Teaching Overview

Name: Megan Carnaghi   **Grade Level:** Kindergarten

School: Red Cedar Elementary   **CT:** Tami Teszlewicz

Target area for guided lead teaching:
This specific language arts unit is designed to teach students about the skills and strategies needed to read, write and comprehend nonfiction text. To accomplish this goal, this unit combines a wide variety of activities used in both Reader's and Writer's Workshops, such as "Read To's", "Shared Reading", "Independent Reading", "Write To's", "Shared Writing", "Guided Writing" and "Independent Writing." There are also several activities teaching high frequency words, designed to serve as a model for other sight word work. Furthermore, this language arts unit also includes activities from the phonics program we use in the classroom (Phonics Lessons: Letters, Words and How They Work: Grade K, by Fountas and Pinnell), as well as techniques from our Writer's Workshop program (Lucy Calkins), to help children learn to be actively involved in thinking about and discussing the texts they read. This unit is intended to be a companion to the kindergarten science units on tree homes and butterflies. Thus, the majority of the nonfiction texts explored in this language arts unit are pulled from the tree homes and butterflies science units.

Throughout this unit students will explore books, magazines, posters, photo cards and other sources of informational texts to expand their understanding of how to read, write and comprehend informational texts. As books are read aloud, students will learn to distinguish fiction from nonfiction texts. During shared reading lessons, students will learn about informational text features (table of contents, index, glossary, bold face print, headings, use of real photographs vs. drawings, captions, page numbers and labels) and how to utilize them. Modeled writing and shared writing lessons focus on the use of graphic organizers to gain knowledge from and analyze readings, as well as to make comparisons between nonfiction texts. Furthermore, the unit will eventually carry over to Writer's Workshop, where students will learn about prewriting, drafting, revising and editing.

Grade Level Content Expectations (GLCEs):
- **R.IT.00.01** identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books.
- **R.IT.00.02** with teacher guidance, discuss informational text patterns including descriptive and sequential.
- **R.IT.00.03** explain how authors use text features including pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns.
- **R.IT.00.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.
- **R.CM.00.01** begin to make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.
- **R.CM.00.03** begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts.
- **R.AT.00.01** become enthusiastic about reading and learning how to read.

Objectives:
1. Students will be able to recognize a nonfiction text as one that is indented to give us new information about a particular topic and is based on facts. Students will recognize this as I present nonfiction texts to them, as well as when reading nonfiction texts on their own.
2. Students will be able to make predictions, orally in a group setting, before we read a nonfiction text as a whole class.

3. Students will know how to make one-to-one correspondences when reading an informational text (For example, how the many different features of non-fiction texts enhance the text and our learning).
4. Students will develop skills strategies that will enable them to read and comprehend nonfiction texts. Specifically, students will be able to use the features of nonfiction texts to further their understanding of the text).
5. Students will be able to distinguish a nonfiction text from and fiction text (i.e.- a "real" text from a "made-up" story).
6. Students will be able to recognize, identify and utilize the features commonly found in nonfiction texts, (title, table of contents, headings, bold face print, glossary, captions, labels, photographs, page numbers and index), specifically the texts we are looking at throughout this unit (Life in a Tree, Animals and Their Babies, Baby Animals, From Milk to Ice Cream).
7. Students will be able to effectively use graphic organizers to analyze and gain a deeper understanding of the informational texts they are reading, as well as to make comparisons between nonfiction texts. Specifically, we will use a Venn Diagram to compare two of the nonfiction texts we are looking at during this unit (Animals and Their Babies and Baby Animals), as well as keep a table to compare an contrast the different features of the nonfiction books we read during this unit (Life in a Tree, Animals and Their Babies, Baby Animals, From Milk to Ice Cream).
8. Students will recognize and be able to recognize, say and spell particular high frequency words covered throughout the texts in the unit (in, to, have, and, of, is, it).
9. Students will be able to formally organize information they have learned from the nonfiction texts we cover in this unit (Life in a Tree, Animals and Their Babies, Baby Animals, From Milk to Ice Cream), into some type of chart.
10. Students will be able to ask themselves questions and voice their questions, orally during group discussions, before reading the nonfiction texts in this unit (Life in a Tree, Animals and Their Babies, Baby Animals, From Milk to Ice Cream), as to monitor their own learning as well as voice what they hope to learn from the particular nonfiction text.

