the video transcript.” * “I can determine the meaning of unfamiliar words and phrases, using context clues and other strategies.” • Point out these targets are similar to targets students have worked with during previous lessons to help them build understanding about guiding question: “How are Canada’s available resources used to meet people’s needs and wants today?” • Tell students that they are going to watch a video about a natural resource in Canada called <i>potash</i>, which is a mined mineral used to fertilize soil so plants will grow better. Explain that in the video they will hear representatives from companies who produce potash talking about what potash has done for people in the area. • Use a computer, LCD and speakers to play the video: “Developing a Vital Resource for Canadians and the World” (0:00–2:30). After playing the complete video, ask students to discuss in groups: <ul style="list-style-type: none"> * “Based on information you heard and viewed in this video, what is a natural resource found in Canada?” • Invite volunteers to share their responses with the whole group. This is just an initial idea, as students have only watched the video once, but listen for students to explain that “potash” is the natural resource mentioned in the video. • Ask students to discuss in groups: <ul style="list-style-type: none"> * “How is this natural resources used to meet the needs and wants of people today?” • Cold call students to share their responses with the whole group. Again, this is just an initial idea, as students have only watched the video once, but listen for students to say things such as: “it brings jobs, it helps to grow more food, and it brings money to the economy.” • Distribute “Developing a Vital Resource for Canadians and the World” note-catcher. Invite students to read through the questions with you. Tell students to ignore the “final evidence” column for now, as they will return to this later with a transcript of the video. 	<ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Explain that you are going to play the video clip through three times, giving students time after each play to discuss with their group and record answers to the questions. Encourage students to use the Notes column on their organizer to take some quick notes, just one word or a couple of words, to refresh their memories and refer to as they craft a response to each question. Emphasize that students should not be recording complete, lengthy sentences in this column, as this will stop them from listening to the rest of the video.• Tell students that a good way to do this effectively is to focus on no more than two questions each time the video is played.• Invite students to practice by focusing on question #1 for the second viewing of the video.• Play the full video again.• Give students time to discuss their answers to the question and to record the answer to the question on their note-catchers.• Select volunteers to share their notes and their final answer with the whole group. Where students have taken lengthy notes, model how to shorten these notes to make the process quicker. See “Developing a Vital Resource for Canadians and the World” note catcher (answers, for teacher reference) for ideas students may share and to guide students, as needed. Invite students to revise what they have recorded on their note-catchers, based on what they hear from the group.• Play the video again and give students time to discuss their answers to the question and to record the answer to the question on their note-catchers. This time, don’t invite students to share with the whole group, as this will be done later on in the lesson, once the note-catchers are complete.• Repeat until the video has been viewed three times.	



Work Time (continued)	Meeting Students’ Needs
<p>B. Identifying Evidence to Support Answers (20 minutes)</p> <ul style="list-style-type: none"> • Display and distribute the “Developing a Vital Resource for Canadians and the World” transcript. Tell students that this is the transcript of the video—the words the people they see on the video are saying. Focus students on the glossary at the bottom of the excerpt and remind them that the meaning of words in bold can be found in the glossary. • Invite students to whisper-read the transcript, taking note of the meaning of the bolded words. • Focus students on the final column of their note catcher, “Evidence.” • Tell students that they are now going to use the transcript to cite evidence to support their answers to the questions. Remind students of their previous work with locating and recording evidence, in the form of quotes from the text, to support their thinking. Ask students to share out what they recall about how to record quotes in their notes. Listen for: <ul style="list-style-type: none"> – “When we record quotes, which are the exact words from the text or what someone actually said, we place quotation marks around the text.” • Explain to students that this is a <i>transcript</i> of the video, which means it is a typed version of what the people in the video said. Therefore, the quotes they record from the transcript are what representatives from the potash companies said during the video. As needed, model reading aloud the first question, then looking to the transcript to locate evidence that helps to answer the question, underlining relevant text, and recording a direct quote onto the note-catcher. • Provide further clarification as needed, and then explain that you would like students to do this independently. • Circulate to support students. Ask questions such as: <ul style="list-style-type: none"> * “How do you know that is the answer? What does he say?” * “Where is that in the transcript?” • After 10–12 minutes, refocus the whole group. Go through each question and invite students to share their answers with the class. Refer to the “Developing a Vital Resource for Canadians and the World” note-catcher (answers, for teacher reference) to guide students in the correct answers and the appropriate evidence to support their responses. 	<ul style="list-style-type: none"> • For struggling readers, consider highlighting relevant sections of the transcript for them to focus on. Also consider color-coding by using a different colored highlighter for each question and related text. • Consider providing a partially completed note-catcher and limited text, to second language learners and struggling readers. • Work with a small group of students who may need more support answering each question or navigating the text independently.



