

## Lesson Plan: Observation 2

### Demographics

Student Teacher: Sydney Redigan

Date: October 14, 2014

Grade: 7

Subject: Language Arts Lab

School: Bryant Middle School

Physical Setting: Classroom

School District: Dearborn Public Schools District

Lesson Plan Title: Informative Text Features Scavenger Hunts

### Rationale

The Dearborn Public Schools District's (DPSD) pacing guide for Grade 7 Language Arts contains three essential questions that must be addressed during the second card marking. One of these is, "What are the text features in a piece of informative text?" We have begun to work with informative text features in Language Arts class through lessons that define and describe informative text features and lessons that ask students to identify informative text features in two historical newspaper articles from the classroom text.

To reinforce these lessons, I thought it would be appropriate to plan some extra lessons on informative text features for our Language Arts Lab class. The Language Arts Lab class is designated for students who are at a low reading level. These students are also in the Language Arts class, so Lab is used to reinforce the Grade 7 Language Arts curriculum and work on specific issues the students are having.

The two scavenger hunt activities included in this lesson plan are intended to be fun, interactive and hands-on activities to help the Lab students better identify and understand informative text features. Because there are only fifteen students in Lab, I had planned to rent out a Chromebook cart and have enough devices for each student. However, due to NWEA testing, the Chromebooks became unavailable at the last minute, so we will all be working on the same computer for the online scavenger hunt.

This lesson plan addresses several of the Common Core State Standards (CCSS) for Grade 7 Language Arts. These standards are:

- CCSS.ELA-Literacy.RL.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- CCSS.ELA-Literacy.RL.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.
- CCSS.ELA-Literacy.W.7.1: Write arguments to support claims with clear reason and relevant evidence.
- CCSS.ELA-Literacy.SL.7.1: Engage effectively in a range of collaborative discussions (one-on one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.7.1.C: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

- CCSS.ELA-Literacy.SL.7.1.D: Acknowledge new information expressed by others and, when warranted, modify their own views.

## **Outcomes**

The outcomes of this lesson plan are:

- Students will work as a group to identify informative text features in three online sources.
- As a whole group, students will share their thoughts on the online scavenger hunt activity, reflecting on what they found.
- Students will work in pairs to identify and describe the purpose of informative text features in print sources.
- As a whole group, students will share their thoughts on the two scavenger hunt activities, reflecting on what they found during both activities.

Performance will be measured by the following criteria:

- How well the groups are able to work collaboratively and cooperatively.
- The quality of questions and comments on the quotations, reflecting how well students were able to apply strategies for comprehension.
- The quality of whole group reflection on both the content of the informative text and the collaborative activity.

## **Assessment/Evaluation**

Formative Assessment:

- The teacher will observe and/or circulate the room as students work on both the online and print scavenger hunt to make sure they are on task and completing the scavenger hunts correctly.
- The teacher will lead the whole group discussion and assess the quality of student reflection on both scavenger hunts.

Summative Assessment:

- The teacher will collect the online scavenger hunt handout and the finished print scavenger hunt poster and assess the quality of work.

The online scavenger hunt handout, the print scavenger hunt posters and the teacher's own observations of student discussion and reflection will be evidence that documents students' progress and learning of informative text features.

## **Materials Needed**

- Computer with Internet access
- Projector or smart board
- Copies of "Informative Text Features Online Scavenger Hunt" handout, one for each student [Figure 1]
- Large envelopes
- Several magazines
- "Informative Text Features Examples" handouts, one for every two students [Figure 2]
- Large pieces of paper
- Markers, colored pencils or crayons

- Scissors
- Glue

## **Teacher Procedure/Development**

### **A. Introduction**

1. Ask students to recall that we have been working with informative text features for a few days now. They have definitions of the informative text features and examples of informative text features from the textbook in their interactive notebooks.
2. Explain that we can now find many informative texts online. Ask students the following questions:
  - a. What are some examples of these? (Possible answers: online magazines, online newspapers.)
  - b. How might online informative texts be different from traditional ones? (Possible answers: more photos, more interactive features.)
3. Ask students to keep these possible differences in mind as we work on our first activity of the day.

### **B. Methods/Procedures**

4. Explain that we are going to be completing an Informative Text Features Online Scavenger Hunt today.
5. Pass out the Informative Text Features Online Scavenger Hunt and explain the steps to students:
  - a. visit three different informative sites
  - b. check off the informative text features you see on the site
  - c. explain that we will be doing all three sites together and students can use pages 11 and 12 from the Interactive Notebooks for reference.
6. Pull up the first site on the computer and display on the projector.
7. Ask students to identify the text features from the projected site by coming up to the board and checking them off on their own paper.
8. Repeat steps 6 and 7 with two more sites.
9. Have students report out what they found during their online scavenger hunt. Possible questions to ask:
  - a. Did any sites have all of the features?
  - b. What were the most common text features?
  - c. What were the least common text features?
  - d. What kind of information do the sites provide (e.g., news, entertainment, etc...).
10. Collect the handouts from students.
11. Explain that we will now be doing an Informative Text Features Print Scavenger Hunt by looking at some print informative texts to identify informative text features. Explain the steps:
  - a. Students will partner up.
  - b. Students will look through magazines to find and cut out examples of informative text features.
  - c. Students will cut out the corresponding text features boxes from the Informative Text Features Examples handouts and cut and paste these to a large piece of

paper. Students will then paste the magazine examples to the corresponding boxes and write the purpose of the text features. Show an example of the finished process.

12. Pass out the handouts, envelopes, large pieces of paper, and magazines. Students will have scissors, glue, markers, colored pencils, or pencils at their tables.
13. Circulate the room as students work to make sure they are on task and are completing the activity correctly.
14. Students may need a second day to complete the activity.

### **C. Closure**

15. Once students have completed the print scavenger hunt, have each pair share their work with the class, explaining the text features they found and their purpose.
16. Ask students to answer the following questions aloud:
  - a. What did you learn from this activity?
  - b. How did this activity help you better understand informative text features?
  - c. What differences did you notice between online and print informative texts?
  - d. What differences did you notice between the different types of texts (such as entertainment, fashion, news, etc...).

### **Technology Use**

Technology was used to develop this lesson in that I searched for informative text sites that would be appropriate for the students to look at during class.

Technology was also used in the implementation of this lesson as it requires the use of a computer, Internet access and a projector or smart board to project the first online site for the whole class. Ideally, technology would also be used individually in this lesson, with students working on Chromebooks during their online scavenger hunt. Due to a temporary lack of resources, we instead will use one computer. I like that this lesson requires students to use both technology and traditional/print text. I think it is important to have lessons that include technological learning experiences as well as tactile (students are cutting and pasting with their hands) learning experiences.

### **Accommodations/Adaptations**

The only potential safety issues that may arise in this lesson would be that students are using scissors to cut out the magazines and informative text features boxes. However, we regularly use scissors in the classroom and have not yet had an issue.

Because this lesson plan was designed specifically for the Language Arts Lab class, it is intended to scaffold the work we are doing in Language Arts class (which all of the students in Lab are also taking). The choice that is involved in this lesson (choice of online and print informative texts) is intended to allow the students to find texts that they are both interested in and can comprehend.

None of the students in our classes have any physical impairment, such as mobility, sight, or hearing. However, if there were, many aspects of this lesson would be accommodated, such as a

text to speech device for students with vision impairment and finding alternative ways to complete the scavenger hunts for students with vision impairment.

**Teacher Reflection**

TBD