**Unit 8 Table of Contents**

*Readers Can Read about Science Topics to Become Experts*

|  |  |
| --- | --- |
| *Section* | *Page #* |
| * [Unit Goals and Standards](#goalsandstandards) | 3-5 |
| * [Unit 8 at a Glance](#ataglance) | 6-7 |
| * [English/Spanish/Russian Monthly Planner](#calendar) | 8-10 |
| * Assessment Checklist |  |

|  |  |  |
| --- | --- | --- |
| *Lesson* | *Lesson Title* | *Page #* |
| [Lesson 1](#lesson1) | Readers build vocabulary and knowledge about their topics by starting with the easiest book.  *Los lectores entienden rápidamente el tema cuando empiezan con el libro más fácil.* | 11-12 |
| [Lesson 2](#lesson2) | Readers of nonfiction think about their book in parts: by determining what the whole topic is about and what each section is about.  *Los lectores cuando leen libros informativos piensan en lo que leen en partes para determinar el tema, y de lo que trata cada parte.* | 13-14 |
| [Lesson 3](#lesson3) | Readers share what they’ve learned in their nonfiction books by stating the main idea and supporting it with evidence from the text.  -*Los lectores comparten lo que han aprendido en sus libros informativos diciendo la idea principal y mostrando evidencia usando el texto.* | 15-16 |
| [Lesson 4](#lesson4) | Readers support key ideas by using evidence from the text features. | 17-18 |
| [Lesson 5](#lesson5) | Readers collect new words and figure out what they mean by using context clues.  *-Los lectores coleccionan palabras nuevas y averiguan el significado* | 19-20 |
| [Lesson 6](#lesson6) | Nonfiction readers compare and contrast their books by carrying what they learn from one book to another. | 21-22 |
| [Lesson 7](#lesson7) | Nonfiction readers capture their thoughts by writing them down or by drawing them.  Los lectores de noficción captan sus pensamientos al escribirlos o al dibujarlos. | 23-24 |
| [Lesson 8](#lesson8) | Readers prepare themselves for book clubs by being ready to talk about how texts are the same or different.  Los lectores se prepara para su club de libros al venir listos para hablar de cómo los textos son iguales o diferentes. | 25-26 |
| Lesson 9 |  |  |
| Lesson 10 |  |  |
| [Lesson 11](#lesson11) | Readers think more deeply about their topic by asking questions while they read (pg.135)  *Los lectores piensan más profundamente sobre su tema, haciendo preguntas al leer.* | 27-28 |
| [Lesson 12](#lesson12) | Readers support their answers by finding evidence in the text. *(pg.135)*  *Los lectores responden a preguntas al leer usa ndo evidencia del texto para apoyar su respuesta.* | 29-30 |
| [Lesson 13](#lesson13) | Science readers form a hypothesis by asking questions and making predictions.  Los lectores de ciencia utilizan sus preguntas y respuestas para crear una hipótesis. | 31-32 |

|  |  |
| --- | --- |
| ***Grade 1 Reading Unit 8***  ***Unit of Study Planning Template*** | ***Dates:***  May 15-June 12 |

|  |  |
| --- | --- |
| Unit: | *Readers Can Read about Science Topics to Become Experts* |

|  |  |
| --- | --- |
| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * *Science readers build up a base of knowledge on a topic by reading deeply about this topic* * *Science readers compare and contrast different texts on the same topic* * *We learn by asking questions* |

|  |  |
| --- | --- |
| Essential Questions:  *(These should be aligned with Goals.)* |  |

|  |  |
| --- | --- |
| Standards: | Reading- Foundational Skills  *Phonics and Word Recognition*  1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.   1. Recognize and read grade-appropriate irregularly spelled words.   1.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   *Reading- Informational*  1.RI.1 Ask and answer questions about key details in a text.  1.RI.2 Identify the main topic and retell key details of a text.  1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.  1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  1.RI.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.  1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  1.RI.7 Use the illustrations and details in a text to describe its key ideas.  1.RI.8 Identify the reasons an author gives to support points in a text.  1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1.  *Writing*  1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  1.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)  1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  Language  *Vocabulary Acquisition and Use*  1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase. 2. Use frequently occurring affixes as a clue to the meaning of a word.   Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  SPEAKING & LISTENING  *Comprehension and Collaboration*  1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |

|  |  |
| --- | --- |
| Key Vocabulary: | Bold Font, Captions, Charts, Compare And Contrast, Defend/Support, Definition, Details, Different / Similar, Evidence, Experiment , Glossary,  Heading, Hypothesis , Hypothesis/ Hypothesize, Italics, Main Idea, Maps, Index, Observation, Photographs, Prove/ Proof, Questioning, Quotes, Scientific Method, Sidebars, Subheadings, Table Of Contents, Timelines |

|  |  |
| --- | --- |
| Anchor Texts: | * Nonfiction texts about animals/ habitats (i.e. Rourke Enterprises. Inc.; Venados by Lynn M. Stone) * Nonfiction animal books that include many text features (look for books that include table of contents, index, glossary, bold words, captions, sidebars) |

|  |  |
| --- | --- |
| Other Resources: |  |

|  |  |  |
| --- | --- | --- |
| Assessment:  *(Including CCSS performance task.)* | *FORMATIVE* | *SUMMATIVE* |
|  |  |

**Unit of Study At A Glance Planner**

| **UNIT 8:** Readers Can Read about Science Topics to Become Experts | | |
| --- | --- | --- |
| **GOAL:**  *Science readers build up a base of knowledge on a topic by reading deeply about this topic.* | **GOAL:**  *Science readers compare and contrast different texts on the same topic.* | **GOAL:**  *We learn by asking questions.* |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * *Readers build vocabulary and knowledge about their topics by starting with the easiest book. (pg. 129, 139) 1.RML.8-1*      * *Readers of nonfiction think about their books in parts by determining what the whole topic is about and what each section is about. (pg. 130, 139) 1.RML.8- 2*   + *MWTP –Readers explain to others what a section of text is about. (pg.130, 139)* * *Readers share what they’ve learned in their nonfiction books by stating the main idea and supporting it with evidence from the text. (pg. 130, 131, 139) 1.RML.8-3* * *Readers support key ideas by using details from the text features. (140, 132) 1. RML.8-4* * *Readers collect new words and figure out what they mean by using context clues. (pg. 131, 132, 140) 1.RML.8-5*   + *MWTP- Readers use the words that they collect in discussions. (pg. 131, 132, 140)* | * *Nonfiction readers compare and contrast their books by carrying what they learn from one book to another. (p.132) 1.RML.8-6* * Nonfiction readers capture their thoughts by writing them down or by drawing them.  *(p.133) 1.RML.8-7* * *Readers prepare themselves for book clubs by being ready to talk about how texts are the same or different. (p. 133) 1.RML.8-8* * *Readers explain the author’s message (slant) by using evidence from text (such as pictures, words) (p. 141) 1.RML.8-9* * *Readers learn that authors have different messages by comparing two books about the same topic. (p. 141) 1.RML.8-10* | * *Readers think more deeply about their topic by asking questions while they read. (pg.135) 1.RML.8-11* * *Readers support their answers by finding evidence in the text. (pg. 135) 1.RML.8-12* * *Science readers form a hypothesis by asking questions and making predictions.(pg. 135-136) 1.RML.8-13* |

