Everglades Adventure

Students will learn about text features, note taking, and informational writing using a series of short videos about the Everglades. As a final product, students will practice their expository writing by creating an informational brochure about the Everglades.

**General Information**

- **Subject(s):** English Language Arts
- **Grade Level(s):** 4
- **Intended Audience:** Educators
- **Instructional Time:** 4 Hour(s)
- **Suggested Technology:** Document Camera, Computer for Presenter, Internet Connection, LCD Projector, Speakers/Headphones
- **Freely Available:** Yes

**Instructional Component Type(s):** Lesson Plan, Worksheet, Problem-Solving Task, Assessment, Presentation/Slideshow, Formative Assessment

**Resource Collection:** CPALMS Lesson Plan Development Initiative

**Attachment**

- Text_Features_PowerPoint.pptx
- Brochure_Rubric.docx
- NoteTaking_Sheet.docx
- Partially_Completed_NoteTaking_Sheet.docx

**Lesson Content**

**Learning Plan Template:** General Lesson Plan

**Learning Objectives:** What should students know and be able to do as a result of this lesson?

Students will be able to:
- interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).
- explain how the information contributes to an understanding of the text in which it appears.
- identify text features used in nonfiction text.
- use text features to clarify information.
- use the conventions of Standard English when writing sentences and paragraphs.
- write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- to use precise language and domain-specific vocabulary to inform about or explain a topic.
- develop a topic with facts, definitions, concrete details, quotations or other information.
- take notes and paraphrase from text.
- work in cooperative groups.

**Prior Knowledge:** What prior knowledge should students have for this lesson?
Students will need to know how to:
- take notes from text.
- use the conventions of Standard English.
- paraphrase.
- work cooperatively.

**Guiding Questions: What are the guiding questions for this lesson?**
- How do text features clarify information for the reader?
- When should authors use text features?
- Why should authors use text features?
- What text features are used with nonfiction text?

**Teaching Phase: How will the teacher present the concept or skill to students?**

1. Partner students and give each pair of students a fiction and nonfiction book on the same topic and three sticky notes. Have students look through the books and find examples of things that they notice about the non-fiction text that make it different from the fiction texts. They are to write down one difference on each sticky note.

2. Once the students have finished, gather them all in one area. Have students share what they wrote on their sticky notes and group the sticky notes into main ideas. Point out key vocabulary and text features as they come up in the conversation. Begin an anchor chart listing these key words, vocabulary words and text features.

3. The teacher will begin: "Now that you have identified some text features that are found in informational texts we are going to review all of these text features by viewing a PowerPoint." Project the attached Text Feature PowerPoint and review the different kinds of text features.

4. The teacher will make individual copies of the slides from the PowerPoint and hang them in the room so students can reference the different kinds of text features as they decide which text features fit with their notes about the Everglades.

5. Once the PowerPoint is complete, the teacher will continue, "To practice using text features and identifying when we should use text features in our writing, you are going to be creating a brochure about the Everglades. When you create that brochure, you will be required to include at least seven different text features as well as paragraphs that explain what the Everglades is all about. We are going to spend some time practicing taking notes about the Everglades. Then we will discuss which text features we could use to present the information about the Everglades, and what information would be better presented in paragraphs in your brochure."

6. "Today we are going to watch two videos about the Everglades. One is titled Introduction, and the other one is called Tropical Hardwood Hammock. As we watch each video we will be taking notes. After we take the notes we will be discussing which kinds of text features would be useful in displaying the information we have about the Everglades and what information would better be presented in paragraph form."

7. "I am going to give each one of you two Note Taking Sheets (attached document). You will title one Introduction and the other one Tropical Hardwood Hammock." The teacher will give each student two copies of the attached Note Taking Sheet.

8. Remind students that when they take notes they need to remember to use Bullets, Lists, One word for several words, Use your own words, Abbreviations, Paraphrasing, and Phrases (BLOU APP).

9. The teacher will project a large image of the Note Taking Sheet which will be filled in during each of the two videos mentioned in Step 5. The teacher will fill in the projected Note Taking Sheet while the students fill in their own Note Taking Sheets. (Attached is a partially completed Note Taking Sheet for teacher to see as a sample.)

10. Begin watching the videos at the following link: http://www.nps.gov/ever/photosmultimedia/mountainsandvalleys.htm

11. The teacher will pause the video at different times to discuss with the class what notes should be taken from the video and written on the Note Taking Sheet. Students will be writing the notes on the left hand side of the worksheet under the "Notes" column.

12. The class will complete the Note Taking Sheets for "Introduction" and "Tropical Hardwood Hammock" together.

13. Once the notes are taken, the teacher will display copies of the slides from the Text Feature Power Point around the room so students can reference the different text features. As a class decide what, if any, text features could be used to show the information from different parts of the notes. (Note: Some of the information in the notes will not work with text features, and that is okay. Students will include that information in paragraph form in their brochure). As students decide what text feature to use with which notes, write the kind of text feature in the "Text Feature" column on the Note Taking Sheet. (See attached Partially completed Note Taking Sheet.)

