

## About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 401

### Book Summary

Oil is a very important source of energy. But Earth has a limited amount of it, and finding and collecting oil can be difficult and dangerous. In *Oil: A Messy Resource*, find out what happened in the Gulf of Mexico in April 2010. Do you think drilling for oil in the ocean is a good idea?

## About the Lesson

### Targeted Reading Strategy

- Ask and answer questions

### Objectives

- Use the reading strategy of asking and answering questions to understand text
- Understand and identify cause-and-effect relationships
- Identify and distinguish between the sounds of diphthong *ou*
- Identify and understand simple and compound subjects in sentences
- Identify and use syllable patterns to divide two- and three-syllable words

### Materials

Green text indicates resources available on the website

- Book—*Oil: A Messy Resource* (copy for each student)
- Chalkboard or dry erase board
- [KWLS/ask and answer questions, cause and effect, syllable patterns 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

- Content words: *energy, leak, oil spill, resource, surface, wells*

## Before Reading

### Build Background

- Write the word *oil* on the board. Ask students to share what they know about oil, for example, what we use it for, how we get it, and so on. Explain that oil is a very important energy source, but it can be risky trying to get it. Accidents sometimes happen, and huge oil spills can be created.
- Create or project a KWLS chart on the board and distribute the [KWLS/ask-and-answer-questions worksheet](#). Review or explain that the *K* stands for knowledge—information we already know. The *W* stands for information we want to know, the *L* stands for the knowledge we learn as we read the book, and the *S* stands for what we still want to know about the topic after reading the book. As various topics and facts are discussed, fill in the first column (*K*) on the board with information students know about the topic. Have students complete the same section of their KWLS/ask-and-answer-questions worksheet.

- Ask students what they would like to know about oil, how we get it, and how oil accidents occur. Have them fill in the second column (*W*) of their worksheet. Write their questions on the class chart.

### 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, based on what they see in the table of contents. (Accept all answers that students can justify.)

#### Introduce the Reading Strategy: **Ask and answer questions**

- Discuss how recalling prior knowledge about a topic, and asking and answering questions while reading, can help readers understand and remember the information in a book.
- Direct students to the table of contents. Use it as a way to model asking questions.  
*Think-aloud: I can use the table of contents to think of questions I'd like to have answered about oil spills. For example, the second section is titled "How We Get Oil." I know that people use oil for many things, but I'm not sure how we get it. I will write this question in the W column of my chart. I think this section of the book will answer my question.*
- Have students look at the other section titles. Write any questions they have, based on the cover photographs and table of contents, in the *W* column of the KWLS chart on the board. Have students record these questions on their worksheet.
- Have students preview the rest of the book, looking at diagrams, photographs, and captions. Point out that these all contain other information about oil spills. Show students the glossary. Have them add any additional questions they might have about the book to their KWLS chart. Write shared questions on the class chart.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Cause and effect**

- Discuss cause-and-effect relationships. Explain that a *cause* is an action or event that makes something happen, and the *effect* is what happens because of, or as a result of, the action or event.
- Model cause-and-effect.  
*Think-aloud: I know that there are reasons, or causes, for events to happen. When the temperature outside is very cold and it drops below 32 degrees Fahrenheit (0 degrees Celsius), a puddle of water will freeze. The cause is the temperature dropping; the effect is the puddle freezing.*
- Explain to students that there can be more than one effect that results from a cause. Ask students what else can happen when the temperature drops below 32 degrees Fahrenheit.
- Tell students that they will be looking for cause-and-effect relationships as they read the book.

#### Introduce the Vocabulary

- Model strategies that students can use to work out words they don't know. For example, they can use what they know about letters and sounds, base words, prefixes, and suffixes. They can also use the context to work out meanings of unfamiliar words.
- Have students find the word *resource* on page 4. Ask how they might read this word if they don't already know it. Suggest that they look at how it starts and point out the *re* prefix. They might recognize that *c* sometimes makes a "soft" sound (/s/ sound). Review with them that the *e* at the end of a word is often silent.

