



EXPEDITIONARY
LEARNING

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

Close Reading: “Natural Resources and the Canadian Economy”



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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 gather relevant information from print and digital sources by paraphrasing information in notes. (W.5.8)
- 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)

Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> • I can explain how Canada’s available natural resources are used to meet the needs and wants of Canadians, by quoting accurately from the text. • I can determine the meaning of unfamiliar words and phrases, using context clues and other strategies. • I can gather relevant information about how Canada’s natural resources meet Canadians’ needs and wants, by paraphrasing information in notes. 	<ul style="list-style-type: none"> • Minerals and Metals resource web (from homework) • Text-Dependent Questions: “Natural Resources and the Canadian Economy”



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Minerals and Metals Resource Web (5 minutes)</p> <p>2. Work Time</p> <p>A. Annotating the Gist: “Natural Resources and the Canadian Economy” (10 minutes)</p> <p>B. Close Reading Guide: “Natural Resources and the Canadian Economy” (40 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Synthesizing Information (5 minutes)</p> <p>4. Homework</p> <p>A. Reread “Natural Resources and the Canadian Economy” 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 closely read an informational text about natural resources and the Canadian economy in order to continue building knowledge about the guiding question: “How are Canada’s available resources used to meet people’s needs and wants today?”• This lesson follows the same structure as Lesson 2.• In advance:<ul style="list-style-type: none">– Read the excerpt of “Natural Resources and the Canadian Economy” and review the Close Reading Guide for this text.– Review the Popcorn Read protocol (see Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
<p>explain, natural resources, needs, wants, quoting accurately, meaning, strategies, gather, relevant, paraphrasing; economy, fabric, tracts, generations, account, sector, revenue, opportunity, critical</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) • Journal (one per student; begun in Unit 1) • “Natural Resources and the Canadian Economy” (one per student) • Index cards (two per student) • Dictionaries (enough for students to refer to as needed) • Thesauruses (enough for students to refer to as needed) • Text-Dependent Questions: “Natural Resources and the Canadian Economy” (one per student) • Close Reading Guide: “Natural Resources and the Canadian Economy” (for teacher reference) • Homework: “Natural Resources and the Canadian Economy” resource web (one per student)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Minerals and Metals Resource Web (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out the resource webs they completed for homework and to join their groups. Invite them 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 (completed, for teacher reference) for possible responses. 	<ul style="list-style-type: none"> • Provide sentence starters for students who have difficulty expressing their thinking aloud: “Products made from minerals, and metals are ...” and “Minerals and metals meet people’s needs and wants by ...”



