



Introduction to the Lesson Plan Organizer for Grade 1 Getting Ready to Write

The Lesson Plan Organizer is an **on-the-go printed version** of the lessons, and simplifies implementing the instruction in conjunction with the HUB. The lessons have been abbreviated in this printed version, like “cliff notes” for use within the classroom.

Each lesson plan follows the Empowering Writers *METHODOLOGY and includes:

- Clear **objectives**
- **Materials** needed for the lesson
- Reminders for the **HUB Key Digital Components** that support the lesson
- Concise **procedures**
- **Key vocabulary** where necessary
- **Application** opportunities across learning

*** METHODOLOGY**

1. **INTRODUCE** and define a specific skill through the use of published texts.
2. **MODEL** the skill for students, “thinking out loud” the thoughts and questions of an author.
3. **GUIDED PRACTICE** opportunities for students to practice the skill previously modeled.
4. **APPLICATION** of the skills across learning where students apply skills independently.

How to use your Lesson Plan Organizer:

- Sign into your **HUB resource**.
- Review the lesson plan for the complete procedure. *The Lesson Plan Organizer will prompt you to see the lesson plan for examples and modeled samples.*
- Familiarize yourself with the **Teacher Background** material, either video or printed.
- Using your Lesson Plan Organizer, jot down notes for implementation (sticky notes or write directly on the planner).
- With your Lesson Plan Organizer in your hand, you can freely move around the room, teach the lesson and utilize the HUB as needed for the digital assets.

Art Connections Lessons - The Art Connections lessons are located in the last section of your Getting Ready to Write resource. They are useful for review and reinforcement of the foundational lessons in the first sections of Getting Ready to Write. To easily find the coordinating Art Connections lesson, they have been embedded directly into the lesson plans in the Review and Reinforcement section at the bottom of the HUB lesson. The lesson plan organizer does not indicate the Art Connections lessons, however, your Table of Contents in the HUB has these outlined as does the Planning and Pacing document located in the Introduction Section of your resource.



Getting Ready to Write for Grade 1

Lesson Planning Musts

Always:

Graphic Organizers: Simplified Informational Pillar, Simplified Opinion Pillar, and Simplified Narrative Diamond either displayed or handy for students to refer to when writing AND reading.

Objective: Always be clear on the objective of the lesson. When in doubt about the direction of the lesson, review the objective. It provides the focus.

Teacher Background/Answer Keys: Have teacher background and answer pages handy to refer to the lesson.

For lesson planning purposes it will be assumed that you have and understand the lesson assets that may be supporting the delivery of the lesson.

Teacher Background: A short review of the skill being taught that will inform your instruction. This needs to be reviewed prior to teaching the lesson.

Modeled Lesson: An opportunity to see the skill in action, think of it as a “dress rehearsal” for the instruction.

SkillPower: A PowerPoint presentation for the introduction of a new skill.

Art Connections: Multi-sensory lessons for review or reinforcement of the foundational lessons. These lessons include art-related writing activities using high quality text as a jumping off point.

Interactive Student Slides: Digital slides that you can customize to assign to students. Perfect for review, reinforcement or as a way to gauge student understanding.

DIVIDER PAGE

**SECTION 1:
GENRE/
SUMMARIZING**

DIVIDER PAGE

Section 1: Genre/Summarizing

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Genre and Author's Purpose

Key Components: *Teacher Background*

Objective: <i>What do you want students to know or do as a result of this lesson?</i>	Students will recognize and distinguish between the characteristics of narrative and informational texts and make predictions about genre based on the book cover and title.
Materials: <i>Include all literature and materials needed for teacher and student</i>	Teacher Background Genre - use p. 12-13 for guiding the lesson Narrative and Informational books to read aloud: 2 types of Narrative books (Character/Problem/Solution and Personal Experience) <i>See HUB literature connections for some suggested titles</i>
Procedure	
INTRODUCE AND DEFINE	<ol style="list-style-type: none">1. Introduce each type of text by simply defining and explaining the author's purpose, the focus, and the ways in which each differ using p. 12-13.2. Choose a story to read aloud. Before reading ask students to predict what type of text it might be based on the title and the cover. Use the title and cover art to help students predict.
MODEL/GUIDED PRACTICE	<ol style="list-style-type: none">3. When reading a character/problem/solution narrative, ask students to say out loud, <i>"That's a problem,"</i> when they hear a problem in the story. Ask them to name the main character and the setting. (They will notice that informational books do not have a main character or setting.)4. Read through the entire selection with the class.5. At the end ask students if the prediction was correct, and cite evidence from the book to reinforce the concept. (Cite the problem, the descriptive words, or state the topic.)6. Repeat with a personal experience title, emphasizing the setting or acting taking place.7. Pick up the informational title and note the text features.
APPLICATION <i>Anytime and Always</i>	How I will use this across learning. Every time you read, analyze the book cover and predict the genre as part of the pre-reading process. This will build students' awareness of genre and story pattern.

