

## Template for Multi Day Lesson Plans or Mini Unit Illinois Reads Books 2016 – 2017

### Introductory Information

<b>Submitted by</b> (Loyola University Chicago)	Tori Dobies		
<b>Title of Book</b>	<i>Winnie: The True Story of the Bear Who Inspired Winnie-the-Pooh</i> by Sally M. Walker		
<b>(Optional) Additional Texts</b>	<i>Black Bears</i> by Stuart A. Kallen		
<b>Title of Unit</b>	Seeking to do more than “bearly” understand text structure		
<b>Grade level</b>	1st	<b>Interest level</b>	K-2
<b>Lexile Level</b>	540	<b>Guided Reading level</b>	K
<b>A. Purpose for Instruction/ Essential Questions</b>	<p><b>Purpose:</b> The purpose of the unit is to expose 1<sup>st</sup> grade students to two informational texts with extremely different text structures. <i>Winnie, the true story of the bear who inspired Winnie-the-Pooh</i> is categorized as a non-fiction text, but it has a very non-traditional informational text structure, as it contains story elements such as characters and a plot. On the other hand, <i>Black Bears</i>, by Stuart A. Kallen, is a non-fiction text about black bears that is told in a traditional informational text structure, including all of the traditional text features such as a table of contents, headings, bolded vocabulary words, and more. By the end of the unit, students should be able to compare and contrast these two unique informational text structures and form an opinion regarding which structure they find to be more informative and effective overall.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can authors use different text structures to inform their readers about a topic?</li> <li>2. Which text structure do you find to be most effective and informative? Why?</li> <li>3. What are non-fiction text features and what do they contribute to an informational text?</li> </ol>		
<b>B. Alignment to the depth of the Common Core – Standards addressed and assessed</b>			
	<ol style="list-style-type: none"> <li>1. CCSS.ELA-LITERACY.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> <li>2. CCSS.ELA-LITERACY.RI.1.9 Identify basic similarities in and differences between two texts on the same</li> </ol>		

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|  | <p>topic (e.g., in illustrations, descriptions, or procedures).</p> <ol style="list-style-type: none"> <li>3. CCSS.ELA-LITERACY.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</li> <li>4. CCSS.ELA-LITERACY.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> </ol> |
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### C. Student Learning Outcomes – Targeted standards in Student Friendly Language

1. Students will summarize *Winnie, The True Story of the Bear Who Inspired Winnie the Pooh*, using a five finger retell (setting, characters, problem, solution, and events (beginning, middle, and end.) (LESSON ONE)
2. Students, with the support of the teacher, will ask and write down high quality questions that they have before, during, and after reading. (LESSON ONE)
3. Students will be able to define and identify the following text features in an informational text: Table of Contents, Bolded Words, Glossary, Headings, Index. (LESSON TWO)
4. With teacher support, students will use text features and the FQR graphic organizer to assist them in determining what is important in the informational text. (LESSON TWO)
5. Students will compare and contrast the two non-fiction texts we have studied using a Venn-diagram. (LESSON THREE)
6. Students will sort texts based on which texts have a story structure and which texts have an informational text structure. They will also defend why they sorted each book in the manner that they did. (LESSON THREE)
7. In a Scavenger Hunt type activity, students will identify the following text features we have studied in an informational text of their choice: Table of Contents, Bolded Words, Glossary, Headings, Index, and Captions (Graded individually.) (LESSON FOUR)
8. Students will fill out a T-chart comparing the text structures of *Winnie* and *Black Bears* and use evidence from that chart to write an opinion statement arguing which structure is more informative and effective with one key reason (Graded Individually.) (LESSON FOUR)
9. After the class picks a topic, such as animals or healthy foods, students in pairs will conduct research in order to create a single page (in the traditional informational text structure) for a whole-class book (Graded in pairs.) (LESSON FOUR)

### D. Text Sections to be read closely with plans to support reading and discussion

*Black Bears* (Lesson Two)

Black Bears and Their Family  
Size, Shape, and Color

Winnie, the True Story of the Bear Who Inspired Winnie-the-Pooh

Stop on pages 4, 6, 8, 12, 15, 17, 20, 21, 25, and the last page. Also focus on Characters, Setting, Problem, Solution, and Events. (Lesson One)

