

NLMUSD Model Integration Technology Pilot

Technology Integration Unit/Lesson Plan Template (modified from MTS Lesson Plan Template)

Lesson title: Learning to navigate and identify the structure of informational text in a sequential order; Learning to navigate and identify the structure of descriptive informational text

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Subject area: English/Language Arts

Grade level: 6-8, Modified for moderate/severe special education class

Time frame: 8 instructional days

Brief lesson/unit Summary/Description

In this unit students are expected to identify text that uses sequence or other logical order. Students are also expected to answer who, what, when, where, and how questions. Students are expected to follow one-step or multiple step visual/modeled/prompted/written instructions.

State Content Standard/Benchmark addressed <http://www.cde.ca.gov/be/st/ss/index.asp>

Sixth grade reading comprehension: RC 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

First grade reading comprehension: RC 2.1 Identify text that uses sequence or other logical order. RC 2.2 Respond to who, what, when, where, and how questions.

CAPA: Reading comprehension 6.1.1 Read a simple four-to-five word sentence composed of high-frequency words. Writing strategies 6.1.1 Select a focus and an organizational structure based upon purpose (e.g., letter, report, list, story). Listening and speaking strategies: 6.1.3 Execute two- or three-step oral instructions and directions.

21st Century Skill(s)/Theme(s) addressed <http://www.p21.org/route21/index.php>

Information, Media and Technology Skills *Create Media Products*: Understand and utilize the most appropriate media creation tools, characteristics and conventions. Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

Apply Technology Effectively: Use technology as a tool to research, organize, evaluate and communicate information. Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy

Integration into NLMUSD Curriculum Maps (If applicable in Language arts or Math)

Used curriculum maps from year 1: Staying afloat in a sea of information (6th grade, Unit 2) and Thinking about non-fiction. How does informational/expository text work? (1st grade, Unit 2)

NLMUSD Model Integration Technology Pilot

Students will understand (lesson/unit objectives):

Informational text is organized in different ways. It can be structured in a sequence. It can be structured in a descriptive structure.

Essential Questions to guide this unit/lesson and focus teaching and learning:

- √ How do I recognize when informational text is structured in a sequence?
- √ How do I recognize when informational text is structured in a descriptive structure?
- √ How do I respond to who, what, when, where, and how questions related to informational text structured by sequence?
- √ How do I respond to who, what, when, where, and how questions related to informational text structured in a descriptive structure?
- √ How do I follow one or two-step directions/instructions?
- √ What does sharing your thinking look like and sound like?
- √ What strategies do readers use when navigating informational text (Ask yourself questions to clarify your thinking, navigate text features, re-read, stop and think, use prior knowledge, search for important information, use context to resolve word and sentence ambiguities)?

Technology & Web 2.0 resources needed (hardware and software, websites)

iMac or PC with internet access
Powerpoint or Keynote
Prezi, Online presentation creator, www.prezi.com (free account for creating public presentations)
Digital cameras
Projector, Document camera, computer connection, Reading A-Z website login for Projectable Texts

Procedure (learning activities)/ lessons of unit

Read Aloud/Shared Reading: Learning to navigate and identify the structure of informational text in categories.

As we get ready to read this text (suggested text: "Let's Make Snowflakes" (Reading A-Z), let's think about what we notice and what we're doing to get ready to read. Guide students through a quick preview of the text:

- o What do you notice on the first page? What does it make you think? Prompt, model student responses as necessary.
- o Guide students through noticing the text features included in the text: title, headings, photographs, answer key, labels, numbered boxes, numbers. Ask students, "What do you notice? What does it make you think? What do you think we're going to be learning about today?"
- Connect computer to project "Let's Make Snowflakes" on the screen. Use features of Reading A-Z projectable books to highlight important information, record thoughts:

NLMUSD Model Integration Technology Pilot

- Ask yourself questions to clarify your thinking
- Navigate text features
- Re-read
- Stop and think
- Use prior knowledge
- Search for important information
- Use context to resolve word and sentence ambiguities

Think aloud for students about the organizational structure of this text: “As I was reading, I noticed that the author structured the information in a way that helped me learn, in a different way than the informational texts we’ve been reading. Those texts were structured by categories, but this one didn’t seem to be structured by categories. She used an order or a sequence: (List steps in making snowflakes)

As I read the title, headings, numbered boxes, and looked at the diagrams, I was able to begin to predict what information I might be learning in the text.