|  |  |  |
| --- | --- | --- |
| **WORKSHOP CALENDAR FOR:** | Grade 1 Reading Unit 8 | Dates: May 15- June 12 |
| **Unit of Study:** | Readers Can Read About Science Topics to Become Experts |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  |  | 5/15  *Readers build vocabulary and knowledge about their topics by starting with the easiest book. (pg. 129, 139) 1.RML.8-1*  *Los lectores crean vocabulario y conocimientos sobre su tema al empezar con el libro más fácil primero.* | 5/16  *Readers of nonfiction think about their books in parts by determining what the whole topic is about and what each section is about. (pg. 130, 139) 1.RML.8- 2*  *MWTP –Readers explain to others what a section of text is about. (pg.130, 139)*  *Los lectores cuando leen libros informativos piensan en lo que leen en partes para determinar el tema, y de lo que trata cada parte.*  *MWTP - Los lectores le explican a otros acerca de cada sección* | 5/17  *Readers share what they’ve learned in their nonfiction books by stating the key ideas and supporting it with evidence from the text. (pg. 130, 131, 139) 1.RML.8-3*  *Los lectores comparten lo que han aprendido en sus libros informativos diciendo la idea c lave y mostrando evidencia usando el texto.* |
| 5/20  \*\*\*You need to frontload/ model during read aloud about now, for lesson 7. The frontload should be about how nonfiction readers compare and contrast facts they have learned by grouping their notes into categories.  (see Paragraph 2 page 133 of Lucy Cualkins book)  *Readers support key ideas by using evidence from the text features. (140, 132) 1. RML.8-4*  *Los lectores comparten ideas claves al usar evidencia de las características del texto.* | 5/21    *Mini lesson choice day* | 5/22    *Readers collect new words and figure out what they mean by using context clues. (pg. 131, 132, 140) 1.RML.8-5*  *MWTP- Readers use the words that they collect in discussions. (pg. 131, 132, 140)*  *Los lectores coleccionan palabras nuevas y averiguan el significado utilizando claves de contexto.*  *MWTP- Los lectores utilizan las palabras que coleccionan en discusiones.* | 5/23    *Mini lesson choice day* | 5/24    *Holiday* |
| 5/27  MEMORIAL DAY | 5/28  *Nonfiction readers compare and contrast their books by carrying what they learn from one book to another. (p.132) 1.RML.8-6*  *Lectores de no-ficción toman lo que aprenden de un libro a otro con el fin de comparar y contrastarlos.* | 5/29  *Mini lesson choice day* | *5/30*  Nonfiction readers capture their thoughts by writing them down or by drawing them. (p. 133)  *1.RML.8-7*  Los lectores de noficción captan sus pensamientos al escribirlos o al dibujarlos. | 5/31  *Readers prepare themselves for book clubs by being ready to talk about how texts are the same or different. (p. 133) 1.RML.8-8*  *Los lectores se preparan para su club de libros al venir listos para hablar de cómo los textos son iguales o diferentes.* |
| 6/3  *Readers explain the author’s message (slant) by using evidence from text (such as pictures, words) (p. 141) 1.RML.8-9*  *Los lectores piensan sobre el mensaje del autor al usar evidencia del texto (como dibujos, palabras)* | 6/4  Mini lesson choice day | 6/5  *Readers learn that authors have different messages by comparing two books about the same topic. (p. 141) 1.RML.8-10*  *Los lectores aprenden que los autores tienen diferentes mensajes al comparar dos libros sobre el mismo tema.* | 6/6  *Readers think more deeply about their topic by asking questions while they read. (pg.135) 1.RML.8-11*  *Los lectores piensan profundamente sobre su tema haciendo preguntas al leer* | 6/7  Furlough |
| 6/10  *Readers support their answers by finding evidence in the text. (pg. 135) 1.RML.8-12, 1.RML.8-12*  *Los lectores apoyan sus respuestas al usar evidencia del texto* | 6/11  *Science readers form a hypothesis by asking questions and making predictions.(pg. 135-136) 1.RML.8-13*  *Los lectores de ciencia crean una hipótesis al hacer preguntas y predicciones.* | 6/12  Celebration! |  |  |

|  |
| --- |
| **Unit 8 Mini Lesson 1** |

|  |  |
| --- | --- |
| **Unit of Study:** | Readers Can Read About Science Topics to Become Experts |
| **Goal:** | Science readers build up a base of knowledge on a topic by reading deeply about this topic. |
| **Teaching point *(Kid language!)*:** | Readers build vocabulary and knowledge about their topics by starting with the easiest book.  *Los lectores entienden rápidamente el tema cuando empiezan con el libro más fácil.* |
| **Catchy phrase:** | This book is the easiest because…  *Este libro es el libro más fácil porque…* |
| **Text:** | Easy Nonfiction book about an animal. This animal will be studied by the teacher throughout the unit. Also have two more books of varying levels about the same animal, for the active involvement.  Example: Sea horses  Bajo el agua (page 18) by Diane James and Sara Lynn  Caballitos de mar/ Sea Horses by Melvin and Gilda Berger (Scholastic)  El caballito de mar by Lola M. Schaefer (Lee y aprende series) |
| **Chart(?):** | You may want to post a list of the students and their chosen animal. |
| **Standard:** | 1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1. |