Informational and Narrative Book Covers

Key Components: *Modeled Lesson*

Objective: <i>What do you want students to know or do as a result of this lesson?</i>	Students recognize that the covers of books provide hints about genre. <i>Informational books usually have covers that “look real” and titles that mirror the topic. Narrative book covers are more imaginative and the titles often reveal a problem or name a character.</i>
Materials: <i>Include all literature and materials needed for teacher and student</i>	Gather a small collection of narrative and informational picture books on any theme or topic.
Procedure	
INTRODUCE AND DEFINE	1. Hold up two books - a narrative picture book with an imaginative cover and a nonfiction book with a realistic photographic cover and explain we can learn a lot about books from the cover..
MODEL	2. Ask the students the following: a. Which of these books looks like it will be imaginative or a make believe story? (Always use the term ‘story’ to refer to narrative books. This helps set them apart for students.) b. Which of these books looks like it will give you information about a topic? Which one “looks real?” c. Which one of these books was written to entertain the reader? d. Which one of these books was written to inform or teach the reader something? 3. Guide their discussion, pointing out the cover elements that point to genre and purpose.
GUIDED PRACTICE	4. Repeat the procedure and ask students to make these predictions with each read-aloud. Point out the various text features in the informational text. Suggestion: Create an anchor chart of text features and add to it over time as you read nonfiction.
APPLICATION <i>Anytime and Always</i>	How I will use this across learning. Once you’ve engaged students in this process, be sure to include this line of questioning every time you read to them. This establishes the reading/writing connection, and prepares them for writing in both genres.

VOCABULARY BUILDING

Top Banana

Key Components: *Teacher Background*

<p>Objective: <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students will describe the “top banana” (special student of the week) and aid the teacher in writing fluent sentences incorporating good sentence variety and vivid vocabulary.</p>																				
<p>Materials: <i>Include all literature and materials needed for teacher and student</i></p>	<p>Chart paper and markers</p>																				
<p>Procedure</p>																					
<p>INTRODUCE AND DEFINE</p>	<p>1. Choose a “Top Banana” and give each a turn to say something positive about the special student, the “top banana.”</p> <p>Typically students will provide bare bones description such as, <i>“Brianna is good at math. Brianna is a good reader. Brianna shares her markers. Brianna is good at art.”</i></p>																				
<p>MODEL</p>	<p>2. Chart and read the sentences emphasizing the redundant sentence structure. Ask students what they notice. (Brianna is..., Brianna is...). Now rechart these in more powerful ways using sentence starters and word referents (in italics):</p> <p><u>I’m impressed by</u> her math skills. <u>Everyone notices</u> that Brianna reads really well. <u>One thing we all appreciate</u> is that <i>this good friend shares</i> her markers with others. <u>I am always amazed</u> by <i>this talented classmate’s</i> art work.”</p> <p>When the week is over, give the chart to the “top banana” as a special keepsake.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Sentence Starters:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">I’m always impressed with ____.</td> <td style="width: 50%;">I admire the way _____.</td> </tr> <tr> <td>She/he impresses us with ____.</td> <td>One of his/her gifts is _____.</td> </tr> <tr> <td>Everybody notices _____.</td> <td>Don’t you just love _____.</td> </tr> <tr> <td>This classroom star excels at ____.</td> <td>You can’t miss his/her _____.</td> </tr> <tr> <td>I respect the way ____.</td> <td>One look at ____ and you notice ____.</td> </tr> <tr> <td>I get a kick out of ____.</td> <td>I am amazed by _____.</td> </tr> <tr> <td>Everyone comments on _____.</td> <td>You can count on him/her for ____.</td> </tr> <tr> <td>What would we do without ____?</td> <td>We’re grateful for _____.</td> </tr> <tr> <td>Have you seen _____?</td> <td>Thank goodness for _____.</td> </tr> <tr> <td>I am honored to call ____ my friend.</td> <td>I’m crazy about _____.</td> </tr> </table> </div>	I’m always impressed with ____.	I admire the way _____.	She/he impresses us with ____.	One of his/her gifts is _____.	Everybody notices _____.	Don’t you just love _____.	This classroom star excels at ____.	You can’t miss his/her _____.	I respect the way ____.	One look at ____ and you notice ____.	I get a kick out of ____.	I am amazed by _____.	Everyone comments on _____.	You can count on him/her for ____.	What would we do without ____?	We’re grateful for _____.	Have you seen _____?	Thank goodness for _____.	I am honored to call ____ my friend.	I’m crazy about _____.
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APPLICATION

Anytime and Always

How I will use this across learning.

