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**2017-2018**

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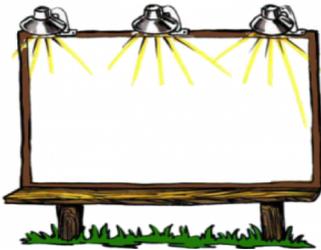
**Learning A-Z**



Ford Motor Company Fund

Billboard Text  
Features Project

# Billboard Text Features Project



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# Goals

- The main goal of this project is to engage the students in an exciting, hands-on project involving use of text features and presentation skills that will effectively make the lesson unforgettable, and, therefore, enable students to achieve higher assessment results.
- Another goal is to instill in the students the benefits of collaboration: fulfilling individual roles and taking advantage of different learning styles within a group to deliver a product more quickly and effectively.
- A final goal is to foster creative expression and understanding of a lesson concept that goes beyond traditional paper-pencil method.



# Objectives

- LAFS.68.RH.3.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- LAFS.68.RST.1.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- LAFS.8.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- LAFS.K12.SL.2.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- LAFS.K12.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LAFS.K12.R.3.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- LAFS.K12.SL.1.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- LAFS.K12.SL.2.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

# Course Outline

1. Students learn the concepts and different kinds of text features in class through various instructional lessons created by the teacher.
2. Students collaborate in pairs or groups to complete the Billboard Text Features Project.
3. Students present their completed Billboard Text Features Projects, thereby reviewing the concepts.
  - a. It is at the teacher's discretion to decide how many grades the project is worth; the "Rubric" is applicable no matter how many grades awarded.
  - b. Recommendation: assign extra credit 'A' to top 3 projects, as chosen by the teacher.
4. Students are assessed, through the teacher's own methods, on their understanding of the concepts.
5. This project can be adapted to fit almost any lesson concept, such as literary elements, figurative language terms, affixes, or even branch out into other subjects such as biology and math.



# Lesson Plan

## Days 1-2:

1. Distribute “Project Guidelines & Rubric” to the students and review with them.
2. Allow students to get into pairs/groups or choose pairs/groups for them. Pairs/groups ranging from 2-4.
3. Distribute the text features resource and review with the groups.
4. Assign each group a different concept for their project. For example, groups in my class each read a different classic novel and completed an assortment of literary elements exercises and text analyses in the form of text features, so it was essentially a comprehensive book report in the form of a presentable “billboard.”
5. Groups brainstorm on paper and begin drawing the rough draft version of their billboard.
6. Group members decide what each person is responsible for bringing and completing in the project, in terms of materials and work tasks.

## Days 3-5:

1. Students utilize their materials, resources, and talents to complete their part of the billboard.
2. Students use textbooks, notes, and/or other sources to pull their information.

3. Continually monitor each group to ensure adequate progress.
4. The day before the assignment is due, review the project guidelines again with the students, who then check off their own guidelines to ensure completion of their part of the project.
5. Review speaking and listening expectations as presenters and audience members.

#### Days 6-7:

1. Groups present their billboard projects, one group at a time. Each member of a group is responsible for presenting a part of the project.
2. During presentations, audience members take notes in the Audience Participation Chart for a grade.
3. Students can help the teacher determine the top 3.
4. Notes from the Audience Participation Charts can be used to help students prepare for an assessment.

#### Materials:

- Supplied in class » Computer paper, constructions paper, coloring supplies, scissors, glue, etc.
- Additional suggested supplies for students to obtain» Poster board (mandatory), glitter, modeling clay, stickers, fabric pieces, etc.



# Project Guidelines

\*Note: The concept illustrated in these project guidelines involves students analyzing a classic novel for various literary elements, and then working in pairs to read their assigned book for homework and complete a text-features billboard project over the course of a month.

