Teacher's Guide to using "What's Hot/What's Not" in the Classroom

Purpose of Activity: Students will analyze a reading passage and determine good and bad points about the text. In literature, the activity can be extended to character analysis (good/bad points of a character's action, decision/ choice, personality, etc.) or analysis of an event in the plot, setting, theme, etc.

Students will use critical and creative thinking skills, as well as make connections with the content.

Learning Standards: Common Core Standards for Literature Grades 6-12

1,2,3 (Key Ideas & Details)

5 (Craft and Structure)

9 (Integration of Knowledge and Ideas)

Common Core Standards for Informational Text Grades 6-12

1,2 (Key Ideas & Details) 5 (Craft and Structure)

8, 9 (Integration of Knowledge and Ideas)

Common Core Standards for Writing Grades 6-12

1,2 (Types and Text Purposes)

4 (Production and Distribution of Writing)

9 (Research to Build and Present Knowledge)

10 (Range of Writing)

Common Core Standards for Literacy in Science and Technical Subjects Grades 6-12

1,2 (Key Ideas & Details)5 (Craft and Structure)8, 9 (Integration of Knowledge and Ideas)

Continued...



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Teacher's Guide, continued...

Directions:

- 1. After reading a passage (a chapter, an essay or speech, short story, poem, etc.), ask the students to choose specifics in the content that would be considered:
 - a. "hot" (meaning "cool"--I know, it's a paradox--or good, positive, fun, etc.)
 - b. "not" (meaning uncool, bad, negative, etc.)
- 2. Language Arts/History: Students should analyze the passage by asking questions, such as: -What caused ______ to happen?
 - -What was the motivation behind this event?
 - -Why did this person/character make that decision?
 - -What do others like about this person/character?
 - -What do others dislike about this person/character?
 - -Why was this a good choice? Why a bad choice?
 - -How will others view this decision or event? Or Character/person?

Science/Math: Students should analyze the material by asking questions, such as:

- -If this concept/formula/element could speak, what would it say?
- -How has this concept/formula/element contributed to society/the world?
- -How do others view this concept/formula/element?
- -How can it be utilized in life?
- *This activity really forces students in math and science to think creatively, which is a great skill to practice in any content.
- 3. Students should record their findings on the handout or a separate sheet of paper. They could also use poster board and work as a group and present it to the class.

Lesson Extensions:

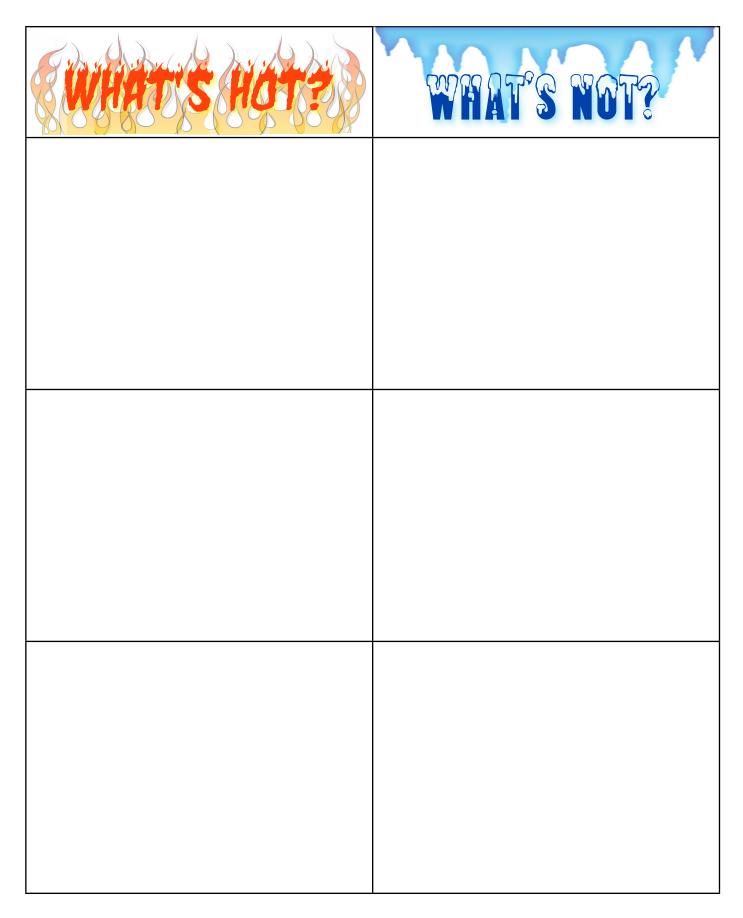
- 1. **Presentation:** Have students create a presentation and use it as a mini-speech. (Could be as groups or partners.)
- 2. **Faculty Activity:** Use the Hot/Not form for creating funny stress-relievers to post in the faculty lounge.