Work Time	Meeting Students’ Needs
<p>A. Annotating the Gist: “Natural Resources and the Canadian Economy” (10 minutes)</p> <ul style="list-style-type: none">• Remind students of the guiding question: “How are Canada’s available resources used to meet people’s needs and wants today?”• Ask students to collect their journals then display and distribute “Natural Resources and the Canadian Economy.” Point out the bold words in the text and the glossary at the bottom. Tell students that these are words they may not be able to figure out from the context, so they can refer to this glossary as needed while they work with group members to determine the gist of each passage.• Tell students that you will first be reading aloud; they should read along silently in their heads.• Begin with the title and read to the end of the third paragraph. Pause to ask students to consider and discuss in groups:<ul style="list-style-type: none">* “What is the gist of these first three paragraphs?”• After 1 or 2 minutes, cold call a few groups to share out whole class. Listen for suggestions such as:<ul style="list-style-type: none">– “Canada has a lot of natural resources.”– “Canada’s natural resources provide money and jobs to Canadian people.”– “Canada’s resources are an important part of their economy; they make up the country’s gross domestic product.”• Tell students not to worry about terms they don’t know, as they will dig more deeply into the text and key terms during the close read in Work Time B.• Ask students to annotate the gist of the first three paragraphs in the margin of the text. Then focus students on the fourth paragraph. Ask them to follow along silently as you read the last two paragraphs of the article aloud.• Then, direct students to think about and discuss in groups: “What is the gist of the last two paragraphs of this article?”• After 1 or 2 minutes, cold call a few students to share their thinking with the class. Listen for ideas such as:<ul style="list-style-type: none">– “The last two paragraphs are about how Canada’s natural resources provide a lot of money for social programs and jobs for many Canadians.”• Tell students to annotate the gist of the last two paragraphs in the margin of the text.• Ask them to work within groups to review their gist annotations, the text, and the glossary to determine the overall gist of this article.	<ul style="list-style-type: none">• Allow students who struggle with language and/or writing to draw a sketch of the gist with a one- to three-word caption or to scribe their gist statements to you or another adult.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • After 2 minutes, cold call several groups to share out with the class; listen for suggestions such as: “This excerpt is mostly about how natural resources are really important to Canadians and their economy because they provide money and jobs.” • Tell students to record the gist of the article at the bottom of the text, and then prepare to more closely read the passage in order to continue building their understanding of the ways that Canada’s resources meet people’s needs and wants. 	
<p>B. Close Reading Guide: “Natural Resources and the Canadian Economy” (40 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 explain how Canada’s available natural resources are used to meet the needs and wants of Canadians, by quoting accurately from the text.” * “I can determine the meaning of unfamiliar words and phrases, using context clues and other strategies.” * “I can gather relevant information about how Canada’s natural resources meet Canadians’ needs and wants, by paraphrasing information in notes.” • Ask students to consider the targets as well as key terms from the targets they are familiar with, such as: <i>explain, natural resources, needs, wants, quoting accurately, meaning, strategies, gather, relevant, and paraphrasing</i>. Then they should discuss with group members what they think they will be building understanding about during the close read today. • After 1 minute, cold call a few students to share their thinking with the class. Answers will vary, but listen for students to recognize that they will be focusing on how resources found in Canada meet the needs and wants of people who live in Canada. • Distribute dictionaries, thesauruses, the Text-Dependent Questions: “Natural Resources and the Canadian Economy” and index cards. Then tell students they will now be led through a close read of “Natural Resources and the Canadian Economy.” • When students are ready, begin the close read using the Close Reading Guide: “Natural Resources and the Canadian Economy” (for teacher reference). 	<ul style="list-style-type: none"> • See suggested accommodations in the “Teaching Notes” column of the Close Reading Guide: “Natural Resources and the Canadian Economy.” Examples include: Define key terms that may interfere with students’ understanding of relevant content and reread as needed. • Consider working with a small group of students who may need more support understanding ideas conveyed through the text, key terms, and/or crafting responses to the note-catcher questions. • Provide a scribe for students who struggle to record their thinking in writing, or consider allowing them to record their responses into a recording device.



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"> * “According to this article, what natural resources are available in Canada?” • After 1 or 2 minutes, ask students to popcorn share their ideas. Listen for: energy, forest, minerals, and metals. • Ask students to refer to the text and their notes and discuss in groups: <ul style="list-style-type: none"> * “How are those natural resources used to meet the needs and wants of Canadians?” • After 1 or 2 minutes, ask students to popcorn share their ideas. Listen for: jobs for 1.8 million Canadians, growth, 18 percent of the GDP including the sectors that serve the natural resource industry. • Tell students that they will synthesize their thinking in writing for homework on the next resource web. • Distribute Homework: “Natural Resources and the Canadian Economy” resource web. 	<ul style="list-style-type: none"> • Consider designating one student to start the popcorn share. • 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 text “Natural Resources and the Canadian Economy” 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.



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Supporting Materials



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Natural Resources and the Canadian Economy

Natural resources are an important part of the fabric of Canada’s economy. This country has enormous natural wealth, from huge **reserves** of energy to massive **tracts** of forest and an abundance of minerals and metals.

For **generations**, natural resources have brought opportunity, jobs, and growth to every region of Canada.

