

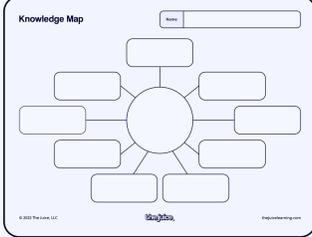
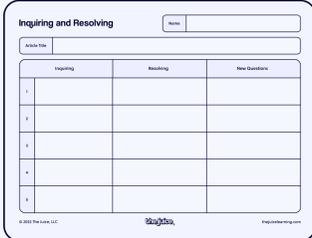
Lesson Guide

Teaching Informational Texts In The Social Studies Classroom

This guide provides resources for educators as they support students in developing informational text skills when reading The Juice. These tools and strategies can be used with any article in The Juice and are best suited for Grades 6-8, but can be adapted to fit other grade levels.

Pre-Reading

Brainstorming, predicting, and questioning are all effective ways to activate and assess students' prior knowledge before reading an informational text. Use one of the following strategies with students before reading an article in The Juice.

Resource	Teaching Directions	Click to Download PDF
<p>Knowledge Mapping</p>	<ul style="list-style-type: none"> • Determine the topic you would like students to brainstorm and have them write it in the middle circle • Have students work with partners or independently to brainstorm additional words or phrases associated with the topic of the article and add to the surrounding bubbles • Have students share some of their words or phrases with the class 	
<p>Alphabet Brainstorming</p>	<ul style="list-style-type: none"> • Determine the topic you would like students to brainstorm • Have students work in small groups or independently to brainstorm a word or phrase related to the topic for each letter of the alphabet • Make it a game: challenge students to use creativity to be the first to fill in every letter, or allow students to move within the classroom to find others with ideas they may have missed 	
<p>Inquiring / Resolving Chart</p>	<ul style="list-style-type: none"> • Have students preview the title of the article selected, as well as the image or infographic • Give students time to brainstorm a list of questions related to the topic prior to reading the article • While reading, have students fill in the 'resolving' column with answers to their questions and any new question they think of 	

During Reading

Target specific reading skills by providing students with one of the graphic organizers to complete as they read an article in The Juice. Each organizer is aligned to one of the state or Common Core standards for reading informational texts.

Standard	Resource Click to open downloadable PDF
RI.1 Anchor Standard: Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none">• Claim, Evidence, Reasoning 1• Claim, Evidence, Reasoning 2• Making Inferences 1• Making Inferences 2
RI.2 Anchor Standard: Key Ideas and Details Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none">• Finding The Main Idea 1• Finding The Main Idea 2• Finding The Theme• Writing a Summary
RI.3 Anchor Standard: Key Ideas and Details Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<ul style="list-style-type: none">• Connecting to the Text 1• Connecting to the Text 2• Cause and Effect

Post-Reading Extension Activities

Provide students with opportunities to think more deeply about the text after reading with the following discussion and writing activities.

- **Silent Discussion:** Have students form small groups and share their thoughts and questions about the article on a large poster or anchor chart. Afterwards, encourage students to circulate through the classroom to silently read and write responses to each other's comments and questions.
- **Speed Dating Discussion:** Prepare some questions related to the article. Organize your classroom into rows and have students face opposite another student. Pose the first question and have students discuss with their partner. After 1-2 minutes, have one row of students rotate so they are facing a new partner. Pose the next question and continue the process.
- **Written Response:** Have students write a response to one of the SEL thought questions in the Daily Juice article using textual evidence to support their claims.
- **One-Pager:** Have students create a one page analysis of the article with the main idea and textual evidence.

Supports

Consider the different ways you may need to modify the activities to meet the needs of all the learners in your classroom.

- Support ELL students by pre-teaching vocabulary or providing nonlinguistic symbols in a glossary with the vocabulary words in the article.
- Adjust the reading level or have students utilize the audio component in The Juice article.
- Consider providing a more scaffolded or partially filled-in organizer for certain students.
- Provide sentence starters or question frames to any student who may benefit from them in order to complete writing prompts or participate in discussions.