Main assessment used to determine if your students meet your unit objectives:
I will use one main assessment to determine if my students meet the unit objective. I will give the students 10 minutes to browse the library and select a nonfiction text. I will then have the students individually conference with me and tell me how he/she knew it was a nonfiction text.

-I am looking for an answer along the lines of -- "I know the book is nonfiction because it gave me new information on a topic and was based on facts, things that we know are true."

I will then ask the students to point out all of the different features their particular nonfiction book has as well as describe them and tell how to use them, as well as tell me where certain features are located in the book (table of contents, glossary, index). I am looking for answers along the lines of --

-**Photographs:** Help the reader understand exactly what something looks like.
-**Captions:** Tell the reader what the pictures are of.
-**Labels:** Identify important things in the book/pictures.
-**Page Numbers:** Lets the reader know what page they are on. Also used in the table of contents and index.
-**Bolded Print:** Points out important words to the reader.
-**Table of Contents:** Helps the reader identify big ideas in the book and the order in which they are presented (the page numbers you can find each big idea on). Usually located at the front of the book.
-**Index:** An alphabetical list of much of what is covered in the book (important names, places, topics, things, etc.) and the pages they are found on. Usually found in the back of the book.
-**Glossary:** Helps the reader define words in the text (usually the bolded words). Usually found in the back of the book.
-**Headings:** Helps the reader locate important information (usually the heading are listed

in the table of contents).
-**Title:** Tells the reader what the topic of the informational text is. Located on the cover of the book and the title page.

Finally, I will ask the students what they think the author's purpose was for writing this book (i.e. What topic did they want to give us new information about?).

Wed. 11/4/09	Thurs 11/5/09	Fri. 11/6/09	Mon 11/9/09	Tue. 11/10/09
Objectives: 1, 2, 4	**Objectives:** 1,2,3,4, 8	**Objectives:** 1,4, 5, 6	**Objectives:** 1, 4, 9	**Objectives:** 1, 2, 4, 6
Instructional Format: Read To: Life in a Tree by Melvin Berger. Discuss the title and cover illustration. Discuss how good readers make predictions before they begin to read (we can use the title and cover illustration to do this). Have students make predictions. Discuss what a nonfiction book is (a book which gives new information on a specific topic and is based on facts, or things that we know are true).	**Instructional Format:** We will revisit the concept of a nonfiction text as well as how to make predictions before beginning the story. I will then read the story Life in a Tree to the students again, using a pointer, focusing on one-to-one correspondence while rereading the text. We will look for the high frequency word "in", practice how to spell and say it and add it to our word wall. While looking through the text for the word, I will call on students to come-up and highlight the word using see-through colored tape. We will then briefly look at the different features of the nonfiction text: table of contents, labeled photographs, index, etc. We will discuss how nonfiction books often include photographs instead of drawings.	**Instructional Format:** We will review the features found in Life in a Tree. We will then read a fiction text, Franklin Plants a Tree, and use a "think-aloud" method to distinguish how the fiction book is different from Life in a Tree (i.e. animals are talking, wearing clothes, the story is mostly made-up, it is not a nonfiction text).	**Instructional Format:** We will be making a chart to display in the hallway to teach others about what we have learned from the book Life in a Tree. As the book is about different plants and animals that depend on trees for food and shelter, we will make a chart listing the different plants and animals we find in the book that depend on trees for food and shelter. We will discuss the importance of choosing an informative title so people understand what our chart is about. We will make the chart on large roll paper, in the shape of a tree. Students will find the different plants and animals in the book and I will write them on the chart. The students will then each pick and animal to draw from the list we have compiled and place it on the tree.	**Instructional Format:** Read To: Baby Animals. Discuss title and cover illustration. Students will make predictions about what they think the story is going to be about. We will discuss whether the book is fiction or nonfiction and how we know. Next, we will discuss how good readers often ask themselves questions before reading a nonfiction text. We will make a list of questions we hope the book will answer for us. While reading, we will make note of the different nonfiction text features. After reading the story we will go back and see which of our questions were answered.
Ongoing Assessment: I will be looking for students to make predictions before we begin a new nonfiction story over the next few weeks. I will also be looking for students to be able to tell me what a nonfiction text is.	**Ongoing Assessment:** In the next lesson I will be looking for the students to recognize the features of nonfiction texts we discussed in this lesson. We will also continue to discuss the word "in" as it is one we see frequently in our reading and one the	**Ongoing Assessment:** I will continue to look for students to be able to discuss the differences between a fiction and nonfiction book as we continue to look at both fiction and nonfiction books throughout the unit.	**Ongoing Assessment:** We will be discussing making charts and graphs in math, so hopefully the knowledge gained in this lesson will carry over to mathematics.	**Ongoing Assessment:** We will continue to make predictions and ask questions before we read nonfiction texts. We will also examine each of the features many nonfiction texts have in the next lesson.