14. The class will complete the Note Taking Worksheets for both Introduction and Tropical Hardwood Hammock.

**Guided Practice: What activities or exercises will the students complete with teacher guidance?**

1. The teacher will partner students and give each student two copies of the attached Note Taking Sheet. Students will label one sheet "Pine Rockland" and one sheet "Sawgrass Prairie."

2. The teacher will explain that students will be watching two more videos about the Everglades. They are to take notes and fill in their Note Taking Sheet. Each person will be required to take their notes. Once students take their notes, they will discuss with their partner what different kinds of text features could be used to show the information from their notes and fill in that information on their Note Taking Sheets.

3. Students will watch the videos "Pine Rockland" and "Sawgrass Prairie" from the National Park Service and fill in the Note Taking Sheet with their partner.

4. Once they have finished the note taking, students will discuss with their partner the different text features that could be used.

5. The teacher will monitor the students as they take notes and discuss the text features.

**Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?**

1. Working as individuals, students will view videos from the National Parks Service about three more habitats in the Everglades: Cypress Dome, Slough, and Mangrove.

2. Once students have taken their notes, and decided on what text features they will use, they will create a brochure. Using an 11 x 17 sheet of white paper folded into 3 columns, students will write paragraphs as well as use text features to write about the Everglades. Students need to know that this brochure would be used as a
resource for children who are learning about the Everglades. Students are to use information from all of the videos. Students will be required to include 7 different text features in their brochure and information from six of the videos viewed.

3. The teacher will review the attached Brochure Rubric with the students so students are aware of the requirements for this project.

4. Student projects will be assessed using the attached Brochure Rubric.

**Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?**

Once all of the brochures have been completed, the teacher will post them all around the room. The class will participate in a gallery walk. Each student will be given three sticky notes. Students are to write three positive comments and place their comments on three of the brochures. The teacher will have some positive comments to ensure that all brochures receive at least one comment.

**Summative Assessment**

1. Working as individuals, students will view videos from the National Parks Service about three different habitats in the Everglades: Cypress Dome, Slough, and Mangrove.

2. Once students have taken their notes, and decided on what text features they will use, they will create a brochure. Using an 11 x 17 white paper folded in 3 columns students will write paragraphs as well as use text features to write about the Everglades. Students need to know that this brochure would be used as a resource for children who are learning about the Everglades. Students are to use information from all of the videos. Students will be required to include 7 different text features in their brochure and information from six of the videos viewed.

3. The teacher will review the attached Brochure Rubric with the students so students are aware of the requirements for this project.

4. Student projects will be assessed using the attached Brochure Rubric.

**Formative Assessment**

During Guided Practice while the students are taking notes, watching the video and discussing possible text features the teacher will monitor the partner discussions to determine their comprehension of the text as well as text features.

**Feedback to Students**

While monitoring the students working, the teacher can pose the following questions:

- What text feature would not work with that information?
- Why did you choose to use that text feature?
- What is most important to include in that text feature?
- Why is that information important to include?

While monitoring the students working, the teacher can include the following comments:

- That's very good to include that information with ______________ (name the text feature).
- I like the way you designed that brochure.

**Accommodations & Recommendations**

**Accommodations:**

ELL students can use pictures of the text features as reference points.

Students can dictate their text on an as-needed basis.

Students can watch videos several times on their own as needed.

**Extensions:**

Students can contact Everglades National Park and send them some of their brochures.

Conduct an internet conference with a ranger from Everglades National Park with questions students have written about the park.

Students can prepare a panel discussion about Everglades National Park.

**Suggested Technology:** Document Camera, Computer for Presenter, Internet Connection, LCD Projector, Speakers/Headphones

**Special Materials Needed:**

Copies of Note Taking Handout for students

PowerPoint on text features

Copies of Rubric for all students

Sticky notes

Copies of books on the same topic which are fiction and non-fiction

11 x 17 white paper
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.4.RI.1.1</td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td>LAFS.4.RI.3.7</td>
<td>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.</td>
</tr>
<tr>
<td>LAFS.4.RI.3.9</td>
<td>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
</tr>
<tr>
<td>LAFS.4.W.1.2</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
</tr>
<tr>
<td></td>
<td>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td></td>
<td>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
</tr>
<tr>
<td></td>
<td>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</td>
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<tr>
<td></td>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
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<td></td>
<td>e. Provide a concluding statement or section related to the information or explanation presented.</td>
</tr>
<tr>
<td>LAFS.4.W.2.4</td>
<td>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
</tr>
<tr>
<td>LAFS.4.W.3.8</td>
<td>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</td>
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</tbody>
</table>