### Instructional Lesson Plan
(Compiled per MA Professional Standards for Teachers)

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Kelsey Cotter</th>
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<tr>
<td>School/District</td>
<td>Freetown Elementary/Freetown-Lakeville Regional School District</td>
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<tr>
<td>Subject Area(s)</td>
<td>ELA, Writing, Science</td>
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<tr>
<td>Grade Level(s)/Course</td>
<td>Grade 1</td>
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<tr>
<td>Lesson/Unit Duration</td>
<td>Nonfiction Text Features/5 days</td>
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<tr>
<td>Date Submitted</td>
<td>May 2013</td>
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#### I. Goals and Objectives

**A. Lesson Goals**

- **(A1, A2, A3, A5, A8, D3)**
  - The goal of this unit is for students to identify nonfiction text features and comprehend that the features help the reader locate key information.
  
  - The goal of the lessons are to help children recognize the differences between fiction and nonfiction, identify the functions of text features, and implement their knowledge of nonfiction when writing about an animal.
  
  - The lessons’ goals are suitable for this grade level because children are exposed to both types of genres and it is important for the children to start developing strategies for reading all types of text.

**B. Lesson Objectives**

- **(A5, B1, B2, B3, B4)**
  - Students will able to identify the textual features (headings, labels, captions, map, table of contents, etc.) of nonfiction and comprehend the functions of the key text features.

  - Students will be able to differentiate between fiction and nonfiction text.

  - Students will be able to demonstrate that text features provide important information by using the features function when writing an informative book on an animal.

**C. Curriculum Frameworks Standards Addressed**

- **(List # and text of stds.)**
  
  - ELA 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.
  
  - ELA RIT 1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, etc) to locate key facts or information in a text.
  
  - ELA W 1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
  
  - ELA W 1.7: Participate in shared research and writing projects.
## D. Technology/Resources Needed

<table>
<thead>
<tr>
<th>Content Resources (books, articles, speakers, handouts, community resources, etc.)</th>
<th>Software/Web Resources (CD-ROMs, DVDs, URLs, etc.)</th>
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<tbody>
<tr>
<td>- Library: collection of both nonfiction and fiction texts</td>
<td>- PebbleGo.com (K-2 Animal Database)</td>
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<tr>
<td>- Librarian/Media Specialist</td>
<td>- Read, Write, Think</td>
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### Hardware (computers, TV, DVD player, etc.)

- Computers and TV

### Other media, video, satellite, etc.

- Youtube Videos:

## E. Levels of Critical Thinking

Check all that apply

- x___ Remembering  x___ Applying  ___Evaluating
- x___ Understanding  x___Analyzing  x___Creating

## F. 21st Century Learning and Innovation Skills**

Check all that apply

- x___ Creativity and Innovation
- ___ Critical Thinking and Problem Solving
- x___ Communication and Collaboration
- x___ Information, Media, and Technology Skills

## II. Instructional Plan

### A. Pre-Instruction

The students’ prior knowledge of the elements of fiction and the exposure of some nonfictional text in their reading series will be foundational to the lessons. First graders are inquisitive and have already been noticing some text features in other stories read so far in the year.

I will engage the students in the lesson content by using technology. The students will be given the opportunity to use computers in school to do research for their book. This will be extremely motivating because the students do not ordinarily have the chance to work in the computer lab due to no computer class. The unit also contains visually/theatrical aspects such as videos and catchy songs from youtube about the text features. Lastly, the culminating project of creating a nonfiction feature book on the topic of animals meaningfully connects to the first grade end of the year field trip to the Zoo. The children will be motivated to become an expert on their assigned animal to teach to their other classmates and observe up close at the zoo.

