

GRADE

5

UNIT 1

Nell K. Duke

Information in *Action*

Reading, Writing, and Researching
With **Informational Text**

TEACHER'S GUIDE

SAMPLE

This sample contains excerpts from Unit 1

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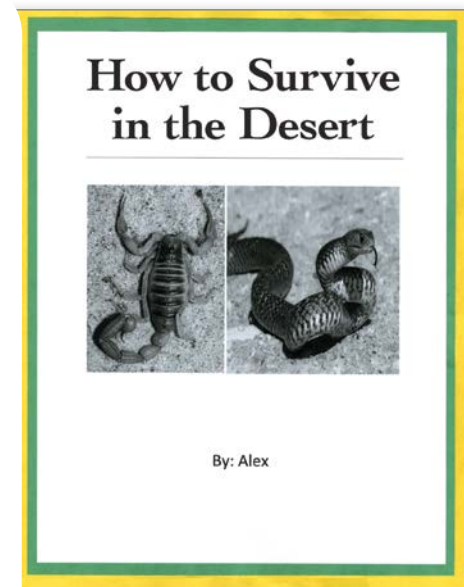


Survive-That-Environment Travel Cards



TEXT TYPE OF PROJECT	Informative/Explanatory
DOMAIN	Science
AUDIENCE	Travelers/customers of a travel agency or other travel-related business, such as a currency exchange, a luggage store, or a hotel or motel
FORMAT	Travel Cards

No matter where we travel—ocean, rainforest, desert, grassland, and so forth—we might find ourselves in a dangerous situation. In this unit, students create travel cards containing information on the science behind those situations and ways to avoid them. Each student gets to choose a specific environment and research information about the potential natural risks associated with it, such as encountering fierce animals, running out of water, and getting lost in the wild. They use that information to write several informative/explanatory paragraphs and then locate graphics to include in the cards. Finally, the cards are distributed to travelers who may be visiting those environments to help them stay safe on their journeys.



Sample travel card from fifth grade student



The text type of this unit's project is **informative/explanatory**. The purpose of informative/explanatory text is to convey information about the natural or social world.



Pages 7-13 contain the lessons highlighted here



READING AND RESEARCH

Lesson 1: **PROJECT LAUNCH** Discussing dangers in nature, researching one of them, and learning about the unit project.

Lesson 2: Choosing an environment by exploring resources.

Lesson 3: Using the WWWDOT approach to evaluate whether a website is a trustworthy source of information.

Lesson 4: Continuing to use the WWWDOT approach to evaluate whether a website is a trustworthy source of information.

Lesson 5: Searching for additional trustworthy sources on the Internet.



WRITING AND RESEARCH

Lesson 6: Gathering information and drafting a paragraph about avoiding dangerous animals.

Lesson 7: Gathering information and drafting a paragraph about getting water.

Lesson 8: Gathering information and drafting a paragraph about using the stars to navigate.

Lesson 9: Conducting research on an additional danger and comparing information from different sources.

Lesson 10: Framing the body of the draft with a strong introduction and conclusion.*



REVISION AND EDITING

Lesson 11: Meeting with a traveler and receiving feedback on the draft.

Lesson 12: Revising the draft based on feedback from several sources.

Lesson 13: Coming up with a title and graphics for the front of the card and continuing to revise based on feedback.

Lesson 14: Using editing checklists to review the draft and starting the final copy.

Lesson 15: Completing the final copy of the travel card for distribution.



PRESENTATION AND CELEBRATION

If it seems necessary to work across two days to complete a lesson, do so, adjusting the timing of other lessons accordingly.

*This lesson in particular may require two days to complete.

