

About the Book

Text Type: Nonfiction/Pro-Con Page Count: 24 Word Count: 2,161

Book Summary

To Drill or Not to Drill? gives readers information on both sides of a heated debate: whether or not to drill for oil in Alaska's Arctic National Wildlife Refuge (ANWR). The book includes a history of American oil along with reasons to drill in ANWR, reasons not to drill, and the science and law behind it all. Photographs, maps, and graphs support the text.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Use the reading strategy of summarizing to understand nonfiction text
- Identify the author's purpose
- Identify parts of a complex sentence
- Identify root words

Materials

Green text indicates resources available on the website

- Book—*To Drill or Not to Drill?* (copy for each student)
- Chalkboard or dry erase board
- Sticky notes
- [Author's purpose, complex sentences, root words worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- Content words:

Story critical: *crisis* (n.), *fuel efficient* (adj.), *imports* (n.), *independence* (n.), *preserve* (v.), *sprawl* (n.)

Enrichment: *endangered* (adj.), *estimate* (v.), *geologist* (n.), *migration* (n.), *threatened* (adj.), *tundra* (n.)

Before Reading

Build Background

- Draw a fact web on the board with the word *oil* in the center circle. Have students tell what they know about oil as a natural resource. Write the information they share in smaller circles that are attached like a web.
- Explain that there is a big debate about drilling for oil in the United States versus importing it from other countries. Ask students if they think it's important for Americans to drill for oil on our own land and to explain their reasoning.

Lesson Plan *(continued)*

To Drill or Not to Drill?

- Show students the editorial section of a local newspaper. Explain that this is a place where citizens can express their opinions on a variety of topics regarding world events. Writers usually submit letters about a controversial subject that they feel strongly about—either “pro” (in agreement with the subject or issue) or “con” (against it).
- Explain to students that many books, newspapers, and websites publish pro-con content that tries to present both sides of an issue equally, allowing readers to form their own opinions on the basis of the information presented. Explain that in this book, they will have an opportunity to read about the issues surrounding the use and acquisition of oil in America and to decide if they are “pro” or “con.”

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author’s name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand what they are reading is to stop now and then during reading to summarize in their mind what they are reading about in the book.
- Model how to summarize.
Think-aloud: As I read this book, I am going to stop every now and then to remind myself about the pros and cons of drilling for oil that I have read about so far. This helps me remember what I’m reading and makes me think about new information. When I finish reading the book, I should be able to tell, in my own words, some of the information about the pros and cons of drilling for oil that I have read about.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Identify author’s purpose**

- Write the following terms in a line across the board: *To Entertain*, *To Inform*, and *To Persuade*. Invite students to define the terms in their own words. Define each of the terms as necessary (to *inform* means to give someone information about something; to *entertain* means to amuse someone; to *persuade* means to try to make someone think or feel the same way you do). Encourage students to give examples of times they might have said or written something to inform, entertain, or persuade others. Point out that writers most often have one of these three purposes for writing, and sometimes even all of them. Writers provide readers with clues that will help them figure out the author’s purpose.
- Create a three-column chart on the board, using the terms already written as labels at the tops of the columns. Introduce and explain the **author’s purpose worksheet**. Explain that students will be reading the book to identify and record different examples that illustrate these purposes. Instruct students to write the page number in one of the three boxes when they come across a strong example of evidence that supports one of the purposes.
- *Think-aloud: To understand and remember new information in a book, I can look at how an author is stating things to figure out his or her purpose. I can decide if the author’s focus is to inform, to entertain, or to persuade. I know that good readers do this, so I’m going to identify the author’s purpose as I read the book.*

Introduce the Vocabulary


- As students preview the book, ask them to talk about what they see in the photographs, maps, and graphs. Reinforce the vocabulary words they will encounter in the text.

Lesson Plan *(continued)*

To Drill or Not to Drill?


- Write the following story-critical vocabulary words on the board: *preserve*, *crisis*, and *sprawl*. Remind students that they can look for context clues in the text and photographs to help them define an unfamiliar word.
- Model how students can use the glossary or a dictionary to locate a word's meaning. Have a volunteer read the definition for *preserve* in the glossary. Have students follow along on page 5 as you read the sentence in which the word *preserve* is found to confirm the meaning of the word. Point to the word *preserve* on the board and have students repeat the pronunciation.
- Have a volunteer read the definition for *crisis* in the glossary. Have students follow along on page 7 as you read the sentence in which the word *crisis* is found to confirm the meaning of the word. Point to the word *crisis* on the board and have students repeat the pronunciation. Ask volunteers to look at the photograph on page 7 and use the word *crisis* in a sentence of their own to tell about what they see.
- Have a volunteer read the definition for *sprawl* in the glossary. Have students follow along on page 16 as you read the sentence in which the word *sprawl* is found to confirm the meaning of the word. Point to the word *sprawl* on the board and have students repeat the pronunciation.

