



**GRADE - 3rd-5th**

**UNIT - Countries A-Z**

**Relevant Essential Question(s)**

*Content-based*

- What makes this country special?
- Where is this country?
- What events changed this country's history?

*Skills-based*

- How do charts, graphs, diagrams, and timelines help us understand text?
- Why does an author include different text features?

**Focus Standard(s)**

Anchor standard R.CCR.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

R.I.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

R.I.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**Learning Objective**

SWBAT:

Students will be able to interpret information across multiple features.

Students will be able to compose a paragraph that details what they believe is the most important information about a country.

<b>GENERAL GUIDELINE</b>		<b>DIFFERENTIATION</b>
<b>Materials and Resources</b>	News-O-Matic article and <i>Country Activity Guide</i>	

<b>Vocabulary</b>	<p><i>Content-based</i> TBD based on individual country (member state)</p> <p><i>Skills-based</i> -text feature: part of a story or article that is not part of the main body of text -chart: diagram or list that shows a visual representation of the data related to what is written in the main body of text -timeline: graph that shows the order of events that took place</p>	
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<b>GENERAL GUIDELINE</b>		<b>DIFFERENTIATION</b>
<p><b>o Now</b></p>	<p>Have students preview the article by looking at the various text features (Map, Caption, Photo, Headline, Slide Show, Video, Fact/Act, and Citation). Ask students to predict what they are going to be reading about. Think aloud any observations about the text structure and content such as headings, subheadings, and caption and what they could mean.</p> <p>Have students discuss:</p> <ul style="list-style-type: none"> <li>● How does the information in the text features relate to the text?</li> <li>● What vocabulary will help us understand the text better?</li> </ul> <p>Distribute the <i>Country Activity Guide</i>. Allow students time to write down any vocabulary words they already identified to help understand the text.</p> <p>Tell students to set a purpose for reading the article. In this case, "we're going to read to learn about a country's geography, history, and culture." Write this purpose on the board.</p>	<p><i>* Flexible Grouping: As students gain more experience with text feature walks, group students heterogeneously with varied strengths. Groups of four work well. If you repeat this activity numerous times, eventually you can have student groups model the Mini-Lesson.</i></p>

	<p><u>Connection:</u> “Every country is unique. It has its own culture, history, and place in the world. It is important to learn about different cultures to be an informed global citizen.”</p>	
<p><b>Mini-Lesson &amp; Guided Practice</b> (with think aloud and exemplar)</p>	<p><u>Introduction/Accessing Prior Knowledge:</u> "Today we're going to read an article and pay attention to its text features. This will help us learn about the country's geography, history, and culture. You'll interpret information across multiple features to write about what you think everyone should know about this country at the end of the lesson."</p> <p>Ask students to turn-and-talk to a partner to answer one of the following:</p> <ul style="list-style-type: none"> <li>● Something that interests me about this topic is...</li> <li>● How do text features and graphics support the message of a text?</li> </ul> <p>Go over the essential questions. Explain that we'll explore them throughout the lesson.</p> <p><u>Mini-Lesson/Think Aloud:</u> Remind students that today, we're looking specifically to interpret information across multiple features.</p> <p>Distribute the <i>Country Activity Guide</i>.</p>	<p><i>* Differentiation by content: Students can also learn about the country's economy. They can use additional sources such as the CIA World Factbook at <a href="https://www.cia.gov/library/publications/the-world-factbook/docs/profileguide.html">https://www.cia.gov/library/publications/the-world-factbook/docs/profileguide.html</a></i></p> <p><i>* Flexible grouping: As students gain more experience with text features, group students heterogeneously with varied strengths. Groups of four work well. If you repeat this activity numerous times, eventually you can have student groups model the Mini-Lesson.</i></p>

	<p style="text-align: right;">Name _____</p> <p style="text-align: center;"><b>Country Activity Guide</b></p> <div style="border: 1px solid blue; border-radius: 20px; padding: 10px; text-align: center;">  </div> <ol style="list-style-type: none"> <li>1. How far away is this country from your location in miles? _____</li> <li>2. How long would it take to fly there? _____</li> <li>3. Where is your country located? (You can list the continent, hemisphere, or any other location-based answer.) _____</li> <li>4. What other country (or countries) border this country? _____</li> <li>5. What other interesting information did you learn about this country's geography? _____ _____</li> </ol> <p>“If we’re looking to interpret information across multiple features, we first need to identify what each feature shows us. Watch and listen as I find a text feature and write down what it shows us.” Model how to find a text feature, such as the map. Fill in the information on the <i>Country Activity Guide</i> with the students.</p> <p>Think aloud how this feature may contribute to the main idea of the text. “We’ll need to do this for each text feature in addition to including information we read in the article.”</p> <p><u>Guided Practice:</u> “With a partner, go through the other text features and skim the article. Add notes to the <i>Country Activity Guide</i>.” Give students 3-5 minutes to turn &amp; talk and come up with a response. Have a couple of students share their examples.</p>	<p><i>*Guided practice: Provide fill-in-the-blank sentence:</i> An important fact or information this text feature shows is _____.</p>
<p><b>Student Practice</b></p>	<p>Students should read the article on the country and add notes to their <i>Country Activity Guide</i>.</p>	

Circulate to determine who might need additional support, who might be exemplary for a share-out, and any common misconceptions.

