

Learn
BRIGHT

INTEGRATING INFORMATION



GRADE 4

- Teacher Guidelines** ▶ pages 1 – 2
- Instructional Pages** ▶ pages 3 – 4
- Activity Page** ▶ page 5
- Practice Page** ▶ page 6
- Homework Page** ▶ page 7
- Answer Key** ▶ pages 8 – 9

Classroom Procedure:

1. Ask students: Imagine you are absent from school and you miss an important event. What do you do when two different friends share information with you about the event? Do you listen to only one friend? Why or why not?
2. Allow for responses and discussion. Why is it important to use more than one source for information?
3. Allow for responses and discussion. Introduce *Integrating Information-Grade 4* to the class.
4. Distribute *Integrating Information-Grade 4* content pages. Read and review the information with the students. Save the final question for the lesson closing. Use the additional resources to enhance understanding.
5. Distribute Activity page. Read and review the instructions. Pair students. Distribute two informational texts to each pair of students, or students can use the Internet to locate two texts on the same topic. Allow students time to complete the chart.
6. Once completed, each pair of students will share some of the information with the class. Discuss with students the reasons why some informational texts may include different information, even though the topics are the same.
7. Distribute Practice page. Check and review the students' responses.
8. Distribute the Homework page. The next day, check and review the students' responses.
9. In closing, ask students: *What kind of nonfiction topics do you find most interesting? Why? Which topics do you find least interesting? Why?*
10. Allow for responses and discussion. Students could list the topics and the reasons for liking or disliking the topics. In addition, review why it is important to use more than one source of information to learn about their most interesting topics.

Approximate Grade Level: 4

Objectives: The students will be able to integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

State Educational Standards*

LB.ELA-LITERACY.RI.4.9

Class Sessions (45 minutes):

1 or 2 class sessions.

Teaching Materials/Worksheets:

Integrating Information-Grade 4 content pages (2), Activity page, Practice page, Homework page

Student Supplies:

Information texts (like topics), handouts

Prepare Ahead of Time:

Pair students for activity. Passages for the activity (nonfiction). Copy handouts.

Options for Lesson: Students may work alone or in groups for the activity. Distribute the same nonfiction text passages for the activity to all students. For the practice page, students write a summary of the passages integrating the information. Discuss what to do if two nonfiction texts includes facts that are not the same. Assign a topic for students to write a paragraph, collect the paragraphs with the same topics, distribute to pairs of students to integrate the information into a new paragraph.

*Lessons are aligned to meet the education objectives and goals of most states. For more information on your state objectives, contact your local Board of Education or Department of Education in your state.



Teacher Notes

The lesson helps students to use two sources or texts on the same topic to write or speak about the topic. The students must learn how to integrate information from two texts without being repetitive or missing important points. Many students, when using two sources of text, will sometimes repeat information as they integrate the main ideas. The lesson may be used with other lessons related to integrating information, writing research papers, etc.

Integrating Information

It may seem like a big word: Integrating. However, **integrating** information simply means to join or combine the information you read or hear. For example, your mom may tell you grandma is coming for a visit this weekend. Later, your dad tells you an uncle will be visiting this weekend. Later, you see a friend and tell her: *My grandma and uncle are visiting this weekend.* You have just integrated information.

You often must do this when you are reading or listening to information about a topic or subject. For instance, there are many books about birds. Some books may include information about birds that migrate, and another source may only include details about how birds gather food. However, in a report related to birds, you integrate the information. You combine the information into a single report.

When integrating or combining information, it is important not to repeat the same information from two different texts. As you read two different texts on the same topic, you will want to take notes from each text that is not included in the other one. If both texts include the same information, you will need to include those details as well, but only once. Do not become repetitive.

Review the two short passages related to the state of Alaska:

Passage 1:

One of the last territories to become a part of the United States was Alaska. The large state lies to the extreme northwest of North America. America bought Alaska from Russia in 1867, but it did not become a state until 1959. Alaska is home to the highest mountain peak in North America, Mt. Denali. There are also 3,000 rivers and 3 million lakes in Alaska with the 3rd longest river in the U.S., the Yukon River, which is almost 2,000 miles long. Alaska is a place many people visit.

