

Capstone Unit – Informational Reading

Topic	Unit: Informational Reading Topic: Readers collect informational texts to put in their library and get minds prepared to read
Lesson	1
Grade Level	1 st grade
Rationale	The primary goal is to introduce the non-fiction genre to students and assist them in adding books to their personal libraries (at the correct reading level) along with helping them to get their minds prepared to read a different genre than they have been working on.
Where/How would this lesson fit in to the overall unit plan?	This will be the first lesson in the non-fiction unit. Students will be introduced to this genre while also becoming exposed to various books and stories surrounding the topic.
Estimated length of time to teach this lesson	30-40 minutes.
Common Core State Standards (CCSS)	CCSS.ELA-LITERACY.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	- <u>Unit Objective</u> – The purpose of this unit is to assist students to read appropriate informational and non-fiction texts to fit the complexity of first grade. Students will use various text features to read (with support) informational text about his or her world. - <u>Lesson Objective</u> – Readers will begin to get their libraries organized for their informational reading. - <u>Performance Objective</u> – As a result of the lesson, students will gather together various informational books (at least five) to add to their personal library.
Materials Needed	Variety of informational texts (enough for the entire class to have at least four to five) Book tub (one per student, can be any type of box to hold books)
Anticipatory Set (the “hook”)	To begin the lesson, I will remind students how they listen to the various stories when they attend library each week. The librarian will pick out various books (both fiction and non-fiction). As a class, we will review what informational (non-fiction) texts are and what makes them up versus a fiction genre (a Venn diagram may be appropriate depending on the background knowledge of the students). I will then explain to students that today we will begin our own personal informational libraries.
Procedures/Activities: -Teacher Input -Checking for Understanding -Guided Practice -Closure -Independent Practice	- <u>Teacher Input</u> – The teacher will provide the informational books for the students along with the necessary direction and guidance to explain to students how they will sort their books once they pick them out (i.e. if there are already fiction books in their book tubs, then they will have some sort of a divider to separate the two, or if they are all informational then we will brainstorm various ways that they can organize their books). - <u>CfU</u> – Once I have explained the directions as to how the students will sort, I will allow them to choose their informational books while also checking to make sure that they are choosing books that are along the same reading level that they are at so that they are able to read portions of the book without assistance. - <u>Guided Practice</u> – Once the students have chosen their informational texts, I will then have them get into groups and decide how they each want to sort their books (i.e. based on the topic of the book) and explain why they are sorting them along with giving them time to read through their stories. - <u>Closure</u> – To wrap-up the lesson, I will have groups share how they chose to sort their books and why they did it that way. - <u>Independent Practice</u> – No homework will be given.
Assessment	This lesson in particular will not require actual assessment. As the unit progresses, there will be different formative assessments that I will use to see how well the students are doing with this particular reading unit and what we as a class need to work on in the future before beginning the next reading unit.
Self-evaluation/ Reflection	Once I have finished the lesson, I will assess how well the students understand fiction genre versus non-fiction. I will see if they understand the qualities that make a non-fiction book versus one that is fictional. How well or easy were the students able to pick out their informational texts? What can I incorporate into future lessons to make the students excited and ready to read each day?

