**Lesson Plan: Integrate Texts**

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| **CCSS Connections:**  **ELA 9** | |  |  |  | | --- | --- | --- | | **3** | **4** | **5** | | Compare and contrast the most important points and key details presented in two texts on the same topic. | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | |
| **Materials** | * Two *Inspire My Kids* articles on the same subject (Our website is searchable by topic!) You could also find two articles on the same person (Our articles have links to outside articles). * “Integrating Texts” Worksheet, programmed with the article titles and subject. |
| **Duration** | * Approximately 70 minutes |
| **Grade Level** | * 4th & 5th NOTE: The 3rd grade standard is more like the K-2 standard than the 4th& 5th grade one. See the lesson for K-2 for this content. |

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|  | **Activities** |
| **Objective** | **I will integrate two texts in order to write about a subject knowledgably.** |
| **Mini-lesson/ vocab**  **10 min.** | **Introduce the vocabulary:** “integrate”  **Model how to integrate.**   * Have one student give information about a subject (how to play Minecraft, what the class is learning in music class, what it’s like to be a kid, what music is popular these days). It’s best if this is something a teacher wouldn’t know about because the class will find humor in hearing their teacher present about it! Write notes about what the first student says. * Have another student give information about the same topic. Record notes about what that student says. * Compile the information to present the topic to the class. Present it as if you are very knowledgeable about the topic (a reporter) and point out how you are using information from BOTH students. |
| **Practice Time**  **35 min.** | **Read the first article.**   * After reading, discuss the main points in the article and record them on the graphic organizer. Record one together, and the rest in groups or independently. |
| **Read the second article.**   * After reading, discuss the main points in the article and record them on the graphic organizer. Record one together, and the rest in groups or independently. |
| **THINK about how to integrate texts**   * Allow students time to look over their notes and *think* about how they are going to write the facts they gathered in a complete paragraph. |
| **TALK about how to integrate texts**   * In partners, students should *share out loud* how they will write their paragraph to integrate texts. Partners can help count sentences to make sure students are writing a complete paragraph (about 5 sentences). |
| **Assess**  **15 min.** | **WRITE about how to integrate texts.**   * Students should *write* a paragraph to integrate the texts on the worksheet. Students should write the paragraph as a reporter and prepare to share with the class. |
| **Wrap-up**  **10 min.** | **Share out.**   * Students share their paragraph with the class as if they are a reporter. If you have a microphone, use it! |

**Integrate Texts**

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

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| Topic/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Article #1:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Article #2:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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After reading the articles, make notes about the main points here:

 Prepare to report! Integrate the texts to prepare a news report.

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