**Unit 4 Table of Contents**

*Nonfiction Research Projects*

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***Grade 4 Reading Unit 4***

***Unit of Study Planning Template***

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| Unit:  ***Non Fiction Research Projects*** |

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| Goals:*(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | GOAL: 1Synthesizing Complex Information across Diverse Texts and Working in the Company of Fellow Researchers.GOAL: 2Critiquing Texts with Analytical Lenses and Sharing Our Research |

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

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| Standards: | 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.1. Use commas and quotation marks to mark direct speech and quotations from a text.

4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.1. Choose words and phrases to convey ideas precisely.\*

4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies.1. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
2. ~~Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g.,~~ *~~telegraph~~*~~,~~ *~~photograph~~*~~,~~ *~~autograph~~*~~).~~
3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics* *and texts*,building on others’ ideas and expressing their own clearly.1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
2. Follow agreed-upon rules for discussions and carry out assigned roles.
3. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |

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| Key Vocabulary: | First-hand account (primary source), second-hand account (secondary source), title, subtitles, heading, subheadings, supporting details, captions, main idea, table of contents, diagrams, index, glossary, bold-faced words, categories, chronology, compare, contrast, cause, effect, boxes and bullets, graphs, summarize, facts, charts, research, biographies, investigate, mental models, perspective, hunch, decipher, presentation, author’s purpose |

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| Anchor Texts: | Various nonfiction texts |

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| Other Resources: | Kidbiz, National Geographic, World Encyclopedias, Dictionaries, Internet websites, newspaper, magazines |

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| Assessment: | *FORMATIVE* | *SUMMATIVE* |
| *(Including CCSS performance task.)* | Assessment checklist, anecdotal notes, conferring notes, running records | Project |

Unit of Study At A Glance Planner

| **Unit 4: Nonfiction Research Projects** |
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| **GOAL: 1****Synthesizing Complex Information across Diverse Texts and Working in the Company of Fellow Researchers.** | **GOAL: 2****Critiquing Texts with Analytical Lenses and Sharing Our Research** |
| **MINILESSONS:** | **MINILESSONS:** |
| * Readers embark on a learning project by gathering and previewing a collection of texts to “map out the lay of the land between those texts”.

4.RML.4-1 (Pg. 68-69,74)* Readers share what they learned by comparing what they read, on the same topic, with a partner. 4.RML.4-2 (Pg. 69,74)
* Readers become an expert on a topic by using the technical vocabulary of that subject.

 4.RML.4-3 (Pg. 69,74)* Readers become wiser about the world by doing research to collect facts and by thinking about what they read.

4.RML.4-4 (Pg. 69,74)* Readers recognize similarities and differences in first and second hand accounts by comparing and contrasting two texts on the same topic.

4.RML.4-5 (Pg.70) | * Readers form opinions by mentally organizing information.

4.RML.4-6 (Pg. 71,75)* Readers identify what authors make us feel about subject and what caused those feelings by paying close attention to the images, stories, and the choice of information the author included.

4.RML.4-7 (Pg.71, 75)* Readers get answers to their burning questions or hunches by looking inside or outside a book for the answers.

4.RML.4-8 (Pg. 72,75)* Readers and researchers teach others by deciding what we want to say and organizing what we know. Also, by deciding how to share the information and our ideas through presentations, artwork, and multimedia. 4.RML.4-9 (Pg. 72,75)
* Readers let text live with us by using it to find direction in our world.

 4.RML.4-10 (Pg. 75) |

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| **WORKSHOP CALENDAR FOR:** |  **4th grade Reading Unit 4** | Dates: Nov. 27 - Dec. 12 |
| **Unit of Study: Unit 4** | Nonfiction Research Projects |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 26 | 27 Readers embark on a learning project by gathering and previewing a collection of texts to “map out the lay of the land between those texts”.4.RML.4-1 | 28 Readers share what they learned by comparing what they read, on the same topic, with a partner. 4.RML.4-2  | 29Readers become an expert on a topic by using the technical vocabulary of that subject.4.RML.4-3 | 30Readers become wiser about the world by doing research to collect facts and by thinking about what they read.4.RML.4-4  |
| 3Readers recognize similarities and differences in first and second hand accounts by comparing and contrasting two texts on the same topic. 4.RML.4-5 | *4*Minilesson Choice Day | Readers form opinions by mentally organizing information. 4.RML.4-6 (Pg. 71,75) | *6*Readers identify what authors make us feel about subject and what caused those feelings by paying close attention to the images, stories, and the choice of information the author included. 4.RML.4-7 | 7Readers get answers to their burning questions or hunches by looking inside or outside a book for the answers. 4.RML.4-8 |
| 10 Mini lesson choice day | 11 Readers and researchers teach others by deciding what we want to say and organizing what we know. Also, by deciding how to share the information and our ideas through presentations, artwork, and multimedia. 4.RML.4-9 | 12 Readers let text live with us by using it to find direction in our world.4.RML.4-10 |  |  |
| 24NO SCHOOL | 25 NO SCHOOL | 26NO SCHOOL | 27 NO SCHOOL | 28 NO SCHOOL |

**Unit of Study Assessment Checklist**

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| **Unit 4: *Non Fiction Research Projects*** |

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| Name | I can gather and preview text | I can compared what I’ve read | I can use technical vocabulary | I can collect facts from research | I know what first and second hand accounts are | I can compare and contrast two texts | I can identify an emotion and what caused it | I can get answers to my questions | **Notes**  |
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* = Beginning √= Developing X= Secure

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| **Unit 4 Mini Lesson 1** |