|  |
| --- |
| **Mini Lesson: (7-10 minutes total)**  **Connection:**  We have been reading a bunch of different books in our book clubs about specific topics. For each topic we had fiction and nonfiction books. We also had some poems and songs about that topic in our bags. We learned a lot about our topics!  This time, just like scientists, we’re going to learn and research a single animal using just nonfiction books. I am going to think about which one of these animals are the most interesting to me and one that I will want to learn lots more about.  (Teacher goes over to the book bags and chooses the topic of sea horses).  Oh, look at these books on sea horses. They sound really interesting. I am going to want to learn more about them, so I will research them. |
| **Teach:**  Scientists learn everything they can about the animals they study. They begin by learning all the vocabulary and basic information (knowledge) they will need to understand what they are reading. The best way to do this is to read the easy books first. Remember, readers build vocabulary and knowledge about their topics by starting with the easiest book.  So, what I need to do is to look here at the books in my book bag and to find the one that is the easiest to read.  (Teacher looks through bag and finds an easy book). This looks like one of the easiest books in this bag about sea horses. It doesn’t have too many pages, it has a lot of pictures and I can read all of the words pretty easily. I bet I can begin to learn all about sea horses pretty quickly from this book. (Teacher does a picture walk with the book, looking at text features like cover, title, possibly the table of contents, pictures, captions, etc. Does a think aloud about what the book is telling her).  (Teacher begins reading the easy book). Now that I have read this easy book about sea horses, I have already learned lots of new vocabulary like trompa and coral and I have learned a couple of interesting facts about them. I’m now ready to read another, harder book about sea horses and to keep learning new things about them. (Says a couple more facts about sea horses from the easy book). |
| **Active Involvement:**  Now here are two different books about sea horses (from the bag). Let’s find the next easiest book about sea horses to learn more vocabulary and build our knowledge about them. (Teacher flips through 2 books of varying difficulty. Teacher picks the HARDER book). Oh, I want to start with this one, it’s got cool pictures and looks like it has a lot of information.  Did I do a good job of picking the easiest book? Why or why not? Turn and talk to your partner about it.  So I heard you saying that I picked the harder book because… (list some of the reasons kids gave).  I should pick the other book to give me the big idea about sea horses.  Readers build vocabulary and knowledge about their topics by starting with the easiest book. |
| **Link:**  Now, the first thing you are going to do when you get with your book club, (all the kids that are reading about the same animal) is to look at all the books and to decide which one you should read first. Remember, readers build vocabulary and knowledge about their topics by starting with the easiest book.  (5 minutes in book clubs discussing this).  Remember, you may have to share this book with someone in your book club. Then keep reading more books in your bag to learn even more about your animal. Readers build vocabulary and knowledge about their topics by starting with the easiest book. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Book clubs share out their easiest books and why they thought it was the easiest. |

|  |
| --- |
| **Unit 8 Mini Lesson 2** |

|  |  |
| --- | --- |
| **Unit of Study:** | Readers Can Read About Science Topics to Become Experts |
| **Goal:** | Science readers build up a base of knowledge on a topic by reading deeply about this topic. |
| **Teaching point *(Kid language!)*:** | **Readers of nonfiction think about their book in parts: by determining what the whole topic is about and what each section is about.**  *Los lectores cuando leen libros informativos piensan en lo que leen en partes para determinar el tema, y de lo que trata cada parte.* |
| **Catchy phrase:** | **This whole book is about \_\_\_\_\_\_\_\_\_\_. This section is about \_\_\_\_\_\_\_\_.**  *Este libro entero se trata de \_\_\_\_\_\_\_\_\_\_. Este sección se trata de \_\_\_\_\_\_\_\_\_\_\_.* |
| **Text:** | Nonfiction animal book about one topic with sub-headings or sub-sections.  Bajo el agua (page 18) by Diane James and Sara Lynn  Caballitos de mar/ Sea Horses by Melvin and Gilda Berger (Scholastic)  El caballito de mar by Lola M. Schaefer (Lee y aprende series) |
| **Chart(?):** | Vocabulary Chart with pictures including the following vocabulary: body language, expression, gestures (this chart will be added to in future) |
| **Standard:** | 1.RF.4 Read grade-level text with purpose and understanding  1.RI.7 Use the illustrations and details in a text to describe its key ideas. |

|  |
| --- |
| **Mini Lesson: (7-10 minutes total)**  **Connect:**  Now that we are all studying about a new topic, we’re going to remember back to our other nonfiction study and use what we learned. We already know how to preview a book, looking at the title, cover, table of contents and pictures. This helps us understand what the whole book is about.  Today, we’ll be talking about what the whole book is about and learning that books have different sections. Remember when we learned about subheadings? Sometimes we will see a subheading before a new section. That subheading will help me think about what the section is about, but I need to read it and think about how to explain what it’s about in my own words. Some books don’t have subheadings and I have to do all the thinking about that section on my own. It might be tricky because the whole book might be about dogs, but a section that you read might be about how dogs can learn tricks. Readers of nonfiction think about their books in parts.  We say, “This whole book is about \_\_\_\_\_\_\_\_\_\_. This section is about \_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Teach:**  (Teacher holds up one of the books from her topic about sea horses.) My first job is to think about what the whole book is about. (Teacher shows title, cover, back of book, reads a couple of subtitles from table of contents and shows a couple of pictures.) Oh, this whole book is about sea horses.  Now, I’m going to read a section and think about what that section is about. I know it will be about sea horses, but what will it tell me about them? (Teacher reads a preselected section.) Hmmm....This section says sea horses have tails just like monkeys, grab onto things with them and use them to sit still, not to move.  This section is about sea horse tails.  See how I took each of those things: monkey tails, grabbing on and sitting still and put them together to say that  “This section is about sea horse tails.”  Now I can say, “This book is about sea horses. This section is about sea horse tails.”  Readers of nonfiction think about books in sections. They think about what the whole book is about and what each section is about. |
| **Active Involvement:**  Now it’s your turn to practice.  **(**Teacher holds up a big book about another topic.) Your job is to think about what the whole book is about. (Teacher shows title, cover, back of book, reads a couple of subtitles from table of contents and shows a couple of pictures.) Partner A, tell your partner what this whole book is about. “This whole book is about \_\_\_\_\_\_\_\_\_\_\_.”  Now, your job is to think about what this section is about. (Teacher covers up subheading from a selected section and reads that section.) Partner B, tell your partner what this section is about. “This section is about \_\_\_\_\_\_\_\_\_\_.”  Partners, I want you to say to each other, “This whole book is about \_\_\_\_\_\_\_. This section is about \_\_\_\_\_\_\_\_\_\_.”  Remember, nonfiction readers think about their books in sections. They think about what the whole book is about and what each section is about. |
| **Mid-Workshop Teaching Point:**  Have students meet with a partner and share what their whole book is about and what one section of their book is about. |
| **Share:** |