<b>Text Dependent Questions</b>	<p>(Lesson One) 5 Finger Retell (Characters, Setting, Problem, Solution, and Events)</p> <p>(Lesson Two) Ask what text feature “black bears and their family is.” Ask students where they can find definitions of the bolded words. Look up bolded vocabulary words (in glossary.) Turn and talk about the text features they already see on page 6.</p>
<b>Vocabulary</b>	<p><i>Winnie, The True Story of the Bear Who Inspired Winnie the Pooh</i> (Covered in Lesson One)</p>
<b>Tier2 Words</b>	<p>Cot Swatted Mascot Trembling</p>
	<p><i>Black Bears</i> (Covered in Lesson Two) Beige</p>
<b>Tier 3 Words</b>	<p><i>Black Bear</i> (Covered in Lesson Two) Mammals Warm blooded Nurse Evolved Species Continents Prey Muzzles Text Features: Table of Contents, Bolded Words, Glossary, Headings, Index, and Captions</p>



**Bloom's Levels Addressed: (Check all that apply)**

- X Remembering (5 Finger Retell)
- X Understanding (Comparing/Contrasting the text structures)
- X Applying (Text Features Identification)
- X Analyzing (Breaking the text structures into parts to understand the relationships between them)
- X Evaluating (Opinion paragraph on which text structure is more effective)
- X Creating (Own informational text page)

**E. Instructional Supports**

<b>Research Based Strategies</b>	<p><b>Activating Background Knowledge</b> Lesson One (Winnie the Pooh Clip)</p> <p><b>Summarizing</b> Lesson One (5 Finger Retell)</p> <p><b>Questioning</b> Lesson One (Before, During, and After reading graphic organizer)</p> <p><b>Determining Importance</b> Lesson Two (FQR Graphic Organizer)</p> <p><b>Making Connections</b> Lesson Three (Text-to-Text Connections/Comparisons of the two texts)</p>
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<b>Smartboard Strategies</b>	<p>5 Finger Retell Activity (Lesson One)</p> <p>Text Features Review Game (Lesson Two)</p> <p>Smartboard Venn-diagram (Lesson Three)</p> <p>Text-Features Scavenger Hunt (Lesson Four)</p>
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**F. Assessment (Align to Section B)**

<b>Formative</b>	<p>Collect questioning graphic organizers/observe student participation during the smartboard activity (Lesson One)</p> <p>Collect FQR graphic organizers/observe students during text-feature review guide (Lesson Two)</p> <p>Text Structure Identification Page (Lesson Three)</p>
<b>Summative</b>	<p style="text-align: center;">Components: (Lesson 4)</p> <p>1. Scavenger Hunt of Text Features: (put out a bin of informational texts with traditional structures and</p>

	<p>have students choose one to identify the following text features: Table of Contents, Bolded Words, Glossary, Headings, Index, and Captions. Note, any informational text can be chosen as long as it includes these text features that are being assessed.) (Graded Individually)</p> <ol style="list-style-type: none"> <li>Students will fill out a T-chart comparing the text structures of <i>Winnie</i> and <i>Black Bears</i> and use evidence from that chart to write an opinion statement arguing which structure is more informative and effective with one key reason. (Graded Individually)</li> <li>After the class picks a topic, such as animals or healthy foods, students in pairs will conduct research in order to create a single page (in the traditional informational text structure) for a whole-class book. (Graded in pairs)</li> </ol>

**Plans for four instructional lessons, including examples of text dependent questions, graphic organizers and Smartboard Notebook original interactive materials**