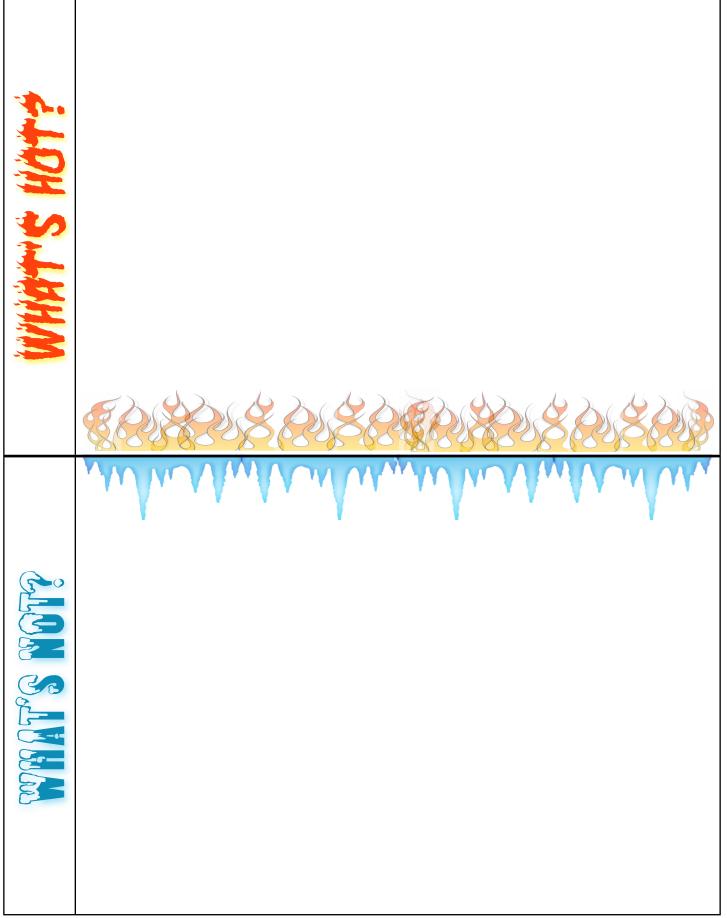
Example: What's Hot: Three hours of silence while students took their standardized test! What's Not: Seven months of complaining, whining, and grading of practice exams.

- 3. **Journalism/Newspaper/Yearbook:** Feature it as a regular column in the newspaper or in the yearbook to record the cool and not-so-cool things that happened throughout the year.
- 4. **Ice-Breaker or End-of-the-Term Activity:** Have students write their favorite/not-so-favorite things about the summer, about the class, the unit, etc.
- 5. Video Assessment: Instead of a reading passage, use it after watching a video. Could be used in place of a quiz over how well they paid attention, or as an assessment of whether they grasped the main concepts or not.

Check out my other lessons & activities: http://www.teacherspayteachers.com/Store/Tracee-Orman

My Blog: http://hungergameslessons.blogspot.com/





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