Topic	Unit: Informational Reading Topic: Readers get their mind ready to use text features and organize thinking.
Lesson	2
Grade Level	1 st grade
Rationale	The primary goal is to assist readers in getting their minds ready to read an informational text (versus the fictional texts that they are often used to reading) and introduce various text features to guide their thinking.
Where/How would this lesson fit in to the overall unit plan?	This lesson will occur after students have had a chance to organize their personal informational text libraries and have been introduced to this genre.
Estimated length of time to teach this lesson	25-30 minutes.
Common Core State Standards (CCSS)	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.
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	<ul style="list-style-type: none"> - <u>Unit Objective</u> – The purpose of this unit is to assist students to read appropriate informational and non-fiction texts to fit the complexity of first grade. Students will use various text features to read (with support) informational text about his or her world. - <u>Lesson Objective</u> – Readers will get their minds ready to read informational texts while also using the key text features that often make up informational texts to assist them in reading. - <u>Performance Objective</u> – As a result of the lesson, students will be able to list various text features that can be found in an informational text while also demonstrating their knowledge by finding these text features in their own individually chosen books.
Materials Needed	Variety of informational texts (enough for the entire class to have at least four to five) Book tub (one per student, can be any type of box to hold books).
Anticipatory Set (the “hook”)	To begin the lesson, review what an informational text is. Since students had time the previous day to go through the books that they chose, pose the question, “What have you noticed in your non-fiction texts that you do not see in your fictional texts?” Allow time for students to talk to others around them and then discuss it as an entire class. Share what students have come up with. Make a list of what students have said (i.e. the features that they have noticed since receiving their texts). The list does not have to be perfect or include all important text features (this will be done in a later lesson – right now it is important for the ideas to get written down). Once ideas have been written down, send them off with their reading partners to look at other text features.
Procedures/Activities: -Teacher Input -Checking for Understanding -Guided Practice -Closure -Independent Practice	<ul style="list-style-type: none"> - <u>Teacher Input</u> – The teacher will provide the direction as far as what text features are in fiction versus non-fiction books and write the ideas down so that students have something to refer back to. - <u>CfU</u> – Once I have explained the directions, I will give the students time to partner up and look at their books in their book tub (if they have fiction and non-fiction books, this is okay. It will give them a chance to compare the two and see the differences between them). As they are working, I will walk around and discuss with different groups what they have noticed and if there is anything they could add to the chart. - <u>Guided Practice</u> – Students will be advised to write down or make notes about any other text features they have noticed or anything that makes up an informational text that may not have been discussed previously so that they can be brought up when the class comes back together as a group. - <u>Closure</u> – To wrap-up the lesson, I will have students come back together as a class and discuss the notes that they have written down. I will add any other text features or observations that students have noticed about informational texts and discuss why they think this is based on what an informational text is. - <u>Independent Practice</u> – No homework will be given.
Assessment	This lesson will further the student’s knowledge about how to define and compare informational texts versus fictional texts. I will informally assess the students’ knowledge based on their own personal participation when we come back together as a group and how well they are able to distinguish the text features realistically and to the best of their abilities.
Self-evaluation/ Reflection	Once I have finished the lesson, I will assess how well the students now understand the differences between information and fictional genres. Was the chart that I made useful? How much were students able to participate? Did they have enough time in the days prior in looking at their informational texts to be able to share features that they noticed? Would this have been more effective to do as an independent assignment rather than partners? How well were students able to work together and come up with other various text features in each genre?

Topic	Unit: Informational Reading Topic: Readers learn about text features independently.
Lesson	3
Grade Level	1 st grade
Rationale	Students will learn about the basic text features that make up informational texts. They will independently locate these features using Post-It notes and identifying them in various non-fiction texts.
Where/How would this lesson fit in to the overall unit plan?	This lesson will come once students have gained knowledge about what informational texts are, and have begun to identify what exactly makes up an informational text versus other genres of stories.
Estimated length of time to teach this lesson	25-30 minutes.
Common Core State Standards (CCSS)	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.
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	<ul style="list-style-type: none"> - <u>Unit Objective</u> – The purpose of this unit is to assist students to read appropriate informational and non-fiction texts to fit the complexity of first grade. Students will use various text features to read (with support) informational text about his or her world. - <u>Lesson Objective</u> – Readers will be able to identify informational text features (i.e. captions, diagrams, maps, etc.) independently using Post-It notes from personally selected non-fiction texts. - <u>Performance Objective</u> – As a result of the lesson, students will use Post-It notes to identify and mark various text features that are found in informational texts.
Materials Needed	Variety of informational texts (enough for the entire class to have at least four to five) Book tub (one per student, can be any type of box to hold books) Post-It notes (10-20 per student)
Anticipatory Set (the “hook”)	To begin the lesson, I will explain the “Informational Reading Text Features” anchor chart (see attached) to the class. I will show them the various features that do make up non-fiction books (along with comparing it to the informal list that we had made the day prior in Lesson 2). Once I have explained to the students and provided them examples of these features that can be found in various books, I will give each student a stack of Post-It notes (about 10-20) and allow them to look through their own books to see if they can discover them on their own.
Procedures/Activities: -Teacher Input -Checking for Understanding -Guided Practice -Closure -Independent Practice	<ul style="list-style-type: none"> - <u>Teacher Input</u> – The teacher will provide the “Informational Reading Text Features” anchor chart and explanation to the students. The teacher will also provide various informational texts that the class will look at together and model how to use the Post-It notes to identify the various features before allowing them to work independently. - <u>CfU</u> – Once the class has a good explanation and knowledge of how to use the Post-It notes (based on my own modeling of various informational texts) I will allow them to sit around the room and start with one non-fiction book to look through and place Post-It notes on the various text features based on the anchor chart. I will walk around the room while the students are working on this activity and assist those who may need further explanation or questions while they are working. - <u>Guided Practice</u> – The activity of the Post-It notes will be considered the Guided Practice for the lesson. It will apply the knowledge that we have discussed from the anchor chart (identifying informational text features) while giving them time to independently look through their books that they have chosen and search for the features. - <u>Closure</u> – To wrap-up the lesson, I will allow students time to work with their reading partner and discuss the Post-It notes that they have placed inside of their books. If a student has finished with one book, I will allow them to go through another and place Post-It notes on the text features. I will advise students to discuss with their partner the variations and differences that the features look like inside each informational book, but how they are also the same (i.e. captions and diagrams may look different, but they are ultimately the same text feature). - <u>Independent Practice</u> – No homework will be given.
Assessment	I will assess student understanding based on the Post-It note labels they are given. This will be an informal assessment to the students, but will allow me to see how well I was able to explain the “Informational Reading Text Features” anchor chart and how well they comprehend these features even if they do not look the exact same as in the examples. I will be able to assess student understanding and comprehension using the Post-It notes and the independent work time.
Self-evaluation/ Reflection	How easy was the anchor chart to understand for the students? Should I have spent more time explaining the information to the students, or do they have a good idea based on the information that we have discussed in the days prior? Were the Post-It notes effective for the students to see where exactly these text features are found, or did they simply place them randomly throughout the books? Did the students require more direction and guidance, or did I allow them enough independent time?