	students use often in their writing.			
Wed. 11/11/09 **Objectives:** 6 **Instructional Format:** As a class, we will go through the book, <u>Baby Animals</u> and discuss each of the features (table of contents, bolded words, headings, captions, labels, photographs, glossary, index, etc.) as well as how to use them. We will use the book to practice using them. I will then have a wide variety of nonfiction books available for the students to look through. Students will pair-up and go through the book with their partner, looking for the different features their book has as well as practice using them with their partner. **Ongoing Assessment:** Throughout the rest of the week we will be looking at different nonfiction books and making a chart to compare all the different features each book has.	**Thurs. 11/12/09 – Tue. 11/17/09** **Objectives:** 1, 2, 4, 5, 6, 7, 8, 10 **Instructional Format:** Over the next four days we will be looking at a variety of nonfiction books and looking for the different features each book has. We do this to get the students to understand that not all nonfiction books have the same features, as well as to give them practice recognizing and using the different features of nonfiction texts. We will organize our findings on a chart so we can easily compare the information. The books I have chosen are <u>From Milk to Ice Cream</u>, <u>Fireflies</u> and <u>What's Inside?</u>. I wanted to choose interesting yet informative books with a variety of features, to keep the students engaged. **Ongoing Assessment:** Over the next week we will continue to discuss the different features of nonfiction texts.	**Wed. 11/18/09** **Objectives:** 1, 2, 4, 6, 7 10 **Instructional Format:** Read To/Write To: <u>Animals and Their Babies</u>. We will once again make predictions and ask questions before reading. I will introduce a class K-W-L-S chart to the students to use and keep track of our questions and what we learn as we read through the text. In the "K" section, I will write what we already "know" about animals and their babies per students responses (particularly from the books we have already read in this unit). Next I will write the students questions they have regarding what they "wonder" the text will be about in the "W" section. We will then read the book and record in the "L" section what we have "learned" from the text. In the "S" section we will record what we "still" want to know, or which questions of ours were left unanswered. **Ongoing Assessment:** In the following three activities I will continue to use graphic organizers and text features to deepen the students understanding.	**Thurs. 11/19/09** **Objectives:** 1, 4, 6, 7 **Instructional Format:** I will display the books <u>Baby Animals</u> and <u>Animals and Their Babies</u> and explain to the students that we will be making a special kind of graphic organizer called a Venn Diagram" to compare and contrast the books. I will explain to the students what a Venn Diagram is and how to use it. We will then discuss the differences and similarities the books have and record them on the Venn Diagram. **Ongoing Assessment:** In the following two activities I will continue to use graphic organizers and text features to deepen the students understanding.	**Fri. 11/20/09** **Objectives:** 1, 4, 6, 7 **Instructional Format:** We will return to the story <u>Animals and Their Babies</u> and discuss why the author wrote this book; what was his purpose? After reading the first page I will point out the question from the text, "How do animals take care of their babies?" After reading through the entire text we will discuss how the author organized the book by giving examples of all the ways animals take care of their babies. **Ongoing Assessment:** In the following activity I will continue to use graphic organizers and text features to deepen the students understanding.

Mon. 11/22/09	Tues. 11/23/09			
Objectives: 1, 4, 6, 7	**Objectives:** 1,4, 5, 6			
Instructional Format: We will review the information we were given the day before regarding how animals take care of their babies. We will then make a chart to display this information (i.e. list different methods and the methods they use to take care of their babies). We will the discuss how/why authors use specific organizational patterns when writing nonfiction books.	**Instructional Format:** I will use one main assessment to determine if my students meet the unit objective. I will give the students 10 minutes to browse the library and select a nonfiction text. I will then have the students individually conference with me and tell me how he/she knew it was a nonfiction text as well as discuss the nonfiction features the text has and what they think the author's intention was for writing the book.			
Ongoing Assessment: Tomorrow we will have our formal assessment for the unit. Throughout the year we will continue to use graphic organizers and text features via various language arts and other subject lessons to deepen understanding.	**Ongoing Assessment:** Throughout the school year we will continue to look at nonfiction books and compare them to a wide variety of other genres. We will also continue to look for and practice using the different features found in nonfiction books.			