TO PREPARE

- Familiarize yourself with this unit's Launch Text, Mentor Text, and three Source Texts (see below).
- Gather trade books and other resources that you and your students might find helpful in research. See suggestions on the next page.
- Find a manager at a travel agency or other travel-related business (search online for "travel business" and the name of your city or town) who is willing to hand out the travel cards to his or her customers and send a note or other form of acknowledgment to the class. Request information about the business that you can share with your class.
- Gather materials to create the cards. Card stock or some other kind of sturdy paper will work best. Recommended card size is 8½-x-11 inches. A title and illustration will go on the front, and the back will contain about six paragraphs of information.
- Arrange Internet access for as many students as possible by securing digital devices for use in your classroom and/or scheduling time in your school's computer lab.
- Prior to Lesson 1, bookmark websites on dangers described in the Launch Text.
- Prior to Lesson 2, gather digital and print resources on large environments such as ocean, desert, swamp, forest, rainforest, and savanna.
- Prior to Lesson 3, bookmark a few websites that vary in trustworthiness (e.g., from a third grader versus a reliable, nationally recognized news source).
- Make extra copies of the WWWDOT pages (Research Notebook, pages 4 and 5; also available on CD/online) for use in Lessons 4 and 9.
- Be on the lookout for possible topics for Lessons 8 and 12. These are "Teacher's Choice" lessons, in which you choose a lesson topic based on what you are observing in your students' reading and writing.
- For Lesson 11, enlist the help of members of the target audience (i.e., travelers) by asking them to visit the classroom and offer students feedback on their writing.
- Be prepared to make enlarged versions of the Research Notebook pages, either by projecting them or by copying them to chart paper.
- The CCSS call for students to "use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting, with some guidance and support from adults" (W.5.6). You can incorporate technology into this unit by having students carry out some of their research on a digital device with Internet access in the Reading and Research phase. You might also have students carry out some of their research online and draft their cards on a digital device in the Writing and Research phase. In the Revision and Editing phase, students can search for free-use photos online to add to their projects, and cut and paste them into their final copies.

DIGITAL CLASSROOM

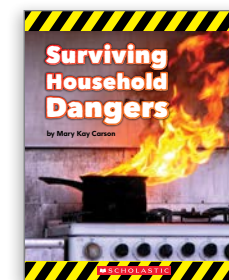
View these texts on screen at www.scholastic.com/InformationInAction

Launch Text



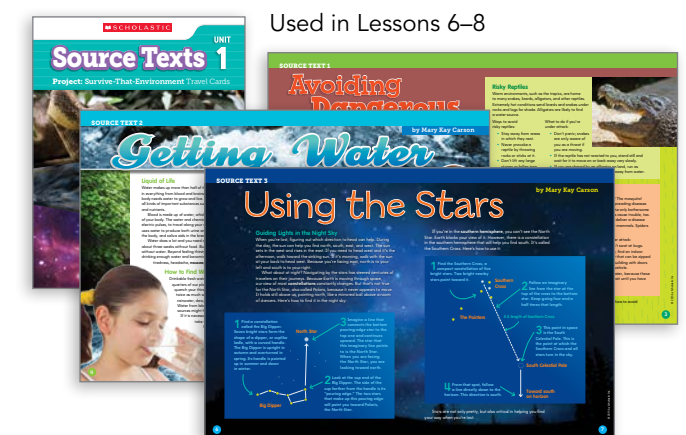
Incredible Tales of Survival
Used in Lesson 1

Mentor Text



Surviving Household Dangers
Used in Lessons 2, 10, and 13

Source Texts



Used in Lessons 6-8



READING AND RESEARCH

LESSON 1: Learning About the Project

Discussing dangers in nature, researching one of them, and learning about the unit project.

Before this lesson, arrange Internet access for as many students as possible. Bookmark websites on dangers described in the Launch Text, *Incredible Tales of Survival*: being trapped in a snowstorm, lost in the mountain wilderness, hit by a tsunami, and adrift in the ocean.

With the Whole Class

- Introduce the Launch Text by explaining that the four amazing stories in this text focus on people who started out on enjoyable trips but ended up fighting for their lives.
- Read aloud some or all of the stories in the Launch Text, asking this question about each one: “What actions caused this person or these people to be able to survive?”
- Point out the “Bust a Myth!” section in each of the stories. Ask students to define *myth*. If they struggle, explain that a myth is a belief held by many people that is false, such as bats being blind. (Most bats actually have very good eyesight.) In other words, a myth is a belief that is not true.
- Extend the discussion of the “Bust a Myth!” sections by posing the following question for a turn-and-talk: “Why might it be dangerous to pass on non-trustworthy information?”
- Provide a list of the four dangers described in the Launch Text: being trapped in a snowstorm, lost in the mountain wilderness, hit by a tsunami, and adrift in the ocean. Explain to students that today they get to select one of the dangers described in the Launch Text and research it on websites you have bookmarked. Encourage them to look for the following:
 - Facts about the danger
 - How to avoid the danger
 - What to do if you face the danger
 - How likely you are to face the danger
 - Where the danger might happen
 - Other myths related to the danger
 - Sources that prove or disprove the “Bust a Myth!” information
- Tell students they will capture their findings on the Notes on the Dangers of _____ pages in the Research Notebook.