Topic	Unit: Informational Reading Topic: Using “Big Books” in small groups to read / identify text features.
Lesson	4
Grade Level	1 st grade
Rationale	The primary goal is to allow students to work in small groups using “big books” to identify various text features and give the students time to find various aspects of non-fiction texts with a written component included.
Where/How would this lesson fit in to the overall unit plan?	This lesson will come after students have independently labeled various text features of their informational texts using Post-It notes and had a chance to discuss it with other students.
Estimated length of time to teach this lesson	25-30 minute (over the course of 2-3 days)
Common Core State Standards (CCSS)	CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	<ul style="list-style-type: none"> - <u>Unit Objective</u> – The purpose of this unit is to assist students to read appropriate informational and non-fiction texts to fit the complexity of first grade. Students will use various text features to read (with support) informational text about his or her world. - <u>Lesson Objective</u> – Readers will work together in small groups (about 4-5 depending on class size) to identify various text features and other features of an informational “big book”. - <u>Performance Objective</u> – As a result of the lesson, students will complete a worksheet as a small group (with various parts assigned to each student) to identify various text features found in an informational “big book”.
Materials Needed	One “big book” informational text (these books are larger than an average book. There are no specific books that need to be used, but “big books” are recommended). “Big Book” small group worksheet (*attached)
Anticipatory Set (the “hook”)	To begin the lesson, I will review the “Informational Reading text features” anchor chart that was introduced in the previous lesson. I will ask students questions about what kinds of features they should look for and what makes up an informational text versus other genres. After, I will explain to the class that they will be working in small groups using an informational “big book” rather than their book tubs to fill out a worksheet that each individual will be assigned to a different part that they will be required to complete. Every student will have their own job on the worksheet that they will be required to complete.
Procedures/Activities: -Teacher Input - <u>C</u> hecking for <u>U</u> nderstanding -Guided Practice -Closure -Independent Practice	<ul style="list-style-type: none"> - <u>Teacher Input</u> – I will assign the students into their groups and provide the worksheet that they will be working on as they go through the “big book”. I will also assign the various parts of the worksheet that each student will have to locate and record (i.e. one student will be in charge of finding a key detail, another will be in charge of locating the author, etc.). - <u>CfU</u> – Once the students have begun to work, I will walk around the room and check in with each group. I will make sure that each student is being an active participant in their group and having the opportunity to locate the information that they were assigned to and record. I will ask students questions as they go to make sure that not one student is choosing to take over as the “leader” and is instead providing time for the entire group to work. - <u>Guided Practice</u> – The group worksheet that was assigned will be the Guided Practice. This will give me a chance to see how well the groups are able to work together and problem solve while also giving me a chance to see how well a student can navigate through an informational text and find the information that they have been assigned to. - <u>Closure</u> – To wrap-up the lesson, I will have groups share their “big book” and explain any key features or details that they noticed and wrote down on their worksheet to the rest of the class. - <u>Independent Practice</u> – No homework will be given.
Assessment	This lesson will allow me to formally assess each student based on the information that they were assigned to find in the “big book”. I will be able to formatively assess how well the students are able to navigate through an informational text along with how well they were able to interact and work together socially in a small group. I will also be able to assess how well the students understand what key text features make up an informational text.
Self-evaluation/ Reflection	How well were the group assignments? Did I assign groups that consisted of both high and low-level readers to assist one another? Did one student “take over” the group? Was every student an active participant in locating the information that they were assigned and recording it? How well did the students work with one another (i.e. fighting, arguing, problem solving, etc.). Were the directions explained clearly enough for all? Was there anything unclear or any modifications that needed to be made for the students to complete the worksheet?