Set the Purpose

-  Have students read the book to learn about the pros and cons of drilling for oil, underlining the words, phrases, and sentences they think are the most important to understanding the debate. Remind them to stop after reading new information to review, in their own words, what they have learned.
- Remind students to also keep their author's purpose worksheet in mind, noticing when they come across a strong example of evidence that supports one of the three author's purposes.

During Reading

Student Reading


- **Guide the reading:** Give students their book and have them put a sticky note on page 9. Have them read to the end of this page. Encourage students who finish before everyone else to go back and reread.
- **Model summarizing.**
Think-aloud: *As I read, I paused to summarize in my mind what I learned about in each section. For example, when I read the section titled "A History of American Oil," I underlined the words, phrases, and sentences I thought were most important. (Add any information that was not generated by students to the fact web on the board. Review the web and explain which details are important and which are not, crossing out the less-important details as you go.) After sorting through the information and deciding which information is important and which isn't, I put the information in my own words to make a summary: The United States used to produce enough oil to meet the needs of its people, so Americans didn't care how much they used or where it came from. Then they had to start buying oil from other countries, and the supply went down, while prices went up. As I continue reading the book, I'll summarize what I've read to help me remember new information.*
-  **Check for understanding:** Have students move their sticky note to page 11. Have them read to the end of this page, underlining the words, phrases, and sentences they think are the most important. Invite them to share the important information in "Reasons to Drill in ANWR." Ask students to write a brief summary of the section on a separate piece of paper. Have them share what they wrote.
- Discuss the important facts in the book so far, and ask students what information they think should be recorded on their author's purpose worksheet. Give students time to record their answers.
- Ask students what page numbers they have written on their author's purpose worksheet in the *To Inform* box (page 4: *a wildlife refuge gives wild animals the space and freedom they need*

Lesson Plan *(continued)*

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to feed themselves and raise their young; page 5: Robert Marshall proposed a “permanent American frontier”; page 6: beneath the tundra of ANWR lies a treasure: oil; people disagree about what makes ANWR valuable; and so on). Record some examples on the chart on the board as students share their thoughts aloud. Point out to students that they do not need to write each example exactly as the book states it. Review the skill of paraphrasing when writing answers in a small area.

- Ask students what page numbers they have written on their author’s purpose worksheet in the *To Persuade* box (page 4: *Did you know that you can help decide its fate?*; page 10: the graphs show how much more oil the U.S. imports today; and so on). Also ask what page numbers they have written in the *To Entertain* box (page 13: the photo is interesting; the cubs look cute following their mama; and so on). Write the examples on the chart on the board as students share. Point out that some readers may find something entertaining or persuasive, while others may not.
- Have students read the remainder of the book. Remind them to think about the details in the book so they can summarize the information after they read.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Ask students to explain how the strategy of summarizing helped them understand the book.
- **Think-aloud:** *I know that summarizing keeps me actively involved in what I’m reading and helps me understand and remember what I’ve read. I know that I will remember more about the pros and cons of digging for oil in ANWR because I summarized the information in my own words as I read the book.*
- **Independent practice:** Have students write a summary of the section titled “Science and Law” on a separate sheet of paper. Discuss their answers aloud after they are finished.

Reflect on the Comprehension Skill

- Ask students to explain or show how identifying the author’s purpose helped them understand and remember different parts of the book. Review the three different purposes from the chart on the board (to inform, to entertain, and to persuade). Ask volunteers to share what they recorded on their own author’s purpose worksheet. Add examples to the board as students offer them.
- Ask students to read examples of places in the text where they were *informed* (page 12: *the footprint from drilling in Prudhoe Bay today would be as much as 64 percent smaller*; page 13: *Porcupine Caribou roam through ANWR during a 930-mile migration each year*; page 14: *ANWR oil would have little impact on world oil prices*; and so on).
- Ask students to read examples of places in the text where they were *persuaded* (page 23: *you can help decide the future of ANWR*; *you can write your senators or president and tell them what you want its fate to be*; and so on). Point out that although this book informs readers about both sides of the issue, each reader may be persuaded to form his or her own opinion about what should be done in ANWR with regard to drilling for oil, and that opinions might vary from reader to reader.
- **Check for understanding:** Ask students if they were mostly informed, entertained, or persuaded by the facts presented in *To Drill or Not to Drill* (inform and persuade).

- **Enduring understanding:** In this book, you learned about the pros and cons of drilling for oil in ANWR. Now that you know this information, should people drill for oil? What information from the text persuaded you to think this way?