<p><b>Lesson One</b> <b>TWO DAYS</b></p>	<p><b>Essential Question addressed:</b></p> <ol style="list-style-type: none"> <li>How can authors use different text structures to inform their readers about a topic? (Students are exposed to a non-traditional informational text structure and will later be exposed to a traditional informational text structure in lesson two)</li> </ol> <p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>Students will <i>summarize Winnie, The True Story of the Bear Who Inspired Winnie the Pooh</i>, using a five finger retell (setting, characters, problem, solution, and events (beginning, middle, and end.))</li> <li>Students, with the support of the teacher, will ask and write down high quality questions that they have before, during, and after reading.</li> </ol> <p><b>Materials:</b>  Winnie the Pooh You tube Video (<a href="https://www.youtube.com/watch?v=UgcwFWoY83k">https://www.youtube.com/watch?v=UgcwFWoY83k</a>)  Smartboard 5 finger retell activity  Before, During, and After reading questions graphic organizer for teacher modeling and a copy for each student  Chart paper to brainstorm elements of a story (the elements of the 5 finger retell)  <i>Winnie, The True Story of the Bear Who Inspired Winnie the Pooh</i></p> <p><b>Procedures: Day One</b></p> <ol style="list-style-type: none"> <li>Show students a Winnie the Pooh clip (<a href="https://www.youtube.com/watch?v=UgcwFWoY83k">https://www.youtube.com/watch?v=UgcwFWoY83k</a>) to activate their background knowledge. Explain why good readers want to activate their background knowledge before they read.</li> <li>Ask students if they have ever heard of Winnie the Pooh, after their responses, ask students if they know that Winnie-the -Pooh is actually based on a real life black bear bear!</li> <li>Tell students that we are going to read a story today called <i>Winnie, The True Story of the Bear Who Inspired Winnie the Pooh</i>. It is a non-fiction story about the real bear that inspired our favorite Disney character, but it is told in a very unique way as it reads like a story, unlike the other informational texts we have seen and become somewhat familiar with.</li> <li>Tell students that good readers always ask questions before they are reading, while they are reading, and after</li> </ol>
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they are reading. Show them the before, during, and after reading graphic organizer that they are going to fill out while reading the story. Give each student their own copy. The teacher should have a copy to use as a model.

5. Model for students a before reading question such as, "Why did they name the bear Winnie?" Write the question down on the chart paper (teacher version of the student's graphic organizer.)
6. Ask students to turn and talk to a partner about a before reading question they have, and then ask students to record their question in their graphic organizer.
7. Look at the cover and show students the author and illustrator. Ask them what the job of an author is and what the job of an illustrator is.
8. Read pages 1-4, stop and model for students a during reading question, "How is he going to take care of a bear on a train?" Record it on the graphic organizer and ask students to record their own during reading question they have at this point.
9. Stop on page 6 to show students that reader's questions are often answered. Write down the answer we discovered for "Why did they name the bear Winnie?" Also, ask students what a mascot is and define the word, if necessary.
10. Stop on page 8 and ask students to use context clues to define trembling. Discuss definition as a class.
11. Stop on page 12 to discuss the definition of cot. Ask students to raise their hands if any of their questions from before or during reading have been answered yet. Share questions that have.
12. Stop on page 15 and model another during reading question, "How is a black bear going to help during the war?" Ask students to jot down another during reading question that they have at this point in the story.
13. Stop on page 17 and model how the during reading question "How is a black bear going to help during the war?" was answered. While Winnie watched the soldiers practice, she could get hurt or killed on the battlefield and couldn't travel with them any longer.
14. Stop on page 20 for the day. Ask students to turn and talk to share a prediction they have for the rest of the story, which will be read tomorrow. Ask 3 students to share their predictions.

**Procedures: Day 2**

1. Ask 3 students to summarize what happened in the story they read yesterday.
2. Include anything in the recap of yesterday's reading that the students missed.
3. Discuss definition of swatted on page 21 with students.
4. Stop on page 25 and model another during reading question, "why are children allowed to touch animals at the Zoo during this story but they aren't allowed to do that in Zoos today?" Ask students to record their own during reading question at this point on their graphic organizer.
5. Stop on the last page and model an after reading question, "how did Christopher Robin's dad, the author, think of the other characters for the Winnie-the-Pooh story? Ask students to record their own after reading questions and choose volunteers to share them with the class.
6. Have students go over all of their questions and add in the answers to their questions that were answered. Ask students to circle what questions they still have.
7. Explain to students that it is normal to still have questions after a reading, and suggest that they do some research on their remaining questions during a catchup day or free time in class that they may have.

