

S19 Template for Illinois Reads Final Curriculum CIEP 329
Illinois Reads Books

Title of Book	<i>Ninja: Get Good: My Ultimate Guide to Gaming</i>		
Title of Unit	Nonfiction Reading Comprehension Strategies		
Grade level (interest)	6-8	Reading Grade level	6
Lexile Level	N/A	Guided Reading level	N/A
A. Purpose for Instruction/ Essential Questions/ Theme	<p><u>Purpose:</u> The purpose of this unit is to teach students how to properly utilize information in a nonfiction text. Students will learn how to take information from the text, understand its importance, and apply it to their own lives as well. Through the use of <i>Ninja: Get Good: My Ultimate Guide to Gaming</i>, students will broaden their vocabulary and language, activate background knowledge over specific topics, and synthesize information within the text in order to deepen their understanding of certain parts of the text. This unit utilizes SMART board and other interactive technology activities for each lesson. A summative assessment is also included for the end of the unit.</p> <p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. How can you apply elements of nonfiction to your own life? 2. What is the purpose of reading nonfiction informational texts? (more specifically, “How-to” books) 3. What are the elements that make up an informational text? <p><u>Theme:</u> The theme of this unit is strengthening comprehension strategies through the use of technology and nonfiction texts.</p>		

B. Alignment to the depth of the Common Core – Standards addressed and assessed

CCSS ELA Standards [Reading, Writing] 4 required, you may identify up to 6 if you are writing six lessons	<ol style="list-style-type: none"> 1. <u>CCSS.ELA-LITERACY.RI.6.1</u>: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. <u>CCSS.ELA-LITERACY.21.6.7</u>: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 3. <u>CCSS.ELA-LITERACY.RI.6.2</u>: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 4. <u>CCSS.ELA-LITERACY.RI.6.5</u>: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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C. Student Learning Outcomes – Targeted unit goals

1. Students will activate background knowledge pertaining to teamwork in order to better understand the ideas presented in

Nina: Get Good: My Ultimate Guide to Gaming.

2. Students will draw connections between the text and their own lives through the use of pictures and diagrams.
3. Students will identify important points and ideas in the text to help them formulate goals.
4. Students will summarize chapter 5 of *Ninja: Get Good: My Ultimate Guide to Gaming.*

D. Text Sections to be read closely with plans to support reading and discussion – identify pages

Lesson 1: pages 90-100

Lesson 2: pages 131

Lesson 3: pages 139-145

Lesson 4: 105-131 (Chapter 5)

Academic Language to be supported at word, syntax and discourse levels	Tier 1: gaming, video games, diagram Tier 2: ninja, attainable, manual Tier 3: streaming, commentating Academic Language: visualize, synthesize, summarizing
Vocabulary	
Tier 2 Words	
Tier 3 Words	

Bloom's Levels Addressed: (Check all that apply)

<input type="checkbox"/> Remembering	<input type="checkbox"/> Analyzing
<input type="checkbox"/> Understanding	<input type="checkbox"/> Evaluating
<input type="checkbox"/> Applying	<input type="checkbox"/> Creating

E. Instructional Lessons

Research Based Strategies [Tied to STW & standards]	All strategies are from Harvey, S., & Goudvis, A. (2007). <i>Strategies That Work: Teaching Comprehension for Understanding, Engagement, and Building Knowledge</i> . Portland, Me: Stenhouse Publishers. <ul style="list-style-type: none">• Activating background knowledge- Lesson 1• Visualizing and connecting- Lesson 2• Determining importance- Lesson 3• Synthesizing and summarizing- Lesson 4
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Interactive activities for each lesson	<p>Lesson 1: Students will use Posterini to create a poster about teamwork in partners or individually.</p> <p>Lesson 2: Using Popplet, students will create a visual representation of the “Ups & Downs” of an activity of their choice. This visual will be modelled after the one in the book.</p> <p>Lesson 3: Students will set their own goals based off the S.M.A.R.T outline in the text. This will be done using a graphic organizer, which will be uploaded to Google Drive so students can share and view their goals with each other.</p> <p>Lesson 4: Students will work in partners and use iPads to create video commentaries as they play a game from online gaming websites. They will edit their videos in Garage Band, which will later be shared with the class.</p>
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Lesson 1:

Objective:	Students will be able to activate background knowledge pertaining to teamwork in order to better understand the ideas presented in <i>Nina: Get Good: My Ultimate Guide to Gaming</i> .
Procedure Lesson One:	<p>Intro/ Hook: The teacher will grab the classes attention by emphasizing the idea that teamwork is instilled throughout everything we do (in the classroom, sports team, families, etc.).</p> <p>I do: Teacher will start lesson by introducing the idea of teamwork and lead into a discussion about the topic.</p> <p>We do: Students will activate their background knowledge and discuss what they already know about teamwork. The teacher will write down student comments on the board.</p> <p>You do: Students will compose their own posters using Posterini.com surrounded by the idea of teamwork. They will include what makes a good team based on their own background knowledge and the book.</p>
Technology pages:	Page 7
Assessment:	Digital poster on Posterini

Lesson 2:

Objective:	Students will be able to draw connections between the text and their own lives through the use of pictures and diagrams.
Procedure Lesson Two:	<p>Intro/ Hook: The teacher will tell the class that with anything you do, there are ups and downs that come with it. They will possibly show an example of “The ups and downs of teaching”, using lighthearted and humorous points to get the class interested.</p> <p>I do: Teacher will explain to the class that “ups” are generally positive things that occur in life, while “downs” are more so negative or not so great.</p> <p>We do: The class will have a discussion and come up with examples of some ups and downs of being a student. The teacher will use Popplet to lay out the class ideas which can be used as a sample for students to follow when they create their own.</p> <p>You do: Students will create a visual representation of the “Ups & Downs” of an activity or hobby they take part in using Popplet. Insert captions, images, and drawings with arrows (up or down) depicting whether the action is positive or negative.</p>
Technology pages:	Page 8
Assessment:	Individual Popplet diagrams

Lesson 3:

Objective:	Students will be able to identify important points and ideas in the text to help them form goals.
Procedure Lesson Three:	<p>Intro/ Hook: Teacher will introduce the idea of goal setting and its importance as a student and in the real world.</p> <p>I do: Teacher will show slides of each category of S.M.A.R.T in a PowerPoint, discussing each component and reading the provided examples.</p> <p>We do: Students and teacher will engage in a discussion, identifying important words/ phrases within each component of S.M.A.R.T. This is also a time for students to point out unknown words that can be clarified amongst the whole class.</p> <p>You do: Students will set their own goals based off of the S.M.A.R.T outline in Ninja: Get Good. This can be done using a template. Goals will be discussed with the class afterwards and uploaded to Google Drive to be shared digitally.</p>
Technology pages:	Page 9
Student pages:	Page 10
Assessment:	Student goal setting template

Lesson 4:

Objective:	Students will be able to summarize chapter 5 of <i>Nina: Get Good: My Ultimate Guide to Gaming</i> .
Procedure Lesson Four:	<p>Intro/ Hook: The teacher will discuss with students if any of them have played video games, heard of Ninja, or watched someone play a video game online or on YouTube.</p> <p>I do: Teacher will show students a video clip of Ninja's gameplay/ commentary video. https://www.youtube.com/watch?v=eHxlypEMqtA</p> <p>We do: While watching, students will connect the strategies/ techniques in the book to the video using a graphic organizer. The teacher will write down student ideas on the board after completion.</p> <p>You do: Students will create video game commentaries as they play an online game. These can be recorded with iPads and edited in iMovie. Afterwards, students will write a short paragraph along with their presentation that explains the parts of the chapter they thought was important and critical to understanding. They will discuss their own video commentary and discuss why they chose to use the techniques and strategies they did. Videos will be shared with the whole class.</p>
Student Pages:	Page 11
Assessment:	Mini summary and video commentary recording

Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)	<p>Formative Assessment: Monitor student learning and provide ongoing feedback</p> <p>Summative Assessment: Evaluate student learning at the end of the unit. Students will write their own mini manual for an activity they are passionate about. Examples include: cooking, shooting a goal, painting. This will assess what students have learned overall about nonfiction texts and the components that are included in one.</p>
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