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| **Unit of Study:** | Nonfiction Research Projects |
| **Goal:** | Synthesizing Complex Information across Diverse Texts and Working in the Company of Fellow Researchers |
| **Teaching point:** | Groups of readers begin a learning project by gathering and previewing a collection of nonfiction texts to plan a learning journey. Grupos de lectores comiencen un proyecto de aprender por colectar y revisar una colección de textos de realismo para planear una jornada de aprender. |
| **Catchy Phrase:** | We’re going on a learning journey and we’re going to use a lot of texts to gather and preview a collection of non-fiction texts. |
| **Text:** | Gather 3-4 nonfiction texts on the same topic. |
| **Chart(?):** |  |
| **Standard:** | 4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably. 4.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 4 – 5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  |

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| **Mini Lesson: (**7-10 minutes total)***Connection:***  What is a journey, boys and girls? A journey is a trip. For good planning, we need the right tools. For example, if we’re going somewhere sunny, we’ll need cool clothing, sunscreen, sunglasses (teacher: be creative) and anything else I can think of to help me enjoy my journey. Today we’re going to embark on a learning journey, and we get to take our friends. |
| ***Teach:*** Now watch my group as we teach you how to begin planning for our learning journey. (Teacher has a collection of nonfiction texts spread out on a table.) So let’s see – there are so many wonderful topics here. What would we like to learn? Hmmm….. Not trucks. Not snakes. What about horses? Wait – I only see two books about horses. Will that be enough information? OH! I see a book about cats. Do you guys like cats? I do! Remember – We’re going on a learning journey and we’re going to use a lot of texts so are there a lot of texts that we can use about cats? (Teacher and students gather and begin to preview texts about cats.) Students get their reading notebooks and look at the Tables of Contents together. They tell each other which categories repeat or overlap, and write down ones that don’t. |
| ***Active Involvement:***  We’re going on a learning journey and we’re going to use a lot of texts to gather and preview a collection of nonfiction texts. Now you need to get into groups of three (teacher groups students). One group at a time will go find your books. Remember, we have Library tomorrow and you can gather and preview more books on your topic there. If you all decide on a topic that you don’t see, let me know and we’ll find other texts for you. |
| ***Link:*** Remember, groups of readers begin a learning project by gathering and previewing a collection of nonfiction texts to plan a learning journey. |
| ***Mid-Workshop Teaching Point:*** Don’t forget to read the captions for extra information! |
| ***Share:*** Groups will share their projects at the end of this unit. |

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| **Unit 4 Mini Lesson 2** |

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| **Unit of Study:** | Non Fiction Research Projects |
| **Goal:** | Synthesizing Complex Information across Diverse Texts and Working in the Company of Fellow Researches. |
| **Teaching point:** | Readers share what they learned by comparing what they read, on the same topic, with a partner.Lectores comparten lo que aprendieron en la lectura al comparar lo que leen, sobre el mismo tema, con un companero.  |
| **Catchy Phrase** | We read to teach our fellow researchers! |
| **Text:** | North American Explorers by Yamick Oney, ScholasticExplorers (on the cover Matthew Henson from the Granger Collection) by Kenny Mann, 2002 Kids Discover |
| **Standard** | 4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics* *and texts*,building on others’ ideas and expressing their own clearly.* 1. ~~Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.~~
	2. Follow agreed-upon rules for discussions and carry out assigned roles.
	3. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
	4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

4.SL.4  |

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| **Mini- Lesson: (**7-10 minutes total)***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*Readers yesterday we learned how to map out the layout of the land between different texts on the same topic. We practiced gathering and previewing various texts on the same subject to guide our reading. We were able to organize our research by looking at what subtopics showed up in the various texts. This helped us decide the sequence of our reading. Today we are going to learn how to share the information we learn from various texts on the same topic with our partners. When we read, we are reading so that we can teach our fellow researchers!  |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry(5-6 minutes)*I’ve brought in two texts that I’ve been reading for my research. I focused my research on explorers so I found two texts on explorers. One text is a book, while the other text is a magazine. As I read the texts I was thinking about how I would teach my fellow researcher. My fellow researcher is my partner. As I read the two texts I realized that the main idea for both texts was that there are different types of explorers. I used the box and bullets format to organize the information I was learning form both of the texts. For example, I wrote in my main idea box, “There are different types of explorers.” For my supporting detail bullets I added the information that connected to the main idea that there are different types of explorers. For example, my first couple bullets are, “Explorers were from different places, they had different motives for exploring.” Explaining to my partner that explorers come from different places was a detail that I could explain easily. However, explaining the different motives was harder so I decided to list some examples of the different motives explorers have for exploring so that I could teach it to my fellow researcher. For example I listed below the supporting detail of different motives the following: land, food, trade, gold, adventure and research.  |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)* (Think time) Let’s take some time to reflect on what we have been reading and researching. What are some main ideas that jump out at you from the different texts you have been researching (give students 1 minute to quietly reflect then continue). Now turn and share your main idea with your neighbor (teacher roams to listen in for 2 minutes).As I was listening in I heard \_\_\_\_\_ (student) tell his/her research partner \_\_\_\_\_\_\_\_\_ main idea. I can tell that he/she was reading to teach his/her fellow research partner.  |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)* From now on, when read for research remember that we read to be able to teach our fellow researchers. As read today remember to fill out your main idea box and supporting bullets with important information that you will use to teach your fellow research partner at a later time. |
| **Mid-Workshop Teaching Point:** Readers, remember that as you get ready to teach your research partner about your topic you might want to use sentence like, “This book taught me… and this book adds to this information by telling me.. or this book introduces point that or this book provides more detail by saying…” |
| **Share:**  |
| **Notes:**  |
| ***Materials****:* ***Box and bullets graphic organizer premade (see example below):***

