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| **Focus: How it’s made**  Text structure, central ideas, summarizing  **Materials:** copies of text structure notes, copies of text structure handout #10, highlighters, glue stick, pen/pencil, deck of playing cards or index cards |
| **Before Reading:**  Give scholars a deck of playing cards or a pack of index cards. Tell them to build the tallest structure they can. If they ask to use other items such as tape or rubber bands, it’s ok. Just repeat the directions: Build the tallest structure that you can.  The purpose of the activity is to see if they have a pattern or a method to keeping the cards stable. Writers often use a method or a pattern to organize their information. Did you layer or stack your cards? Did you fold your cards? Did you do different things or repeat the same strategy? How well did your strategy work? Who had the tallest structure? We will look at ways that writers organize their information. This is called **text structure.**  Discuss the notes and examples provided. Have students glue the student notes in their journals. |
| **During Reading:**  **Text Structure Sort** (Select one of the handouts to cut the passages apart for this activity.)   1. Cut the passages apart. 2. Write a text structure heading at the top of a separate page in your journal. You will use five separate pages for this activity. (So, that’s one heading per page…) 3. Read each passage together. Highlight the key words that indicate how the information is organized. Glue the passage on the page with the correct text structure heading. You may have to fold the passage in half to fit on the page. 4. Glue the passage under the correct text structure heading. |
| **After Reading:**  Why is it important to look at how authors organize their information? |
| **Wrapping Up:**   * Complete North Star forms. * Gather and store materials. * Read lesson #15 for the next session. |