Students Will

- Discuss causes and effects in a text about travel survival stories.
- Use digital resources to research a topic.
- Learn that some information in digital resources might not be trustworthy.
- Learn about the unit project.

Materials

- Launch Text, *Incredible Tales of Survival*
- bookmarked websites on dangers described in the Launch Text: being trapped in a snowstorm, lost in the mountain wilderness, hit by a tsunami, and adrift in the ocean
- Notes on the Dangers of _____ (Research Notebook, pages 2–3)
- information on your chosen business that will distribute the cards (See To Prepare, page 28.)

Standards Link

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Individually

- Have each student carry out research and fill in his or her Notes on the Dangers of _____ pages.
- As you circulate, look for students focusing on the danger they chose, referring to the websites for information, referring to the labels on the Notes on the Dangers of _____ pages, and taking succinct but useful notes. Work with individuals or call together a group of students who need additional support.

For Additional Support: Assist students by pairing them and having each partner take primary responsibility for certain boxes on the Notes on the Dangers of _____ page.

For Additional Challenge: Encourage students to compare information from multiple websites. Have them consider these questions: Is the information consistent? Which information do you think is most accurate? Why?

Whole-Class Wrap-Up

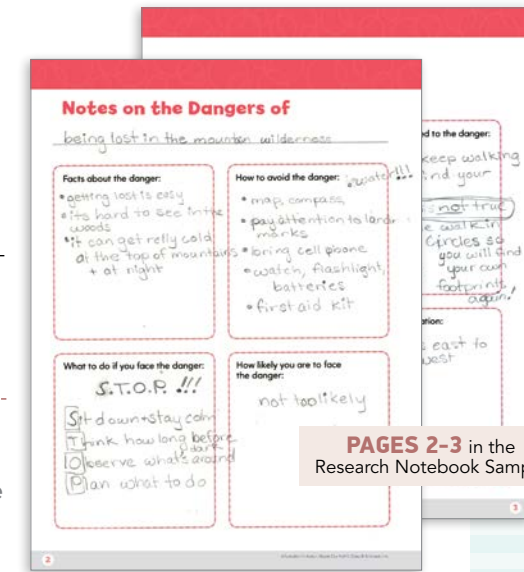
- Gather students to share their research. Point out relationships (e.g., similarities and differences) in their findings.
- Be sure students understand that accurate information is essential. Some websites cannot be trusted because they contain false information. Travelers need accurate information—their lives could depend on it!
- Introduce the project to students by telling them that you have been concerned about travelers getting accurate information to survive dangers they may encounter when visiting various environments. Go on to say that you think the class would be great at providing travelers with the accurate information they need. Tell students they get to create large cards for travelers to take to specific natural environments. The cards will explain dangerous situations that can happen in those environments, such as running out of water and being lost at night, the science behind those situations, and ways to survive them.
- Reveal the business to which the cards will be sent (i.e., a travel agency or other travel-related business). Share information about it and perhaps its website or a photograph of it.

Reaching Dual Language Learners

As you read aloud the Launch Text, provide visual supports for difficult vocabulary and/or unfamiliar terms, such as *blizzard*, *tsunami*, and *scuba diving*. During individual work time, work with students to explore websites for information on dangers.

Prior to Lesson 2

Gather digital and print resources on large environments such as ocean, desert, swamp, forest, rainforest, and savanna.



PAGES 2-3 in the Research Notebook Sample



LESSON 3: Evaluating Websites, Part 1

Students Will

- Discuss the importance of evaluating websites for trustworthiness.
- Learn how to complete the first page of WWWDOT.
- Begin to use the WWWDOT approach to examine a website's trustworthiness and complete the first page of WWWDOT.