8. Explain to students that this is a non-fiction book, a book that tells us facts, but it is told in a story format. Brainstorm with students what a story includes on a piece of chart paper (characters, setting, problem, solution, and events.)
9. Tell students that we are going to take apart the story to discover those 5 elements, as they are what make up a good summary or 5 finger retell.
10. Do 5 finger retell smartboard activity with the students (students will be given various answers that they then need to drag into the correct 5 finger retell category. For example, they would drag Christopher Robin under characters.)
11. Collect graphic organizers and observe student participation during the smartboard activity as a formative assessment.

**Smartboard Pages/Other Materials**

5 Finger Retell Smartboard Activity (pages 2 and 3 in the smartboard document)

The image shows a graphic organizer for asking questions. At the top left, there is a cloud shape containing the text "I wonder...". To the right of the cloud is the title "Asking Questions". Below the title is a line for "Title: \_\_\_\_\_". Below this is a table with three columns: "Before", "During", and "After". The table is currently empty.

Before	During	After

**Formative Assessment:**

Collect questioning graphic organizers/observe student participation during the smartboard activity

<b>Lesson</b> <b>Two</b> <b>ONE DAY</b>	<p><b>Essential Question addressed:</b></p> <ol style="list-style-type: none"> <li>1. How can authors use different text structures to inform their readers about a topic? (Students were exposed to a non-traditional informational text structure and will now be exposed to a traditional informational text structure in lesson two)</li> <li>2. What are non-fiction text features and what do they contribute to an informational text?</li> </ol> <p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to define and identify the following text features in an informational text: Table of Contents, Bolded Words, Glossary, Headings, Index.</li> <li>2. With teacher support, students will use text features and the FQR graphic organizer to assist them in determining what is important in the informational text.</li> </ol> <p><b>Materials:</b></p> <p><i>Black Bears</i> (photocopy the two pages being read so the students have their own copies)</p> <p>Chart Paper</p> <p>FQR Graphic Organizer (Harvey, Stephanie, and Anne Goudvis. <i>Strategies That Work: Teaching Comprehension for Understanding and Engagement</i>. Portland, Me.: Stenhouse, 2007. Print.)</p> <p>Text Features Matching Game (Smartboard)</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Ask students if they remember reading any informational texts, and if so, ask what they were about.</li> <li>2. Tell students that today we are going to read a book called <i>Black Bears</i> so that we can gather more information about Winnie, as he was a black bear.</li> <li>3. Explain that while <i>Winnie</i> was an informational, non-fiction text, it was still told in a story format that was different from most informational texts. It is called narrative non-fiction.</li> <li>4. Explain that today's text is an informational, non-fiction, text that is told in the traditional format that we are more used to seeing. Give each student a photocopy of both passages we are going to read.</li> <li>5. Tell students that before we can read an informational text, we need to know the characteristics of its structure. Just like how the structure of a story has common characteristics such as characters, setting, problem, solution, and events, informational texts have special characteristics too that appear throughout informational texts.</li> <li>6. On chart paper, write out the definitions for the following terms: <i>Table of Contents, Bolded Words, Glossary, Headings, Index, and Captions.</i></li> <li>7. Play smartboard text features matching game (students have to match the example to the text feature it is demonstrating.)</li> <li>8. Tell students that now that we know the text features of an informational text, we can start our reading. Explain that we are going to look for our text features while we read and ask students why we read informational texts.</li> <li>9. Clarify that we read informational texts to gather information and state that it can be tricky to determine what is important and what is not while reading an informational text because there is just so much information to get through.</li> <li>10. Pass out graphic organizer and explain that we are going to use this graphic organizer to help us determine what is important while we are reading our informational text.</li> <li>11. On page 4, ask students what text feature "black bears and their family is." Confirm that it is a heading and ask students what that heading tells us. (previews for us what we are going to be reading and learning about)</li> <li>12. Tell students that before they read, there are some words on the page in bold that we need to know. Ask students where</li> </ol>
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we can find those definitions.