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| ***There are different types of explorers*** |

* ***Explorers come from different places***
* ***Explorers have different motives***
	+ ***Land***
	+ ***Food***
	+ ***Trade***
	+ ***Gold***
	+ ***Adventure***
	+ ***Research***
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| **Unit 4 Mini Lesson 3** |

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| **Unit of Study:** | Non Fiction Research Projects |
| **Goal:** | Synthesizing Complex Information across Diverse Texts and Working in the Company of Fellow Researchers.  |
| **Teaching point:** |  Readers become an expert on a topic by using the technical vocabulary of that subject. Los lectores se convierten en investigadores expertos de su tema al usar el vocabulario técnico de su tema. |
| **Catchy Phrase** | Expert researchers use the lingo of their topic./Un experto investigador usa el vocabulario técnico del tema.  |
| **Text:** | North American Explorers by Yamick Oney, ScholasticExplorers (on the cover Matthew Henson from the Granger Collection) by Kenny Mann, 2002 Kids Discover |
| **Standard** | 4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.4.L.3 ~~Use knowledge of language and its conventions when writing, speaking, reading, or listening.~~1. Choose words and phrases to convey ideas precisely.\*
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| **Mini- Lesson: (**7-10 minutes total)***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*Yesterday, we learned how to share the information we learn from various texts on the same topic with our partners. When we read, we are reading so that we can teach our fellow researchers! Today we are going to continue to become expert researchers by using the technical topic vocabulary. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry(5-6 minutes)*When reading for research it’s important to remember that nonfiction readers have certain habits that make us experts. A very important habit is to use the special lingo, or technical vocabulary of this topic. This means we have to focus on technical words that are written in bold or italics-and often defined in a sidebar, glossary or the other text features of nonfiction. For example, if we were researching gardening, to sound like an expert we would use words like compost, nitrates, dead-heading, pruning and perennials because these words all have to do with gardening. On other hand if we were researching skateboarding, we would use words like pivot, wheelies, slalom, kick-flip and long board. To sound like an expert on our topic we need to read various texts on our topic to pick up the technical lingo. **Expert researchers use the lingo of their topic!**For example, when I go to teach my partner about my research topic of explorers (teacher makes reference to the two texts used in the previous lesson), I am going to make sure to use words like traveled, faraway places, aboard, explorer, islands, Indies, artifacts, specimens, crew, expedition, and natives. All of these words help support my teaching of what explorers did. When I use these words I sound like an expert on explorers because **expert researchers use the lingo of their topic!** |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)* Let’s practicing sounding like experts on our topic. Think of your research topic. What words have jumped out at you that would be considered technical lingo for your topic? (teacher gives students a minute to think quietly) Who would like to share? (teacher calls on volunteers and paraphrases to reinforce/clarify what is shared)  |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)* Readers, remember that expert researchers use the lingo of their topic. As you work today notice the words that are in bold, italics, in side bar, glossary , subheadings, captions…any of the non-fiction text features that will help you sound like an expert on your topic. |
| **Mid-Workshop Teaching Point:** Teachers calls for a mini meeting to review student’s progress and verify if the technical words identified specifically relate to their topic. |
| **Share:**  |
| **Notes:**  |
| **Materials**:  |

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| **Unit 4 Mini Lesson 4**  |