Work Time (continued)	Meeting Students’ Needs
<p>C. Exploring Vocabulary: “Developing a Vital Resource for Canadians and the World” (15 minutes)</p> <ul style="list-style-type: none"> • Distribute the “Developing a Vital Resource for Canadians and the World”: Frayer Models. • Ask students to review the models and share out what they notice about how the Frayer Model is similar to and different from the Frayer Models they completed during Unit 1. • After 1 minute, invite a few students to share their thinking whole group. Listen for them to mention that this model has only four sections instead of five, and this time they are not making a sketch to show the meaning of the word. • Remind students that they can use a dictionary to check the definition and a thesaurus to identify synonyms, and that doing so may give them a better understanding of what the word means. • Invite students to work in their groups to fill out the Frayer Models for the words <i>vital</i> and <i>fortunate</i>. • Circulate to support students in filling out their models. Ask questions such as: <ul style="list-style-type: none"> * “What is the dictionary definition? How would you say that in your own words?” * “What are some examples of that word?” * “What synonyms does the thesaurus suggest?” * “What are antonyms of that word? What is the opposite of that meaning?” • Refocus the whole group. Invite a couple of volunteers to share their models with the class. Invite students to add to or revise their models accordingly. Guide students using the “Developing a Vital Resource for Canadians and the World”: Frayer Models (suggested answers, for teacher reference). 	<ul style="list-style-type: none"> • Allow students who struggle with language to draw a pictorial representation of the word in the “definition” square. • For students who struggle with language, consider providing a partially filled-in model or limiting the number of synonyms, antonyms, and examples students record to just one of each. • If technology is available, consider allowing second language learners to look up and listen to an online audio pronunciation of each term.



Closing and Assessment	Meeting Students’ Needs
<p>A. Synthesizing Information (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to refer to the text and their notes and discuss in groups: <ul style="list-style-type: none"> * “What natural resources does this excerpt suggest are available in Canada?” • After 1 or 2 minutes, ask students to popcorn share their ideas. Listen for: “potash.” • Ask students to refer to the text and their notes and discuss in groups: <ul style="list-style-type: none"> * “How is that natural resource used to meet the needs and wants of people today?” • After 1 or 2 minutes, ask students to popcorn share their ideas. Listen for: “It provides good jobs and more food by being a fertilizer that makes more crops grow in a smaller amount of land, and generating money that goes back into the Canadian economy, specifically in the province of Saskatchewan.” • Tell students they will synthesize their thinking in writing for homework on the next resource web. • Distribute Homework: “Developing a Vital Resource for Canadians and the World” resource web. 	<ul style="list-style-type: none"> • To allow for balanced airtime, limit the number of popcorn shares to one per student.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • Reread the transcript “Developing a Vital Resource for Canadians and the World” and complete your resource web. • Read your independent reading book for at least 15–20 minutes. 	<ul style="list-style-type: none"> • For students who have difficulty reading or completing tasks independently, consider providing an audio recording of the text and/or a partially completed resource web. • Provide audio versions of independent texts as available, to struggling readers.



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Supporting Materials



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“Developing a Vital Resource for Canadians and the World” Note-catcher

Name: _____

Date: _____

Questions	Notes	Answers	Evidence (quotes from the transcript)
1. What does <i>potash</i> mean to the people of Saskatchewan?			
2. Why do the people need more food?			
3. Why do they need fertilizers?			



“Developing a Vital Resource for Canadians and the World” Note-catcher

Questions	Notes	Answers	Evidence (quotes from the transcript)
4. Why does one of the speakers consider himself fortunate?			
5. According to the final man who speaks, what has potash provided?			



