

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...



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/>

	

WHAT'S HOT?



WHAT'S NOT?



