

# Lesson 1

## English Language Arts Standards and Benchmarks:

### Michigan Language Arts Standard(s) and Benchmark(s):

Content Standard 1: All students will read and comprehend general and technical material.

- Benchmark 1: Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.

Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

- Benchmark 1: Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes. Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.
- Benchmark 3: Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice.

Content Standard 3: All students will demonstrate, analyze and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

- Benchmark 7: Develop and use a variety of strategies for planning, drafting, revising and editing different forms of texts for specific purposes.

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.

- Benchmark 1: Identify and use mechanics that enhance and clarify understanding.
- Benchmark 2: Identify and use elements of various narrative genre and story elements to convey ideas and perspectives.

## Technology Standards and Benchmarks

### Michigan Technology Standards and Benchmarks:

Content Standard 2: All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.

- Benchmark 3: Retrieve and communicate information using a technological system.

### Objective(s):

- Before reading *Yang the Youngest and His Terrible Ear*, students will complete a web scavenger hunt to find information about the author.

- By the end of the lesson, students will understand how writers use personal experience to add voice to their writing narrative text.
- Students will make predictions about the story from reading clues found on the Internet.
- Students will navigate through various websites to retrieve information.

Context:

Students are familiar with narrative text and have experience working in groups.

Students are in the process of learning that good writers use personal experience when writing to give voice to their writing.

Materials:

- ✓ Yang the Youngest and His Terrible Ear, by Lensey Namioka
- ✓ Scavenger hunt worksheet (attached)
- ✓ Pencil
- ✓ Computer with internet connection
- ✓ Prediction worksheet (attached)

Procedures:

*Anticipatory Set:*

Students will gather in groups of four. Using an ELMO video presenter, show only the title of the book, Yang the Youngest and His Terrible Ear. Have students make a prediction based on the title. Next, pass out student copies of the books and ask them to look at the cover artwork to make more predictions about the story. Have students write down any "wondering questions" they may have about the book prior to reading. Ask students to read the authors name and ask them if they know anything about the book or author based on the author's name. Ask who the author is and why he or she wrote a book with this title and why the author chose that particular artwork for the cover. Tell students that today they will be looking for information that will help them answer their questions and give them a better picture of the author.

*Guided Practice/Modeling:*

1. Have students open their reading packet to the Scavenger Hunt page. Read the directions aloud to the entire class and separate into groups of two.
2. Remind students of laptop use and safety prior to assigning laptop computers to each group
3. Have students open the laptop computers and turn them on. On an overhead monitor in the classroom, model for students the proper procedure for logging onto the internet. Have students log on and wait for instructions.
4. Model for students the procedure used to type in a web address and how to navigate through a website using the toolbar.
5. Model how to find the appropriate website they will use to find the information they need to complete the scavenger hunt. Be sure to let students know that they cannot visit another website during the activity.

6. Model for students how to read for information. Read the question on the worksheet, and then look for that specific information in the article about the author. Complete the first question together.

*Independent Practice:*

1. Have each group begin navigating through the website, reading for information about the author and the story, Yang the Youngest and His Terrible Ear. Inform each group that they should take turns using the computer while the other student writes down information.
2. When students are finished with the scavenger hunt, have them shut down computers and put them away.

*Closure:*

Pull the class together and review the answers to the questions they found about the author. Discuss what the book might be about after reading a brief synopsis and have them compare that to their earlier predictions based on the cover, title and name of the author. Lead students to see that this author is using her personal experience to write narrative text. Give one example, such as, Lensey Namioka is from China and moved to Seattle, Washington with her family, just as the Yang family does in the story. Tell the class that good writers use their personal experience to make a story come alive.

*Assessment:*

- While students are working together, observe group behavior, and assess whether students are having difficulty answering questions.
- Read scavenger hunt worksheets and check prediction sheets, both prior to and after the activity.