Topic	Unit: Informational Reading Topic: Readers read informational texts differently (using a teaching voice)
Lesson	5
Grade Level	1 st grade
Rationale	The primary goal is to expand students' knowledge about informational text, and focus more on the actual presentation of the text rather than the text features (as we have been focusing on in the past few lessons).
Where/How would this lesson fit in to the overall unit plan?	This lesson could occur either before or after the students work on the group work using the "big books".
Estimated length of time to teach this lesson	25-30 minutes.
Common Core State Standards (CCSS)	CCSS.ELA-LITERACY.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	<ul style="list-style-type: none"> - <u>Unit Objective</u> – The purpose of this unit is to assist students to read appropriate informational and non-fiction texts to fit the complexity of first grade. Students will use various text features to read (with support) informational text about his or her world. - <u>Lesson Objective</u> – Readers will learn how to distinguish between reading for enjoyment versus reading for a purpose (i.e. reading a fictional book versus how to read to search and learn for facts) - <u>Performance Objective</u> – As a result of the lesson, students will learn how to read and look for facts in informational texts using a "teaching voice".
Materials Needed	Variety of informational texts (enough for the entire class to have at least four to five) Book tub (one per student, can be any type of box to hold books). Video clip of Steve Irwin (https://www.youtube.com/watch?v=DQOUIYFjpCs) *Any video clip can be used, this is just one example.
Anticipatory Set (the "hook")	To begin the lesson, take one fictional and one non-fictional book. As the students if they have ever noticed the difference in people's voices when they read various genres of books. Are they all read the same? What is the purpose of reading fiction books? Non-fiction books? (i.e. pleasure versus gaining knowledge). Allow the students time to discuss the differences and share their ideas. Model this idea by reading a fictional book (your choice) to students versus reading a non-fictional, informational book. Explain to students that we will be watching a video clip (Steve Irwin) to see how he explains something while reading from a script at times. All of the information he is giving is factual and true, yet he says it in a way that is still fun and entertaining (similar to a fictional story).
Procedures/Activities: -Teacher Input -Checking for Understanding -Guided Practice -Closure -Independent Practice	<ul style="list-style-type: none"> - <u>Teacher Input</u> – I will provide examples to the students and the video clip. I will monitor student progress as they are working on speaking in a "teaching voice", but will allow self-guidance when students are finished watching the video clip and are practicing. - <u>CfU</u> – Once the students have had a chance to listen to the modeled stories and watch the Steve Irwin video clip, I will then give them time to work with a partner on speaking in an informational (yet still teaching) voice. Students will choose a non-fiction book and practice taking turns with their partner reading in a teaching voice by raising their voices during important parts, using hand gestures, or even pointing at things in the story that they think are interesting. I will monitor the student's progress as I walk around the room to see how well they understand this concept. - <u>Guided Practice</u> – The students practicing with their partner will help guide their practice to learn how to speak and read in a teaching, informational voice. Students will develop an "explaining voice" when they are reading the story and use various hand gestures and guidance from the story to read and entertain the audience (their partner). - <u>Closure</u> – To wrap-up the lesson, I will have different partners read their books (or an excerpt from it) to the rest of the class by practicing it in their teaching/explaining voice. The rest of the students will critique and listen by providing suggestions or ideas to improve the student's voice. - <u>Independent Practice</u> – No homework will be given.
Assessment	This lesson will require no type of formal assessment at the end. Since reading and learning more about informational texts is part of the entire unit, students will only informally be assessed until the end of the unit. I will assess the students formatively as I walk around and listen in as they read to their partners, seeing how well they have grasped the various voice levels (i.e. loud or soft) and the hand gestures that have been modeled in the video clip.
Self-evaluation/ Reflection	Was the video clip effective for the students? Do they understand the difference between reading for pleasure (fiction) versus reading for knowledge and learning (informational)? Are there further suggestions or critiques the students need to understand this concept and be able to read in a teaching voice when they are asked to independently read? Was this helpful for students when they go back to read by themselves and will it enhance their reading abilities?