“Developing a Vital Resource for Canadians and the World” Note-catcher
(Answers, for Teacher Reference)

Questions	Notes	Answers	Evidence (quotes from the transcript)
1. What does <i>potash</i> mean to the people of Saskatchewan?	<i>Economic development, good jobs</i>	<i>It means economic development and good jobs.</i>	<i>“What it means to us is that there’s development, there’s economic development specifically, so there’s a lot of people that can come back to Saskatchewan and have good jobs.”</i>
2. Why do the people need more food?	<i>Growing population</i>	<i>They need more food as a result of more people.</i>	<i>“By 2050 we’ll be at 9 billion people, and with that we need more food.”</i>
3. Why do they need fertilizers?	<i>Grow more food</i>	<i>They need fertilizers to produce more food per acre.</i>	<i>“So in order to get more food, what we have to do is, we have to apply fertilizers, crop nutrients, so that essentially what we do is, per acre of land, we produce more food.”</i>
4. Why does one of the speakers consider himself fortunate?	<i>Effectively mine, sustainable business</i>	<i>The resources can be effectively mined and ensure sustainable business.</i>	<i>“We’re very fortunate not only to have these resources, but to be able to effectively mine them, and be able to have sustainable business from them.”</i>



“Developing a Vital Resource for Canadians and the World” Note-catcher
(Answers, for Teacher Reference)

Questions	Notes	Answers	Evidence (quotes from the transcript)
5. According to the final man who speaks, what has potash provided?	<i>Good lifestyle, money for province</i>	<i>It has provided a good lifestyle for his family and money for the province of Saskatchewan.</i>	<i>“It has definitely provided a very good lifestyle for my family, and this is money that’s going back into the province.”</i>



“Developing a Vital Resource for Canadians and the World” Transcript

Saskatchewan has been blessed with a huge number of resources, specifically potash. You can find it almost everywhere in the southern part of Saskatchewan. What it means to us is that there’s development, there’s economic development specifically, so there’s a lot of people that can come back to Saskatchewan and have good jobs.

By 2050 we’ll be at 9 billion people, and with that we need more food—and at the end of the day, there’s not more land to be had for **agriculture**. So in order to get more food, what we have to do is we have to apply **fertilizers**, crop nutrients, so that essentially what we do is, per acre of land, we produce more food. So at Cory Division, we have a vital role in developing a resource, so that we can help to feed the world’s population.

We’re very fortunate not only to have these resources, but to be able to effectively mine them, and be able to have **sustainable** business from them, because I think that’s one of the most important things in Canada’s economy, and specifically Saskatchewan’s economy as well.

It has definitely provided a very good lifestyle for my family, and this is money that’s going back into the province. I was born and raised in Saskatoon and, to me, it’s huge to be able to stay here. I have a lot of friends and family that have moved to other provinces, and this is good roots. I’m a Saskatchewan boy, and I plan on staying here for a lifetime.

“Developing a Vital Resource for Canadians and the World.” Government of Canada. Web. 27 November 2013.

Glossary:


Word	Meaning
agriculture	farming
fertilizers	something added to the soil to make things grow better
sustainable	continue the same as it is now




“Developing a Vital Resource for Canadians and the World”: Frayer Models

Name: _____

Date: _____

Definition	Synonyms (at least two)
 Vital	
Examples (at least two)	Antonyms (at least two)

Definition	Synonyms (at least two)
 Fortunate	
Examples (at least two)	Antonyms (at least two)



“Developing a Vital Resource for Canadians and the World”: Frayer Models
(Suggested Answers, for Teacher Reference)

Definition <i>Absolutely necessary</i>	Synonyms (at least two) <i>Critical</i> <i>Crucial</i> <i>Important</i>
Vital	
Examples (at least two)	Antonyms (at least two) <i>Insignificant</i> <i>Meaningless</i> <i>Optional</i>

Definition <i>Good luck/good fortune</i>	Synonyms (at least two) <i>Lucky</i> <i>Affluent</i> <i>Fortuitous</i>
Fortunate	
Examples (at least two)	Antonyms (at least two) <i>Failing</i> <i>Hopeless</i> <i>Lacking</i>



Homework:

“Developing a Vital Resource for Canadians and the World” Resource Web

Name: _____

Date: _____

- Reread the text to locate information that helps you complete the web.
- Record the products made from potash in the box “Products made from potash ...”
- Write a short sentence to explain how potash meets people’s needs and wants, in the lowest box “How potash meets people’s needs and wants ...”