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| **Unit of Study:** | Nonfiction Research Projects |
| **Goal:** | Synthesizing Complex Information across Diverse Texts and Working in the Company of Fellow Researchers. |
| **Teaching point *(Kid language!)*:** | Readers become wiser about the world by doing research to collect facts and by thinking about what they read.Los lectores vuelven a ser más informados haciendo estudios para colectar información y pensando en lo que leen.  |
| **Catchy Phrase:** | “You don’t just read, you think deeply and you ask yourself how, why and if it matters.” |
| **Text:** | Who Was Harriet Tubman? By Yona Zeldis McDonough |
| **Chart:** | Prompts chart for considering implications of what you read (This matters because…Stated differently…, In other words…, This makes me realize…, This is interesting because…, This makes sense because…This reminds me of…” |
| **Standard:** | 4.RI.1 Refer to details and examples in a text whn explaining what the text says explicitly and when drawing inferences from the text. 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection: (1-2 mins)***Boys and girls we’ve been studying nonfiction for the last few weeks. We’ve learned the difference between narrative nonfiction and expository nonfiction, and that both types teach us new information. We’ve also learned how to use the features in the different types of nonfiction to help us to understand the information inside of the books we are reading. A lot of you have been learning about many different topics these past few weeks. When readers want to become wiser about a topic, they read and investigate a topic using many resources. Some of these include books, magazines, internet, or an encyclopedia.For the next few weeks, you are going to have the opportunity to investigate a topic. While you are reading and gathering new information, you really need to think carefully about all of it. You will find different information in each of the resources. Sometimes it will match up and sometimes it will be something new. So, you need to be thinking about how you feel about it and how it relates to what you are investigating. Readers and investigators become wiser about the world by doing research to collect facts and by thinking about what they read. They know that “You don’t just read, you think deeply and you ask yourself how, why and if it matters.” |
| ***Teach: (4-6 mins.)***(Teacher turns to pages 31-33, 35) I’m going to read a part of this book to you so that I can show you how readers think deeply about what they are reading. Remember, readers and investigators become wiser about the world by doing research to collect facts and by thinking about what they read. They know that “You don’t just read, you think deeply and you ask yourself how, why and if it matters.”(Teacher reads aloud pages 31-33 and 35) Oh my gosh! I did not realize that! What a hard place to be in to want to follow your dream and want to stay with your husband at the same time. And then to think that I might fear my husband if I left! I would be so confused. I would really want freedom, but I wouldn’t want to live in fear of my husband and what he might do. I’d be worried about what the master might do if he found me. I have written down some prompts on this chart that will help you to think more deeply about how, why and if what you are reading matters. It will help when you are reading alone and when you’re talking with others about what you read. I’m going to use one of these prompts now. (Point to “This makes me realize…”)So if I were investigating Harriet Tubman, this part would be very important to me. I would say to myself, “This makes me realize”… that she had a more difficult life that I imagined before reading this. Another thing I might say to myself is “This matters because…” it was a pivotal moment in her life. If she went to the North, she would be free, but she wouldn’t have her husband. If she stayed, she would have her husband, but no freedom. What a heavy decision to have to make. Remember, readers and investigators become wiser about the world by doing research to collect facts and by thinking about what they read. They know that “You don’t just read, you think deeply and you ask yourself how, why and if it matters. |
| ***Active Involvement: (2-3 mins.)***(Teacher turns to full paragraph about slave trader on page 39)Now it’s your turn to practice using these prompts and thinking how, why and if what you are reading matters. I’m going to do the reading for you, and after I read, you will have a chance to discuss with your neighbor this section. Before I read, let’s practice the prompts so that your minds are ready for this activity. Read along with me. (Teacher and students practice reading the prompts.)Okay, now I’m going to read. Remember, readers and investigators become wiser about the world by doing research to collect facts and by thinking about what they read. They know that “You don’t just read, you think deeply and you ask yourself how, why and if it matters.”(Teacher reads paragraph about slave trader on page 39) Okay, remember to use the prompts when you discuss how, why and if this matters with your partner. (Teacher provides 2-3 minutes for this partner discussion while listening in.)I heard Christy tell Laura “This reminds me…” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ They did a great job thinking deeply about what was read.  |
| ***Link: (1 min)***So today we talked about how readers and investigators become wiser about the world by doing research to collect facts and by thinking about what they read. We used these prompts (point to prompts) to discuss how, why and if this section about Harriet Tubman mattered. Whenever you are reading, whether it is nonfiction or fiction, it is important to think deeply about what you read. You should always be asking yourself why what you read is important or not. You can practice today during independent reading time, and at the end of our workshop, I will ask for a few of you to volunteer sharing what you found in your books and why it was important.  |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 4 Mini Lesson 5** |

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| **Unit of Study:** | Non Fiction Research Projects |
| **Goal:** | Synthesizing complex information across diverse texts and working in the company of fellow researchers. |
| **Teaching point *(Kid language!)*:** | Readers recognize similarities and differences in first and second hand accounts by comparing and contrasting two texts on the topic. |
| **Catchy Phrase:** | Good nonfiction readers determine the difference between first and secondhand accounts of the same event or topic to make their research more accurate. |
| **Text:** | Hunting Crocodiles with Steve Irwin by Chip Lovitt, YouTube video “Crocodile Hunter- Super Croc!”( Part 1/5). Cue up to 3:45 - 4:36 (less than a min. video clip) |
| **Chart(?):** | First and Secondhand accounts |
| **Standard:** | 4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection: 1-2 min***We’ve been talking about how readers become wiser by researching and collecting facts about topics. We’ve collected information about topics such as sharks, weather and clouds. We’ve used boxes and bullets to organize this information. Although it is important to research and collect it is also important to learn where the information comes from. Information can come from a couple of sources. Today, we’re going to be comparing and contrasting firsthand and secondhand accounts or sources. Firsthand accounts are when someone shares something they’ve experienced personally. This can also be called a primary source. Secondhand accounts are when author’s report experiences other people have had or research other people have done. This is called a secondary source. Good nonfiction readers determine the difference between first and secondhand accounts of the same event or topic to make their research more accurate. |
| ***Teach: 4-6***Maybe you’re thinking great! How do I do that? Let me show you a firsthand account. This is Steve Irwin the famous crocodile hunter, hunting crocodiles! (show YouTube video)Now, look at this book, Hunting Crocodiles with Steve Irwin by Chip Lovitt. I’m going to read a part from the first section called “Capture that Croc!” (Read page 3, starting with the 2nd paragraph, “Ropes ready…” to the end of the page.)Can you believe that? What we just watched on YouTube was the same event we just read about! That’s so cool. But one of these is a firsthand account and the other is a secondhand account. Remember a firsthand account is when someone shares something they’ve experienced personally. I think that is true of the video we watched. Steve Irwin was right there! He talked about how difficult the croc was to capture. He helped hold it down! You can get any closer to a firsthand experience than that! Crikey!Now, I’m going to think about how it’s different from the book I just read and I am going to chart how the book and the video are different accounts. (See example of chart below) Remember a firsthand account… (fill in top of chart) and a secondhand account is… (fill in top of chart).