Topic	Unit: Informational Reading Topic: Readers retell information using their fingers.
Lesson	6
Grade Level	1 st grade
Rationale	The primary goal is to give the students a concrete way to retell and recall information to others by using their fingers to recall key facts and important details from the text.
Where/How would this lesson fit in to the overall unit plan?	This lesson will occur once students have had an ample amount of exposure to informational texts are aware of looking at key text features along with how to read for learning in non-fiction books.
Estimated length of time to teach this lesson	30-35 minutes.
Common Core State Standards (CCSS)	CCSS.ELA-LITERACY.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text.
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	- <u>Unit Objective</u> – The purpose of this unit is to assist students to read appropriate informational and non-fiction texts to fit the complexity of first grade. Students will use various text features to read (with support) informational text about his or her world. - <u>Lesson Objective</u> – Students will retell an informational text’s key details and facts using the “five finger” method. - <u>Performance Objective</u> – As a result of the lesson, students will use their fingers to retell and explain to a partner at least five key facts and details that come from either an excerpt or entirety of a non-fiction text.
Materials Needed	Variety of informational texts (enough for the entire class to have at least four to five) Book tub (one per student, can be any type of box to hold books). Informational/non-fiction text for model (no specific book is required)
Anticipatory Set (the “hook”)	To begin the lesson, read aloud a non-fiction text (this does not have to be one read prior to the students, but may be beneficial as students will already be familiarized with the text). Afterwards, model to students how you would retell or explain the story using only five fingers on one hand. If the students need further direction, read an excerpt from the book and ask the students to turn to a partner and attempt to retell the story using only three or four fingers (depending on the length of the passage). Explain to students afterward that today, they will be attempting to retell their story in five fingers or more of the most important or key details, facts, and information from their non-fiction books.
Procedures/Activities: -Teacher Input - <u>C</u> hecking for <u>U</u> nderstanding - <u>G</u> uided Practice - <u>C</u> losure - <u>I</u> ndependent Practice	- <u>Teacher Input</u> – I will provide the modeling and examples that the students will need in order to do this activity independently with their partners while reading. - <u>CfU</u> – Once students understand the directions, I will allow them time to choose a non-fiction book that they are pretty familiar with by this point. Next, I will have students get with their partners and read aloud a passage or the entire story (depending on the length) to their partner. Finally, students who are listening to the story will then attempt to use their five fingers to explain the most important or key details from the book. Since the reader will know the story rather well, they will be able to provide assistance to the student if they are stuck or struggling to use their five fingers. Students may use more than five, but no more than ten to explain the key details and facts from the book. As students are working, I will walk around and listen in to what students are working on and attempt to conference with the partners for at least a minute to see if further questions or explanation are needed. - <u>Guided Practice</u> – Allowing the students time to practice the “five finger” method will be their guided practice. Students will work with a partner to retell a story or passage and its most important key details and facts using only five fingers. This will help with the retell strategy of books. - <u>Closure</u> – To wrap-up the lesson, I will ask students to come up and read excerpts from the story they chose to the rest of the class. Afterwards, students who were listening to the story will attempt to use the “five finger” method to explain the most important key details and facts. The reader will be able to help the students out while also explaining why his or her answers may be a bit different from those who were just simply listening. I will allow a few students to attempt this with the rest of the class. - <u>Independent Practice</u> – Students are asked to go home that night and attempt to use the “five finger” method on at least one story with a parent or guardian at home to practice.

<p>Assessment</p>	<p>This lesson is just another practice for students to work on different parts of reading, listening, and learning from informational texts. I will assess the students as I walk around and listen in to the partners working with one another on the “five finger” method. Student participation, deeper thinking, and explanation of the important details and facts that are included will all be part of my informal assessment. This will be a part of the student’s final assessment at the end of the unit. This lesson simply provides practice of this skill of retelling and deciphering the most important facts from other ones.</p>
<p>Self-evaluation/ Reflection</p>	<p>Was this lesson effective for students as far as retelling? Did this lesson assist students in interpreting what the most important key details and facts are from an informational text? Would this lesson have been more effective if it was done completely independently? Should the students have tried to retell their own story on their own rather than have the assistance of their partner? Should a writing component have been included for the students as they explained their most important “five fingers” of retelling? Was this lesson effective for both high- and low-level readers or should it have been modified for each level majority?</p>