- Record the sequence of the article on the chart *(Unit 2-Chart B). Cut diagrams from printed text to place onto chart.
- Have students turn and talk about the central idea(s) from the text. Record some of their responses on the chart.
- Remind students that sometimes authors of nonfiction organize the information in their writing in a sequence to help the reader learn.
- Students return to their seats to follow the steps to make paper snowflakes, with additional prompts and support as necessary (according to individual abilities.)

Guided Reading: Repeat steps from shared reading in small groups with sequential texts from Reading A-Z at students’ instructional reading levels.

- Making Salsa (Level C)
- Making Pizza (Level E)
- How to Make Lemonade (Level M)

Read Aloud/Shared Reading: Learning to navigate and identify the structure of descriptive informational text

- Remind students that we have been reading texts that help us learn new information.
 - o As we get ready to read this text (The Four Seasons, Reading A-Z) let’s look at the chart *(Unit 2-Chart C) so that we can remember what readers do before reading an informational text.
 - o What do you notice on the first page? What does it make you think? Prompt, model student responses as necessary.
 - o Guide students through noticing the text features included in the text: title, headings, photographs, answer key, labels, numbered boxes, numbers. Ask students, “What do you notice? What does it make you think? What do you think we’re going to be learning about today?”
- Connect computer to project “Let’s Make Snowflakes” on the screen. Use features of Reading A-Z projectable books to highlight important information, record thoughts:
 - Ask yourself questions to clarify your thinking
 - Navigate text features
 - Re-read

NLMUSD Model Integration Technology Pilot

- Stop and think
- Use prior knowledge
- Search for important information
- Use context to resolve word and sentence ambiguities

Think aloud for students about the organizational structure of this text: “As I was reading, I noticed that the author structured the information in a way that helped me learn, in a different way than the informational texts we’ve been reading. Those texts were structured by sequence, but this one didn’t seem to be structured that way.

The author used description to help us learn by visualizing the four seasons.

Record the description of half of the text on the chart *(Unit 2-Chart D).

Remind students that sometimes authors of nonfiction organize the information in their writing using description to help the reader learn.

Guided Reading: Repeat steps from shared reading in small groups with the same text (The Four Seasons) by completing the text and adding to graphic organizers.

Technology project steps:

Teacher worked with students individually to teach steps for completing projects. For students who completed Keynote presentations “How to Make Pumpkin Pie,” students were presented with pictures of steps to sequence. Students were given support and additional prompts to correctly sequence pictures before adding new slides and inserting pictures into slides. Students pointed/verbally labeled/ dictated phrases and sentences to produce captions for pictures. Students were given prompts/supports/models to type captions.

For students who completed Prezi descriptive presentations, teacher modeled how to add text, images, and path projects by creating a project about “The Four Seasons.” Students were given guided/independent practice to create presentations about “The Four Seasons.” After the field trip to the California Science Center, students chose pictures to add to their presentations and wrote captions for pictures according to varying levels of ability. Students completed Prezi presentation to describe their experiences at the California Science Center with varying levels of support from step-by-step support to completely independently.

Assessment Method

Comprehension and clarifying questions during and after reading (shared reading and guided reading.) Students complete graphic organizers to organize text structures.

Students place pictures in sequential order (guided reading modification.)

Students create multimedia presentations in either a sequential structure or descriptive structure by following one-step or multiple-step visual/modeled/prompted/written instructions (modification based on individual ability).

Students answer who, what, when, where, and how questions related to pictures when developing multimedia presentations. Students add captions to pictures based on answers to these questions (modified based in individual ability. E.g. pointing, verbally labeling, cloze activities, completing sentences with sentence starters, independently composing 2 or more sentences per picture).

NLMUSD Model Integration Technology Pilot

Notes: (this area may list accommodations, differentiation, as well as other key information that may not fit into the categories above)

Unit/Lesson plans were primarily from first grade unit 2 curriculum unit of study. All activities and materials were differentiated and modified as necessary based on individual students' needs and abilities. All students completed their technology projects as independently as possible.