Materials

- bookmarked websites that vary in trustworthiness
- sample hoax website, such as the Tree Octopus: <http://zapatopi.net/treeoctopus>
- WWWDOT, first page (Research Notebook, page 4)
- enlarged version of WWWDOT, first page

Standards Link

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Anchor Standard 8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Using the WWWDOT approach to evaluate whether a website is a trustworthy source of information.

Please see preparation note at the end of Lesson 2.

With the Whole Class

- Remind students that they get to create cards for travelers to various environments around the world, and let them know that today they will begin to do research for their drafts.
- Begin the lesson by talking to the class about reading on the Internet. Ask students to name ways reading something online and something in a book are different. You may want to gather their responses on a Venn diagram, with the labels *online* and *book*.
- Tell students that for the next few lessons they'll be using the Internet to gather information for their drafts. Go on to tell them it will be important to know whether what they find on the Internet is true and ask them why that is important.
- Explain that no one is in charge of monitoring the Internet for the trustworthiness of information it contains. Anyone can create a website and post almost anything they want on it. To demonstrate, call up the following hoax website: <http://zapatopi.net/treeoctopus>. Give students several minutes to examine the site. Then ask them what they think: "Is this website trustworthy? Is the information trustworthy?" Share some of the clues that suggest this website is a hoax—that is, a website that looks legitimate but actually isn't—by saying something like this:

"First of all, I've never heard of a tree octopus. And, I've also never heard of the Republic of Cascadia. As I explored the website, I found other information that seemed odd, such as the link to the organization People for the Ethical Treatment of Pumpkins. When I clicked on the link, it sent me to a Facebook page, not an organization's website. I then did a search on 'tree octopus' and found out it is a fictitious, or made-up, endangered species created to fool Internet researchers."
- Ask students to turn to a partner and talk about how they might determine whether information a website contains is true. Have pairs share their ideas with the rest of the class.
- Tell students that one way to evaluate a website is to use the WWWDOT approach. Create for display a chart titled WWWDOT. Write the acronym WWWDOT on the board and identify what each letter stands for:
 - **W**ho wrote this? What credentials do they have?
 - **W**hy did they write it?
 - **W**hen was it written?
 - **D**oes this help meet my needs? How?
 - **O**rganization of site
 - **T**o-do list for the future
- Announce that you are going to write a travel card for an environment that no one chose: the Arctic. Say something such as, "I'll start with a web search. Let me type in 'Arctic tips' and see what comes up. One of the first sites I see is cnn.org, which is a television news organization. Let me look at that site."

- Explain the first three sections of WWWDOT. From there, model how you might answer the questions on an enlarged version of WWWDOT, first page, from the Research Notebook. You might say something such as the following, as you write your responses:

- **Who wrote this? What credentials do they have?**

"A person or organization is often listed as a website's author. This is the site for CNN, Cable News Network. But I see a note that the author of this article is a polar explorer and Arctic expert. I can look him up and see whether that's true. So he has the credentials—or the experience and knowledge—to write the article. Sometimes, the author's name appears on the homepage, or you can find information about the author by clicking About Us."

- **Why did they write it?**

"I think the author wrote this article to explain how to survive in the Arctic, which is exactly what I want to find out. As with any kind of writing, authors write for different reasons: to inform or explain, to entertain, to sell something. This author is writing to inform travelers to the Arctic how to prepare for the extreme conditions there. It doesn't seem that the author is trying to trick me or sell me something."

- **When was it written?**

"I see the date and the time that this story was posted on the website. It appeared on March 15, 2011. That's not current, but I don't think weather conditions in the Arctic would have changed that much in that time. If I were researching a current event or some form of technology, then I would want to find a more recently updated site."

- Ask students whether they think the CNN website is a trustworthy source, based on what you said and wrote, and to explain their reasons.
- Tell students that now they will now select one of the bookmarked websites to explore and evaluate using WWWDOT, page 1, in the Research Notebook.

In Small Groups

- Have students use digital devices to explore and evaluate websites you've bookmarked.
- As you circulate, look for students thinking deeply about the first three questions of WWWDOT as they evaluate an individual website for trustworthiness.