## Lesson Plan *(continued)*

## Oil: A Messy Resource


- Remind students to look for clues to a word's meaning in the sentence that contains the unfamiliar word, as well as in sentences before and after. Read aloud the paragraph on page 4 and ask students to infer what the word *resource* might mean.
- Explain to students that sometimes they will not find any context clues that define an unfamiliar word. Point out the glossary at the back of the book. Review or explain that a glossary contains a list of words from the book and their definitions. Model how students can use the glossary to locate a word's meaning. Have a volunteer read the definition for *resource* in the glossary. Compare the glossary definition with the sentences containing the word on pages 4 and 15.
- Have students locate other content vocabulary words in the glossary and text. Read and discuss their definitions as a class.

### Set the Purpose

- Have students read to find out about oil spills. Remind them to look for the answers to their questions and to think about cause-and-effect relationships as they read.

### During Reading

#### Student Reading

- **Guide the reading:** Have students read to the end of page 7. Remind them to look for information about oil spills that will answer questions on their KWLS chart.
  - When they have finished reading, have students discuss the information in this section and share what they learned about how people get oil. Have students circle any questions on their KWLS/ask-and-answer-questions worksheet that were answered and add any new questions that were generated.
  - Model answering a question on the KWLS chart and filling in additional information.  
*Think-aloud: I wanted to know how we get oil. I found out that we get oil from the ground and below the ocean. I also found out that big machines called oil rigs drill deep into the ground to get oil. In the ocean, they use pipes to bring it to the surface. I'll write what I learned in the L column of my chart. This information made me wonder about whether the pipes in the ocean ever break. I'll write this question in the W column of my chart*
  - Create a two-column cause-and-effect chart on the board. Label one side *Cause* and the other side *Effect*. Write *Oil rigs drill deep into the ground* under the *Cause* heading. Ask students to use the text and think-aloud discussion to identify the effect of this cause (*the oil is brought to the surface so we can use it*). Write this information under the *Effect* heading.
  - Introduce and explain the [cause-and-effect worksheet](#). Ask students to write the information from the board on their worksheet. Have them identify and write on their worksheet a cause-and-effect relationship that happens as a result of oil rigs floating on the ocean (*oil is brought to the surface with special pipes*).
  - **Check for understanding:** Have students read pages 8–11. Have them write answers they found while reading in the *L* column of their KWLS/ask-and-answer-questions worksheet and additional questions they raised in the *W* column. Invite them to share the information they learned and the questions they generated as they read the book. Record shared responses on the class KWLS chart.
  - Have students identify and write on their worksheet a cause-and-effect relationship that happened as a result of an oil rig catching fire (*Cause: Oil rig caught fire; Effect: Oil rig burned and sank, oil began leaking into ocean.*)
  - Have students read the remainder of the book. Encourage them to continue to look for and write answers to their KWLS/ask-and-answer-questions worksheet questions and to add new questions as they read. Remind them to continue thinking about cause-and-effect relationships.
-  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 share questions they added to their KWLS/ask-and-answer-questions worksheet while reading, and ask them what questions were answered (or not answered) in the text.
- **Think-aloud:** *I wanted to know if the pipes in the ocean ever break. I found out that they indeed do, if there is an accident. When this happens, oil leaks out into the ocean and causes great harm to people and wildlife.*
- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them understand and remember what they have read.
- **Independent practice:** Point out to students that all of their questions may not have been answered in this text. Encourage them to fill in the final column (S) of their KWLS/ask-and-answer-questions worksheet with information they would still like to know about oil spills. Brainstorm other sources they might use to locate additional information to answer their questions.

## Reflect on the Comprehension Skill

- **Discussion:** Discuss with students the information on their cause-and-effect worksheet. Point out that sometimes one effect leads to another, and so on. Return to the chart on the board and explain how the last effect (oil leaking into the ocean) causes another effect—wildlife and people are harmed.
- **Independent practice:** Have students complete their worksheet by identifying at least one more cause-and-effect relationship. If time allows, have them share their findings.
- **Enduring understanding:** In this book, you read about how important oil is to people and also how it can also harm us and the environment if an accident happens. Now that you know this, do you think we should continue drilling for oil in the ocean?