Keep this technique in mind as you move throughout the school year. For example, at Thanksgiving, instead of having all students write “*I am thankful for ____.*” Provide alternatives such as, “*We’re all grateful for ____.* *I feel gratitude when ____.* *I’m thankful when ____.* *I appreciate ____.* *I feel lucky to have ____.* *____ is something I am thankful for.* *____ gives me a thankful heart.”*

DIVIDER PAGE

**SECTION 2:
NARRATIVE
WRITING**

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Section 2: Narrative Writing

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Identifying Story Critical Elements

Key Components: *Teacher Background* *Modeled Lesson*

<p>Objective: <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students will identify story critical characters, settings, and objects in narrative stories.</p>
<p>Materials: <i>Include all literature and materials needed for teacher and student</i></p>	<p>Read-aloud story Chart paper and markers <u>Story Critical Character/Setting/Object Template</u> - SP 40 <u>Flip Book Template</u> - SP 41</p>
<p>Procedure</p>	
<p>INTRODUCE AND DEFINE</p>	<p>1. Briefly discuss and define character, setting and object.</p>
<p>MODEL</p>	<p>2. Read a story and identify a story critical character, setting, or object. <i>For example, in Tomie DePaola's <u>Strega Nona</u> the story critical characters would be Strega Nona and Big Anthony. The story critical setting is the village. The story critical object is the magic pasta pot.</i></p> <p>3. Identify these elements in familiar stories. If students can pick out the story critical elements they will learn to focus elaborative detail on relevant, story critical characters, settings, and objects in their own stories.</p>
<p>GUIDED PRACTICE</p>	<p>4. Use student input to complete SP 40. 5. Optional Extension Activities SP 41</p>
<p>APPLICATION <i>Anytime and Always</i></p>	<p>How I will use this across learning. Use this procedure with a variety of pictures books to continue to build awareness.</p>

The Magic Camera - Focusing in on the Details

Key Components: *Modeled Lesson*

Objective: <i>What do you want students to know or do as a result of this lesson?</i>	Students recognize specific sensory details of story critical characters, settings, objects. At first they verbalize their ideas with the teacher translating these into sentences, then they will create sentences using modeled examples and sentence starters for support.
Materials: <i>Include all literature and materials needed for teacher and student</i>	<u>Magic camera</u> , SP 42 (<i>made from card stock or oak-tag with a string</i>) Chart paper and markers Paper for student writing <u>Sentence Starters</u> , p.79
Procedure	
INTRODUCE AND DEFINE	<ol style="list-style-type: none">1. Explain that authors use their senses when creating vivid detail. Name the <i>5 senses</i>. Explain that our sense of sight helps us to describe what we see. Tell students the camera around their neck is “magical” because it can focus on not only what they see but will allow them to observe with the five senses. What did you hear, feel, smell, and taste? Key Vocabulary: 5 senses, focus, story critical character, setting, object
MODEL	<p>Day 2:</p> <ol style="list-style-type: none">2. Take a sensory walk and ask students to look through the viewfinder and verbalize (model) what they see. They will say: I see a tree. I see a squirrel. Ask students to “click and freeze” their image. Remind them that since their camera is “magical,” not only can you see, but you can hear, feel, smell and taste. Ask: <i>What do you hear? What do you feel? What do you smell?</i>3. Gather and discuss your observations. Chart responses using p. 79 for sentence variety. <div data-bbox="436 1423 1435 1730" style="border: 1px solid black; padding: 10px;"><p>Ex: They will say: <i>“I saw a gray squirrel.”</i> You write: <i>Looking closely I noticed a gray squirrel.</i> Then follow that up with more specific questions: <i>“What kind of tail did it have? How did it move? Did it remind you of anything else?”</i> They say: <i>it was a bushy tail, it ran really fast, it was collecting nuts, etc.</i> You write: <i>It had a bushy tail that swished back and forth as it collected nuts.</i> Continue charting student responses until they’ve exhausted their ideas.</p></div>