Topic	Unit: Informational Reading Topic: Book clubs (small groups) use language to help compare and contrast information in texts
Lesson	7
Grade Level	1 st grade
Rationale	The primary goal is to assist readers in comparing and contrasting a topic and its information across a variety of texts.
Where/How would this lesson fit in to the overall unit plan?	This lesson would occur after students have had a chance to work with different text features found inside of an informational text and after they have had a chance to cooperatively work together in a group using the “big books” in the classroom.
Estimated length of time to teach this lesson	20-25 minutes / each day that is necessary to complete assignment.
Common Core State Standards (CCSS)	CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. 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).
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	- <u>Unit Objective</u> – The purpose of this unit is to assist students to read appropriate informational and non-fiction texts to fit the complexity of first grade. Students will use various text features to read (with support) informational text about his or her world. - <u>Lesson Objective</u> – Readers will work together in small groups to distinguish (compare and contrast) information in a text while using the same topic. - <u>Performance Objective</u> – As a result of the lesson, students will know how to look at the same informational topic, but compare and contrast the differences between multiple books.
Materials Needed	Informational texts of the same topic (there are no specific books needed, 2-3 books per small group of the same topic, i.e. dogs, cats, insects, etc.) Post-It notes (5-10 per small group) Pencil
Anticipatory Set (the “hook”)	To begin the lesson, start by reading two stories containing the same topic. For example, choose an informational text about a dog and how people care for dogs. Read this to the class and then read another book about dogs explaining how there are strays (*this does not have to be the topic that is chosen, it is just simply one example. Use books that are readily available). Afterwards, ask students what some of the similarities and differences are between the books that are read. Provide direction or examples (i.e. one book talks about how dogs make a great pet while the other book talks about how dogs can be strays or taken to shelters). Make a list on chart paper or the white board of the students’ ideas (a Venn diagram may be necessary). Once this is discussed, explain to each group that today they will be doing the same thing (comparing and contrasting) using the same topic, but different informational texts.
Procedures/Activities: -Teacher Input -Checking for Understanding -Guided Practice -Closure -Independent Practice	- <u>Teacher Input</u> – I will provide the example in the anticipatory set that the students will need in order to complete the assignment. I will provide the texts that the students need also. - <u>CfU</u> – Once the students are split into groups, they will take a variety of informational text that provide different information about the same topic. Once they have read through the texts and have an idea about what the information in the book is about, they will use Post-It notes to post on the pages that contain the similarities and differences between the books (only about 3-4 books are necessary). I will walk around while students are working in groups and listen in on the conversation that they have in their discussions. I will provide assistance to those who may not see the similarities or differences in the texts. - <u>Guided Practice</u> Using the Post-It notes to explain what the similarities and differences are in the texts surrounding the same topics will be the guided practice. This will help students recognize and be able to compare and contrast the information. - <u>Closure</u> – Once every group has finished with their texts, the class will come back together as a whole and share their findings (similarities and differences) in the texts surrounding the same topic, but with different information (*this will come in the next lesson. This lesson is focused solely on completing the assignment, not the sharing portion). - <u>Independent Practice</u> – No homework will be given.
Assessment	This lesson will require assessment as the students are actually working. Once the students share their findings with the text, it will help me to assess how well they understood the concept. I will assess if they were able to locate the main ideas of the text and how they are different from one another. I will assess how well students were able to work together and what they were able to take away from a cooperative learning environment with their peers.

Self-evaluation/
Reflection

Was this assignment effective for students to work together on or would it have been more effective if it was done independently? Was the assignment split up equally (i.e. did every student have a chance to look through the texts and use the Post-It notes to discover the variations? How well were the students able to work together? Were there enough assistance and direction to the low-level readers and students who required more help? Was the length of the assignment long enough for the time allotted? Are there any changes that I would make if I were to do this assignment again in the future?