This ELA unit is connected with our animal study in Science as well as writing informative text.
<table>
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<tr>
<th>Teacher Role:</th>
<th>Student Role:</th>
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<tr>
<td><strong>Day 1</strong> – Teacher will show <em>animoto video that will briefly show and explain nonfiction text features</em>. As the video is playing the teacher will read the slides. The teacher will go through each feature more in-depth after the video and ask students where they might have seen the features before. A list of features will be created.</td>
<td>Day 1- Students will watch a video on nonfiction text features to activate prior knowledge of when and where they might have seen the type of text features.</td>
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<td><strong>Day 2</strong>- Now that the students have a better understanding of nonfiction as a whole group the students will use <em>Inspiration</em> to create <em>Venn Diagram</em> comparing and contrasting fiction and nonfiction. Note: Use one fiction and one nonfiction on a similar topic. EX) The three little pigs v. Pigs</td>
<td>Day 2- Students will compare and contrast the differences between the genres fiction and nonfiction.</td>
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<td>Day 3- Using <em>Wordle</em>, the teacher will have the students name as many text features as they can remember. This will be used as a quick check to help direct the focus of what features need to be retaught.</td>
<td>Day 3- Students will recall the text features of nonfiction, what they are, their function, and where they can be found.</td>
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<td><strong>Nonfiction Scavenger Hunt:</strong> The teacher will put the children into small groups assigning each children a feature to locate. The teacher models how to “hunt” for the features and how to stick the correct colored post-it note to the page. Whole class makes a chart and teacher has a discussion of each feature as it is found. What it look likes? Where is it? What information does it give the reader? Chart will be posted in the class.</td>
<td>Students will act as detectives as they look through a basket of nonfiction books locating text features. The children will put a sticky note on the page where they found their assigned feature. The sticky notes will be used to create a chart with the list of nonfiction books and locations of features. Students may reference this chart when working on centers and independent practice with nonfiction books.</td>
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<tr>
<td>~Watch Youtube Video: “Non-fiction Rap”</td>
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<tr>
<td><strong>Materials:</strong> Chart paper, colored sticky notes, pencils, and nonfiction books</td>
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<td><strong>Teacher Role:</strong></td>
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<td>Day 4 - <strong>Research</strong>: Teacher explains that you can also find information using a computer. “Today we will be going to the computer lab to use the computers. We will be going online to find facts about an animal I will give you. We are going to use the facts to create an animal book. Your animal book (since it is informational) will have text features that we have been learning about the last few days.”</td>
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| 1.) Teacher assigns animals (individual/partners)  
2.) Teacher and or Media Specialist reviews how-to look up animals. Use the animal, Elephant, to model. (Children have already been taught how to use the database during library)  
3.) Teacher reminds students that they must find the information to answer the following questions: What does the animal look like? Size, Color, etc. What does the animal eat? Where does the animal live?  
4.) Remind students to use checklist as they research. |
| **Student role:** |
| Day 4 - Students will use PebbleGo! to find 4 facts for their animal book; Description, Food, Habitat, and interesting fact.  
They will read and/or listen to the different categories for their animal and answer the questions on their notes page.  
Students may either draw or print a picture of their animal. Those who finish early may play animal games on classification and habitat through PebbleGo!  
* Possibly two days for research. |
| Day 5 – The teacher will model how to take notes and **write the complete sentences for fact pages in book**. The teacher will walk around the class for assistance with writing and spelling. |
| Day 5 - Students will fill out the 4 fact pages of their animal book using their notes. Copying the information from their notes page the students will fill out the description, food, habitat, and interesting fact pages. Students who finish can add illustration to |
Day 6- **Nonfiction Book** * This lesson might want to be spread amongst a couple of days for each feature.

1.) The teacher will replay the nonfiction animoto video to refresh the students about text features. Class discussion on title, labels, captions, and bold print will be discussed.
2.) The teacher will model the title page of his/her own animal book and add headings to each fact page.
3.) Using the headings the teacher will model how to create a table of contents.
4.) The teacher will then model how to label a picture.
5.) The teacher will remind students that they maybe bold print the important words and use those words to make a glossary.
6.) Teacher will move around the room for assistance and staple finished books.

