

Project CRISS® for Students II
LEARNING To Succeed

STUDENT LEARNING GUIDE

~ Preview ~

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Chapter 4: Learning Plan for
Chapter 1 of *Global Warming***

**Learning Strategies And Structures
To Improve Comprehension**

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CRISS Framework for Learning Strategies

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4 CHAPTER

Learning Plan for Chapter 1 *Global Warming: The Basics*

Enduring Understandings

Content: Global warming happens as the levels of greenhouse gases in the atmosphere increase. It affects people, plants, and animals through its impact on weather and the earth's water.

Process: Discussion provides a way for you to stay engaged with the text while reading. To learn and remember information, it is important that you transform it in a variety of ways.

Assessment

- (1) Participation in all four parts of the Framework for Learning, plus evaluation of the Main Idea—Detail Notes and the Problem—Solution Organizer.
- (2) Multiple choice and short answer questions for the chapter.
- (3) Participation in the process conference relating to discussion and transformation.
- (4) Application of newly learned strategies to other classes (additions to portfolio).

CRISS Framework for Learning

- Prepare:** Picture Notes
Engage: Read-and-Say-Something
Organize: Main Idea—Detail Notes
Apply: Problem—Solution Notes

Prepare: *Picture Notes*



In the space below or in your notebook, quickly sketch a picture or a series of pictures that depict what you *think* greenhouse gases are, how they are formed, and what impact you *think* they have on the earth, its people, plants, and animals. We don't expect you to be an expert. If you are not sure, make a guess or prediction.

Your teacher may show you some videos or provide opportunities for you to learn more about greenhouse gases. If that is the case, return to your picture and make additions and/or corrections.

Engage: *Read-and-Say-Something (RaSS)*



In groups of three or four, following the RaSS guidelines provided by your teacher, read Chapter 1 of *Global Warming* one paragraph at a time. Include the sidebars (that's the information in the shaded boxes), but only after reading all the information under a heading. If a picture or graphic relates to the text that was just read, the person to the right of the reader needs to respond to both the graphic and the information read. Your purpose as you read and respond to the information will be to understand global warming and how it impacts the earth and the inhabitants of earth. Make sure your responses relate to this purpose. Record, in the space provided below or in your notebook, any notes or questions that arise as your group reads.

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Organize: *Main Idea—Detail Notes (MI-D)*

- ✓ After your teacher has shown you how to create MI-D Notes relating to the first part of this chapter, complete your notes for this chapter either independently or with a partner. Use your own notepaper.

Apply: *Problem—Solution Notes (P-S)*

- ✓ Transforming information from one note-taking format to another is a great way to help you remember it. In this “Apply” step of your Framework for Learning, you will transform the information you have in your MI-D Notes into Problem—Solution Notes. Use your own paper to recreate the P-S Notes that follow. You will need at least one full page to make sure you have space for all the information. The left-hand column can be fairly narrow; you have to write only the bold words (space them out down the page). To complete the right-hand column of the P-S Notes, use the information in your MI-D Notes. If you think you are missing information, you may refer directly to Chapter 1. After reading each chapter in *Global Warming*, you will have additional information to record on the right side.

What is the Problem ?	<i>Global Warming</i>
What are Effects of the Problem?	
What are Causes of the Problem?	
What are Solutions to the Problem?	

Content Evaluation *(Record your responses below or in your notebook.)*

1. Greenhouse gases (water vapor, carbon dioxide, and methane) have a critical influence on the earth's temperature. Circle the letter in front of the statement that is NOT true about greenhouse gases.
 - a. Greenhouse gases in the atmosphere are necessary for human habitation of the earth.
 - b. Burning fossil fuels adds greenhouse gases to our atmosphere.
 - c. The Kyoto Protocol requires countries who adopt it to lower their greenhouse gas emissions.
 - d. When greenhouse gases are in the world's oceans, they lead to the destruction of coral reefs.

2. What does the author mean when he says, "Global warming's negative impacts promise to overshadow almost every aspect of our lives" (*Global Warming*, page 9)? Use details and information from the chapter to support your answer.

Reflection and Process Conference

In the following space or in your notebook, write down three things you did during this Framework for Learning that helped you learn, and describe *why* or *how* they helped you. For example, “It helped to discuss with a partner how to complete the MI-D Notes, (*Why?*) because I kept including too much information. My partner helped me think about the main ideas instead of all the details.” Then, when prompted by your teacher, discuss these ideas with your class. Remember, your participation in this discussion is part of your assessment.

1. _____

2. _____

3. _____

Planning for Learning

Think about the four strategies used in this Framework for Learning: Picture Notes, Read-and-Say-Something, Main Idea—Detail Notes, and Problem—Solution Notes. Write out, below or in your notebook, how you could use them in your other content area classes. Which strategies would work in which classes? Be specific; that is, “I could use MI-D Notes to take notes from my biology textbook. The P-S Notes would work well for reporting a current event in my social studies class.” After using the strategies as you indicated below, pick two applications to add to your *LEARNING To Succeed* portfolio.