## **Components to be Displayed on a Poster Board:**

- Large title of book
- Author's name with picture of author
- A collage of pictures of the different settings of the story or one illustration of a map with pinpoints labeled of important places in the story
- A diagram of the plot of the story with each element labeled and a brief description of each event in the story
- Brief timeline of author's life showing significant events
- List of main characters, a brief description of their importance to the story, and a profile picture of each
- An original, colored illustration depicting the scene of the climax of the story
- An answer in a textbox for each of the following questions:
  - Why is this novel considered a "classic"?
  - What type of conflict does the story have? Internal or external? If external, what type? Give evidence from the story.
  - How is the protagonist different at the end of the story, then how he/she was at the beginning? Use quotations from the story as support.
  - What is your favorite scene and why?
- A star-rating system from 1-3 indicating how many stars you give the book: one star for "didn't enjoy it," two stars for "it was okay," and three stars for "it was great!"

- A current informational article about a social issue related to the novel. Write a 1-page analysis of the relationship between the article and the novel.
  - 1 paragraph summary of article
  - 1 paragraph analysis of social issue in novel and article + citing evidence (include copy of article)



# Rubric

RUBRIC	A	B	C	D	F
<b>Aesthetics</b>	All of the components are displayed in a neat, orderly fashion; colors and extra visual elements enhance the appeal.	Most of the components are displayed in a neat, orderly fashion; some attempt to enhance appeal with extra visual details.	Some of the components are displayed in a neat, orderly fashion; very little attempt to enhance appeal with extra visual details.	Some of the components are displayed in a neat, orderly fashion; no attempt to enhance appeal with extra visual details.	Most of the components are NOT organized and neat; messy and little effort shown in visual appeal.
<b>Completion</b>	All requirements and components are completed.	All of the requirements are completed, but 1 or 2 components may be incomplete.	All of the requirements are completed, but 3 components may be incomplete, or 1 component is entirely missing.	Most of the requirements are completed, but 4 or more components may be incomplete, or 1 component is entirely missing.	Some of the requirements are completed, but 4 or more components may be incomplete, or more than 1 component is entirely missing.
<b>Quality of Writing</b>	Insightful, well-developed and complete responses.	Well-developed and complete responses.	Mostly complete responses.	Incomplete responses, or 1 required response missing.	Missing entire responses.
<b>Grammar &amp; Spelling</b>	1-5 errors	6-10 errors	11-15 errors	16-20 errors	21 or more errors
<b>A.R. Quiz</b>	90-100%	80-89%	70-79%	60-69%	0-59%
<b>Presentation</b>	Loud and clear; enthusiastic and efficient in presentation of information.	Loud and clear; hardly any enthusiasm, and mostly efficient in presentation of information.	Not very loud and clear; no enthusiasm; confusing manner of presentation.	Inaudible, rushing, confusing, etc. Very negative attitude.	Refused to present.

# Resources

## Audience Participation Chart

Have students create and enlarge this chart on their own notebook paper, or can be drawn up on computer paper and photocopied for them. Make as many columns for as many groups are presenting.

