

Grade 1 Informational

<p>Teaching Point:</p> <p>Pre on Demand:</p> <p>Think of a topic that you've studied or know a lot about. You will write an all about text that teaches others interesting and important information and ideas about that topic.</p>	<p>Teaching Point:</p> <p>What are the elements of a nonfiction text?</p> <p>Mentor Text-</p> <p>What do you notice the author included in this piece? What made it informational?</p> <p>Students work with a partner to list what they noticed about nonfiction text. Gather together and create an anchor chart</p>	<p>Teaching Point:</p> <p>How do you come up with an idea for your informational piece?</p> <p>Generate ideas that you know a lot of <u>facts</u> about in their own writer's notebook.</p>	<p>Teaching Point: Tell the facts across your hand.</p> <p>Before you choose your topic, make sure you can tell it across your hand.</p> <p>Make sure your ideas are facts not opinions.</p> <p>Put facts on sticky notes and place in writer's notebook.</p> <p>Model: I know that bunnies hop, they eat carrots, they have long ears, they have a cotton tail.</p>
<p>Teaching Point: Organization</p> <p>How do you sort facts into categories</p> <p>Mentor Text: Headings</p> <p>Notice how the author sorted their facts into different categories.</p> <p>Have the class do a open sort to see how they would group facts.</p> <p>Model: What is common about all the facts in a certain category? This would become a heading.</p>	<p>Teaching Point: Transitions- Create Headings</p> <p>When you write you should try to come up with 3 categories/headings that you can write facts about related to the topic.</p> <p>Today students will use the facts created on sticky notes previously to write different headings.</p> <p>Model: How to set up headings in the booklet we use for informational writing. Point out how each heading goes on a different page.</p>	<p>Teaching Point: Leads</p> <p>Mentor Text: Lead/beginnings</p> <p>How did the author start his informational story.</p> <p>Brainstorm ways you could start and anchor chart them.</p> <p>1. Questions "What has wings, antennae and flies in the air?" "Did you know that butterflies....?"</p> <p>2. Startling fact or statistic "Butterflies have a built in drinking straw called a proboscis."</p> <p>3.Snapshot-" I walked outside and notices a beautiful butterfly flutter past my nose!"</p> <p>4.Action "Flutter, flutter-that's a butterfly passing by!"</p> <p>Teaching Point: Leads</p> <p>Try a lead:</p> <p>Teacher models Students write</p>	<p>Teaching Point: Leads</p> <p>Try a different lead:</p> <p>Teacher models</p> <p>Students write</p>
<p>Teaching Point: Leads</p>	<p>Teaching Point: Leads</p>	<p>Teaching Point: Elaboration-</p>	<p>Teaching Point: Elaboration-</p>

<p>Try a different lead:</p> <p>Teacher models</p> <p>Students write</p>	<p>Try a different lead:</p> <p>Teacher models</p> <p>Students write</p>	<p>Mentor text- Notice they have multiple facts to support each heading. when you write today I want you to try that strategy.</p> <p>Model: Develop a main idea sentence related to the heading. Show how to create a supporting sentences for each fact from the sticky notes.</p> <p>Write more than one fact per heading page.</p>	<p>Mentor text- Notice they have multiple facts to support each heading. when you write today I want you to try that strategy.</p> <p>Model: Develop a main idea sentence related to the heading. Show how to create a supporting sentences for each fact from the sticky notes.</p> <p>Write more than one fact per heading page.</p>
<p>Teaching Point: Elaboration- Mentor text- Notice they have multiple facts to support each heading. when you write today I want you to try that strategy.</p> <p>Model: Develop a main idea sentence related to the heading. Show how to create a supporting sentences for each fact from the sticky notes.</p> <p>Write more than one fact per heading page.</p>	<p>Teaching Point: Craft/Text Features</p> <p>Mentor Text- pictures labels diagrams caption sentences</p> <p>Discuss differences between the different text features.</p> <p>Students look through a variety of informational texts to find the different text features.</p> <p>Talk about when you might use each of the three:</p> <p>Diagram- for when there is a process, life cycle etc. Caption- to explain a picture Labels- to show different parts/pieces in a drawing.</p>	<p>Teaching Point: Craft/Text Features</p> <p>Model: Teacher chooses a places in her book where each of the three text features would fit.</p> <p>Students add a text feature to their own books.</p>	<p>Teaching Point: Craft/Text Features</p> <p>Model: Teacher chooses a places in her book where each of the three text features would fit.</p> <p>Students add a text feature to their own books.</p>
<p>Teaching Point: Endings</p> <p>Mentor Text: Closure</p> <p>How did the author end his/her stories? (author pulled together some facts to conclude with something important that you want the reader to remember *relates to the opening or hook)</p> <p>-giving advice -rewording the opening -feeling, question or fact</p>	<p>Students Independently create a new informational piece- Day 1.</p> <p>Teacher will review the important parts of the informational text and create an anchor chart or checklist. Students will have the next three to four days to create a new piece using what we've practiced together.</p>	<p>Students Independently create a new informational piece- Day 2.</p> <p>Teacher will review the important parts of the informational text and create an anchor chart or checklist. Students will have the next three to four days to create a new piece using what we've practiced together.</p>	<p>Students Independently create a new informational piece-Day 3</p> <p>Teacher will review the important parts of the informational text and create an anchor chart or checklist. Students will have the next three to four days to create a new piece using what we've practiced together.</p>

<p>“The next time you see a butterfly flutter by, you’ll know a lot more about it!”</p> <p>Model how to create and elaborate on your closure. We can make it its own page. So when you write today, we will add another page to the end.</p> <p>Students write.</p>			
<p>Students Independently create a new informational piece-Day 4</p> <p>Teacher will review the important parts of the informational text and create an anchor chart or checklist. Students will have the next three to four days to create a new piece using what we’ve practiced together.</p>	<p>Post On Demand</p>		