Build Skills

Grammar and Mechanics: Complex sentences

- Write the following sentence on the board: *The children are excited _____ they have a field trip tomorrow.* Have students read the sentence and suggest words that might belong in the blank to complete the sentence (*because, since*). Write these words on the board.
- Underline *The children are excited*. Point out that this first part of the example is called the *independent clause*. The second part of the sentence—*because/since they have a field trip tomorrow*—is called the *dependent clause*.
- Explain that when there are two clauses, or parts of a sentence, and one of those parts cannot stand on its own and one can, the sentence contains an independent clause and a dependent clause. The *independent clause* can stand all by itself, but the *dependent clause* needs to be supported or helped. The two clauses are connected by a *subordinating conjunction*. A subordinating conjunction joins the two parts of the sentence to form a complex sentence.
- List the following examples of subordinating conjunctions on the board: *after, although, as, because, before, for, if, once, since, than, though, unless, until, when, which, while*.
- Write the following sentence on the board: *Everyone was shocked when 200 million gallons of oil spilled into the Gulf of Mexico in the summer of 2010.* Have students identify the subordinating conjunction in the sentence (*when*).
- Underline the following part of the sentence: *Everyone was shocked*. Explain that this part of the sentence is the independent clause. It does not need any help or support to be a sentence or to be understood.
- Circle the following part of the sentence: *when 200 million gallons of oil spilled into the Gulf of Mexico in the summer of 2010*. Explain that this part of the sentence, including the subordinating conjunction, is the dependent clause. Point out that even though both sentence parts contain a subject and verb, the dependent clause does not express a complete thought and is not a sentence that can stand alone.
- **Check for understanding:** Ask students to turn to page 21 in their book and locate the last sentence in the top paragraph. Have students identify the conjunction (*that*), the independent clause (*Congress can require American car companies to make vehicles so fuel efficient*), and dependent clause (*that they can help lower our need for foreign oil by more than one-third by 2025*). Discuss their responses.
- **Independent practice:** Introduce, explain, and have students complete the **complex sentences worksheet**. If time allows, discuss their responses.

Word Work: Root words

- Review with students that a suffix is a syllable added to the end of a word to alter or change its meaning, and a prefix is a syllable added to the beginning of a word to alter or change its meaning. Explain that two examples of suffixes are *-ed* and *-ing*, and two examples of prefixes are *un-* and *dis-*. Explain that a root word (sometimes also called a *base word*) is the main part of the word without the prefix or suffix.
- Write the word *protected* on the board. Ask students what the root word is, and write *protect* under the word *protected*. Explain that the root word *protects* is the verb in the sentence *The law protects migrating animals*. The action (*protects*) is taking place in the present tense. When the suffix *-ed* is added to the verb *protect*, the action becomes past-tense (*protected*), such as in the sentence *The law protected migrating animals for years*. Point out how the suffix changed the meaning of the word.

Lesson Plan *(continued)*

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- Write the following root words on the board, and have volunteers change the examples by adding a suffix *-ed*, *-s*, or *-ing*: *drill*, *reason*, and *impact*. Ask students to explain how the suffixes altered the meaning of the root word.
- Write the following words on the board and have volunteers come to the board to circle the root word: *misunderstood*, *disappearing*, *tried*, *disagree* (*understood*, *appear*, *try*, *agree*). Point out that in the word *tried*, the *y* was changed to *i* when the *-ed* was added.
- ✍ **Check for understanding:** Have students turn to page 23 and underline the words *car*, *years*, and *powered*. Then have them circle the root word in each example (*like*, *car*, *power*).
- **Independent practice:** Introduce, explain, and have students complete the [root words worksheet](#). If time allows, discuss their responses.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students also take home their completed author's purpose worksheet and explain what each column means. Have them tell about the information they wrote on the chart.

Extend the Reading

Pro-Con Writing Connection

Choose a current topic of conversation that students feel passionate about, such as lengthening the school day or making it a law that students must bike or walk to school. After choosing a topic, discuss the pros and cons as a class, and list them on the board. Have students write a four-paragraph paper in which the first paragraph is an introduction, the second and third cover the pros and cons, and the fourth is a conclusion. Invite students to read their finished work to a classmate.

Visit [Writing A-Z](#) for a lesson and leveled materials on expository writing.

Social Studies Connection

Supply print and Internet resources for students to work in pairs to research the history of oil production in the world up to the present time. Supply world maps for students to identify and record the areas from which the majority of oil is coming today versus where it came from in the past. Review how to color-code a map when identifying two different pieces of information. Require that students use two different colors to discern the *Past* versus *Present* information, and have them include a map key. Display finished work on a bulletin board titled *Oil Drilling—Past and Present*.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- accurately use details from the text to create section summaries during discussion and on a separate piece of paper
- thoughtfully analyze the author's purpose during discussion and on a worksheet
- correctly identify the parts of a complex sentence in discussion and on a worksheet
- identify the root word of words containing a prefix or suffix

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)