Whole-Class Wrap-Up

Call students together as a class. Review what they learned about how to evaluate websites on the Internet. Ask students to recall the first three questions of WWWDOT, share them with a partner, and talk about how they answered them.

Reaching Dual Language Learners

Pair each dual language learner with an English-speaking peer to review a website and identify its trustworthiness, using WWWDOT, first page.



WRITING AND RESEARCH

LESSON 6: Organizing Information and Drafting, Part 1

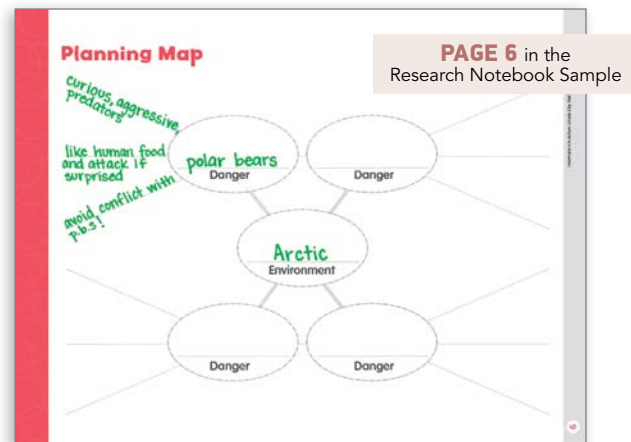
Gathering information and drafting a paragraph about avoiding dangerous animals.

Please see preparation note at the end of Lesson 5.

With the Whole Class

- Remind students that they are making cards for travelers going to different types of environments. Today, they will learn about dangerous animals in some of those environments and how to avoid them.
- Display Source Text 1, “Avoiding Dangerous Animals,” and tell students that the information in it will help them as they create their drafts.
- Read aloud the first page. When you’re finished, ask questions about the text, focusing on the overall structure of each section: problem/solution. For “Hungry Mammals,” for example, you might ask the following:
 - What is the problem associated with “hungry mammals”? (Predator mammals such as bears can harm humans if humans surprise them.)
 - Can you name something from the text that makes you say that? (Bears will follow human activity and could attack if surprised at a campsite.)
 - What are some solutions the author offers? (Stay with the group; wear bells; do not run.)
- Display an enlarged version of the Planning Map. Explain to students that they will be using it today and in the next three lessons to help them organize information to include in the body of their travel cards.
- Model how to fill in the Planning Map about a dangerous animal in the environment you’ve chosen. Begin by writing any pertinent information from Source Text 1 on the map. Then move on to other sources of information, if necessary. Here’s an example based on the Arctic environment:

“My travel card environment is the Arctic. First, I’ll write *Arctic* in the center of the Planning Map on the line above *Environment*. Next, I’ll write *polar bears* in one of the ovals on the line above *Danger*. Then on the lines attached to the oval, I’ll write facts about why polar bears are dangerous to humans. ‘Avoiding Dangerous Animals’ had some good information, but I’ll need to include more information than that. I’ll go back and look at the information from the websites I identified as trustworthy using WWWDOT. “Here is some information about polar bears from the website of a trustworthy source: the U.S. Fish & Wildlife Service, which is a government agency:

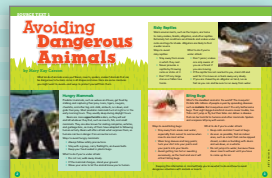


Students Will

- Identify problems and solutions in a text about avoiding dangerous animals.
- Fill in part of a planning map and use it to write a paragraph about avoiding dangerous animals in their chosen environments.

