

INTEGRATION OF KNOWLEDGE & IDEAS

Lesson Guide

Use this lesson guide to help students practice their informational text skills with integration of knowledge and ideas. Use any of the articles in The Daily Juice or find articles related to specific topics in the search tab and assign them to students.

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.

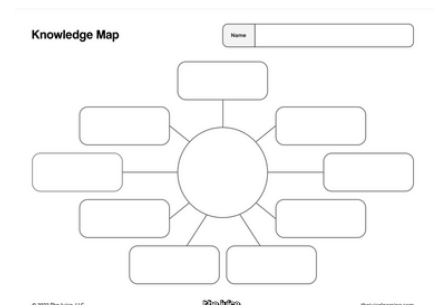
Preview the Text

Have students look at the title, photo or infographic in the article before reading. Ask students to predict what the article will be about:

- Based on the title of the article and what you already know, what do you think this article will be about?
- What does the image or infographic tell you the article might be about?
- Based on the infographic and title, what are some arguments or claims you think the article will address?

Knowledge Mapping:

- Determine the topic you would like students to brainstorm from the article 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 circles
- Have students share some of their words or phrases with the class



Inquiring/ Resolving:

- 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

Inquiring and Resolving

Article Title:

	Inquiring	Resolving	New Questions
1			
2			
3			
4			
5			

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ABC Brainstorm:

- Determine the topic you would like students to brainstorm from the article
- 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

Name:

Article Title: Topic:

A	B	C	D	E	F
G	H	I	J	K	L
M	ABC Brainstorm				N
O	P	Q	R	S	T
U	V	W	X	Y	Z

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DURING READING

Target the following standards with the graphic organizers below. Have students complete the organizers as they read the article in The Juice.

R1.7 Integration of Knowledge & Ideas

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

- Finding the Main Idea in an Article and Infographic

R1.8 Integration of Knowledge & Ideas

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning, as well as the relevance and sufficiency of the evidence

- Identifying a Claim

R1.9 Integration of Knowledge & Ideas

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

- Identifying Arguments in a Story

AFTER READING

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

Writing or Discussion Prompts

- What other texts support or refute the claims and counterclaims made in this text? What other texts represent a similar or different experience/perspective?
- What is your opinion about the text? What evidence do you have to support your opinion?
- What questions does this text left unanswered/unexamined that may be worthy of being researched?

Article or Image Search

Have students work in partners or in small groups to search for an article or visual related to the main idea of the article in The Juice. Have students compare how the authors present the main idea and how their perspectives are different and present their findings.

SUPPORTS

- 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