Natural resources **account** for 13 percent of our gross domestic product (GDP) and 50 percent of our exports. When you include the spin-off industries that provide goods and services to the **sector**, natural resources account for over 18 percent of our GDP—nearly a fifth of our economy.

The energy, mining, and forestry industries provide over \$30 billion a year in **revenue** to governments—money that supports critical social programs such as health, education, and public pensions. That \$30 billion is equal to about half of all spending by governments on hospitals in Canada last year.

About 950,000 Canadians work in natural resource sectors, while another 850,000 people are employed serving those sectors. Add it up, and close to 1.8 million Canadians depend on natural resources for their jobs—10 percent of all employment in Canada.

Glossary:

Word	Meaning
reserves	spare, not being used; extra
tracts	a large area of land
generations	multiple generations of people—children, their parents, grandparents, great-grandparents, etc.
account	supply or make up a certain amount of
sector	an area of the economy that includes businesses all doing the same thing—for example, producing natural resources
revenue	income, the money earned

Canada’s Economic Action Plan. Government of Canada. Web. 6 June 2014.



Text-Dependent Questions:
“Natural Resources and the Canadian Economy”

Guiding Questions:

What are Canada’s available resources?

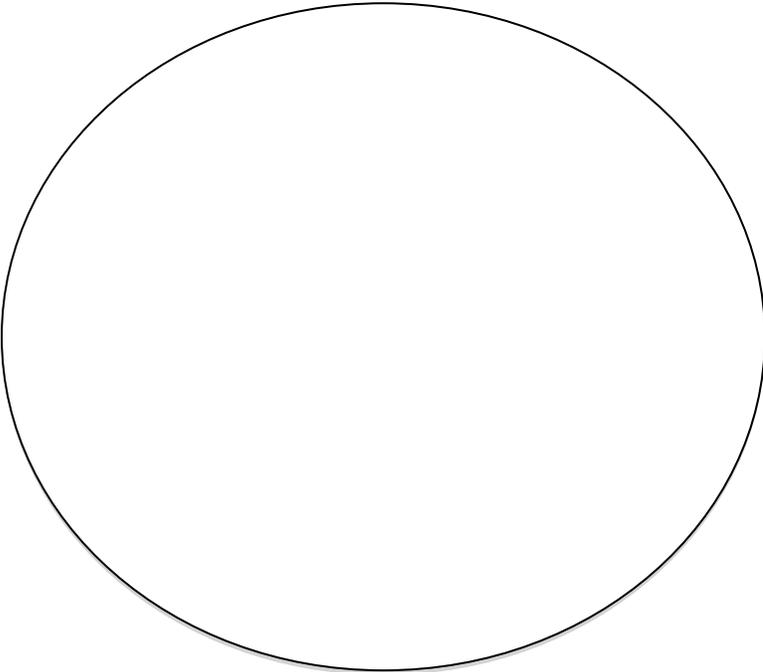
How are Canada’s available resources used to meet people’s needs and wants today?

*Refer to the excerpt of text “Natural Resources and the Canadian Economy” to help you respond to the following questions.

Directions	Questions
<p>With group members, chorally read the title and first paragraph. Then, work together to respond to the questions on the right.</p>	<p>Highlight the word “economy” in the title and text. Write “economy” on an index card and then look up the meaning of this word in a dictionary. Use the dictionary definition and the text to help you determine and record a simple definition of “economy.”</p> <p>In the sentence “Natural resources are an important part of the fabric of Canada’s economy,” what does the word “fabric” mean? Record “fabric” on an index card. Then use context clues or other strategies to determine and record a definition of the word “fabric” on your index card.</p> <p>How does the author’s use of the word “fabric” help the reader understand the importance of natural resources to Canada’s economy?</p> <p>Record a quote from the text to explain the types of natural wealth found in Canada.</p>



Text-Dependent Questions:
“Natural Resources and the Canadian Economy”