Materials

- Source Text 1, “Avoiding Dangerous Animals”
- Planning Map (Research Notebook, page 6)
- enlarged version of Planning Map
- Paragraph Draft: Avoiding Dangerous Animals (Research Notebook, page 7)
- enlarged version of Paragraph Draft: Avoiding Dangerous Animals
- websites students have evaluated
- Internet and/or print resources about dangerous animals
- students’ WWWDOT pages from Lesson 5



Source Text 1

Standards Link

RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

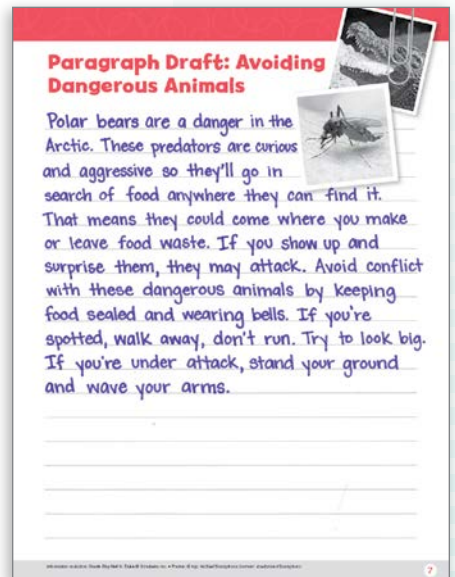
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

- Polar bears are curious, aggressive, and predatory—they hunt for food.
 - To avoid conflict with polar bears, get away before they notice you. If they do notice you, try to make yourself look bigger. Do not run away.
- “I’ll write notes from my sources—one fact on each line attached to the *polar bears/Danger* oval.”

- Model how to convert the information on the Planning Map into a paragraph on an enlarged version of the Paragraph Draft: Avoiding Dangerous Animals page from the Research Notebook:

“Next I’ll use the information on the Planning Map to write a paragraph about polar bears for my travel card. I’ll take the facts and turn them into sentences, and I’ll make sure that the information flows naturally from one sentence to the next.”

- Tell students they will now finish reading Source Text 1 and begin filling in a Planning Map with information about avoiding dangerous animals in the environments they chose. Ask them to use information from Source Text 1 and then search for facts from other trustworthy sources, referring to their completed WWWDOT pages as necessary. Tell them from there, they should use information on the Planning Map to write a paragraph about the animal on the Paragraph Draft: Avoiding Dangerous Animals page in the Research Notebook. They should include safety strategies. Remind them to think about their audience—travelers—as they write.



PAGES 7 in the Research Notebook Sample

In Small Groups or Individually

- Have students finish reading Source Text 1, begin filling in the Planning Map, and write a paragraph for their travel card drafts.
- As you circulate, look for students choosing an animal that lives in the environment they chose and focusing on how a traveler can prevent and/or be proactive in a dangerous situation with that animal. Work with individuals or call together a group of students who need additional support.

Small-Group Reading Lesson: Identifying Problems and Solutions. Pull together a group that you think may struggle to comprehend Source Text 1. Distribute a photocopy of the Source Text to each member of the group, along with a pair of highlighters in two different colors. Read the second page together, one section at a time, and have students mark the problem the author cites in one color and the solutions she provides in the other color. When they’re finished, discuss their findings. Reinforce this strategy in later lessons and units.

For Additional Support: Assist students by providing an organizational structure, such as three boxes labeled How to Avoid a ____, What to Do If You See a ____, and What Not to Do If You See a ____, and/or allowing them to use the dictation feature on a word-processing program.

For Additional Challenge: Encourage students to add details, such as statistics on how many humans are attacked by the animal each year, or to write paragraphs about other dangerous animals in the environment.

Whole-Class Wrap-Up

Gather students and have them turn and talk to a partner about the dangerous animal in their chosen environments and the survival strategies they wrote about today.



REVISION AND EDITING

LESSON 11: Receiving Feedback From the Audience

Students Will

- Receive feedback on their writing from a volunteer from the target audience (or a peer).
- Complete a self-reflection form.

Consider Craft

Help your readers understand by making your writing clean and clear.

Materials

- Audience Feedback Form or Peer Feedback Form (CD/online)
- students' travel card drafts from Lesson 10
- sticky notes
- Self-Reflection Form (CD/online)
- Teacher Feedback Form (CD/online) (to be completed prior to Lesson 12)

Standards Link

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

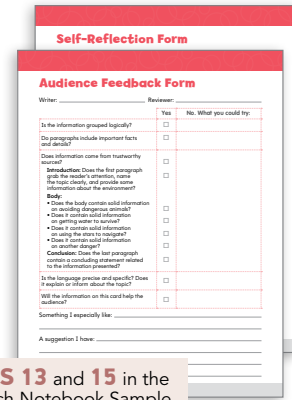
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Meeting with a traveler and receiving feedback on the draft.