Topic	Unit: Informational Reading Topic: Small reading groups celebrate learning by sharing big ideas
Lesson	8
Grade Level	1 st grade
Rationale	The primary goal is to give small reading groups a chance to share their big ideas and celebrate the information that they have discovered from the previous lesson.
Where/How would this lesson fit in to the overall unit plan?	This lesson will occur after students have had a chance to do the previous lesson (using the Post-It notes in small groups – see lesson 7) and have completed the assignment with their group of texts.
Estimated length of time to teach this lesson	25-30 minutes (over the course of 2-3 days).
Common Core State Standards (CCSS)	CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text. CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	- <u>Unit Objective</u> – The purpose of this unit is to assist students to read appropriate informational and non-fiction texts to fit the complexity of first grade. Students will use various text features to read (with support) informational text about his or her world. - <u>Lesson Objective</u> – Readers will share in small groups the information they have gathered from their informational texts. - <u>Performance Objective</u> – As a result of the lesson, students will know how to share information to others (big ideas, main points, etc.) from a variety of informational texts surrounding the same topic.
Materials Needed	Books for each small group (same from previous lesson) Paper for note-taking (optional) Post-It notes from previous lesson
Anticipatory Set (the “hook”)	To begin the lesson, remind students what they had done in the days prior with their small groups. Explain to them that as we finish up the unit, we need to share all of the hard work that we have done. While we have had discussions about what we have been working on, we have not shared everything that we have done, especially all of the hard work that we have put into in the last few days in our small groups. I am going to give you time today to think of a way that you can possibly share the information that you have discovered with the rest of your group. I will give you time to think about what you want to share about the texts, how you plan to share it, and to finally make a plan about what each group member will do to share (i.e. who creates it, who colors, who writes it, etc.).
Procedures/Activities: -Teacher Input -Checking for Understanding -Guided Practice -Closure -Independent Practice	- <u>Teacher Input</u> – As the teacher, I will give the students the examples and explanations that they will need to complete the assignment. I will provide ideas for groups that may need extra assistance and who may not be able to decide on what they plan to do. - <u>CfU</u> – As the groups are working and planning how they will present the information (poster, PowerPoint, etc.) I will walk around and meet with each group. This will give me a chance to listen to their plans and what they plan to do (along with how each group member will participate in creating the final product). - <u>Guided Practice</u> – The final product that the students produce along with the planning will be their guided practice. Students will have a chance to use their creativity and personalities to produce something that relays the information that they learned while also having fun. This will be the guided practice because it will assist the students in learning how to speak publicly to a group along with learning to cooperatively work together and produce something. - <u>Closure</u> – The closure will be to have the students actually present the final product to the rest of the class. Students will explain their ideas and how they produced it along with how they all worked together to complete the assignment. - <u>Independent Practice</u> – No homework will be given.
Assessment	This lesson will wrap up this unit. Students will be assessed in how well they are able to cooperatively work together, learn from one another, and produce a product that everyone can say that they contributed to. I will assess students on the actual product that they completed along with assessing each student individually based on what they contributed. How the students chose to present along with their preparation will allow me to assess their ability with this unit and informational texts in general.

Self-evaluation/
Reflection

How effective was it to give students the freedom to choose how they presented the information from the previous lesson? Should I have provided more direction to the students and assigned more rather than allow them to choose? Were the groups given enough time to fully complete the assignment? How well did the students work together (was the work evenly split up for all)? Was there enough preparation and exposure to this type of assignment beforehand so that the students have an idea of what to do? How could I better assist the low-level students who need the extra help? Did I have the necessary resources and materials for these students?

After Instruction of All Unit Lessons

Subject Matter

How would I summarize and analyze what occurred in relation to how well learners developed subject matter knowledge from all lessons in the unit? How did their knowledge relate to the state standards? How did learners demonstrate critical thinking, creativity, and problem solving related to local and global issues for the subject matter?

Every single one of these lessons was directly related to the state standards. Most directly related to at least one standard while others could relate to multiple ones in the informational reading section. As the lessons began to develop, so did the students' subject matter knowledge. I began the unit by introducing what an informational text actually was versus a fictional text and made sure that students had this idea in their heads before proceeding on with other factors that are incorporated into the text. Each lesson required the students to demonstrate critical thinking whether it was done independently or while working with their peers. The entire unit was focused on informational, non-fiction texts. A lot of the lessons focused on student interaction with one another along with cooperative work. For example, some of the lessons focused on text features and retell. Students had to determine what text features were the most important along with determining what information was necessary to retell (main points or ideas). In turn, as students worked on the various text features aspect of this genre, they also incorporated their own creativity. As students had the opportunity to work with the "big books" and gather information to present, they used their own creativity to discover how to exactly present this. Since students were required to work together in a cooperative learning group, they also had to problem solve; students were required to work with others that they may not have been the best of friends with. However, it was necessary that all students participated in the work and they were able to demonstrate and show what they had learned on a number of occasions. None of the group work assigned could have been done by one person alone, so having the necessary skills to problem solve (i.e. determine what each group member would do and equally split apart the work) were crucial. Some students had background knowledge about the various informational texts given to them (both working independently and in groups), so they could easily relate to the subject matter on both a local and global viewpoint. If students did not have this prior background knowledge, then it is something that they had to learn from their groups (cooperative learning), which only helped to enhance the learning experience for all students (as in some were the teachers and others were the learners depending on the variety of books that were given).

Instruction

How did the students develop their learning over time? How did the classroom environment support individual and collaborative learning? How did the instruction actively engage students in their learning?