Directions	Questions
<p>Whisper-read the second paragraph (sentence) and third paragraph as your teacher reads them aloud. Then work together to answer the questions on the right.</p>	<p>What benefits have natural resources brought to Canada?</p> <p>What do you think spin-off industries are?</p> <p>Gross domestic product (GDP) is the total dollar value of all the goods and services a country produces in a year. Color in the pie graph below to show the fraction of Canada’s GDP that comes from natural resources, including the goods and services from spin-off industries.</p> 



Text-Dependent Questions:
“Natural Resources and the Canadian Economy”

Directions	Questions
<p>Independently read the fourth paragraph. Then, work with group members to answer the questions on the right.</p>	<p>How much money do the energy, forestry, and mining industries provide to the government each year?</p> <p>What is that money used for?</p> <p>Given the examples in this paragraph, what do you think social programs are?</p>
<p>With group members, whisper-read the last paragraph. Then, work together to answer the question on the right.</p>	<p>How many people in Canada depend on natural resources for their jobs?</p>
<p>Synthesis Question: Refer to the text and your responses to the above questions to help you formulate a response to the question on the right. Discuss your thinking with group members before you record an answer.</p>	<p>How do Canada’s natural resources meet the needs and wants of Canadians? Write a two- or three-sentence response, using specific details from the text.</p>



Close Reading Guide:
“Natural Resources and the Canadian Economy”
(For Teacher Reference)

Guiding Questions:

What are Canada’s available resources?
How are Canada’s available resources used to meet people’s needs and wants today?

Total Time: 40 minutes

Directions	Questions	Teaching Notes
<p>With group members, chorally read the title and first paragraph. Then, work together to respond to the questions on the right.</p>	<p>Highlight the word “economy” in the title and text. Write “economy” on an index card and then look up the meaning of this word in a dictionary. Use the dictionary definition and the text to help you determine and record a simple definition of “economy.”</p> <p>In the sentence “Natural resources are an important part of the fabric of Canada’s economy,” what does the word “fabric” mean? Record “fabric” on an index card. Then use context clues or other strategies to determine and record a definition of the word “fabric” on your index card.</p>	<p>Support students as they work to define “economy” by asking them to focus on familiar phrases and bolded glossary terms from the text that will help them clarify the meaning of this term, such as: <i>Natural resources are an important part ... of the economy; this country has enormous natural wealth; reserves of energy; massive tracts of forest; abundance of minerals and metals.</i></p> <p>After 2 minutes, invite a few students to share and explain how they arrived at their definition with the group. Listen for:</p> <p><i>I think economy means how much wealth a country has because of its different resources, because the dictionary defines economy as “the organization of money and resources” and the first paragraph says that “natural resources are a part of the fabric of Canada’s economy”; so I think economy has to do with how a country makes money from its different resources.</i></p>



Close Reading Guide:
“Natural Resources and the Canadian Economy”
(For Teacher Reference)

Directions	Questions	Teaching Notes
	<p>How does the author’s use of the word “fabric” help the reader understand the importance of natural resources to Canada’s economy?</p> <p>Record a quote from the text to explain the types of natural wealth found in Canada.</p>	<p>If students are not able to articulate a definition or how they determined the meaning, model and explain using the sample answer above.</p> <p>Focus students on the next key term, “fabric.” Prompt them to work with group members to define “fabric” based on the context of this paragraph.</p> <p>After 1 or 2 minutes, cold call a few students to share out. Listen for:</p> <p><i>“Fabric” in this context means structure or framework.</i></p> <p>Focus students on and read aloud the third question. Ask them to discuss their thinking in groups. Then invite a few students to share out with the class. Listen for students to share ideas like:</p> <p><i>Since “fabric” in this context means “structure or framework for Canada’s economy,” then I think the author chose this word to help the reader understand that natural resources are a significant (vital, valuable, central, key, main) part of Canada’s economy, a source of wealth for Canada.</i></p> <p>After a few class members share out, ask students to record a response to the third question.</p>