<p>GUIDED PRACTICE</p>	<p>4. Have them write one sentence describing what they saw using the sentence starters. Save their papers for use on subsequent days. Students who are not developmentally ready to write this can illustrate what they saw.</p>
<p>DAYS 2 - 5</p>	<p>5. Explain that you'll be focusing on a different sense. Gather students and chart everything they "heard" on their walk.</p> <p>6. Have them write a sentence about a sound.</p> <p>7. Continue with each of the 5 senses (or those that apply) in the same way.</p> <p>8. Each student will have sensory sentences or illustrations with scripting. Students who haven't already can illustrate their work.</p>
<p>APPLICATION <i>Anytime and Always</i></p>	<p>How I will use this across learning.</p> <p>This lesson is recursive and can be done throughout the year using a variety of topics. Use literature to take a "senses" walk if you cannot go outside.</p> <p>My School Winter Spring</p> <p>On the awareness level, point out ways in which the author uses their senses in class experiences with text.</p>

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**SECTION 3:
INFORMATIONAL/
RESEARCH/
OPINION
WRITING**

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Section 3: Informational, Research & Opinion Writing

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The Foundation for Informational Writing - Sorting Details by Topic

Key Components: *Teacher Background Modeled Lesson*

<p>Objective: <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students are presented with collections of details and sort and categorize them based on a given topic. (This is done in picture and/or written form.)</p>
<p>Materials: <i>Include all literature and materials needed for teacher and student</i></p>	<p><u>Sorting Cards</u>, SP 82-91 Chart Accompanying Informational Paragraphs - Teacher Page 164 <u>Optional Blank Template</u>, SP 92</p>
<p>Procedure</p>	
<p>INTRODUCE AND DEFINE</p>	<ol style="list-style-type: none"> 1. Discuss and explain that when author's write information, they put the information into categories - similar to the grocery store where produce is in one section, milk and dairy in another, etc. Choose one card/topic of interest and share the topic - show both pictures and words. 2. Explain that if you were going to write some information about this topic you'd need to include a number of details or facts that would help a reader understand what the topic is all about. <p>Key Vocabulary: topic, detail</p>
<p>MODEL/GUIDED PRACTICE</p>	<ol style="list-style-type: none"> 3. Display the collection of detail cards, including those that relate to the topic as well as those that don't. Hold up the detail cards and ask students to help you sort the details. Remind them that the details must have something to do with the topic. As they select the details, assemble them into the simplified pillar. As you come to the details that don't relate, explain why and place them to the side. 4. Once they've successfully sorted the details, read the accompanying informational paragraph demonstrating how authors use details to support their topic. 5. Continue to sort and categorize using a variety of topics. When students are ready, have them complete the sorting independently or in a small group.
<p>APPLICATION <i>Anytime and Always</i></p>	<p>How I will use this across learning.</p> <p>Extension Activities:</p> <ul style="list-style-type: none"> • At a learning station/center, place sets of topic and corresponding detail cards in plastic zip lock bags, allowing children to engage in sorting on their own or in small groups. Provide the answer key so they can compare their work. • To build in phonemic awareness, have children flip the cards over and try to sound out the words. As they sound out the words they can ask themselves if the word they're saying fits with the topic. They can turn the card over to the picture side to check for accuracy. • A blank template (SP 68) has been included for you to "Make it Your Own" using your own curriculum topics.