**1<sup>st</sup> Group**

**2<sup>nd</sup> Group**

**3<sup>rd</sup> Group**

**4<sup>th</sup> Group**

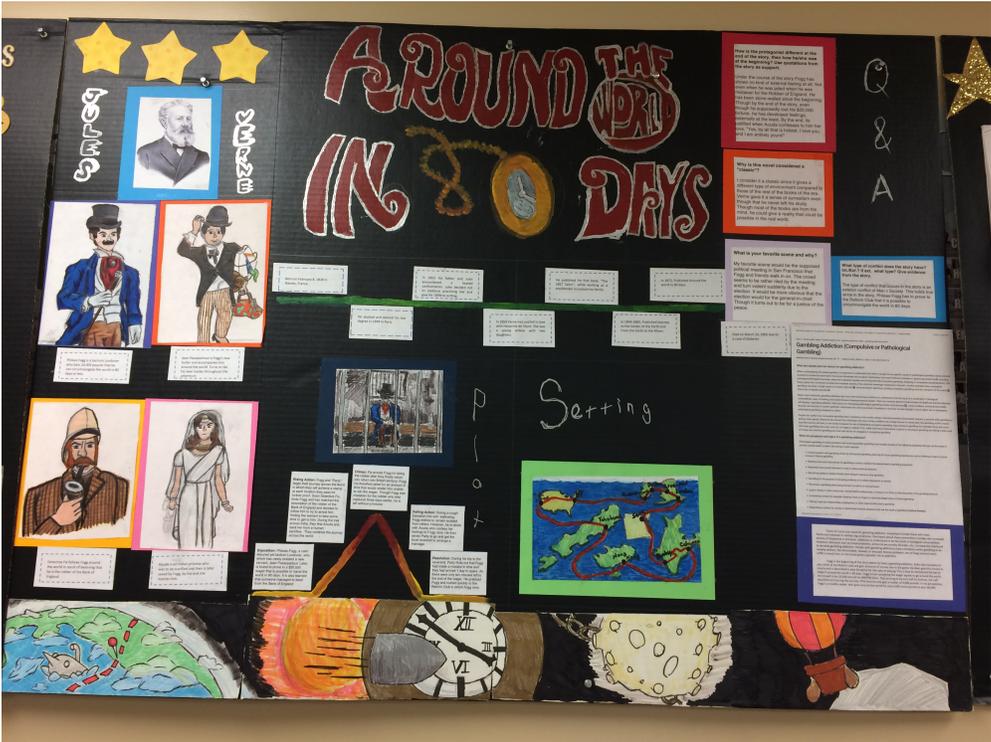
	<b>1<sup>st</sup> Group</b>	<b>2<sup>nd</sup> Group</b>	<b>3<sup>rd</sup> Group</b>	<b>4<sup>th</sup> Group</b>
<b>Project title:</b>				
<b>Concept:</b>				
<b>Notes:</b>				
<b>Questions I have:</b>				
<b>Answers:</b>				

## Text Features Glossary

Text Feature	Definition	Example						
Title	Given to a book or section of a book; gives the reader an idea about what will be read in the book or section of the book	<p style="text-align: center;">THE <b>WORKS</b> OF Mr. <i>William Shakespeare</i>;</p>						
Heading	Descriptors that help the reader to group information and predict what will be read	<p><b>Hello, I'm a Heading</b></p> <p>Placeholder text for a heading.</p>						
Captions	Words underneath a picture or photograph that explains what it is or is about	<p>The picture to the right shows a 1860s river boat.</p>						
Graphs	Shows information in a visual way so that it is more easily understood by readers	<p>PIE CHART OF INFORMATION TYPES BY CATEGORY</p> <table border="1"> <tr><td>15%</td><td>20%</td></tr> <tr><td>35%</td><td>30%</td></tr> <tr><td>10%</td><td>10%</td></tr> </table>	15%	20%	35%	30%	10%	10%
15%	20%							
35%	30%							
10%	10%							
Charts or tables	Gives information in a visual way so that it is quicker and easier to read information	<pre> graph TD     A[Information] --&gt; B[Category 1]     A --&gt; C[Category 2]     A --&gt; D[Category 3]     A --&gt; E[Category 4]     A --&gt; F[Category 5]     </pre>						
Diagrams	Drawing of the parts of something	<p>Diagram of a jet airplane with parts labeled: NOSE, WING, ENGINE, FUSELAGE, TAIL, etc.</p>						
Bold-faced Print	Dark words; calls attention to important words or terms; also shows which words can be found in the glossary	To highlight certain aspects of your resume, use bold print. Bold print the <b>heading</b> , <b>position titles</b> , <b>employers</b> , and <b>degrees</b> you have earned to highlight your credentials.						
Italics	Words that are slanted or sloped to the right; calls attention to important words or terms; also shows which words can be found in the glossary	<i>These words are in italic type.</i>						
Maps	Small pictures of large areas; helps the reader to understand where places are in an area							

Source: <https://www.slideshare.net/emaness4/text-features-chart>

# Student Samples



# I Know Why the Caged Bird Sings

By: Kimi Sierzas & Karis Knell

*"I've learned that people will forget what you said, that people will forget what you did, but people will never forget how you made them feel."*  
- Maya Angelou