13. Assign pairs of students to look up mammals, warm blooded, nurse, evolved, species, and continents in the glossary.
14. Ask students to share the definitions and write them on chart paper to refer to while reading.
15. Read the passage to the class two times.
16. Explain that we just read a lot of information, so we are going to use our FQR graphic organizer to help us organize our thoughts.
17. Break down each paragraph (there are four so there should be 4 facts, questions, and responses recorded) and model using the FQR for students- have students copy teacher modeling in their own graphic organizer  
Ex for paragraph one:  
Fact "black bears are mammals that breathe air with lungs, are warm blooded, and nurse their young with milk"  
Question "how many young do they have at a time?"  
Response: "wow. I didn't know black bears had so many similarities to us."
18. Explain to students that just like when we read a story, our questions may be answered as we keep reading or we may have to investigate the answers later in our free time.
19. Ask students how the text features we saw on this page like glossary, bold words, or headings helped us better understand the text.
20. Tell students that we are going to read one more passage in our informational text on black bears.
21. Ask students to turn and talk and share the text features they already see on the page.
22. As a class, look up bolded words in the glossary and add definitions to chart to refer to while reading. Define beige for students as I identified it as a tier 2 word.
23. Read the passage two students twice.
24. In pairs, have students write an FQR for each paragraph (should have 4 facts, questions, and responses.)
25. Call on 3 pairs to share their FQRs
26. Out of the questions that the 3 pairs share out, pick a question as a class to look up the answer to.
27. Collect FQR graphic organizers.
28. Ask students to raise their hand if they preferred reading *Winnie*, ask students to raise their hand if they preferred reading *Black Bears*.

**Smartboard Pages/Other Materials:**

Text Features Matching Game (pages 4 and 5 in smartboard document)

FQR Graphic Organizer

*Determining Importance Strategy*

Facts	Questions	Response
Walrus spend most time in water.	Why don't the babies freeze?	This is so cold I can't even imagine it being this cold.

*\*Helps students record the important facts when reading an informational text. It also allows them to ask authentic questions and respond to the material\**

**Formative Assessment:**

Observations during Text Features matching game

Collect students FQR graphic organizers

**Essential Question addressed:**

1. How can authors use different text structures to inform their readers about a topic?

**Outcomes:**

1. Students will compare and contrast the two non-fiction texts we have studied using a Venn-diagram.
2. Students will sort texts based on which texts have a story structure and which texts have an informational text structure. They will also defend why they sorted each book in the manner that they did.

**Materials:**

Smartboard Venn Diagram Activity

10 books (mixture of story structure and traditional informational texts)

Text Structure Identification Page

**Procedure:**

1. Tell students that since we read two non-fiction texts, we are now going to compare and contrast them because good readers look for connections between the books that they read.
2. Ask students define compare and contrast. Ask students if they have ever filled out a Venn Diagram.
3. Show students the Venn Diagram on the Smartboard and explain to them how to fill it out.
4. Fill out the Smartboard Venn Diagram as a class comparing *Winnie* and *Black Bears*. Give students an example to start the discussion by saying, "in the middle, I am going to put both books are about black bears since that is a quality that they share."
5. Have students take turns coming up to the smart board and writing either a similarity or difference between the two books.
6. After filling out the Venn Diagram, read through it to make sure that everyone in the class agrees.
7. Explain to students that this activity shows us that while all non-fiction authors are trying to express information to the reader, the structure and style in which they do it can be different.
8. Ask students to turn and talk to a partner about which book structure they liked better and have them state 2 good reasons why.
9. Tell students that there are 10 stations around the room. Each station has a book that is either a traditional story structure or is a traditional informational text structure. The students, in pairs, are going to rotate around and identify which text structure each book is. Students also need to write down a reason for why they identified it as that text structure. For example, they could write, "it is a traditional informational text because it has a glossary and captions."
10. Students will rotate around the room identifying the different book's structures. They will turn in their identification sheet.