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| **FIRSTHAND ACCOUNT** **(PRIMARY SOURCE)** | **SECONDHAND ACCOUNT (SECONDARY SOURCE)** |
| * Person sharing the information was there and was part of the experience
* Person was there and witnessed the experience
* Text is written in first person
 | * Person sharing information was not there
* Person sharing information sharing other’s research/experience.
* Text is written in third person
 |
| **IN THESE SOURCES** |
| You Tube | Book |
| Steve Irwin was helping to capture the crocodileHe was there!He personally shared the experience with the audience | Chip was not thereChip told the information in 3rd person “Steve and the team…” |

 (if you have other components to add, please do)(Think aloud-Chart info while you are thinking aloud) Chip Lovitt wrote about how Steve and his team capture a crocodile. Maybe Chip watched the video, maybe he interviewed Steve Irwin and his team? We don’t know if he was actually there experiencing the capture of the crocodile. Etc…. So, secondhand accounts are when authors report experiences other people have had, or share research other people have done. This is called a secondary source. Good nonfiction readers determine the difference between first and secondhand accounts of the same event or topic to make their research more accurate. |
| ***Active Involvement: 2-3 min***Now, turn to your partner. Partner A tell partner b what a firsthand account is and why the YouTube video is a firsthand account. (Give a min for students to share.)Now partner B, it’s your turn, tell partner A what a secondary account is and why the book would be considered a secondhand account.Good nonfiction readers determine the difference between first and secondhand accounts of the same event or topic to make their research more accurate. |
| ***Link: 1 min***Today and every day when you are researching and collecting information you can determine the firsthand and secondhand accounts to make your research more accurate. As you are reading today, think about the books you are using. Jot down on a sticky note whether your texts are firsthand or secondhand accounts.Good nonfiction readers determine the difference between first and secondhand accounts of the same event or topic. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:***Have students share with their partners if their texts are 1st or 2nd, then have a couple of students share from the chair. |

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| **Unit 4 Mini Lesson 6** |

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| **Unit of Study:** | Non Fiction Research Projects |
| **Goal:** | Synthesizing complex information across diverse texts and working in the company of fellow researchers. |
| **Teaching point *(Kid language!)*:** | Readers form opinions by mentally organizing information. |
| **Catchy Phrase:** | Good nonfiction readers state and defend their opinions by citing evidence from the texts they read. |
| **Text:** | Big Bugs by Seymour Simon, |
| **Chart(?):** |  |
| **Standard:** | 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.1. Choose words and phrases to convey ideas precisely.\*

4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics* *and texts*,building on others’ ideas and expressing their own clearly.1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
2. Follow agreed-upon rules for discussions and carry out assigned roles.
3. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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| **Mini Lesson: (**7-10 minutes total)***Connection: 1-2 min***Yesterday we learned how important it is to determine the difference between first and secondhand accounts of the same event or topic to make our research more accurate. We compared and contrasted our texts to determine whether they were firsthand or secondhand accounts. Today, we are going to think deeply about the information we have found about our topic, and mentally organize it to form an opinion. We can’t just stop there though. We have to be able to defend our opinion by citing information directly from the reading we’ve encountered. Sometimes we already have an opinion about a topic before we read. It may be confirmed, but it can change as we read on. Sometimes we don’t form our opinion until after we are deeper into the topic, after we have gathered more information by reading lots of texts.Good nonfiction readers state and defend their opinions by citing evidence from the texts they read. |
| ***Teach: 4-6 min***Watch me as I show you how this works. I am going to use this book Big Bugs by Seymour Simon. When I first picked it up, I already had an opinion about bugs. My opinion was that bugs are disgusting. But my opinion isn’t enough. I also need evidence from the text to support it.This book is about big bugs and they gross me out! But, I went ahead and gave the book a chance. As I read about the different, giant, nasty bugs, my opinion was confirmed as I read the page about the praying mantis. Let me read it to you. “When a mantis catches an insect, it feeds on it like a person eating an ear of corn.” GROSS!It was further confirmed when I read the book Through a Termite City by Carole Telford. On page 21, I read that the king termite was fed by the workers and is too big to squeeze out of the tiny cell doors. Both of these examples are evidence that support my opinion that bugs are disgusting. Did you see that my evidence came from two different books? The more evidence I can find to support my opinion strengthens my opinion and understanding.Good nonfiction readers state and defend their opinions by citing evidence from the texts they read. |
| ***Active Involvement: 2-3 min***Now, it’s your turn to try**! I** am going to read a page to you from\_\_\_\_\_. When I am done with the page I want you to turn to you partner, to state your opinion if you have one. Explain to them how you developed your opinion. What evidence from the page supports what you believeChoose another example as time allows.Great! I heard \_\_\_\_\_\_\_\_\_\_\_\_ say \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (share a couple of student examples)Good nonfiction readers state and defend their opinions by citing evidence from the texts they read. |
| ***Link: 1 min***Every day as you read, research and collect information from nonfiction texts, take time to recognize when you are forming an opinion about what you are reading. Also, take time to find the evidence that supports your opinion. Good nonfiction readers state and defend their opinions by citing evidence from the texts they read. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 4 Mini Lesson 7** |

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| **Unit of Study:** | *Non Fiction Research Projects* |
| **Goal:** | Critiquing Texts with Analytical Lenses and Sharing Our Research |
| **Teaching point *(Kid language!)*:** | Readers identify what authors make us feel about subject and what caused those feelings by paying close attention to the images, stories, and the choice of information the author included. |
| **Catchy Phrase:** | “What is the author trying to make me feel about this topic and how are they doing it”?¿Qué intenta hacerme sentir el autor del tema y cómo lo hace?  |
| **Text:** | Various text with obvious points of viewTornadoes! By Gail Gibbons, Why are animals endangered? By Isaac AsimovSharks by Gail Gibbons, Life in a Coral Reef by Melvin Berger |
| **Chart(?):** | Sentence frame  |
| **Standard:** | 4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  |