Day 6-

1.) Students will watch text feature video.
2.) add title page to their book as well as headings for each fact page.
3.) Next they use the headings to make a table of contents.
4.) Then they will paste a photograph and add labels and/or captions.
5.) Students will bold print important words and look them up in dictionaries to make their own glossary.
6.) Finally the children will comply their work and use their checklist marking off done requirements.

C. **Closure**

(B3)

The lesson will be wrapped up with the presentation of the children’s animal books. Since nonfiction text can be found everywhere, I anticipate the children locating and using the text features for the rest of the year. The students can also continue to add to our class list of nonfiction books with features.

D. **Assessment**

(A2, A3, B3b, B4)

I will be able to know that the students have reached my lesson goals by their use of text features in their animal books.

The centers for this week will also be focused on the features of nonfiction. Observations and quick checks will be used to make informative assessments of the students’ progress.
### Assessment

For a formative and summative assessment, I will be using the task performance project of a nonfiction feature book on animals to assess their understanding of the textual features. Students will be involved in the ongoing assessment by referring to their checklist and assessing themselves with a rubric at the end of the unit.

Throughout the making of the book, students will use a checklist to follow to make sure that all requirements are fulfilled, as well as a rubric to make their own judgment of their final product.

* See attached rubric and checklist for more information on requirements.

### III. Strategic Analysis of Instruction

#### A. Management (C1-4)

To manage student learning, I will do quick checks for understanding of the text features and make daily observations of the students’ conceptual understanding. This will help direct my lesson’s focus for the day.

Some activities will be done whole group while others may be implemented through small group or independent depending on the level of difficulty. This way all learners are supported and hopefully reduces any behavior problems that could occur due to attentiveness or misunderstanding.

During the in-class activities, I will continue to use our classroom behavior management system, The Clip Chart, to manage behavior.

During the research in the computer lab, I will have the media specialist and parent volunteers as additional support in helping the students on the computers and exploring the database for information. All the support will help the planned lessons to run smoothly.

Depending on the class and time restraint, the teacher might want to take a day for each feature of the book when writing book. This would make the unit duration to be 10 days.

#### B. Options for Differentiation (A3, A8, B2b, B2d, B3b, B2)

The students will be using the database PebbleGo! to do research on their animals. This database has the option of a read aloud of the text for those who might not be able to read it independently. It also provides the definition of unfamiliar words. For my visual and auditory learners each animal in the database has a small video and sound clip.

I could modify the lessons by pairing students by strengths for the
activities. As for the project of an informative book, I might assign a group of students with the same animal so they can collaboratively work together on the research. The notes pages will be differentiated for the success of all students. For example, the habitat page will have a small picture in the upper right corner of a house to remind the students what habitat means and what type of information should be recorded on that page.

To extend the lesson, I will have other web resources available that the children can visit to collect more facts. The web links are as follows:

http://www.kidsbiology.com/animals-for-children.php
http://kids.nationalgeographic.com/kids/animals/creaturefeature/
http://www.globio.org/glossopedia/

These websites would be an excellent resource for my students who demonstrate a strong understanding of nonfiction and want to research more independently to add to their book.

Read, Write, Think also has an interactive called “Stapleless Book.” For those students who would like to use the computer to create their book, perhaps those who have trouble with handwriting or completes assignments early, this would be an excellent resource.

http://www.readwritethink.org/files/resources/interactives/stapleless/

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<tr>
<th>C. Reflections on Lesson</th>
<th>What are next steps for student learning related to lesson/unit goals?</th>
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<tr>
<td>(E6)</td>
<td>What is your self-assessment of your instructional practice and effectiveness in this lesson?</td>
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* Massachusetts Curriculum Frameworks found at http://www.doe.mass.edu/frameworks/current.html


Massachusetts Technology Literacy Standards and Expectations found at http://www.doe.mass.edu/edtech/standards/itstand.pdf