

CLOSE READING LESSON

DIRECTIONS | Glaciers

ANCHOR

ACTIVATE BACKGROUND KNOWLEDGE

Prepare a “treat” for students to find at the end of a treasure hunt (e.g. a healthy snack, a sign that reads “10 minutes of free time at the end of the school day,” or any other treat the students will enjoy).

Prepare and place a number of direction cards (4-5) to guide students through a “treasure hunt”. For example:

- (1) Go to the teacher’s chair and find the clue taped there.
- (2) Find the next clue next to the plant on the bookshelf.
- (3) Look under the computer cart for the next clue.
- (4) Open the classroom door and look in the hallway for your treat!



Who here would like to find a treasure? Today, we are going to go on a treasure hunt! To find a special treat for the class, we are going to follow some directions that I’ve hidden around the classroom. We will take turns finding and reading directions that will lead us to our treat.

Have one or two students work together to read the first direction and follow it. When the next direction is located, have a new student or pair of students read and follow it. Continue having one or two students read and follow each direction until they find the “treasure.”

PURPOSE STATEMENT



It’s fun to follow directions to find a treasure! Following directions to learn something new is kind of like finding a treasure, too. In the ocean, where it’s really cold, there are huge sheets of ice that move slowly across the land over many years. These sheets of ice are called glaciers. Today, we will read and follow directions to make something called glacier goo. Glacier goo will help us learn how glaciers are able to move stones and huge rocks across the land.

Pass out **Directions**.

DIRECTIONS

The image shows four versions of a directions sheet titled "Let's Make Glacier Goo". Each sheet is designed for a different reading level, indicated by a letter and a range of levels in a circle: E (L1+2), T (L3+4), C (L5), and C (L6+7). Each sheet includes a list of materials, numbered steps with photos, and a short paragraph about glaciers.

READ

Perform the glacier goo simulation in the classroom. Have student volunteers read each direction where possible. Support several students in following the directions to complete the simulation.

APPLY



We read directions to make glacier goo. The glacier goo helped us learn how glaciers move stones—and even huge rocks—across the land. What did we use to make the glacier goo? Was it easy or hard to follow the directions? Would you want to make glacier goo again? Take your directions home so you can make some with your family or friends!