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| **Mini Lesson: (**7-10 minutes total)***Connection:***You have been learning so many things through your non-fiction reading. You are becoming wiser about the world by looking closely at your texts. An important thing that reasearchers do as they read is think critically about what they read.So today we’re going to learn that when authors write, they do it in such a way that they stir up emotions in us. Authors write to make us feel pity, anger, concern, etc., about a particular topic through the images, stories, and information that they chose to include.So today were going to pay close attention to what emotions the author is trying stir up in us. Because, good readers ALWAYS ask themselves “What is the author trying to make me feel about this topic and how are they are doing it”? |
| ***Teach:*** *Watch me as I pay close attention to what the author is trying to make me feel about a topic and how they do it.*Yesterday I picked up this book called Tornadoes! By Gail Gibbons. I looked at the cover and saw this image. Take a look. The first emotion that came to mind was that is scary. Then I asked myself “What is the author trying to make me feel about this topic and how is she doing it?Hmm, I flipped through the rest of the pages and thought (pretend to think). WOW, all the images are so scary. So, Gail Gibbons wants me to feel scared of tornadoes. She is doing this by illustrating such graphic and scary images.Did you see how I thought about what the author is trying to make me feel about the topic and how she did it?Remember, good readers ALWAYS ask themselves “What is the author trying to make me feel about this topic and how are they are doing it”? Now take a look at this book Why are animals endangered? By Isaac Asimov I’m a good reader so as I read this I will be asking myself “What is the author trying to make me feel about this topic and how are they doing it?” (Teacher reads page 12).  I think Isaac Asimov want me to feel really sad about animals that are illegally traded. I noticed that that he wrote the word die 4 times! He also included a pretty sad picture of these birds. Did you see how I thought about what the author is trying to make me feel about the topic and how she did it?Remember, good readers ALWAYS ask themselves “What is the author trying to make me feel about this topic and how are they are doing it”? |
| ***Active Involvement:*** Now it’s your turn. I want you to take a look at the illustrations from this book, Sharks by Gail Gibbons. When I flip through the pages ask yourself “What is the author trying to make me feel about this topic and how is she doing it?” Because good readers ask themselves “What is the author trying to make me feel about this topic and how are they doing it?”Ready here I go- (Flip through marked pages) (Show sentence frame)Boys and girls turn to your partner and tell them what you think the author is trying to make you feel about sharks.(Listen in on student responses- Share 1 – 2 different responses)Great job! I agree that Gail Gibbons is trying to make us feel \_\_\_\_\_\_ about sharks by \_\_\_\_\_\_\_.Now I want you to listen to this other book and remember to ask yourself “What is the author trying to make me feel about this topic and how is he doing it?” because that is what good readers ask themselves.(Read page 14-15 Make sure to use your voice to stress the import info that will help student build their )Boys and girls turn to your partner and tell them what you think the author is trying to make you feel about coral reefs and how he is doing it. (Show sentence frame)(Listen in on student responses- Share 1 – 2 different responses)Great job! I agree that Melvin Berger is trying to make me feel \_\_\_\_\_\_ about coral reefs by \_\_\_\_\_\_\_.Remember, good readers ALWAYS ask themselves “What is the author trying to make me feel about this topic and how are they are doing it”? |
| ***Link:*** *Today and every day when you are reading your books remember that authors write books to* stir up emotions in us. They do this through the images, words and information they chose to include in their books. When we read we need to ask ourselves “What is the author trying to make me feel about this topic and how are they are doing it”?Happy reading! Off you go!  |
| ***Mid-Workshop Teaching Point:***Are you all thinking about the emotions the author is trying to make you feel and how they are doing it?Remember, good readers ALWAYS ask themselves “What is the author trying to make me feel about this topic and how are they are doing it”?  |
| ***Share:****Boys and girls, come over to the rug with one book that you would like to share. I would like you to share what emotion the author made you feel and how they did it.*Remember, good readers ALWAYS ask themselves “What is the author trying to make me feel about this topic and how are they are doing it”? |

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| **Unit 4 Mini Lesson 8** |

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| **Unit of Study:** | Non Fiction Research Projects |
| **Critiquing texts with Analytical Lenses and Sharing** | Critiquing Texts with Analytical Lenses and Sharing Our research |
| **Teaching point (Kid language!):** | Readers get answers to their burning questions or hunches by looking inside or outside a book for the answers. |
| **Catchy Phrase:** | Good readers have to be willing to work hard to get their burning questions answered!  |
| **Text:** | Any previously read nonfiction text |
| **Chart(?):** |  |
| **Standard:** | 4. RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. 4. RI.9 Integrate information from two texts on the same topic in order to write or speal about the subject knowledgeably.  |