**Main Characters**

**Settings**

**Essay**

**Questions**

**Plot**

**Climax**

**Timeline:**

- 1928: The young girl was born in St. Louis, Missouri on April 1, 1928.
- 1944: The young girl has one child, the later becomes Bernice May Johnson.
- 1945-1952: She is raised on a farm in Stamps, Arkansas. Her mother, Mrs. Angelou, punishes her for talking back to her children's relatives.
- 1954-1955: Maya Angelou moves back to St. Louis, Missouri.
- 1969: She publishes "I Know Why the Caged Bird Sings" as a autobiography of her childhood.
- 1973: She awards Paul La Farge as the "Poet of Honor" at the University of California, San Diego.
- 1993: She makes her first film appearance in "The Poet of Honor" at the University of California, San Diego.
- 2011: February 15, 2011, she was awarded the Presidential Medal of Freedom by President Barack Obama.
- 2014: Maya Angelou dies on May 28, 2014.

**Plot:**

- Exposition:** The young girl is born in St. Louis, Missouri on April 1, 1928.
- Rising Action:** The young girl has one child, the later becomes Bernice May Johnson.
- Climax:** She is raised on a farm in Stamps, Arkansas.
- Falling Action:** She publishes "I Know Why the Caged Bird Sings" as a autobiography of her childhood.
- Resolution:** She awards Paul La Farge as the "Poet of Honor" at the University of California, San Diego.

**Climax:** She awards Paul La Farge as the "Poet of Honor" at the University of California, San Diego.

**Maya Angelou**

# THE HITCHHIKER'S GUIDE TO THE GALAXY

CHARACTERS

Q & A

AUTHORS TIMELINE

PLOT DIAGRAM

CLIMAX

SETTINGS

**Q & A:**

- Q: What is the Hitchhiker's Guide to the Galaxy?
- A: It is a series of books that describe the adventures of a group of humans who are stranded in space.
- Q: Who are the main characters?
- A: The main characters are Arthur Dent, Trillian, Zaphod Beeblebrox, Ford Prefect, and Vogon.
- Q: What is the plot of the first book?
- A: The plot of the first book is about a group of humans who are stranded in space and have to survive.

**Authors Timeline:**

- 1938: Douglas Adams is born in Bournemouth, England.
- 1962: Douglas Adams publishes "The Hitchhiker's Guide to the Galaxy" as a radio play.
- 1978: Douglas Adams publishes "The Hitchhiker's Guide to the Galaxy" as a book.
- 1982: Douglas Adams publishes "The Hitchhiker's Guide to the Galaxy" as a TV series.
- 1985: Douglas Adams publishes "The Hitchhiker's Guide to the Galaxy" as a film.
- 1988: Douglas Adams publishes "The Hitchhiker's Guide to the Galaxy" as a video game.
- 1992: Douglas Adams publishes "The Hitchhiker's Guide to the Galaxy" as a comic book.
- 1995: Douglas Adams publishes "The Hitchhiker's Guide to the Galaxy" as a musical.
- 1998: Douglas Adams publishes "The Hitchhiker's Guide to the Galaxy" as a TV series.
- 2005: Douglas Adams publishes "The Hitchhiker's Guide to the Galaxy" as a film.
- 2012: Douglas Adams publishes "The Hitchhiker's Guide to the Galaxy" as a video game.
- 2014: Douglas Adams publishes "The Hitchhiker's Guide to the Galaxy" as a TV series.

**Plot Diagram:**

- Exposition:** Arthur Dent is a human who is stranded in space.
- Rising Action:** Arthur Dent and Trillian are stranded in space.
- Climax:** Arthur Dent and Trillian are stranded in space.
- Falling Action:** Arthur Dent and Trillian are stranded in space.
- Resolution:** Arthur Dent and Trillian are stranded in space.

**Climax:** Arthur Dent and Trillian are stranded in space.

**Settings:** The settings are the various planets and galaxies that the characters visit.



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All Miami-Dade County public school teachers, media specialists, counselors or assistant principals may request funds to implement any project idea, teaching strategy or project from the 2017 Idea EXPO workshops and/or curriculum ideas profiled annually in the *Ideas with IMPACT* catalogs from 1990 to the current year, 2017-18. Most catalogs can be viewed on The Education Fund's website at [educationfund.org](http://educationfund.org) under the heading, "Publications."

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Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by Friday, June 1, 2018.

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**For more information, contact:**

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