

Technology Integration Workshop 2016

Unit Title: Text Features 4 non-fiction

Grade Level: 4th grade

Subject Area: Language arts

Duration/Length/Number of class periods: 4 class periods

Description: Student will know what text features are, and how text features help the reader understand what they are reading better

Established Goals (National, State, Local):

4.2.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.2.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.2.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

4.2.7.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

4.2.8.8: Explain how an author uses reasons and evidence to support particular points in a text.

What Enduring Understandings are desired?

- Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
- Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in text.
- Words powerfully affect meaning.
- Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
- Students will know that text features aid in learning new content.

What [Essential Questions](#) will be considered?

- How does understanding a text's structure help me better understand its meaning?
- How do I figure out a word I do not know?
- Why do readers need to pay attention to a writer's choice of words?
How do readers construct meaning from text?
- What text features help guide a reader to learn non-fiction content?

Students will know / be able to: determine different types of text features

Description	Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.		Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Day 1: Pre-test (10 min) Google Form ● Opening Explore Text Features (10 min.) ● Create Text Features Anchor Chart (15min.), ● Reading and Text-Dependent Questioning (15min)- Ipads w/Student sign-in Scholastic News (www.Scholastic.com/Grade_4) ● Rereading Focusing on Text Features (15 min) ● Closing/review (5 min) ● Exit						x		3b	
							x		
Day 2:Formative assessment (10 min) ● Text feature Flipchart (10min) ● Interactive Flip chart (10min) ● Text Feature Scavenger hunt (15) ● Scholastic News reading (15) ● Formative assessment ● Closing/review (5min) ● Exit slip									2a
Day 3:Making a Video ● Review of Text features ● Group work Making a video (Students will be assigned a text feature and make a									2a,2b

video about it) ● Green Screen rotation ● Editing ● Closing/exit ticket							
Day 4: Summative assessment ● Video Presentations ● Summative assessment							2a,2b

Materials, tools and resources : pre-test/post-test, Promethean Board, flip-chart, scholastic news

- <http://www.studyzone.org/testprep/ela4/h/chapheading2.cfm>
- www.prometheanplanet.com
- https://www.scribd.com/doc/82905825/Untitled?secret_password=1yo15lft1h3eyb7xao3#download&from_embed
- https://www.scribd.com/doc/84878875/Untitled?secret_password=1bl6v3whtuc4tkigshma#fullscreen&from_embed
- <http://betterlesson.com/community/lesson/3094/text-features>
- <http://quizizz.com/admin/quiz/56a781ca1d25e1c12dd03deb>
- https://docs.google.com/forms/d/e/1FAIpQLSf1DwE6KjxRAn0do4NccrcR_9D9s_e648mO68R--7R2Qx-dg/viewform

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Additional credit given to: Websites listed in Resources