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| **Mini Lesson: (**7-10 minutes total)**Connection:** A few months ago my family went to the Oregon Coast Aquarium. My daughter and I spent a lot of time watching and becoming mesmerized by the sharks. As we stood there watching, we realized we had a lot of questions about sharks. So, before it was time to leave, we made sure I bought a book about sharks in the gift shop. When we got back to the hotel, we spent the rest of the evening reading our new book, trying to learn about and answer all our questions we had about sharks. In the morning we realized we still had more questions so, when we got back to Oregon City, we went to Blockbuster and rented a documentary film about sharks and even got online to do a little research. We did all this boys and girls because good readers have to be willing to work hard to get their burning questions answered! |
| **Teach:** Today I’m going to teach you how to get your burning questions answered when the answers aren’t in the texts you’re reading. I’ve read a lot of nonfiction texts about \_\_\_\_\_ (this is assuming you’re conducting your own research project as a demo study as suggested on p. 66) but I still have some questions that I haven’t been able to find the answers for. One of the ways good readers answer their questions is by using the computer and doing research online. I’m going to show you where you can go on the internet to find your answers (many of the schools in Woodburn have policies regarding internet usage. Please know your school’s policy and conduct the rest of the mini lesson accordingly. This is also a good time to teach students how to differentiate websites that end with the domains - .org (not-for-profit); .gov (government); .edu (educational institutions); and .com (for-profit and sometimes highly biased). Once students are in the correct website, you need to have in mind how you want kids to find their answers - whether they will type their question directly into a search or bring up articles and scan for key words which may be directly related to their question).  |
| **Active Involvement:**  I want you and your partners to check-in with each other, look over the questions you have for your topic and decide if all of them have been answered. Today you will have an opportunity to use the computer to conduct research to find answers to your unanswered questions. Remember boys and girls, when you do this, you may only do it the way I showed you - no other websites etc. may be used.  |
| **Link:** Today we learned that good readers always have questions that they want to have answered. I showed you that one way you can find those answers is by using the internet. So remember boys and girls, when good readers have questions they have to be willing to work hard to get their burning questions answered! |
| **Mid-Workshop Teaching Point:**  |
| **Share:** |

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| **Unit 4 Mini Lesson 9**  |

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| **Unit of Study:** | Nonfiction Research Projects |
| **Goal:** | Critiquing Texts with Analytical Lenses and Sharing Our Research |
| **Teaching point *(Kid language!)*:** |  Readers and investigators teach others by deciding what we want to say and organizing what we know. Also, by deciding how to share the information and their ideas through presentations, artwork, and multimedia. Los lectores y los investigadores enseñan a los demás decidiendo lo que quieren decir y organizando la información que aprendieron. También deciden como quieren mostrar la información con los demás en su presentación sobre el estudio que hicieron, usando el arte y la tecnología.  |
| **Catchy Phrase:** |  |
| **Text:** |  |
| **Chart:** | Important features of a presentation chart  |
| **Standard:** | 4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection: (1-2 mins)***Boys and girls we’ve been studying nonfiction for the last few weeks. We’ve learned the difference between narrative nonfiction and expository nonfiction, and that both types teach us new information. We’ve also learned how to use the features in the different types of nonfiction to help us to understand the information inside of the books we are reading. A lot of you have been learning about many different topics these past few weeks. I have some exciting news for you today! We are going to take all that we’ve been learning these last few weeks and put it together to become investigators! Investigators gather information so that they can share it with others. While they are investigating, they are constantly thinking. Remember, readers and researchers teach others by deciding what they want to say and organizing what they know. They also decide how to share the information and their ideas through presentations, artwork, and multimedia.You are all going to pick a topic that you are interested in and collect information about that topic. You will need to think about how you want to organize the information and present it to the class. We’re going to learn about some important features in a presentation today so that you will be prepared to do your presentations (next week.)  |
| ***Teach: (4-6 mins)***As I began investigating about whales, I first had to gather a lot of information from different resources (add to features chart). I used books, magazines, internet and an encyclopedia. The whole time I was reading, I was thinking about what I was learning. Then, I had to decide what was important to share with others during my presentation. As I was gathering all of my information, I chose to use a graphic organizer (add to features chart) to organize my thinking and presentation. Everyone does things a little differently, but that’s how I did it. Some people organize their thinking on post-it notes first, others just get right to writing. The important thing is that the information needs to be organized in a logical way. So you will to think carefully about your method of organizing the information. After that, I began planning my presentation. I had to think about what I wanted to share with my audience and how I wanted to present the information. (add visual displays to features chart) I chose to do a trifold to share my information. There are a lot of different ways to display what you have learned. You might do a power point presentation if you are a technologically minded person. Or you might prefer a diorama or another artistic display if you are more hands-on. I’ve even had students who’ve chosen to present their information in a song or skit. (add all of these) The important thing to consider is that the method you choose for your presentation is appropriate to the audience and that it enhances, which means makes what you’ve learned interesting and relevant. I brought an example of a presentation about whales. I’m going to talk to you about some of the features that I used for my presentation. I wanted to use some pictures or photographs that showed some different types of whales that I learned about. I have a picture of a \_\_\_, a \_\_\_ and a \_\_\_. I chose to use a graph to show the different sizes of some of the whales. There are headings at the top of each of my sections that I’m talking about. For example, this one says, “Diet” and this one says “Habitat,” etc. This trifold enhances my presentation because it would help my audience understand what I’m talking about. The pictures and graphs help explain what I’m saying in a visual way. An audience member could see a picture of exactly what I’m talking about. Remember, readers and researchers teach others by deciding what they want to say and organizing what they know. They also decide how to share the information and their ideas through presentations, artwork, and multimedia . |
| ***Active Involvement: (2-3 mins.)***Now it’s your turn to practice. You have been investigating a topic for several days now, so you have a lot of information already. In just a moment, I’m going to ask you to sit with your group members and begin planning for your presentation. You will only have a couple of minutes right now, but I will give you more time later. Begin talking to each other about how you might want to present your information. Remember to use the chart “Important Features of a Presentation” that we created today to help you think about ideas of ways you could present your information. Don’t forget, readers and researchers teach others by deciding what they want to say and organizing what they know. They also decide how to share the information and their ideas through presentations, artwork, and multimedia .. (Teacher provides 2-3 minutes for groups to begin planning their presentation format. Teacher listens in while groups talk.) I heard Lizzett and Manuela saying that they were planning on doing a trifold just like me. I’m excited to see what they come up with. They even mentioned that they already knew where some good photos were for their project.  |
| ***Link: (1 min)***Today we learned about how readers and researchers gather information for a presentation. We talked specifically about the features that a presentation has, and I shared an example of one presentation with you all. During independent reading time today, you will sit with your group members and have some more time to plan your presentation. Don’t forget to use the chart for ideas about how you might present your project. Always remember, readers and researchers teach others by deciding what they want to say and organizing what they know. They also decide how to share the information and their ideas through presentations, artwork, and multimedia . |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |
| **Unit 4 Mini Lesson 10** |