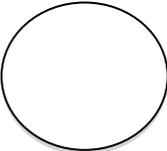


Close Reading Guide:
“Natural Resources and the Canadian Economy”
(For Teacher Reference)

Directions	Questions	Teaching Notes
		<p>Ask students to chorally read the fourth question with you. Then ask them to refer to the text to locate a quote that explains the types of natural wealth found in Canada.</p> <p>After 1 or 2 minutes, cold call one or two students to share the quote they recorded. Listen for:</p> <p><i>“This country has enormous natural wealth, huge reserves of energy to massive tracts of forest and an abundance of minerals and metals.”</i></p> <p>Ask students to focus on the two bold words, reserves and tracts, as well as the word “abundance.” Then ask students to use the provided glossary and other resources to determine the meaning of each term and use their understandings to paraphrase the quote in their own words.</p> <p>After 2 minutes, invite a few students to share their thinking whole group. Listen for ideas such as:</p> <p><i>Canada’s wealth comes from its extra energy sources, large areas of forest, and huge amounts of minerals and mines.</i></p>



Close Reading Guide:
“Natural Resources and the Canadian Economy”
(For Teacher Reference)

Directions	Questions	Teaching Notes
<p>Whisper-read the second paragraph (sentence) and third paragraph as your teacher reads them aloud. Then work together to answer the questions on the right.</p>	<p>What benefits have natural resources brought to Canada?</p> <p>What do you think spin-off industries are?</p> <p>Gross domestic product (GDP) is the total dollar value of all the goods and services a country produces in a year. Color in the pie graph below to show the fraction of Canada’s GDP that comes from natural resources, including the goods and services from spin-off industries.</p> 	<p>After reading the second and third paragraph, ask students to read the first question chorally in groups and then refer to the text to discuss their thinking.</p> <p>After 1 or 2 minutes, select volunteers to share their answers. Listen for students to say:</p> <p><i>Natural resources have brought opportunity, jobs, and growth.</i></p> <p>Ask students to record a response to the first question. Then, tell them to read the second question aloud with group members and discuss their thinking.</p> <p>Focus students on the second question and ask them to work with group members to determine a response, using details from the text.</p> <p>After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for:</p> <p><i>Spin-off industries are goods and services that support the natural resource sector (businesses).</i></p> <p>Ask students to discuss with group members what “goods” and “services” mean in this context (encourage students to use context clues and/or a dictionary to help).</p>



Close Reading Guide:
“Natural Resources and the Canadian Economy”
(For Teacher Reference)

Directions	Questions	Teaching Notes
		<p>After 1 or 2 minutes, invite a few volunteers to share their thinking aloud. Listen for:</p> <p><i>“Goods” in this context means products, things people want or need; “services” refers to things people do, get paid for doing, for other people.</i></p> <p>Explain that when people work in the natural resources sector, those workers need and want goods and services such as clothing, food, education, childcare, and dry cleaning for them and their families. Schools, grocery stores, restaurants, and daycare centers are examples of spin-off industries that provide goods and services to people who work in fields related to the natural resource industry.</p> <p>Focus students on the third question and the circle that represents a pie graph. If students have not encountered pie graphs in math, take a moment to explain how they are used to show percentages or parts of a whole. Ask students to whisper-read the definition of GDP aloud with you (the first part of the question) and then ask: “How could you describe GDP in your own words, based on the definition provided?”</p> <p>After students have 1 or 2 minutes to consider and discuss their thinking in groups, invite a few students to share out whole group. Listen for ideas such as:</p>



Close Reading Guide:
“Natural Resources and the Canadian Economy”
(For Teacher Reference)