|  |
| --- |
| **Unit 8 Mini Lesson 3** |

|  |  |
| --- | --- |
| **Unit of Study:** | Readers Can Read About Science Topics to Become Experts |
| **Goal:** | Science readers build up a base of knowledge on a topic by reading deeply about this topic. |
| **Teaching point *(Kid language!)*:** | Readers share what they’ve learned in their nonfiction books by stating the main idea and supporting it with evidence from the text.  -*Los lectores comparten lo que han aprendido en sus libros informativos diciendo la idea principal y mostrando evidencia usando el texto.* |
| **Catchy phrase:** | The main idea of this section is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The evidence from the text is \_\_\_\_\_\_\_.  La idea principal de esta sección es \_\_\_\_\_\_\_\_\_\_\_\_\_.  La evidencia del texto es \_\_\_\_\_\_\_\_\_\_. |
| **Text:** | Nonfiction animal book about one topic with sub-headings or sub-sections  Bajo el agua (page 18) by Diane James and Sara Lynn  Caballitos de mar/ Sea Horses by Melvin and Gilda Berger (Scholastic)  El caballito de mar by Lola M. Schaefer (Lee y aprende series) |
| **Chart(?):** |  |
| **Standard:** | 1.RF.4 Read grade-level text with purpose and understanding  1. RI.2 Identify the main topic and retell key details of a text.  1. RI.7 Use the illustrations and details in a text to describe its key ideas. |

|  |
| --- |
| **Mini Lesson:**  (7-10 minutes total)  **Connection:**  Yesterday, we learned about that our nonfiction books have different sections. We then explained what those sections were about and called this the main idea. I read a section from my sea horse book and found out that the main idea of that section was all about their tails.  Today, we’re going to continue to be scientists. Scientists can’t just do an experiment and tell what they learned. They have to prove what they learned with evidence. If a scientist wanted to see if plants really need water, she might give water to one plant and not give water to another plant. After several days, the scientist notice would notice that the plant without water dies and the plant with water lives. If this scientist were to come to our class and say, “I did an experiment and I learned that plants need water.” Would we believe her or would we want evidence? We would say to her, “Prove it!” Then she might show us the two plants and say, “Look, I gave water to this plant and it’s still living. I didn’t give water to this plant and it died. This is my evidence.” Would we believe her then? Yes.  We are going to share the main idea of a section of our books with a partner and then find evidence that proves what that section is about. |
| **Teach:**  This is how I will share my evidence: (Teacher show student the sentence frames.)  “The main idea of this section is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The evidence from the text is \_\_\_\_\_\_\_.  (Students might not prove their main idea with the text every time.)  (Teacher reads a selected section from a animal book. I have used El caballito de mar by Lola Schaefer) The main idea of this section is about how sea horses move (pg. 16-17). The evidence from the text is (teacher points to where the text states the evidence) seahorses move their fins side to side.  (Teacher reviews the sentence frame again.)  (Teacher reads another section from the sea horse book. (pg. 14-15)) The main idea of this section is that there are a lot of different sizes of sea horses. The evidence from the text is (teacher points to where the test states the evidence) that there are some the size of ants, and some are as big as two pencils.  Remember, nonfiction readers think about what the main idea is about in a section and they are able to prove it by using the text. |
| ***Active Involvement****:*  Now, it’s your turn to prove what the main idea is with your partner. (Teacher reads another section from the sea horse book.) Partner A, tell your partner the main idea of this section and then prove it with evidence. Use this sentence frame:  “The main idea of this section is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The evidence from the text is \_\_\_\_\_\_\_. The evidence from the picture is \_\_\_\_\_\_\_\_\_\_\_\_\_.”  (Teacher reads another section from the bear book.) Partner B, tell your partner the main idea of this section and then prove it with evidence. Use this sentence frame:  “The main idea of this section is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The evidence from the text is \_\_\_\_\_\_\_. The evidence from the picture is \_\_\_\_\_\_\_\_\_\_\_\_\_.”  *Remember that* nonfiction readers think about what the main idea is about in a section and they are able to prove it by using the text. |
| ***Link:***  As you go out and read today,use these 2 sticky notes to mark 2 sections that you would like to share with a partner. Be prepared to tell them what the main idea of each section is and then prove it by using evidence. |
| ***Mid-Workshop Teaching Point:***  (Have students meet with a partner and share their 2 main ideas and their evidence.)  Partners, as you listen, you will want to let your partner know if you agree with their main idea or if you think it might be something else. If you disagree, you will need to prove your main idea by using evidence from the text or the picture. |
| ***Share:*** |

|  |
| --- |
| **Unit 8 Mini Lesson 4** |

|  |  |
| --- | --- |
| **Unit of Study:** | Readers Can Read About Science Topics to Become Experts |
| **Goal:** | Science readers build up a base of knowledge on a topic by reading deeply about this topic. |
| **Teaching point *(Kid language!)*:** | Readers support key ideas by using evidence from the text features. |
|  |  |
| **Text:** | Nonfiction animal book about one topic with sub-headings or sub-sections (We used Seahorse by Lola M. Schaefer |
| **Chart(?):** |  |
| **Standard:** | 1.RI.1 Ask and answer questions about key details in a text.  1.RI.2 Identify the main topic and retell key details of a text.  1.RI.7 Use the illustration and details in text to describe its key ideas. |

|  |
| --- |
| ***Connection:*** We’ve been reading and learning a lot about sea horses and other animals. We started with some easier books and moved to some more challenging books about our topic. Yesterday we found some key ideas in this book about seahorses and supported them with evidence from the text. Today we are going to find out how we can support these key ideas by using evidence from the text features. |
| ***Teach:***  (turn to p. 14 & 15) Remember that the key idea of this section is:  There are a lot of different sizes of sea horses.  The evidence from the text is (teacher points to where the text states the evidence) that there are some the size of ants, and some are as big as two pencils. So the next step is finding more evidence in the text features that will support this key idea.  (Teacher intently looks at pictures)  Oh, here we go. I see a picture of a tiny seahorse. He must be the one the size of an ant. Next to him I see a picture of a long seahorse. He must be the one the size of two pencils.  See how I used evidence from the text features to support the key idea?  (turn to p. 16 & 17)  *Remember from yesterday that the key idea of this section is:*  *How sea horses move.*  (point to text) The evidence from the text is right here where it says that seahorses move their fins side to side.  *Now let’s check the text features for more evidence that sea horses move.*  *Let’s see here… I see a caption pointing to a part of the seahorse that says, “fin.” This text feature supports the key idea because it shows the part of the seahorse that helps the seahorse move.*  Do you see how I supported the key ideas by using evidence from the text features? |
| ***Active Involvement:*** Now it’s your turn to support a key idea by using evidence from the text. (turn to p. 6 & 7).  The key idea of this section is that seahorses live in the ocean. What evidence can you see in the text features that this is true? Turn to your partner and tell him how the text features support the key idea (that seahorses live in the ocean)  Practice at least one more time using another section of book.  Remember that readers support key ideas by using evidence from the text features. |
| ***Link:*** Today and every day when you read your nonfiction books, look for how the text AND the text features support the key ideas. |

