

## Critical Concepts 6.7A Text Structure

### Non Fiction Lesson Plans

**Skill Focus:** CC.6.7A – Integrating information presented in different Media or formats as well as in words to develop a coherent understanding of a topic or issue

**Vocabulary:** Format, Integrate, Media, Synthesize, Topics, Coherent, Demonstrate, Digital Source, Efficiently, Print Source, Quantitative, Visually, Issue

#### March Lesson Objectives:

- SWBAT integrate information from print, digital, and visual sources to demonstrate a comprehensive understanding of a topic or issue.
- SWBAT identify the format and media type of a source and explain how it contributes to understanding the topic.
- SWBAT synthesize facts and perspectives from multiple media formats to form a coherent response or explanation.
- SWBAT efficiently compare and contrast data from visual, quantitative, and written formats.
- SWBAT explain how integrating information from multiple formats enhances their understanding of an issue or topic.

**Non-Fiction Texts Suggestions for March** (text selections are suggestion only, teachers can change the text to fit their classroom needs, if choosing another text it should come from the Educational Epiphany Curriculum)

- "The Sawfly" (Author Unknown)
- "Oh, 180-Day-Old Happy Meal Why Don't You Rot?" Photography Project Sparks Conversation About What We Eat and Our Kids Eat" by Laura T. Coffey
- "The Sugar Content of Various Soft Drinks" by Hannah Wickford
- "Sugar and Soda: How Much is Really in All Your Favorite Drinks?" (Author Unknown)
- "The U.S. Electoral College" (Author Unknown)

**Graphic Organizer:** Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 6.7A-2 pages 93-96

#### I Do (Teacher Models)

##### Texts:

- "Oh, 180-Day-Old Happy Meal, Why Don't You Rot"
- Media: Video – 6 Months of the Everlasting Happy Meal (YouTube)

**Steps:**

1. **Introduce Topic:** What happens to a Happy Meal over time?
2. **Preview Vocabulary:** Define and discuss *integrate, media, format, synthesize*.
3. **Read Aloud:** Model reading "*Oh, 180-Day-Old Happy Meal*" and annotate.
4. **Watch Video:** Play video; pause and discuss surprising observations.

**Think-Aloud**

"This article talks about a photo project comparing what kids eat across the world. Let's look at this image—what do you notice? I see lots of packaged food and sugary drinks for this American child. The text tells us that parents are often unaware of sugar content, and the photo gives us visual proof. Let's use both the article and the photo to write our synthesis."

**Graphic Organizer Example Response:****Topic/Issue:**

Fast food preservatives and health effects

**Synthesize Box:**

The article and video both show how McDonald's food doesn't decompose, even after months. The text describes the real-life observation of a Happy Meal that doesn't rot, while the video explains that preservatives and a dry environment are why the food stays the same. Both sources raise concerns about what these preservatives do inside the human body. The combination of a print article and video helps me understand not just what happens to the food but also *why* it happens.

**Wrap-Up:**

Brief discussion—what extra understanding did the video give you that the article alone couldn't?

**WE DO (Guided Practice)****Texts:**

- Print: "*The Sawfly*"
- Media: Audio – <https://www.eurekalert.org/multimedia/800296> Audio & Article

**Steps:**

1. **Preview:** Introduce sawflies and the concept of chemical defense.
2. **Read:** Read "*The Sawfly*" with students (either popcorn style or as a class).
3. **Play Audio:** Listen to the sawfly sonification clip.
4. **Discuss:**

- How does hearing the sound affect your understanding?
- What part of the article does the sound help explain better?

#### 5. Fill Graphic Organizer Together:

- Topic: "How sawflies defend themselves"
- Synthesis: Text gives facts, but the sound helps us imagine how this defense might work in nature—adding a sensory layer.

### You Do (With a Partner)

#### Texts & Media:

- Text: *The Sugar Content of Various Soft Drinks* by Hannah Wickford
- Infographic: American Heart Association's "Added Sugars in Beverages" Chart

#### Think-Aloud:

"As I read this article, I'm learning about the hidden sugar content in soda. But this bar graph really drives the point home—it shows me that a 20 oz. bottle of soda can have more sugar than the daily recommended amount. That visual helps me see *just how extreme* the sugar amounts are, which the text mentions but doesn't quantify clearly. I'm going to write the topic as 'Sugar in Soft Drinks,' and then in the synthesis box, I'll pull ideas from both the article and the graph to explain why this is a health concern and how it's being overlooked."

#### Graphic Organizer Example:

- **Topic/Issue:** Sugar in Soft Drinks
- **Synthesis:**  
The article lists the sugar content of sodas and talks about how it can lead to health problems. The infographic shows that even drinks labeled as "healthy" often have more sugar than recommended. The visual format of the chart makes it easier to compare drinks quickly, while the article gives me more background and details. Combining both sources helps me better understand how much sugar is in drinks and how that affects health.

### You Do (Independent Practice)

#### Texts & Media:

- Text: "Oh 180 Day Happy Meal, Why Don't You Rot?"
- Video: "What Happens to Your Body When You Stop Eating Sugar" | SciShow

#### Graphic Organizer Example Response:

#### Topic/Issue:

Health effects of processed food and sugar

**Synthesize Box:**

The article talks about how processed food doesn't rot due to preservatives, and what that might mean for digestion and health. The SciShow video explains what happens inside your body when you stop eating sugar, like better energy and lower risk of disease. Together, they show that eating fewer processed foods and sugars can lead to real health improvements. The article makes the issue seem strange and concerning, and the video adds scientific evidence and solutions.

**Writing Prompt****Prompt:**

After reviewing multiple sources on one of the following topics—(1) sugar in food, (2) fast food and health, or (3) insect behavior—write a well-developed paragraph explaining the topic. In your paragraph, include information you gathered from at least two different formats (written, visual, audio, or data-based). Make sure to clearly explain how the sources worked together to help you understand the issue.

**Student Sample:**

I learned that fast food doesn't break down like natural food by reading "Oh, 180-Day-Old Happy Meal" and watching a time-lapse video. The article told me about the preservatives, but the video actually showed how a burger and fries barely changed over 6 months. These two sources helped me understand that fast food may look good but can contain chemicals that keep it from rotting, which makes me question if it's really good to eat.