

A BIG DAY FOR BASEBALL

A Magic Tree House Adventure

Reading (Text Structure)

Grade Level(s): Grade 4
Subject: ELA
Florida BEST Standards: ELA.4. R.2.1
Duration: 45 minutes class period.
Activity: Students will be able to explain how text features contribute to the meaning and identify the text structures of cause and effect, sequence of events and description in texts.

Description: Text structure is the way the author organizes information in a text.

A **cause & effect** text structure explains the relationship between one or more events.

Signal words: *so, since, due to, as a result, because, subsequently*

A **Sequence** text structure explains how to do or make something. It tells the order in which things happen or flow. For example: manuals, rules of a game or directions.

Signal Words: *first, then, after that, eventually, secondly, finally*

Description text structure is used to help readers understand a topic or an idea. The reader may be able to visualize based on the author's use of words about what something looks like, where it is located, what it does, or how it works.

Signal words or phrases: *for example, such as, features, characteristics, made of, and show*

Objectives:

- Understand why text structures are used
- Identify text structure in a given text
- Use text structures to help determine the meaning of a text.

Materials:

- Reading source (Magic Tree House: A Big Day for Baseball Chapters 1-3)
- Student Packets with students' worksheets.
- Anchor Chart or Interactive Smart Board Display with Text Structure

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Reading (Text Structure)

Procedures:

1. Teacher will introduce students to the text. He/she can do this by reading the prologue.
2. Teacher and students will choral read the text and chunking where they identify a clue word that may suggest the text structure.
3. Display the Anchor Chart provided and ask students to discuss their initial thinking about the text structure of the text.
4. What is the overall text structure of the 3 chapters? (Cause and Effect) Allow students to discuss the question with their partner first and then share out responses with the entire class.
5. While students are discussing, the teacher monitors the discussion giving prompts and scaffolding where needed. He/ she should also redirect students to reread and focus on the anchor chart or smartboard to help them.

Group Activity

Students will complete the following graphic organizer with their shoulder partner.

CAUSE & EFFECT

Name: _____

Title: _____

CAUSE: What made it happen?

EFFECT: What happened?

CAUSE

EFFECT

CAUSE

EFFECT

CAUSE

EFFECT

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Students Individual Activity

This question has two parts. First answer Part A. Then answer Part B.

Part A: What is the text structure of the section “Fly Ball”?

- Ⓐ chronology
- Ⓑ description
- Ⓒ sequence
- Ⓓ cause and effect

Part B: Select one piece of evidence from the text that supports your answer to Part A?

- Ⓐ “So maybe neither of us should go,”
- Ⓑ Before Annie could finish, something dropped from the sky and rolled across the front yard.
- Ⓒ “That’s crazy,” said Jack. “What other world?”
- Ⓓ The wind started to blow.

Anchor Chart

Text structure speaks to how an author chooses to put his thought together in a the text being presented.

Cause & Effect

A **cause & effect** text structure explains the relationship between one or more events.

Signal words: *so, since, due to, as a result, because, subsequently*

Sequence 1st, 2nd, 3rd

A **Sequence** text structure, explain how to do or make something. It tells the order in which things happen or flow. For example: manuals, rules of a game or directions.

Signal Words: *first, then, after that, eventually, secondly, finally*

Description

Description text structure is used to help readers understand a topic or an idea. The reader may be able to visualize based on the author's use of words about what something looks like, where it is located, what it does, or how it works.

Signal words or phrases: *for example, such as, features, characteristics, made of, and show*

