UNLOCKING THE SECRETS OF

INFORMATIONAL TEXT

MACUL Presentation

BY

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BOOK:

*IF STONES COULD SPEAK:*

*UNLOCKING THE SECRETS OF STONEHENGE*

By Marc Aronson

CCSS:

**RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

**RI.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.

**RH.6-8.5** Describe how a text presents information (e.g. sequentially, comparatively, causally).

**RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

FOR THE TEACHER

* Choose a book.
* Focus: Emphasizing text features.
* Form Edmodo (Weebly/Blackboard/etc.) groups for class teams.
* Use code to join Edmodo Teacher Resource Informational Groups.
* More activities follow the lesson. Have students share and/or upload any of the activities to the student Edmodo Group. Also, share their activities on the Resource Page for other teachers.
* The book, activities, and questions are only suggestions. If you think of other activities or ideas, please post to Edmodo. If you use a different book, please post on the Teacher Resource page.

FOR THE CLASSROOM

* Use the code to join the Edmodo group.
* Do the activities as individuals, partners, groups, or as a class.
* Share ideas and projects with partner classes by posting and uploading activities to Edmodo.

*If Stones Could Speak:*

*Unlocking the Secrets of Stonehenge*

*By Marc Aronson*

READING SCHEDULE with Optional Readings and Possible Activities:

Day 1: Chapter 1 & 2

PRE-READING SUGGESTIONS (select one or use your own ideas to activate prior knowledge and engage students and introduce the book)

* From the title, “What do you think this book is about?”
* What is National Geographic?
* Where is England/Britain?
* What is archeology/an archeologist? (Refer to King Tut, etc., if your class has any pre-knowledge.)
* Look at images of Stonehenge on i-Pad. (or on white board.)
* Browse thru the Book/Table of Contents. Ask: “How do these text features help you understand the information?”
* Point out the different spelling of “archaeologist.”

Chapter #1 The Secret of Stonehenge

* Read/Discuss pages 7-9
* Point out Illustrations and Captions
* **Possible activity:** Respond to either question on Edmodo. Looking at the illustrations on cover and on page 6,
  + “What do you think the purpose of Stonehenge was?”
  + “Why was Stonehenge built?”
  + “How do you think Scientists/Archeologists figure out the age of an artifact or historical site?”

Pages 10-11:

* Read or point out the Stonehenge area. Refer back to this page as needed.
* **Possible Activity**—Photocopy pages 10 and 11 and have students write a caption for each item, ex. Stonehenge, and Woodhenge. Refer to combined glossary/index in back of the book, Encyclopedia of Stonehenge, to write captions. When complete, take a screenshot and post to Edmodo.

Chapter #2: A Tour Around Stonehenge.

* Either read or look at illustrations, or both, to explain Stonehenge area.
* Point out captions and map insets as text features. How does a map inset help you understand the information?
* **Possible activity**—Find map insets in other texts and create a class book in Book Creator and post on Edmodo.

Chapter #3: The Making of An Archaeologist

* **Optional Read**

Chapter #4: The Man From Madagascar

* **Optional Read**
* If not reading, explain that there was a twist in this story of Stonehenge. The Stonehenge Archeologist was in Madagascar, where big tombs were built out of stone for the dead, and there were also standing stones. Because of the similarities, the TV crew filming the Stonehenge documentary thought an archaeologist from Madagascar would have a fresh viewpoint. They chose a man named Ramilisonina.

Day 2: Chapter 5

Chapter #5: The Question

* Read/Discuss/Point out captions pages 24-29
* **Possible activity**—choose from the list of activities found below.

Chapter #6: Mike’s Decision

* **Optional Read: Pages 31-35**
* If not reading, explain that the archeologist Mike Pearson formed the Riverside Project to solve the mysteries of Stonehenge. Eventually, they were able to get funding to start a small dig in what they thought was, at the time, an unimportant spot.

Day 3: Chapter 7

Chapter #7: The Lost Village

* Read and discuss Page 36-41.
* Why was the discovery of the village important?
* **Possible activity**—choose from the list of activities found below.

Day 4: Chapter 8

Chapter #8: The Alignment and the Mistake

* Read/Discuss pages 43-47
* What was the secret discovered about Stonehenge?
* **Possible activity**—choose from the list of activities found below.

Day 5: Chapter 9 and Epilogue

Chapter #9: The Story We Can Now Tell

* Read pages 48-55.
* What were the three great discoveries made about Stonehenge?
* Read pages 56 & 57.
* Discuss the Epilogue and what message the author is sharing with the readers.
* **Possible Activity**—Have students post an answer to either of the following questions on Edmodo
  + What is the author’s message of this book? Use the epilogue to guide your response.
  + Why do the archeologists think the rituals of the “stone and wood” ended?
  + Would you like to be an archeologist? Explain why or why not?
  + Look up different archeological digs. Which “dig” would you like to be on? Explain why.

POSSIBLE ACTIVITIES LIST:

* Using Padlet, Thinglink, Book Creator, etc:

**MAKE** text features for readings that were not included by the author. Use various informational readings brought into class. (Examples: Make a Glossary, Map, Graph showing Data, Venn Diagram, etc.) Take a screen shot and load on Edmodo.

* **DO** a Thinglink (or app of choosing) to show text features from a student’s own informational reading. Share on Edmodo. (Thinglink has instructions to do this.)
* **MAKE** a poster, cutting out and labeling text features. (Examples are on Pinterest.) Take a picture, share on Edmodo.
* **ADD** any student responses, ideas, or thoughts to Edmodo.
* **SHOW** a video about Stonehenge. (YouTube and PBS/NOVA)