

Learn
BRIGHT

INTEGRATING INFORMATION



GRADE 6

- 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. Begin by asking students if they have ever read an article or information that included graphs, pictures, or charts. Then ask students if these informational pieces helped them to understand the information presented.
2. Allow for responses and discussion.
3. Distribute *Integrating Information* content pages. Read and review the information with the students. Use the additional resources to enhance understanding.
4. Distribute Activity page. Ask students to think of information that would be important to a traveler. Answers should include attractions to visit, history about the city, weather, hotels, places to eat, etc. Tell students they have been hired by a city to create a travel brochure to bring in more tourists.
5. Students can then share their activities with a partner or as a whole class. Brochures can be displayed in the classroom.
6. Distribute Practice page. Check and review the students' responses.
7. Distribute the Homework page. The next day, check and review the students' responses.
8. In closing, ask students to think about why it is important to give readers different ways to view information.
9. Allow for responses and discussion.

Approximate Grade Level: 6

Objectives: Students will be able to integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.

State Educational Standards*

LB.ELA-LITERACY.RI.6.7

Class Sessions (45 minutes): 1

Teaching Materials/Worksheets:

Integrating Information content pages

Activity pages

Practice page

Homework page

Student Supplies:

Internet

Printer (*optional*)

Extra paper (*optional*)

Prepare Ahead of Time:

Copy Materials

Options for Lesson: Have students create their brochure physically using photographs and paper or have them use an online program to design a brochure through a site such as canva.com or another free design program.

*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

This lesson plan equips students with a life-skills of understanding how information can be presented in various formats. It prepares students for connecting with information on a deeper level by asking students to compare and contrast information presented in various formats. This lesson provides students with the opportunity to create, research, and integrate multiple forms of information for a larger purpose.

Integrating Information

Information can be presented in many different formats such as written text, photographs, speeches, videos, graphs, or charts.

Authors decide to present information in different ways to help readers better understand the information.

For example, an author writing about global warming may include a line graph of temperatures over the last several hundred years to show how the average temperature on earth is increasing. By providing the reader with a line graph, the reader/audience is able to visually 'see' the temperatures increasing.

Graphs, charts, timelines, and other mathematical visual aids are called **quantitative media**.



Another author may create a video to show how global warming is affecting different animals on the planet. This author integrates verbal information with photographs and videos of animal habitats so that the reader/audience can actually see how various animals have become endangered by having their habitats destroyed.

Photographs, videos, and other images are called **visual media**.



Both authors are presenting information on the same topic: global warming. But they are providing information using different formats. It is important to have different formats so that the reader can get a deeper understanding of the topic.

Integrating information in visual formats such as charts, graphs, timelines, or diagrams is useful for connecting key ideas and explaining complex topics. This helps the reader develop a stronger understanding of the material presented.



Sometimes the visual information is more useful to a reader's understanding of the text. For example, if a person is interested in learning about tuning instruments and is reading about tuning forks it would be helpful to have a picture of what a tuning fork looks like or a video of a person using a tuning fork to better understand how to use it. While reading only written text can be helpful in learning about tuning forks, if you have never seen one or used one then it would be very helpful to have an image.



Visual information is presented in a variety of formats to extend learning. But it is just as important to have text that describes the visual information. Captions on pictures help a reader better understand an image and captions on charts and graphs help the reader understand what is being represented.

Visual and quantitative media both support and enhance a reader's understanding of the text.





Instructions

On a separate sheet of paper, create a travel brochure about a city. Use written text and a minimum of two photographs and one graph or chart to tell about the city to travelers. Then answer the questions below.

What information was conveyed through the written text?

What information was conveyed through the photographs?

What information was conveyed through the charts or graphs?



Practice

Name _____ Date _____



Instructions

Use this page to answer the questions about the text and the video.

Text: www.readworks.org/article/Beringia-The-Land-Bridge/1275cfa4-13d8-42b2-883c-cda9b644ca9c#!articleTab:content/

Video: www.youtube.com/watch?v=2p8A3MNq8pc

What specific information was learned from the text?

What specific information was learned from the video?

Which format did a better job of conveying the information? Why?

What other formats could have been used to convey the information?



Homework

Name _____ Date _____



Instructions

Go online to <https://kids.nationalgeographic.com/>.

Choose a type of animal and then pick a specific animal.

My animal is a _____.

Read the text provided and look at the pictures.

Answer the following questions.

Why is it helpful for this information to be presented in a variety of media and formats?

Explain how the text helped you understand more about the animal.

Explain how the photographs helped you understand more about the text.

What other media forms might be useful to convey the information?



Instructions (answers will vary)

Use this page to answer the questions about the text and the video.

Text www.readworks.org/article/Beringia-The-Land-Bridge/1275cfa4-13d8-42b2-883c-cda9b644ca9c#!articleTab:content/

Video: www.youtube.com/watch?v=2p8A3MNq8pc

What specific information was learned from the text?

Scientists call it Beringia, ice was 1,000s of feet thick, weather was cold, no one knew how to farm, people moved around in groups in search of food following the mammoth.

What specific information was learned from the video?

About hunter-gatherers originally lived in Eurasia, came to America 40,000 years ago searching for food, when the ice age came it was easy for them to cross the Bering Strait land bridge.

Which format did a better job of conveying the information? Why?

Answers will vary.

What other formats could have been used to convey the information?

Chart of the thickness of the ice over time, a graph showing plants and animals the hunter gathers followed, or a ti line of when people crossed the land bridge



Instructions (answers will vary)

Go online to <https://kids.nationalgeographic.com/>.

Choose a type of animal and then pick a specific animal.

My animal is a _____ **Sloth** _____.

Read the text provided and look at the pictures.

Answer the following questions.

Why is it helpful for this information to be presented in a variety of media and formats?

To understand what the sloth looks like and how it lives. To get a deeper understanding of the sloth.

Explain how the text helped you understand more about the animal.

The text provided information about the size of a sloth, where they live, and how they interact with predators. _____

Explain how the photographs helped you understand more about the text.

The photographs provided a good visual for how they hold on in a tree and what their toes look like.

What other media forms might be useful to convey the information?

It would be helpful to see a video of them moving and how they react when a predator attacks.