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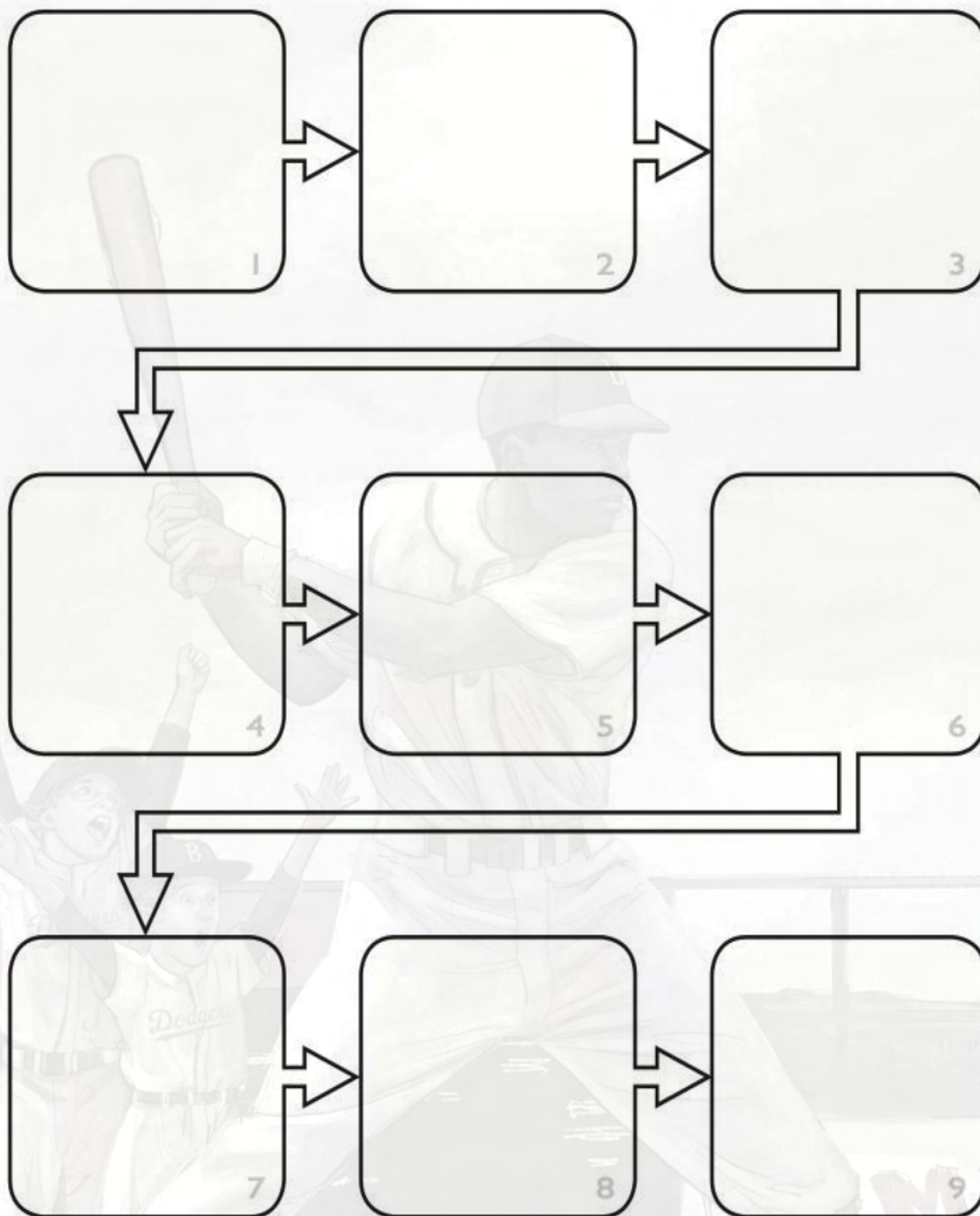
Reading (Text Structure)

Sequence of Events (Chapters 4-6)

Day 2 Procedures:

1. Teacher and students will choral read the text and chunking where he/she identifies a clue word that may suggest the text structure.
2. Display the chart and ask students to discuss their initial thinking about the text structure of the text.
3. What is the overall text structure of the 3 chapters? (Sequence of Events) Allow students to discuss the question with their partner first and then share responses with the entire class.
4. While students are discussing, teacher monitors the discussion giving prompts and scaffolding where needed. He/ she should also redirect students to reread and focus on the anchor chart or smartboard to help them.

Sequence



Think-Pair-Share

What other text structure could you find in chapters 4-6? Look closely at pages 45-49



- Think about the question being asked
- Answer independently and as accurately as possible
- Record your answer



Turn to your partner to share your answer



Listen carefully to your partner



Share your answer in the discussion with your class lead by the teacher

Day 3 Procedures:

1. Teacher and students will choral read the text and chunking where he/she identifies a clue word that may suggest the text structure.
2. Display the chart and ask students to discuss their initial thinking about the text structure of the text.
3. What is the overall text structure of the 3 chapters? (Description) Allow students to discuss the question with their partner first and then share out responses with the entire class.
4. While students are discussing, teacher monitors the discussion giving prompts and scaffold where needed. He/she should also redirect students to reread and focus on the anchor chart or smartboard to help them.

Students Worksheet

Students will complete the graphic organizer using information from pages 50-60. Fill each circle in with text evidence describing “The Good Place.”

1. How could you describe “The Good Place?”