Directions	Questions	Teaching Notes
		<p><i>GDP is how much money a country makes from the items it makes/sells (goods) and the services it provides.</i></p> <p>Ask students to look back to the fourth paragraph to determine what percentage of the GDP natural resources, <i>including their spin-off industries</i>, account for.</p> <p>After 1 or 2 minutes, ask students to state their response chorally. <i>Listen for: “18 percent, or about one-fifth.”</i> If students mention 13 percent or 50 percent, help them understand that 13 percent refers only to natural resources (which does <i>not include spin-off industries</i>), and 50 percent represents only exports (goods and services sold and sent to other countries).</p> <p>Then, guide students in dividing their pie graphs into five approximately equal parts. (Although some students may be able to simply divide the circle into five equal parts without the use of tools, others may need to use a protractor.) Emphasize that it is not important that each part be exactly the same size, just that they are fairly close. Lead students in a mini math lesson as needed by asking questions such as:</p> <ul style="list-style-type: none"> • “What percentage is one-fifth?” (20 percent) • “Is 18 percent more or less than 20 percent?” (less) • “So what portion of your pie graph will you color in to indicate 18 percent?” (a little less than one of the pieces) <p>Once students complete their pie graphs, invite them to hold them up and share whole class.</p>



Close Reading Guide:
“Natural Resources and the Canadian Economy”
(For Teacher Reference)

Directions	Questions	Teaching Notes
<p>Independently read the fourth paragraph. Then, work with group members to answer the questions on the right.</p>	<p>How much money do the energy, forestry, and mining industries provide to the government each year?</p> <p>What is that money used for?</p> <p>Given the examples in this paragraph, what do you think social programs are?</p>	<p>Ask students to begin reading the paragraph independently (consider whisper-reading with a small group of students who may struggle to read the passage independently). Then, direct them to discuss and record a response to the first question.</p> <p>After 1 or 2 minutes, cold call one or two students to share their responses whole group. Listen for:</p> <p><i>Energy, forestry, and mining industries provide over \$30 billion a year to the Canadian government.</i></p> <p>Ask students to work within groups to determine and record a response to the second question. After 1 or 2 minutes, invite a few students to share out with the class. Listen for:</p> <p><i>The money is used to support social programs such as health, education, and public pensions.</i></p> <p>Ask students to read the third question aloud with you and then discuss their thinking within groups. After 1 or 2 minutes, cold call students to share their thinking aloud.</p> <p>Listen for and guide students to understand:</p> <p><i>Social programs are programs that meet the needs of people. People need healthcare and education, and when they can no longer work they need a pension to pay for the things they need and want (define “pension “if needed).</i></p>



Close Reading Guide:
“Natural Resources and the Canadian Economy”
(For Teacher Reference)

Directions	Questions	Teaching Notes
<p>With group members, whisper-read the last paragraph. Then, work together to answer the question on the right.</p>	<p>How many people in Canada depend on natural resources for their jobs?</p>	<p>After students whisper-read the last paragraph, direct them to read the question in groups then discuss their thinking, and record a response.</p> <p>After 1 minute, cold call students to share their answers whole group. Listen for students to explain that <i>1.8 million people depend on natural resources for their jobs</i>.</p>
<p>Synthesis Question: Refer to the text and your responses to the above questions to help you formulate a response to the question on the right. Discuss your thinking with group members before you record an answer.</p>	<p>How do Canada’s natural resources meet the needs and wants of Canadians? Write a two- or three-sentence response, using specific details from the text.</p>	<p>As students discuss the question and refer to the text and their note-catcher responses, circulate to offer guidance as needed.</p> <p>After 2 or 3 minutes, invite members from different groups to share out their thinking. Listen for ideas such as:</p> <p><i>Canada’s natural resources have provided opportunities, jobs, and growth to every part of Canada. The money made from natural resource industries is used to provide important social programs to Canadians, such as healthcare, education, and money to live on after they can no longer work.</i></p>



Homework:

“Natural Resources and the Canadian Economy” Resource Web

Name: _____

Date: _____

- Reread the text to locate information that helps you complete the web.
- Write a short sentence to explain how the resources are used to meet people’s needs and wants, in the box “How these resources are used to meet people’s needs and wants ...”

