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| Lesson Title: | Informational Text Patterns |
| Subject Area: | English/ Language Arts |
| Grade Level: | 5th |
| Unit Title: | Genres |
| GLCEs/ HSCE: | **R.IT.05.02 identify and describe informational text patterns including compare/contrast,** **cause/effect, and problem/solution.** |
| METS-S/METS-T | Evaluate and select information sources and digital tools based on the appropriateness to specific tasks |
| Essential Questions: | Why is it important to know cause and effect?  How can understanding problems and solutions help me in life?  Why is comparing and contrasting helpful?  When do we use informational text patterns in life? |
| Objectives: | After visiting three different web sites that practice informational text patterns as a class, students will be able to identify, describe, and give two examples of informational text patterns including compare/contrast, cause/effect, and problem/solution. |
| Tools and Resources: | * Prezi * Internet * Computer Lab * White Board * Markers * Worksheets created in word processor (located below) * <http://www.studyzone.org/testprep/ela4/o/comparingcontrasting4l.cfm> * <http://www.beaconlearningcenter.com/WebLessons/WhatCausedIt/effect08.htm> * <http://www.fcatexplorer.com/Parent/4GR/en/tipslister/question_tip_space.asp?src=tip119a.swf> |
| Rationale: | Informational text patterns not only help students understand literature, but they help them realize that their actions have consequences. This lesson is designed to help students learn informational text patterns by relating them to their everyday lives. |
|  | Sequence of Activities: |
| Anticipatory Questions/Activity: | Every day we compare and contrast things, debate problems and solutions, and think about cause and effect. These are all informational text patterns that relate to our day to day lives as well as in literature. When we are getting dressed in the morning, we compare and contrast our shirt and pants to make sure they match. When we are out of orange juice, we are either forced to drink something else, or go to the store to get more orange juice. We had a problem, and developed a solution. When we forget to study for a test because our favorite show is on the night before and we don’t get a good grade, we caused the effect of us not doing well on the test.  The teacher will write the following questions on the board:   1. How are you similar and different from the person sitting to the right of you? 2. What are some decisions that you’ve made today? Did the decision you made have an effect on anyone? 3. If you want to play outside, but it’s raining, what would you do? 4. How is a baseball both alike and different from a basketball?   Have students answer the questions to the best of their ability in their writing journals: |
| Body of Lesson Plan:  *Segment #1*  (Artifact: link to real world, website, book, picture, etc.) | The teacher will visit the following three websites with the class:   * <http://www.studyzone.org/testprep/ela4/o/comparingcontrasting4l.cfm> * <http://www.beaconlearningcenter.com/WebLessons/WhatCausedIt/effect08.htm> * <http://www.fcatexplorer.com/Parent/4GR/en/tipslister/question_tip_space.asp?src=tip119a.swf>   As a class, answer each question on all websites. |
| *Segment #2*  (Factual information/Vocab  Includes sample feedback loop) | The teacher will perform some action that is unusual in the classroom, such as pushing a cup of markers off a desk and onto the floor.  Teacher: What happened?  Students: The cup fell off the desk.  Teacher: Why did it fall off?  Students: You pushed it.  Teacher: Right! An action that makes something else happen is called a **cause**. The thing that happens as a result of something else happening is called an **effect**.  Write the following questions on the board:   1. It rained all day so the children stayed inside. 2. Since her green shirt was dirty, she wore her blue one. 3. Ben was sleepy this morning because he stayed up late last night. 4. Judy and Lisa were friends, so they were always together.   Ask for four volunteers to draw one line under the cause in the sentence and two lines under the effect. |
| *Segment #3*  (Includes multiple intelligence strategy:  Hands-on, small groups, re-teaching strategy) | Call on two students to come up and stand in front of the class. Make a Venn Diagram of the two students. Ask the class to compare and contrast each student. Ask students what goes in the middle of the Venn Diagram and what goes on the ends. Make sure each student understands how a Venn Diagram works.  Have students complete the attached worksheets in pairs.  (below) |
| *Segment #4*  (Detailed directions on how to complete activity) | Each student will create a Prezi which must include:   1. A description of cause, effect, problem, solution, compare, and contrast. 2. Two examples of cause/effect, problem/solution, and compare/contrast.   When given a list of the informational text patterns listed above, students will be able to identify and match each correctly.  <http://prezi.com/hf6417oftmw7/edit/#4_10024984>  is the teacher created Prezi |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Summer Vacation Reports**

Compare means to look for things that are the same.

Contrast means to look for things that are different.

The third grade class just got back from summer vacation. The teacher asked each student to write a short report about what they did during the summer vacation. Read the two reports below.

**Amanda’s Report: What I Did On Summer Vacation**

I went on vacation at the beach last summer. My brother and I played

in the ocean and built castles out of sand. I also read lots of books last

summer. My favorite book was The Secret Garden. At the end of the summer,

my mom and dad took me to the water park and we went swimming. It was

fun!

**Maxwell’s Report: What I Did On Summer Vacation**

I went on a car trip with my dad last summer. We drove a long way. I

also read a book last summer called The Hardy Boys. It was an adventure

story. I went to summer camp with my best friend too. I had a great time.

Amanda and Maxwell each wrote about three things last summer. Write the

things that each person did but the other did not do underneath their names in the circles. Put the item that **both** of them did in the

**center**.

Amanda Maxwell

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Late to School Cause and Effect

Directions: Read the story. Then fill in the chart of causes and effects.

Alisa awoke for school at what seemed like an unusually late time; she

glanced at the clock to see: 7:45. She should have been up 45 minutes

earlier and had missed her bus. Darting downstairs, she saw that her mom

had already left for work. Hurrying back upstairs, she skipped her slow

getting ready routine, in hopes of catching a ride with her neighbor. She

didn’t want to be late to school because there were only nineteen days left,

and she had had perfect attendance the entire year. Hurrying back

downstairs, she picked up the phone and dialed her neighbor’s number. The

phone rang, but there was no answer. She exited the door, stepping out

onto the front porch, just in time to see the tail lights of her neighbor’s

familiar red car drive off into the distance. Sighing, she sank to the porch,

unsure of what to do. After a little more though, she hurried back inside,

phoned her mom’s nearby office, explained the situation, and then awaited

for her mom to return home. Less than happy, her mom pulled up in the

driveway five minutes later. Due to the time constraints, and her own need

to be back at work for an important meeting, Alisa’s mother, drove rather

fast, but they arrived safely at ABC Middle School, with just enough time left

for Alisa to make it homeroom without being tardy.

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| **CAUSE** | **EFFECT** |
|  | She missed her bus. |
| She skipped her slow getting ready routine. |  |
| She saw her neighbor’s car drive off. |  |
|  | Alisa’s mother returned home from work. |
|  | Alisa’s mother drove rather fast. |
|  | Alisa made it to homeroom without being tardy. |