**Smartboard Pages/Other Resources:**

Venn Diagram (page 6 in the smartboard document)

Text Structure Identification Page

**Text Structure Identification Page:**

<b>Text Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Text Structure Type</b>										
<b>Reason Why</b>										

**Formative Assessments:**  
Turn in Identification Page

**THESE ACTIVITIES COUNT AS THE STUDENT'S SUMMATIVE ASSESSMENT GRADE!****Essential Questions Addressed:**

1. How can authors use different text structures to inform their readers about a topic?
2. Which text structure do you find to be most effective and informative? Why?
3. What are non-fiction text features and what do they contribute to an informational text?

**Objectives:**

10. In a Scavenger Hunt type activity, students will identify the text features we have studied in an informational text of their choice: Table of Contents, Bolded Words, Glossary, Headings, Index, and Captions (Graded individually.)
11. Students will fill out a T-chart comparing the text structures of *Winnie* and *Black Bears* and use evidence from that chart to write an opinion statement arguing which structure is more informative and effective with one key reason (Graded Individually.)
12. After the class picks a topic, such as animals or healthy foods, students in pairs will conduct research in order to create a single page (in the traditional informational text structure) for a whole-class book (Graded in pairs.)

**Materials:**

## Scavenger Hunt: (One Day)

- Informational texts for students to choose from (can be any text but must include Table of Contents, Bolded Words, Glossary, Headings, Index, and Captions)
- Ideally an Ipad (can do it without by just having the students point to each feature as you say it within a book or you can use magazines and have students cut out the examples/glue them to a sheet of paper like a collage)
- Smartboard model to show students (page 7 of the smartboard document)

## T-Chart Activity and Opinion Sentence (One Day)

- T-Chart and sentence frame

## Informational Text Page (At least two Days, Ideally three)

- Notes Sheet
- Page Template
- Grade-level appropriate informational texts that students can use for research and any other resources for research

**Procedure:**

Explain to students that over the course of the next four days, we are going to engage in various activities to end our unit.

**Scavenger Hunt: (One Day)**

- Explain to students that our first activity is going to be doing a Text Feature Scavenger Hunt.
- Show students already completed Scavenger Hunt Example so that they know the expectations and what exactly they are doing. Explain example and provide all directions.
- Have students choose an informational text from the books you are providing.

- Give students the scavenger hunt list that includes: Table of contents, Bolded Words, Glossary, Headings, Index, and Captions.
- Have students use Ipads to take a picture of each text feature that they find. After the pictures are taken, they should put the pictures into a word document and label what text feature the picture is demonstrating.
- Have students email you their completed scavenger hunt so that you can grade it.

### **T-Chart Activity and Opinion Sentence (One Day)**

- Explain to students that our second activity is going to be to fill out a T-chart Comparing and Contrasting the two text structures that we have read (non-traditional information text and a traditional informational text.)
- Pass out T-charts to students and explain that under *Winnie* (non-traditional informational text) they are to list 3 of the characteristics of that text that we studied. Provide example of “has characters.”
- Explain to students that under *Black Bears* (traditional informational text) they are to list 3 of the characteristics of that text structure that we studied. Provide example of “has a glossary.”
- Remind students to think of the Venn Diagram we completed as a class to fill out their T-chart.
- After students complete their T-charts, explain that they are going to write a single opinion sentence explaining which text structure they found more informative/effective with one reason why.
- Provide the Sentence Frame, “I think that the text structure of \_\_\_\_ was more informative/effective because \_\_\_\_.
- Provide Example, “I think that the structure of *Black Bears* was more informative because the text features like the glossary and headings really helped me understand what I was reading.”
- Instruct students to use statements from their t-charts as their evidence.
- Collect T-charts and Opinion Statements.

### **Informational Text Page (Two to Three days (Ideally Three))**

#### **Day One:**

- Explain to students that our last activity is to research a topic and write an informational text. Explain that we will pick a topic as a class and then students in pairs will write one page, in the traditional informational text structure, to become part of our entire class book.
- Pick a topic such as animals or healthy foods.
- Assign partners and have students figure out what they are going to research specifically within the large umbrella topic. For example, if the students choose to do animals, then students will do pages on different animal types such as tigers, otters, etc.
- Give students the note-taking graphic organizer to use while doing their research (has students finding 10 facts about their topic as well as a graphic.)
- Give students appropriate grade-level texts on their topics as well as other resources you would like them to use to conduct research such as videos.
- Model how to conduct research using one of the texts and the note-taking guide.
- Give students time to research.