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| **Unit of Study:** | Nonfiction Research Projects |
| **Goal:** | Critiquing Texts with Analytical Lenses and Sharing Our Research |
| **Teaching point *(Kid language!)*:** | Readers let text live with us by using it to find direction in our world.Lectores dejan que el texto viva con ellos y lo usan para encontrar dirección en su mundo. |
| **Catchy Phrase:** | Texts influence readers lives and help them form their ideasEl texto influye la vida del lector y les ayuda formar sus ideas |
| **Text:** | Nonfiction text (Example: What To Do About Sea Lions? From kidbiz) |
| **Chart(?):** | Sentence Frame |
| **Standard:** | 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.1. Choose words and phrases to convey ideas precisely.\*
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| **Mini Lesson: (**7-10 minutes total)***Connection:****Have you ever seen the commercials about kids in Africa that don’t have any food? I saw one the day, and it made me feel sad and I wanted to help those kids. (Discuss for 1 min)* |
| ***Teach:*** *Just like the commercial, when we read, we let the text influence or feelings and ideas.**Today we’re going to practice how “Readers let text live with us by using it to find direction in our world.”**Here I have a wonderful text/book: (Nonfiction Text)* *What To Do About Sea Lions? This is a Kidbiz Article. Listen to what is happening along our coast, while I**demonstrate how “texts influence reader’s lives and help them form their ideas.”**Now I’m going to read this part and say what I’m thinking as I read it aloud. (Teacher reads a selection and verbalizes their thoughts as they read.)* *In Washington and Oregon, there's an environmental problem. A growing populationpopulation of California sea lions regularly makes its way up the Columbia River. The animals travel to feed on salmon. The practice is threateningthreaten endangeredendangered salmon. Now, new legislationlegislation has been written. It aims to protect the salmon. How? It aims to control the sea lion population.)* *In October 2011, some lawmakers voted on a bill. It would make it easier to kill some of the California sea lions. (Sea lions are protected by a law. It allows people to kill them only when it is certain that the salmon population is being harmed.) A government committee passed the bill. If the bill becomes a law, a person or group would be allowed to kill up to 10 sea lions a year.**At the end of reading the teacher records his/her thoughts on a sticky, chart or journal, using the following sentence frame.****(\_\_\_\_\_\_\_detail/example\_\_\_\_\_\_ makes me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.)****(A person would be allowed to kill up to 10 sea lions a year, makes me wonder how many sea lions could be killed in a year.)**Now it’s your turn to let “Texts influence your lives and help you form your ideas.* |
| ***Active Involvement:*** *(Teacher uses the continuation of the text or another text and reads another section.)**I’m going to continue reading this article and when I’m done you will turn to your partners and use the sentence frame to discuss how the text influenced you.**(Teacher reads texts, and puts it up during a document camera)**The legislation would address a problem. The sea lion population has grown to 250,000 in the last three decades. In the Columbia River, salmon gather to spawnspawn near the Bonneville Dam. It's on the border of Washington and Oregon. The area has become a favorite spot for the sea lions. In 2010, sea lions ate about 5,000 salmon there. Wildlife leaders have tried different ways to scare the sea lions away. They've shot the sea lions with rubber bullets. They've chased them with boats. They've tried to scare them with flares. Nothing has worked for long.* *Some people support the legislation. They argue that the sea lions do not belong in that part of the Columbia River. The animals are not born there. They go there because of the large amounts of food.* *Others do not agree. They say that killing sea lions would not help the salmon numbers. Why not? New sea lions would come to the area after others were killed.* *Also, according to one animal rights group, sea lions are not the main reason that salmon populations have gone down in the Columbia River. This group points to the higher number of salmon that fishermen are allowed to take from the river. In addition, other fish, such as bass and walleye, have been introduced to the river. Those fish eat young salmon.* *This is not the first legislation about sea lions and salmon. In 2008, the government tried to allow states to kill up to 85 sea lions each year. But it didn't happen. A higher court stopped it**In August 2011, Washington and Oregon again asked to be allowed to kill sea lions at the Bonneville Dam. The government is reviewing the information. It will decide what happens next.**Now turn to your partner and discuss what I read using the sentence frame. (Allow 2-3minutes)**Who would be willing to share what you talked about with your partner?*  |
| ***Link:*** *Today and every day when you read remember to let the text influence you and help you form your ideas, like we did today with the seals here in Oregon.**So boys and girls, Remember, “Texts influence readers lives and help them form their ideas.”* *As you read today try to see how the text influences you, so we can share and end of our reading workshop. Please write them in your reading journal/sticky notes.*  |
| ***Mid-Workshop Teaching Point:****Remember as you read nonfiction you will come across many specific words that you may not know. One strategy you know how to use that is helpful in determining the meaning is to: read before and after the word, looking for clues to what it may mean.* |
| ***Share:****Remember: Texts influence readers’ lives and help them form their ideas.**(Have a few students share how their text influences them.)* |