Passage 2:

The largest state in the United States is Alaska which became a part of America in 1959. It is home to Mt. Denali, the Yukon River, Lake Iliamna, 100,000 glaciers, and nearly 34,000 miles of shoreline. Mount Denali is the highest mountain peak in North America, but at one time, the peak was called Mt. McKinley. It was officially changed in 2015 because Denali is the name most Alaskans was using for the peak all along. The northwestern state is a place many people visit.




Both passages include some of the same information such as when Alaska became a state and that many people visit there. However, there are also some differences. A chart or other graphic organizer can be used to help you integrate the information from the passages:

What is the same: a northwestern state, became a state in 1959, part of the U.S., Mt. Denali is the largest peak in North America, home to the Yukon River, many people visit there

Passage 1 information: bought from Russia in 1867, 3,000 rivers, 3 million lakes, Yukon is the 3rd longest river in the U.S. at 2,000 miles

Passage 2 information: largest state in the U.S., home to Lake L Liamna, 100,000 glaciers, 34,000 miles of shoreline, Denali once called McKinley, changed in 2015, most Alaskans use that name



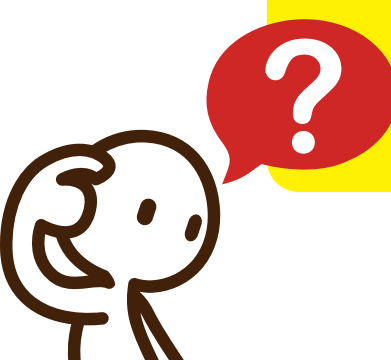
Now that the two passage has been reviewed for its information related to Alaska, it is now time to combine or integrate it into one passage. Of course, when rewriting the information, it is important to use your own words to share the information related to Alaska.

Compare the following integrated information and paragraph using the two passages from above:

In 1959, the northwestern state of Alaska joined the United States after it was originally purchased from Russia in 1867. It is the largest U.S. state and includes about 3,000 rivers, thousands of glaciers, and 34,000 miles of shoreline. Alaska is also well-known for the largest mountain peak in North America, once called Mt. McKinley, but because many natives call it Mt. Denali, the name was officially changed in 2015. The Yukon River is the third largest city in the country at 2,000 miles, and Alaska is also home to Lake L Liamna, one of its 3 million lakes. Many people from all over the world visit Alaska.

As you can see, the text includes information from both passages and has been paraphrased or summarized using different words and sentences. The factual information does not change. The information from the two passages has been successfully integrated or combined.

Whether you are writing or speaking about a topic or subject, you will likely use more than one source of information. As you review the information, remember to take notes, identify what is different and the same in the two texts, and then integrate the information into one document or passage.



What kind of nonfiction topics do you find most interesting? Why? Which topics do you find least interesting? Why?



Choose a topic or use the topic the teacher has assigned. Work with your partner to complete the chart. Be prepared to discuss the information with the class.

Your topic: _____	Text 1: _____
_____	Text 2: _____

Tell what is different in Text 1:	What is the same in Text 1 and Text 2?	Tell what is different in Text 2:
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Main idea or main focus of each text:			
Supporting details of each text: (Include at least two things that are the same and two that are different.)			
How do the two texts teach the information differently? (Style of writing, length, etc.)			

On a separate sheet of paper write a summary of the topic. Integrate the information.



Read the passages.

Passage 1:

Two atoms that are joined together is called a molecule. Everything around you is made up of many different kinds of molecules. One of the most common molecules in the world is the water molecule, made up of hydrogen and oxygen. When the two atoms are joined together in a special way, they form a water molecule. Other molecules are more complex such as those that make up plastic or rubber, which may contain thousands of atoms joined together. Molecules can also be changed during a chemical reaction. For example, when you breathe in oxygen, it goes through a chemical change inside your body and forms a new compound called carbon dioxide, which you then breathe out.

Passage 2:

Anytime two atoms are joined together, they make up a molecule. There are trillions and trillions of different types of molecules. A water molecule is made up of two hydrogen atoms and one oxygen atom. There are over 100 different types of atoms, but when they are joined together in special ways, they make up the millions of substances found in the universe. Other examples of molecules include carbon dioxide which is made from one atom of carbon and two atoms of oxygen, and sugar which is made from carbon, hydrogen, and oxygen atoms joined together. Molecules have different shapes too, and about two-thirds of the human body is made from oxygen atoms.