|  |
| --- |
| **Unit 8 Mini Lesson 5** |

|  |  |
| --- | --- |
| **Unit of Study:** | Readers Can Read About Science Topics to Become Experts |
| **Goal:** | Science readers build up a base of knowledge on a topic by reading deeply about this topic. |
| **Teaching point *(Kid language!)*:** | **Readers collect new words and figure out what they mean by using context clues.**  *-Los lectores coleccionan palabras nuevas y averiguan el significado.* |
| **Catchy phrase:** | **I found a new word, it’s \_\_\_\_\_\_. I think it means….**  *-Encontré una palabra nueva, es \_\_\_\_\_\_\_\_\_\_. Pienso que quiere decir…* |
| **Text:** | Familiar or unfamiliar text about (bears) with higher level vocabulary. Big book preferable. |
| **Chart(?):** | Chart a big version of the sticky notes that kids will be writing their new words on, along with what they think they mean and the page number. This could be putting the page number up in the corner, writing the word, and putting an (=) followed by what the student thinks the word means. |
| **Standard:** | 1.L.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase |

|  |
| --- |
| ***Mini Lesson:*** *(7-10 minutes total)*  ***Connection:***  *We’ve been learning about animals. Sometimes when we are reading we find words that we don’t know. That’s great because it means that we are going to learn something new! Today we’re going to talk about how to grab onto those new words and add them to the dictionary in our brains. (State the Teaching Point): Readers collect new words and figure out what they mean.* |
| ***Teach:***  *I can’t wait to learn some new words about bears! (Teacher opens book about bears and begins to read. Stumbles on a word that she has trouble decoding. Uses a decoding strategy and successfully reads it). Hmm, I can read “hibernate” but I don’t know what that means. I’m going to put it on my sticky note, along with the page that I found it on. (Writes the word and page number on chart). Now, what do I think “hibernate” means? Well, let me read the sentence that it’s in again (reads the sentence for context clues). “Bears hibernate all winter long.” Oh, there’s also a picture of a bear sleeping. Maybe “hibernate” means “sleep.” Let me go back and read the sentence again with the word sleep instead of hibernate to see if that makes sense. (Teacher reads sentence again, substituting sleep for hibernate). Yeah, that makes sense. So I’m going to put that on my sticky note. (Writes “sleep” on the sticky note after the = (equals sign)).*  *(Teacher repeats catchy phrase): I found a new word, it’s “hibernate”. I think it means “sleep.”*  *(Teacher restates the TP). Readers collect new words and figure out what they mean.*  *Let’s keep reading to find more new words! (This time teacher comes to a word that she decodes well but doesn’t know the meaning of). Hmmm. I can read the word “den” but I don’t know what that means. Let me read the sentence again and keep reading a little more to see if I get some clues. “Bears live in a den. They go there each night to sleep.” OK, so it looks like a “den” is a place where bears live, like a house or a cave. I go to my house every night to sleep, so I bet “den” does mean “house.” Oooh, and look! Here’s a picture to help me too. It’s a picture of a bear sleeping in its house, so that helps me check (verify) the meaning. Yep, I think “den” means house. I’m going to write it on my sticky note. (Teacher models completing the sticky note activity as described above).*  *(Teacher repeats catchy phrase): I found a new word, it’s “den”. I think it means “house.”*  *(Restate the TP): Readers collect new words and figure out what they mean.* |
| ***Active Involvement:***  *Are you guys ready to try this? I’m going to read another page and we’ll see if we can add any more words to the dictionary in our brains. (Teacher reads a pre-marked page and comes to another pre-selected new word). Hmm, “omnivore.” That’s a new word, let’s grab it. Get out your finger pencil and hand sticky-note (Kids just pretend to write with their finger on the palm of their hand) and write “omnivore” and the page number. Got it written? OK, now let’s figure out what it means. Look at the picture first. What do you see? Partner A, tell partner B what you see. ….*  *Now, let’s reread the sentence and a little bit more to look for clues. (Teacher rereads the text and a little bit more). “Bears are omnivores. They eat meat, like fish, but they also eat plants, like berries.” Everybody, write what you think the word “omnivore” means on your hand sticky-note. Now, tell your partner what you think the word “omnivore” means. (Teacher restates some of the ideas she heard). So it sounds like you think “omnivore” means that bears eat meat AND plants. Does that make sense with the picture? Yeah, I see plants and meat in the picture that shows what bears eat.*  *Great job! Remember: Readers collect new words and figure out what they mean.*  *(Teacher repeats catchy phrase): I found a new word, it’s “omnivore”. I think it means “to eat plants AND animals.”*  *(Teacher repeats the process with another pre-chosen page and word).* |
| ***Link:***  *So, today and every day, when you find a new word, grab it! Figure out what it means and put it in the dictionary in your brain because readers collect new words and figure out what they mean.*  *As you read, write three new words on sticky notes. Remember to write the word, the page number that you found it on, and what you think it means. Later we’re going to share these new words with each other.* |
| ***Mid-Workshop Teaching Point:***  *OK, now that you have your 3 sticky notes with new words on them, get with your (partner or book club), bring your book and new words, and take turns sharing the word you found, and what you think it means because readers collect new words and figure out what they mean.* |
| ***Share:***  *Whole-group share with a few kids sharing new words and definitions.* |

|  |
| --- |
| **Unit 8 Mini Lesson 6** |

|  |  |
| --- | --- |
| **Unit of Study:** | Readers Can Read About Science Topics to Become Experts |
| **Goal:** | Science readers compare and contrast different texts on the same topic. |
| **Teaching point *(Kid language!)*:** | **Nonfiction readers compare and contrast their books by carrying what they learn from one book to another.** |
| **Catchy phrase:** |  |
| **Text:** | Two familiar non-fiction texts on animals (We’ve used How Ants Live, by John Sheridan and Encyclopedia of Tiny Creatures, by Monica Hughes |
| **Chart(?):** |  |
| **Standard:** | 1.R.I.9 Identify basic similarities in and differences between two texts on the same topic. |