Please see preparation note at the end of Lesson 10.

With the Whole Class

- Explain to students that authors get feedback on their writing from a variety of sources—editors, fellow authors, members of their target audience.
- Tell students that today they will receive feedback on their drafts from members of the target audience, travelers to particular environments (or from classmates, if you were unable to make arrangements with the target audience). Then distribute the Self-Reflection Form and tell students they will fill it out once they've gotten feedback from audience members. Assure them they will have time to use information from the forms to make revisions to their drafts later.
- If you made arrangements ahead of time with members of the target audience, involve them now. Match each student or group of students with a traveler, depending on how many travelers you recruited.
- Ask travelers to read students' introductions, four body paragraphs, and conclusions; fill out an Audience Feedback Form; and discuss their thoughts with students. You may want to have students number the six elements of their drafts with sticky notes so readers can follow the correct order easily.
- If you were not able to make arrangements ahead of time with travelers, have students exchange drafts and fill out Peer Feedback Forms.



PAGES 13 and 15 in the Research Notebook Sample

In Small Groups or Pairs

- Have travelers or peers give feedback to students by following your guidelines. Then have students use the Self-Reflection Form to review their own drafts.
- As you circulate, look for students listening carefully to whomever is giving them feedback. Work with individuals or call together a group of students who need additional support.

For Additional Support: Assist students by providing each student a copy of his or her draft to mark up as the traveler shares his or her feedback.

For Additional Challenge: Encourage students to look for information, as necessary, to address feedback from the audience member.

Whole-Class Wrap-Up

Once students are gathered, discuss how having a member of the target audience read their drafts helped them spot strengths and weaknesses in it. Ask students to write thank-you notes to the volunteers for helping them with revision.

Prior to Lesson 12

Fill out the Teacher Feedback Form, attach it to each draft, and return it to the student, along with the completed Audience or Peer Feedback Form.



PRESENTATION AND CELEBRATION

Celebrate all your students have accomplished and deliver the books to the manager of the travel agency or other travel-related business you chose.

Celebrating the Project

Here are some options:

- Invite a traveler—perhaps one of the reviewers from Lesson 11—to share tales, photographs, and artifacts from locations he or she has visited, especially, if applicable, dangers which were avoided and/or faced. Consider enjoying foods from one or more of those locations. If the traveler can't be there in person, consider connecting to him or her using telecommunications software, such as Skype.
- Set aside time for students to read one another's cards or share their cards with the whole class. Then ask them to explain which environment they would most like to visit and which they would least like to visit. Discuss how the cards changed their ideas about traveling to a particular environment.
- Have students use their research notes to create a list of must-have items to pack when embarking on a trip to their chosen environments. Then ask them to draw a picture of a suitcase that contains these items. Include these lists with their corresponding travel cards.
- Post a world map and mark the locations of students' chosen environments. You may want to post photocopies of the travel cards around the map and connect them to locations of the environments, using marker or string.

Reaching the Audience

- Invite a representative from the business that will be distributing the travel cards to visit your class to talk about his or her job and its connection to travel. Present the cards to this representative.
- If it's convenient, arrange for students to go to the business to present their travel cards to a representative or even hand them out to customers themselves, with parent permission.
- If neither of those options is possible, ceremoniously pack up the travel cards as a class and mail them to the representative, with a note of thanks. See sample on the left.

Following Up With the Audience

Encourage feedback from the audience by including the school mailing or email address on the travel cards. You might write the information on a sticky note or on a colorful strip of paper to attach to each card. If the representative of the business displays the cards, ask him or her to take a photo of the cards on display and send a copy to you so that you can share it with students.

Dear Traveler,
We hope you find the travel information and tips on this card helpful. Please let us know how you used this card to help you prepare for your trip and how it assisted you in your travels.
Sincerely,
[Have the student author sign his or her first name to the note.]
[School mailing address and/or email address]



Students share their cards with the class and conduct a Skype interview with the owner of a company that runs travel tours. His company will distribute the travel cards to customers.