Over time, students began to learn more and more about informational texts and how to read them. At the beginning of the unit, students had to begin by learning the basics about this genre of text. Students had to learn how to best read, think, and speak using informational texts before they were able to delve deeper into how this worked. The classroom environment was always very welcoming and engaging for all students. It supported both individual and collaborative learning in almost every lesson that was presented. Some lessons were best done on an independent level as it gave me time to see how each individual student was understanding the material rather than what a group of students were able to come up with. However, as the

lessons progressed I saw much more desire and ability in this class to work together and discover things out as a group rather than individually. All of the lessons were actively engaging the students because each one required the students to produce or show something. Since I actively involved myself in every lesson (whether it was assisting students or explaining what they were going to be doing that day), every student was aware that I would be checking in with him or her at some point to see how he or she was doing. When the students were required to work collaboratively with one another in small groups, that is when they had to produce something that would take longer than a set time in one day. This would require deeper thinking and more skill by all the students in the group, which in turn required them to stay engaged. It would have been very evident if one student was taking over the group or began to do his or her portion of it. Instead, all students were required to stay “in the know” about what they were working on (especially with the last two lessons in this unit) as they had to present something to the rest of the class. Every student was aware of the requirements and it was evident that they did not want to be the student who was not able to present or did not know the information beforehand. The combination of collaborative and independent work allowed the students to remain actively engaged throughout the course of this unit and gave the students a chance to promote their own creativity and higher-order thinking skills as the lessons progressed and required more of them.

Individual Student Learning

*How did my instruction demonstrate understanding of the developmental needs of the learners?
How did I accommodate and differentiate instruction based on individual student learning needs?*

It was evident that before beginning this unit, this first grade class in particular would require a bit more of my attention both individually and as a whole class. I was aware that this class was yet to be able to independently begin once instruction was given and that I would have to remain very involved in each step that the students took along the way. I made sure to accommodate the needs of all learners, especially for those who were lower-level readers. At the beginning of the unit as students were choosing their informational texts to put into their book tubs, I had to provide more assistance and guidance to those students who needed it (i.e. I set out special book tubs for those lower-level readers to choose from so that they would be successful as they worked on independent assignments and could still read most of the words from the texts). Instruction was mostly differentiated for students based on their independent levels. Obviously when I began this unit, a majority of students were going into this with no type of background knowledge about this genre of books. As the students became more familiar with informational texts and what to look for inside of them, I allowed those students (mostly higher-level readers) to become more independent. There were some students who I had to walk through step-by-step on some of the independent assignments so that they were able to understand each piece. However, with the students who did not require this type of assistance, I allowed them to work at their own pace and give them a chance to discover things completely on their own. When students began to work in groups together is also a type of differentiation. The groups were chosen based on the students’ reading level; however, I made sure not to put all of the lower-level students together and all the higher-level students together in one group. Instead, I mixed up the groups with some lower- and some higher-level students that would be able to assist one another in the group based on their skills. This gave each student an opportunity to work with peers they may not normally interact with if it were based solely on reading ability. I was able to easily accommodate those students who needed extra assistance by either putting them in groups

with students who understood the directions and what needed to be accomplished or by making sure to check in with each group as they were working to see if they required extra help or needed to have things clarified.

Assessment

How did I make sure that students clearly understood the criteria for success and/or performance expectations? How did learners demonstrate their learning? What did I do to monitor and document individual learner progress?

Again, since this class does require more assistance as far as directions and assignments go, I made sure that each lesson began with me explaining and recapping what had been done in the lesson (or lessons) prior. This gave students a chance to move their minds back to what we had done in the days before and remember what we were working on. In every lesson, I provided some sort of an example of what students were required to do and at one point they could consider themselves to be finished with the assignment. If the assignment was to be done individually, I made sure to provide multiple examples to the students; if this was a small group assignment, I made sure to give at least one example to every group upon further assessment. Learners demonstrated their learning of this unit in a variety of ways. As far as independent work, some assignments required that students were to write things down, which were later turned in for me to see. If it was a group assignment, I made sure to check in with each group to see how they were progressing. Obviously at the end of the unit the students had to present some sort of a visual aid to present their findings based on the informational text and topic that I had given to them. Before I allowed the students to go off to work either independently or in their small groups, I made sure to repeat the direction multiple times and as I was observing and checking their understanding around the room. Students were aware of what was required of them and at one point they could consider themselves to be finished with an assignment. It was rare that a student was able to finish quickly and often had the opportunity to go back and either re-read or continue practicing what they had been working on. Even during group assignments, it was easy to check and document an individual's learning progress. Every member of a group was required to say or write down what they would be contributing to the overall finished product of an assignment. It was evident if the student was not making any progress based on their contribution to group and class discussions (or lack thereof) and what they contributed during collaborative working time. While the unit focused on both collaborative and independent work, it was very individualized for all students based on their ability and comprehension levels throughout each and every lesson.