Scaffold understanding of the article with the following questions:

- What facts about this country do you find interesting?
- What are some of the most important ideas?
- How is the article organized?
- What does the author want you to know about this country?

Mid-Lesson Teaching Point: Once students have read the article, call their attention back to the *Country Activity Guide*. Demonstrate how to synthesize thinking across multiple features. For example, if a chart shows information about wars in a country and the article talks about wars in its history, you could explain how the text feature provides specific details on that country’s war history, and why it’s important.

Have students continue to work through their note-taking.

Remind students that they should be thinking about how each text feature relates to the main body of the text. Eventually, they’re going to have to compose a paragraph about what everyone should know about this country.

Deepen student understanding and note-taking by revisiting the essential questions:

*Content-based*

- What makes this country special?
- Where is this country?
- What events changed this country’s history?

*Skills-based*

- How do charts, graphs, diagrams, and timelines help us understand text?

*\* Differentiation by process: For students struggling with comprehension of the article, “chunk the text.” Have them read one paragraph at a time. Alternatively, you can allow students to read by themselves or with a partner and have them identify what the text is about.*

*\* Differentiation by content: You can challenge some students to do additional research by searching across News-O-Matic’s archives or by going beyond News-O-Matic with encyclopedias.*

	<p>-Why does an author include different text features?</p> <p>You can also deepen understanding by drawing attention to the vocabulary and challenging students to use this vocabulary in their reasoning of how each feature relates to the main body of text.</p> <p>Provide a few more minutes for students to finish taking notes on the article. Let them know we'll review it as a class.</p>	
<b>Closure</b>	<p>Go over the <i>Country Activity Guide</i>.</p> <p>Hold a whole-class discussion on the essential questions.</p> <p>"Now that we've looked at multiple text features and read an article on the country, it's time for you to explain what you've learned."</p> <p>Have students synthesize their learning with the Close Reading Response: Students will write a paragraph about the country, stating what they think everyone should know about it.</p>	
<b>Assessment</b>	<p>Read through students' close reading responses to determine their understanding of the topic. Evaluate to see who could/could not explain how the information presented by the text features contributes to an understanding of the main text.</p> <p>Students can also complete the multiple-choice and discussion questions provided in the <i>News-O-Matic Teacher Guide</i>.</p>	
<b>Homework</b>	<p><u>Optional</u>: Students may choose to read another text on the country. They may choose another article, a book, or a video about the nation. Then, they can compare the information they learned. They can address the question, "Do all sources have the same facts?"</p>	<p><i>Student choice of the articles allows for flexibility. Higher-level students may also read multiple articles.</i></p>

Name \_\_\_\_\_

## Country Activity Guide



### MAP IT!

1. How far away is this country from your location in miles? \_\_\_\_\_
2. How long would it take to fly there? \_\_\_\_\_
3. Where is your country located? (You can list the continent, hemisphere, or any other location-based answer.) \_\_\_\_\_
4. What other country (or countries) border this country?  
\_\_\_\_\_
5. What other interesting information did you learn about this country's geography?  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary!



Complete the chart below to understand the meaning of key words and terms related to this country. Hint: Find the **bolded** words in the article.

Word or term	Definition	Sentence with that word or Drawing of that word



## HISTORY!

*Plot all of the important dates on the timeline.*



*Briefly explain what happened in the country on these dates.*

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## CULTURE!



*What did you learn about this country's culture?  
Write or draw your answer below.*



## FLAG!

*What do the colors or shapes of the flags mean?  
Are there any other symbols that have significance?  
Explain the design of the flag in the space below.  
Then draw the county's flag in the box.*

The form consists of a large, rounded rectangular outer border. Inside this border, on the left side, is a vertical rectangular box that extends from the top to the bottom of the inner area. To the right of this vertical box is a horizontal line that spans the width of the inner area, creating a space for drawing a flag.

**OTHER!**



*What other important or interesting information did you learn from this article and its text features?*

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### **Close Reading Response**

*Use your notes to write a paragraph about this country. Your response should tell what you think everyone should know about this country.*



*Be sure to:*

- *Write in complete sentences*
- *Include a topic sentence*
- *Include at least 3 details and examples*
- *End with a concluding sentence*

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