From Sorting Facts to Main Ideas

Key Components: N/A

<p>Objective: <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students will identify the headings or sections of a nonfiction text and then sort facts for a topic into main ideas.</p>																		
<p>Materials: <i>Include all literature and materials needed for teacher and student</i></p>	<p><u>From Sorting Facts to Main Ideas</u>, SP 93-96 12 x 18 construction paper <u>From Sorting Facts to Main Ideas</u>, SP 97 (completed pillar)</p> <p><i>Prior to this lesson, prepare the main idea sections of the pillar, SP 93-94, by mounting them on half pages of construction paper or cardstock - one section of the pillar on each page or use SP 96. Print the detail cards, SP 95 and cut them apart.</i></p>																		
<p>Procedure</p>																			
<p>INTRODUCE AND DEFINE</p>	<ol style="list-style-type: none">1. Choose a nonfiction text that has headings or sections. Read and point out the chapter or section headings explaining that these are the main ideas and all the details match that main idea.2. Discuss how when you're at a grocery store, the items are all categorized. The produce is in one place, there's an aisle for cereal and another for canned goods. Milk and meat all have a section. This makes it easy to find what you're looking for. The same idea is true when we're writing an informational piece. We want to make it easy for the reader to find the information they need.																		
<p>MODEL</p>	<ol style="list-style-type: none">3. Tell students, the topic of this piece is all about food in a lunchbox. Share the first detail, the sandwich. Discuss that the sandwich is a meal in a lunch box. Ask students to think of other meals they might eat for lunch and chart these. (Feel free to add as many choices as possible to this chart.) <table border="1" data-bbox="602 1388 1200 1778"><tr><td colspan="2" style="text-align: center;"><u>Meal</u></td></tr><tr><td>chicken soup</td><td>yogurt</td></tr><tr><td>salad</td><td>pizza</td></tr><tr><td colspan="2" style="text-align: center;"><u>Drinks</u></td></tr><tr><td>water</td><td>lemonade</td></tr><tr><td>milk</td><td>chocolate milk</td></tr><tr><td colspan="2" style="text-align: center;"><u>Dessert</u></td></tr><tr><td>cookies</td><td>ice cream</td></tr><tr><td>strawberries</td><td>cake</td></tr></table>4. Repeat this procedure with the juice box and cookie, in order to determine the other two main ideas - drinks and desserts and explain that each of these main ideas are part of the whole piece about the topic, food in a lunchbox.	<u>Meal</u>		chicken soup	yogurt	salad	pizza	<u>Drinks</u>		water	lemonade	milk	chocolate milk	<u>Dessert</u>		cookies	ice cream	strawberries	cake
<u>Meal</u>																			
chicken soup	yogurt																		
salad	pizza																		
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cookies	ice cream																		
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<p>GUIDED PRACTICE</p>	<p>5. Pass out one detail card per student and show them the prepared main idea sections of the pillar. Start with the first main idea, meal, and ask students to come up and place their detail card on the appropriate place on the pillar. Continue with each of the detail cards until the entire pillar is completed and looks like SP 97.</p> <p>6. Discuss how the pillar helps to organize the information into main ideas with details that match. Explain to students that they could write an organized piece about the food in a lunchbox.</p>
<p>APPLICATION <i>Anytime and Always</i></p>	<p>How I will use this across learning.</p> <p>CHALLENGE: Ask students to draw or write one new detail for each main idea section of the topic.</p> <p>Relate this to science and social studies text when opportunities allow.</p>

Information Detectives - Diagrams with Labels

Key Components: *Modeled Lesson*

<p>Objective: <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students draw a diagram of some aspect of a topic (person, place, or thing) and label the important parts.</p>
<p>Materials: <i>Include all literature and materials needed for teacher and student</i></p>	<p>A collection of age-appropriate nonfiction books on a science or social studies topic Chart paper, markers, large drawing paper, crayons, pencils <u>Summarizing Framework - Informational</u>, SP 18 Skill Power! Information Detectives - Plants Label the Parts of a Seed Label the Parts of a Plant</p>
<p>Procedure</p>	
<p>INTRODUCE AND DEFINE</p>	<ol style="list-style-type: none"> 1. Choose a science or social studies topic that the class has been learning about and select an age-appropriate nonfiction book on the topic OR use the Skill Power! to guide the lesson. 2. If using your own book: Point out the <i>title</i> – explain that the <i>title</i> is usually the <i>topic</i>. Explain that the topic is what the reader will learn about. The author wrote it to give the reader information. There are no characters in this kind of book, no <i>story problem</i> or <i>adventure</i>. Point out that the cover “looks real.” 3. Ask what they already know about the topic, discuss, read. Ask them to be <i>information detectives</i>, listening for information they didn’t know before. As you read, point out the print conventions – titles, captions, photographs or diagrams, etc. <p>Key Vocabulary: nonfiction, informational, information, diagram, label</p>
<p>MODEL</p>	<ol style="list-style-type: none"> 3. Fill out SP 18, to highlight the <i>topic</i> they learned about. (We’ll use the topic ‘volcanoes’ as an example, but you can use any topic at all.) <p>Ex. This text gives information about <u>volcanoes</u>.</p> <ol style="list-style-type: none"> 4. Explain that one way a reader can learn about a topic is through a special kind of picture called a <i>diagram</i>. A diagram is a simple, clear drawing that uses words to <i>label</i> the important parts. Draw a quick stick figure of a person and have them name the parts. MODEL how you would <i>label</i> these parts. See example in HUB resource. 5. Now, apply this process to your topic, ex. ‘volcanoes’. Draw a <i>diagram</i> of a volcano and label the parts. Skim and scan your informative book to remember the key parts. Review author’s purpose – to provide information.
<p>GUIDED PRACTICE</p>	<ol style="list-style-type: none"> 6. Explain that they will have a turn creating their own diagram and that they will label the parts. Be sure to leave your diagram posted for their reference. Circulate and assist them as necessary. Review author’s purpose. <p>Students who are developmentally able might write an information sentence about their topic at the bottom of the page.</p>
<p>APPLICATION <i>Anytime and Always</i></p>	<p>How I will use this across learning. This lesson can be used across the year with topics from science and social studies.</p>