|  |
| --- |
| ***Mini Lesson: (****7-10 minutes total)*  ***Connection:***  *We have been reading deeply about various topics and learning a lot of interesting information from our books! Today we are going to practice comparing and contrasting our books* by carrying what we learn from one book to another book. |
| ***Teach:***  *(Read following section from How Ants Live., p. 4 & 5)*  *Ants can give each other messages with smells. Some smells say, “danger.” Some smells say “help me carry this caterpillar.”*  *From this book I learn that animals communicate in a very interesting way. They leave smells for each other that mean different things such as, “danger” or “help me.”*  *(Open up the second book)Now let’s take a look at this other book about insects. I know an ant is an insect so I bet I’ll find some more information about ants in here. I see that the first page is about ants because the insects are listed in alphabetical throughout the book.*  *(Skim read page until you come to the last bullet)*  *Oh hear we go! I found a part that talks about animals smells.*  *It says, an ant leaves a smell for other ants to follow.*  *Wow, it’s like they’re leaving a treasure map for their friends to follow!*  *I see that these two books are similar because they both talk about ants. The information is the SAME*  because both books talk about how ants leave smells for other ants.  I can also see some information that is different because the first book says that ants use their smells to SEND MESSAGES and the second book says that ants use smells for other ants to FOLLOW. It seems like ants use smells for a lot of reasons.  Remember, nonfiction readers compare and contrast their books by carrying what they learn from one book to another. |
| ***Active Involvement:***  *Now it’s your turn. I’m going to read a section from the first book. (Read another section about ants).*  *Now, I’m going to read a section from my second book. Oh my goodness! I think I remember reading this information in the first book! (teacher models going back into the first book to find the similarity.) Look how I carried information from one book to another to find a similarity!*  *Let’s see if you can do the same and find similarities and differences from the first book to the next. (teacher can read a new section from each book).* |
| ***Link:***  *Now it’s your turn to practice on your own! With a partner take turns reading books on the same topic and see if you can carry information from one book to another that is similar or different. Remember,* nonfiction readers compare and contrast their books by carrying what they learn from one book to another.*.* |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:***  *Pick several partners that can share how they carried information from one text to another to describe similarities and differences.* |

|  |
| --- |
| **Unit 8 Mini Lesson 7** |

|  |  |
| --- | --- |
| **Unit of Study:** | Readers Can Read About Science Topics to Become Experts |
| **Goal:** | #2 Science Readers Compare and Contrast Different Texts on the Same Topic |
| **Teaching point *(Kid language!)*:** | Nonfiction readers capture their thoughts by writing them down or by drawing them.  Los lectores de noficción captan sus pensamientos al escribirlos o al dibujarlos. |
| **Catchy phrase:** | I draw and write to remember.  Yo dibujo y escribo para recordar. |
| **Text:** | How Ants Live by John Sheridan (Sunshine Books) |
| **Chart(?):** | “This makes me wonder \_\_\_\_\_\_\_.” (with thought bubble)  “Why/How/Where \_\_\_\_\_\_\_\_?” (with a question mark)  It says here that \_\_\_\_\_\_\_, so that must mean \_\_\_\_\_\_\_! (with exclamation mark)  THIS CHART ALSO NEEDS TO HAVE THE SYMBOLS CORRELATED WITH EACH ITEM (see above)  ALSO NEEDED: post-it notes for students. Some for pairs already coded with the symbols. |
| **Standard:** | 1.RL.1 Ask and answer questions about key details in a text.  1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  **Connection:**  Yesterday, we worked on comparing and contrasting information that we found in our animal books. Today, we want to do something similar, but keep track of our thinking by using sticky notes. Remember the other day, during my read aloud, we jotted and sketched our thinking on sticky notes. Then we grouped them by thinking about which notes had similar information. Today, we are going to learn some more about how to capture our thoughts as we read so that we can compare and contrast our notes tomorrow. |
| **Teach:**  Readers capture their thoughts by writing or drawing them on a post-it note as they are reading to help them remember important ideas. Because, while reading, readers might have an idea they do not want to forget. When that happens we make a quick note or drawing to help us remember.  (Teacher points to chart.) Some ways of doing that would be to think, “This makes me wonder \_\_\_\_\_\_\_\_\_\_” or “Why is it that \_\_\_\_\_\_?” or “It says here that \_\_\_\_\_\_\_, so that must mean \_\_\_\_\_\_\_\_!” A quick way to jot this down is to use the quick symbols or pictures for each one.  Listen and watch as I show you my thinking and how I do it.  (Teacher reads pgs. 2-3). Oh...It says here that ants live together in cities so that means their city is underground because I can see the holes here in the picture!  I draw and write to remember.  I’m going to sketch a city under the ground and put 2 ants in it to remember that ants live together in cities. I think I will write the word “city” here to remember what the book said. (Teacher sticks the note on that page.)  Now I’m going to read more. (Teacher reads pgs. 4-5). Hmmmm.... This makes me wonder if ants make any noises to communicate or if they just communicate by smells. I want to remember this, so I’m going to sketch 2 ants and then draw talking bubbles with noses inside so that I can remember that they talk through smells.  I draw and write to remember. (Teacher sketches the picture.)  I’m also going to write “Danger” and “Help me” in the bubbles because that’s what the ants might be saying to each other through the smells.  Let me do one more.  I’m going to capture one more thought on a different sticky note. (Teacher reads pg. 7.)  I want to know, “Why do worker ants attack other ants’ nests?”  (Draw that part.) Then I’m going to add a question mark to remember that it’s a question I have and want to find out the answer. (Add a question mark.)  Now you are going to show me *your* thinking because nonfiction readers capture their thoughts by writing them down or drawing them. |
| **Active Involvement:**  Now it is your turn. You are going to listen to what I read. Say to yourself,  I draw and write to remember.  Then, draw something quickly and add a couple of words to remember your thoughts about this part.  (Teacher reads pg. 8-9 to students. Then she stops and says...)  I draw and write to remember.  Draw something that will help you remember this part and write a couple of words by it.  (Teacher observes and chooses a couple of sticky notes to share with the class.)  Wow! Look what these students drew and wrote to help remember... (Share their sticky notes.)  Nonfiction readers capture their thoughts by writing them down or by drawing them. |
| **Link:**  From now on, as you are reading and have ideas that come to mind that you want to capture, you can draw or write them down on a post-it note. Today, be sure to try to capture your thinking at least 4 times because we will be using these notes tomorrow to compare and contrast what we have found. (Give each student 4 sticky notes as they go off to read.) |
| **Mid-Workshop Teaching Point:**  Readers, I want to check in and see how many thoughts you have captured so far. Show me on your fingers if you have captured 1, 2, 3 or 4 ideas on your sticky notes. Great! Does anyone need any extra sticky notes? (Gather students that are having difficulties and work with them as a group or pair them up with a more proficient student.) |
| **Share:**  Watch for students who can share their sticky notes. (See if you can get a sticky note example for each of the three sentence frames that they could have used.) |