## Build Skills

### Phonics: Vowel diphthong *ou*

- Write the following words on the board: *about, around, mouth*. Say each word aloud as you run your finger under it.
- Ask students to say aloud the vowel sound that all three words have in common. Point to the *ou* letter combination in each word and tell students that sometimes letters combine to make one sound. In these words, the *ou* combines to make the sound they hear in *about, around, and mouth*.
- Write the *ou* letter combination on the board. Have students practice writing the letter combination on a separate piece of paper while saying the sound the combination represents.
- Explain to students that *ou* can often have other sounds, like the short /u/ sound as in *tough* and *cousin*, or the short /o/ sound as in *bought*, or the /oo/ sound as in *could* and *should*.
- **Check for understanding:** Write a list of words with *ou* on the board (for example: *rough, cough, double, out, would*). Read the list of example words and ask volunteers to tell you what sound the *ou* makes in each word.



**Independent practice:** Have students find and circle all the words in the book that contain *ou*. Have them compare their findings with a partner and take turns telling each other what sound the *ou* diphthong makes in each word.

### Grammar and Mechanics: Simple and compound subjects

- Direct students to the first sentence on page 4: *Oil is a very important resource.* Ask them to tell what the sentence is about (oil). Explain that the word *Oil* is the subject of the sentence. The subject tells who or what the sentence is about. Write the following sentence on the board: *Oil rigs drill deep into the ground.* Ask students what they think the subject is (oil rigs).
- Tell students that some sentences have more than one subject. Write the following sentence on the board: *Plants and animals can be harmed by oil spills.* Point out to students that this sentence has two subjects, *plants* and *animals*. Ask a volunteer to circle the two subjects. Explain to students that when a sentence has more than one subject, it is called a *compound subject*.
- **Check for understanding:** Write the sentence on the board: *Oil wells and oil tankers can cause spills.* Have students identify whether the sentence has a *simple subject* or *compound subject*. Then have them identify the two subjects.



**Independent practice:** Have students turn to page 11 in the book. Ask them to underline the two sentences on this page that have compound subjects. Then have them circle the subjects in each sentence.

### Word Work: Syllable patterns

- Review or explain that it is important to know how to divide words into syllables, both for speaking and for reading.
- Review the following syllable rules and provide an example of each:
  1. Each syllable is a “beat” of a word.
  2. Every syllable has only one vowel sound.
  3. Words are divided between syllables.
  4. When two consonants come between two vowels, the word is divided between the consonants. Example: *wonder/won-der*
  5. A prefix or suffix usually makes a separate syllable. Example: *longest/long-est*
- Write the words *buildings*, *plastic*, and *below* on the board, and ask students to say each word. Have them tell the number of syllables in each word and write the numbers that students provide next to the words.
- Model and discuss with students where the syllable break comes in each word and why (*buildings*, suffix; *plastic*, *vc/cv*; *below*, one vowel per syllable).



**Check for understanding:** Write the following words on the board: *problems*, *floating*. Ask students to use the inside back cover of their book to write how each word should be divided into syllables. Discuss their responses.

- **Independent practice:** Introduce, explain, and have students complete the [syllable patterns worksheet](#). If time allows, have students discuss their answers.

### 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 share their KWLS/ask-and-answer-questions worksheet with someone at home, explaining how it works and what they learned.

## **Extend the Reading**

### **Informational Writing Connection**

Ask students to choose one question they still have from the *S* column of their KWLS/ask-and-answer-questions worksheet. Provide print and Internet resources to allow students to research and find the answer. Require a well-structured paragraph. Provide paper for students to include a picture, or allow them to print a photograph from an approved website. Display their findings on a bulletin board or bind into a class book.

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

### **Science Connection**

Use butcher paper to create a chart on the different ways oil spills can be cleaned up. Set up a research center with a pan of water, and add vegetable oil to the water to create an “oil spill.” Have students brainstorm ways to absorb and clean the water. Then provide the materials for them to experiment (for example, paper towels, feathers, cotton balls). Record their findings on the chart.

### **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:**

- consistently ask relevant questions about the topic prior to and during reading; locate answers to questions in text during discussion and on a worksheet
- understand and identify cause-and-effect relationships in the text during discussion and on a worksheet
- identify sounds for the diphthong *ou* during discussion and in the text
- identify the difference between simple and compound subjects in discussion and in the text
- identify and understand how to syllabicate words from the text in discussion and on a worksheet

### **Comprehension Checks**

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