Tell whether the information is from Passage 1, 2, or Both (B) passages.

- 1 _____ There are about 100 different types of atoms.
- 2 _____ People breathe out a molecule called carbon dioxide.
- 3 _____ When two atoms are joined together, they make up a molecule.
- 4 _____ Hydrogen and oxygen atoms make up a water molecule.
- 5 _____ Complex molecules include those that make up plastic or rubber.
- 6 _____ Sugar is made from carbon, hydrogen, and oxygen atoms.
- 7 _____ An example of a chemical reaction is when a person breathes in oxygen.
- 8 _____ During a chemical reaction, molecules can be changed.
- 9 _____ Molecules come in different shapes.
- 10 _____ A water molecule is made up of two hydrogen atoms and one oxygen atom.



Underline the information related to frogs that is the same in each passage.

Passage 1

There are over 6,000 frog species found throughout the world, and they can live in habitats as diverse as rain forests and deserts. Frogs are not found on Antarctica or on some of the Oceanic Islands. Frogs are amphibians that can live between 5 and 10 years depending on the species. A frog does not drink water but absorbs it through their skin. A frog's call is unique to its species which means there are over 6,000 different frog calls and some can be heard over a mile away. In addition, a frog can jump over 20 times its body length. In Egypt, a frog is the symbol of life and fertility. Frogs lay their eggs either on the forest floor or in water. Frogs are interesting creatures.

Passage 2

Did you know frogs are very interesting creatures? Did you know some frogs can jump over 30 feet? If you were a frog, it would be the equivalent of you jumping over 90 feet. Frogs are not found in Antarctica or the Oceanic Islands, but over 6,000 species are found throughout the rest of the world. There are more frogs than the two other groups of amphibians- salamanders and caecilians (a caecilian look like large worms or snakes). Frogs have smooth, slimy skin, have teeth, and mostly live in water; however, some frogs live in habitats such as deserts and forest floors. The smallest frog in the world is the gold frog which is less than one-half inch and weighs about 7 ounces. A frog absorbs water through its skin, so it does not need to drink water. Finally, frogs have unique calls and some of them can be heard over a mile away.

Integrate the information related to frogs. Paraphrase in your own words.



Read the passages.

Passage 1:

Two atoms that are joined together is called a molecule. Everything around you is made up of many different kinds of molecules. One of the most common molecules in the world is the water molecule, made up of hydrogen and oxygen. When the two atoms are joined together in a special way, they form a water molecule. Other molecules are more complex such as those that make up plastic or rubber, which may contain thousands of atoms joined together. Molecules can also be changed during a chemical reaction. For example, when you breathe in oxygen, it goes through a chemical change inside your body and forms a new compound called carbon dioxide, which you then breathe out.

Passage 2:

Anytime two atoms are joined together, they make up a molecule. There are trillions and trillions of different types of molecules. A water molecule is made up of two hydrogen atoms and one oxygen atom. There are over 100 different types of atoms, but when they are joined together in special ways, they make up the millions of substances found in the universe. Other examples of molecules include carbon dioxide which is made from one atom of carbon and two atoms of oxygen, and sugar which is made from carbon, hydrogen, and oxygen atoms joined together. Molecules have different shapes too, and about two-thirds of the human body is made from oxygen atoms.

Tell whether the information is from Passage 1, 2, or Both (B) passages.

- 1 2 There are about 100 different types of atoms.
- 2 1 People breathe out a molecule called carbon dioxide.
- 3 B When two atoms are joined together, they make up a molecule.
- 4 B Hydrogen and oxygen atoms make up a water molecule.
- 5 1 Complex molecules include those that make up plastic or rubber.
- 6 2 Sugar is made from carbon, hydrogen, and oxygen atoms.
- 7 1 An example of a chemical reaction is when a person breathes in oxygen.
- 8 1 During a chemical reaction, molecules can be changed.
- 9 2 Molecules come in different shapes.
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(will vary)