|  |
| --- |
| **Unit 8 Mini Lesson 8** |

|  |  |
| --- | --- |
| **Unit of Study:** | Readers Can Read About Science Topics to Become Experts |
| **Goal:** | #2 Science Readers Compare and Contrast Different Texts on the Same Topic |
| **Teaching point** (Kid language!)**:** | Readers prepare themselves for book clubs by being ready to talk about how texts are the same or different.  Los lectores se prepara para su club de libros al venir listos para hablar de cómo los textos son iguales o diferentes. |
| **Catchy phrase:** | These ideas are the same because \_\_\_\_\_\_\_\_\_\_\_\_\_.  These ideas are different because \_\_\_ , but \_\_\_\_. |
| **Text:** | How Ants Live by Johns Sheridan (Sunshine Books), Dolphins by Melvin and Gilda Berger |
| **Chart:** | Chart from yesterday (8.7)  New chart or add to yesterday’s:  These ideas are the same because \_\_\_\_\_\_\_\_\_\_\_\_\_.  These ideas are different because \_\_\_ , but \_\_\_\_. |
| **Standard:** | 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.  1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  **Connection:**  This week we learned how to look across texts for ideas or information that may be the same or different. We also learned how to capture our responses and how to write them down. Today we are going to work with a partner and share our information just like we do when we sorted shapes or buttons in math. Then we will decide how to group our information by putting ideas that are similar together. Finally, we will learn how to talk with a book club about what we learned. |
| **Teach:**  We are going to get ready to share with book clubs. I need a partner who has read a different book about an animal. (Choose a specific student, someone that has done a good job of preparing their sticky notes from yesterday.) We are going to share out sticky notes and then put them in groups. (Teacher reads her notes first. Then prompts partner to read their notes.)  Now we are going to group our sticky notes by putting the ideas that are the same together. I noticed that we both had thoughts about what our animals eat. My partner read that dolphins eat fish. I’m going to put that with my notes about ants eating caterpillars and ice cream. (Put all of the food sticky notes together on an 11 X 17 piece of paper and write a heading by those notes “food”.)  Let’s practice how we will share this information with our book club by using our sentence frame. (Refer to chart.)  These ideas are the same because they both talk about what the animals eat.  These ideas are different because a dolphin eats fish but an ant eats bugs and sweet things.  (Teacher turns to partner.) Do we have more sticky notes that go together? (If partner can’t think of something, point something out.) Yes, my book said that ants feed their babies. You found that dolphin babies drink their mom’s milk. (Put sticky notes together and label them “Taking care of babies”.)  Let’s practice how we will share this information with our book club by using our sentence frame. (Refer to chart.)  These ideas are the same because they both talk about what the animals eat.  These ideas are different because a dolphin eats fish but an ant eats bugs and sweet things.    Now my partner and I are ready to go and share with our book club. |
| **Active Involvement:**  Turn to your partner and tell them how the two of you will get ready to share with your book club.  (Teacher listens to partners sharing.)  Good job. I heard you say the steps to get ready.  (Teacher charts the 4 steps.)  I heard partners say,  1. Share your sticky notes with your partner.  2. Group your sticky notes on a piece of paper.  3. Label your groups.  4. Practice how to compare and contrast your information by using the sentence frames. |
| **Link:**  Are you all ready to work with your partner to get ready for you book club? You’ll need your book with all of your sticky notes from yesterday to get started.  Readers prepare themselves for book clubs by being ready to talk about how texts are the same or different.  (Pass out a 11 X 17 piece of paper to each pair of partners.) |
| **Mid-Workshop Teaching Point:**  Now it’s time to get together with your book club. (Pair each group of 2 students with another group of 2 students. You may want to model this in front of the class with you and your partner and another group of 2.) |
| **Share:**  Watch for book clubs that are successfully sharing their thinking and responses and have one of them model for the class. |

|  |
| --- |
| **Unit 8 Mini Lesson 11** |

|  |  |
| --- | --- |
| **Unit of Study:** | Readers Can Read About Science Topics to Become Experts |
| **Goal:** | We Learn by Asking Questions |
| **Teaching point** *(Kid language!)***:** | **Readers think more deeply about their topic by asking questions while they read (pg.135)**  *Los lectores piensan más profundamente sobre su tema, haciendo preguntas al leer.* |
| **Catchy phrase:** | **How? Why?**  *¿Cómo? ¿Por qué?* |
| **Text:** | Nonfiction text |
| **Chart(?):** | Questioning words |
| **Standard:** | 1.RI.1 Ask and answer questions about key details in a text. |

|  |
| --- |
| ***Mini Lesson: (****7-10 minutes total)*  ***Connection:***  *We have been thinking about why authors write books. Sometimes they write fiction books to share a story with us, and sometimes they write nonfiction books to share information with us. In nonfiction books, authors write to teach us about the world. The authors of nonfiction books write about true facts so that you can learn from them and become smarter!*  *Sometimes when we are reading we come to parts that aren’t clear to us. It is important to remember the questions we have while we are reading so that we can try and find answers to them. Today while we are reading, we are going to be writing down questions we have as we read. We write our questions down so we don’t forget them as we continue to read. Readers think more deeply about their topic by asking questions while they read. We can learn from the questions that we ask ourselves during our reading!* |
| ***Teach:*** *(Demonstration)*  *Today I am going to read a book to you, and I want you to watch how I think about what the book is teaching me and what kind of questions I might have about the topic.*  *I chose to read a book about birds. I am going to read you part of this book and I want you to listen carefully because in your minds I want you to try to think about what might be a good question and I’ll do the same. (Teacher reads a paragraph, stops and thinks out loud about what she just learned and forms a question that she will write on a sticky note.) Example: penguins don’t fly, Why don’t penguins fly? (Teacher writes questions on sticky note)*  *Did you notice how after I read I started thinking about what the author told me and how it made me want to learn more about it, so I had a question and wrote it down so I wouldn’t forget it. By asking myself a question I will learn more about the topic because, readers think more deeply about their topic by asking questions while they read.*  *(Teacher reads another paragraph, stops and thinks out loud about what she just learned and forms a question that she will write on a sticky note.)*  *As you can see, while I am reading I have questions about the topic and I always write the questions down so I don’t forget them because, readers think more deeply about their topic by asking questions while they read.* |
| ***Active Involvement:***  *(Teacher selects a paragraph and reads it to the students.) Now, partner A tell partner B a question that you have about the topic. Partner A writes it on a sticky note. (Teacher flips ahead to another page and reads it.) Now, I would like partner B to tell partner A a question that you have about the topic. Partner B writes it on a sticky note.*    *Once both partners have shared remind students to write down their questions as they are reading because, readers think more deeply about their topic by asking questions while they read.* |
| ***Link:***  *Here are your sticky notes to write your questions as you read. While you are reading I want you to remember to read several times to make sure you understand what the author is trying to tell you and write your questions down because, readers think more deeply about their topic by asking questions while they read.* |
| ***Mid-Workshop Teaching Point:***  *Please start thinking about who would like to share their questions. Don’t forget to keep your book and sticky notes together.* |
| ***Share:*** |