#### **Day Two:**

- Allow students to continue researching.
- Conference with students to discuss research, provide any assistance, and help students narrow down their information into their top five facts.

**Day Three**

- Explain the one page-template to students that they will be filling out as their final page.
- Students make the actual informational page including: title, five key facts, and a graphic with a caption.

**Smartboard Pages/Other Materials**

Text Features Scavenger Hunt example (page 7 on the smartboard document)

T-Chart

Notetaking Guide

Informational Text Page Template

Non-Traditional Informational Text Structure (Winnie)	Traditional Informational Text Structure (Black Bears)
1.	1.
2.	2.
3.	3.



### Ten Top-Notch Facts

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

\_\_\_\_\_

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1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)**

**Formative Assessments:**

**Lesson One: How they connect to the standards:**

CCSS.ELA-LITERACY.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

- The five finger retell observations are indicative of how well students understand traditional story structures as the 5 finger retell contains the essential components of a story- characters, setting, problem, solution, and events.

CCSS.ELA-LITERACY.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1

- Collecting student’s questioning graphic organizers sheds light on this standard as questioning is a strategy for effective reading comprehension that students will need to master in order to read grade-level appropriate texts

**Lesson One: How they connect to the objectives:**

Students will *summarize Winnie, The True Story of the Bear Who Inspired Winnie the Pooh*, using a five finger retell (setting, characters, problem, solution, and events (beginning, middle, and end)

- Progress evaluated by observing students during this activity.

Students, with the support of the teacher teacher, will ask and write down high quality questions that they have before, during, and after reading.

- Progress evaluated by collecting their graphic organizers.

**Lesson Two: How they connect to the standards:**

CCSS.ELA-LITERACY.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

- Observing students during the text feature review game will indicate how well students understand text features, which are a defining characteristic of an informational text that separate books that tell stories from books that give information.

CCSS.ELA-LITERACY.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1

- Collecting student's graphic organizers sheds light on this standard as determining importance is a strategy for effective reading comprehension that students will need to master in order to read grade-level appropriate informational texts.

**Lesson Two: How they connect to the objectives:**

Students will be able to define and identify the following text features in an informational text: Table of Contents, Bolded Words, Glossary, Headings, Index.

- Progress evaluated by observing students during the text features review game.

With teacher support, students will use text features and the FQR graphic organizer to assist them in determining what is important in the informational text.

- Progress evaluated by collecting their graphic organizers.

**Lesson Three: How it connects to the standards:**

CCSS.ELA-LITERACY.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

- The text structure identification page allows students to apply their knowledge of the major differences between books that tell stories and books that give information in order to sort books based on their structure and defend why they sorted each book in the manner that they did.

**Lesson Three: How it connects to the objectives:**

Students will compare and contrast the two non-fiction texts we have studied using a Venn-diagram.

- Progress will be evaluated based on the identification page because the students will have to draw from our in-class Venn-diagram discussion in order to correctly identify the text structure of the different books and defend their reasoning as to why they labeled the text that structure.

Students will sort texts based on which texts have a story structure and which texts have an informational text structure. They will also defend why they sorted each book in the manner that they did.

- Progress evaluated by collecting the graphic organizer.

**Summative: (Lesson Four)**

CCSS.ELA-LITERACY.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

- Scavenger Hunt of Text Features (put out a bin of informational texts with traditional structures and have students choose one to identify the following text features: Table of Contents, Bolded Words, Glossary, Headings, Index, and Captions. Note, any informational text can be chosen as long as it includes these text features that are being assessed.) (Graded Individually)

CCSS.ELA-LITERACY.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

CCSS.ELA-LITERACY.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

- Fill out a T-chart comparing the text structures of *Winnie* and *Black Bears* and use evidence from that chart to write an opinion statement arguing which structure is more informative and effective with one key reason. (Graded Individually)

CCSS.ELA-LITERACY.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1

- After the class picks a topic, students in pairs will conduct research in order to create a page (in the traditional informational text structure) for a whole-class book. (Graded in pairs)