|  |
| --- |
| **Unit 8 Mini Lesson 12** |

|  |  |
| --- | --- |
| **Unit of Study:** | Readers Can Read About Science Topics to Become Experts |
| **Goal:** | We Learn by Asking Questions |
| **Teaching point** *(Kid language!)***:** | **Readers support their answers by finding evidence in the text. *(pg.135)***  *Los lectores responden a preguntas al leer usando evidencia del texto para apoyar su respuesta.* |
| **Catchy phrase:** | **That’s the answer!**  *¡Esa es la respuesta!* |
| **Text:** | Unfamiliar non-fiction text, Aves de todo tipo by Bobbie Kalman |
| **Chart:** | Questioning words (How?, Why?, How many?, Where?, Who?, etc…) |
| **Standard:** | 1.RI.1 Ask and answer questions about key details in a text. |

|  |
| --- |
| ***Mini Lesson: (****7-10 minutes total)*  ***Connection:***  *Yesterday, we read a book about birds and thought very deeply about what the author was trying to teach us. As we were reading we had questions and we made sure to write them down so we wouldn’t forget them. (Teacher shows students the questions from yesterday)*  *Today while we are reading we are going to find the answers to those questions. We are going to write the answers we find below the questions and place the sticky note on the page where the answer is because, readers answer questions while they are reading by supporting their answer with evidence from the text.* |
| ***Teach:*** *(Demonstration)*  *(Teacher reads a part of the book where the answer is evident.) Yesterday, as I was reading I started to ask myself, why don’t penguins fly if they are birds? (Teacher starts flipping through pages, talking about the book, until she comes to the page with the answer. Reads paragraph aloud.) That’s the answer! Here it says that some types of birds don’t fly and it tells why. I am going to write down that answer below my question and stick it on the page because, readers answer questions while they are reading by supporting their answer with evidence from the text.*  *(Teacher repeats with another example, answering one more question from yesterday.)* |
| ***Active Involvement:***  *(Teacher reads aloud one of the partner questions from yesterday, flips through pages while talking about the information until she comes to the answer. As the teacher comes to the page with the answer she says the catchy phrase, “That’s the answer!”) I am going to read this paragraph to see if the answer is really here. If you here the answer I want you to say to your partner, “That’s the answer!” (Teacher will read the paragraph.) Once you’ve found the answer, verbally tell your partner what the answer is. Once you have agreed on the answer turn towards me, tell me the answer and I will write it down and place the sticky note on the page where the evidence is found. We always need to remember where we found our answers because, readers answer questions while they are reading by supporting their answer with evidence from the text. You should be able to show exactly where you found the answer in your book!*  *(Teacher repeats activity using a different question)* |
| ***Link:***  *(Teacher passes out sticky notes) Remember to read your questions from yesterday because your job today is to find the answers, writing them down and placing them where the evidence is because, readers answer questions while they are reading by supporting their answer with evidence from the text.* |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

|  |
| --- |
| **Unit 8 Mini Lesson 13** |

|  |  |
| --- | --- |
| **Unit of Study:** | Grade 1, Unit 8- Readers Can Read About Science Topics to Become Experts |
| **Goal:** | We Learn by Asking Questions |
| **Teaching point** (Kid language!)**:** | **Science readers form a hypothesis by asking questions and making predictions.**  Los lectores de ciencia utilizan sus preguntas y respuestas para crear una hipótesis. |
| **Catchy phrase:** | **It is possible that …**  Es posible que… |
| **Text:** |  |
| **Chart:** | T -chart that includes questions and hypotheses  Heading on the left says questions Heading on the right says hypotheses Under hypotheses write - It is possible that…. |
| **Standard:** | 1.RI.1 Ask and answer questions about key details in a text  1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  **Connection:**  We have been asking lots of questions about animals and trying to find the answers. I have noticed that these are also the kinds of questions that scientists ask.  Remember that a scientist is someone who asks a lot of questions and reads many books to find the answers. But that is not all that scientists do. They first ask questions, but then they need to find the answer to their question. Would it make sense to only ask questions and stop there? No! Scientists take their questions, think about them, talk to others about them and together come up with a possible answer. This possible answer is called a hypothesis.  Today we are going to be science readers by looking at our questions and answers to form hypotheses. Science readers form a hypothesis by asking questions and making predictions. |
| **Teach:** (Demonstration)  I want you to listen closely while I show you how to form a hypothesis about bears.  We have learned so much about bears. We know that there are different kinds of bears. We know that some eat fish, some eat berries, while others eat plants. They don’t all eat the same thing.  Why don’t all bears eat the same thing?  (Teacher writes this question on the T-chart. You’ll want to dramatically ponder the answer, scratching your head, holding your chin.)  It is possible that…. Bears eat the food that is around them because they eat different things.  (Teacher writes hypothesis on other side of T-chart.)  Did you notice how I thought about what I already knew about bears, created a new question and came up with the hypothesis that bears eat what is around them? I did this because science readers form a hypothesis by asking questions and making predictions. |
| **Active Involvement:**  Now it is your turn.  We know that bears sleep in caves, dens, treetops, and under trees. They all don’t sleep in the same place.  \*Why don’t all bears sleep in the same place?  (Teacher writes this question on the T-chart.)  Let’s all take a few seconds to think about the question…  Why don’t all bears sleep in the same place?. (Pause)  Now, Partner A, tell Partner B, a hypothesis that you are thinking of.  Start with - It is possible that…..  Remember, we do this because science readers form a hypothesis by asking questions and making predictions.  Now it is Partner B’s turn.  We know that some bear cubs stay with their mothers for a while after they are born. Grizzly bears stay with their mothers for one year. Polar bears stay with their mothers for longer than that.  \*Do all bears stay with their young for a long time?  (Teacher writes this question on the T-chart.)  Let’s all take a few seconds to think about the question,  do all bears stay with their young for a long time? (Pause)  Now, Partner B, tell Partner A, a hypothesis that you are thinking of.  Start with - It is possible that…..  Science readers form a hypothesis by asking questions and making predictions. |
| **Link:**  Now it is your turn to go off and do this work. Remember as you ask questions and search for the answers, the next step is to think about a hypothesis because…  Science readers form a hypothesis by asking questions and making predictions. |
| **Mid-Workshop Teaching Point:**  Boys and girls, don’t forget to use the word because in your hypothesis. Remember my example was - It is possible that…. Bears eat the food that is around them because they eat different things. If you have thought of one, write it down to share with someone later. |
| **Share:**  (Observe partnerships/book clubs during independent time to see that they are forming hypothesis. Give support as needed to partnerships or pull a small group to assist with forming a hypothesis. As you are listening, look for a group to share with the whole group.) |