

Learning Experience

LE Title: The Season of Spring/Non-fiction Books

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Grade Level: 1st /LMC

School: Deerfield Elementary School

Topic/Subject Area(s): MS&T and ELA

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LEARNING CONTEXT

Purpose or Focus of Experience

This lesson has students listening to the book *The Seasons of Spring* and finding facts from the book. It is an introduction to using nonfiction books: note taking, using an index, table of contents and glossary.

The students will:

- Gather and interpret information from children's reference book
- Select and list the events that take place in spring
- Group or categorize springtime events and organize them under main ideas/ take notes
- Describe seasonal changes that happen in spring

CONNECTION TO STANDARDS

New York State Learning Standards addressed in assessment:

NYS Standard: Mathematics, Science and Technology, Standard 4

MST4.PS1A: Students describe patterns of daily, monthly, and seasonal changes in their environment

NYS Standard: Language Arts, Standard 1

ELA1.E.LR1A: Students gather and interpret information from children's reference books...

ELA1.E.LR1C: Students select and use strategies they have been taught for note taking, organizing and categorizing information.

Library & Information Skills:

13 - Differentiate between fiction and non-fiction books

14 - Know what the reference section is in the library

25 - Take simple notes

ESSENTIAL QUESTION(S)

- Why do these events happen in the springtime?
- What are the events that take place in spring and how can we organize the events?
- What events in springtime cause other events to happen?

CONTENT KNOWLEDGE: DECLARATIVE, PROCEDURAL

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Students will know:

Declarative

1. Factual information is found in non-fiction books
2. The parts of a book
3. Different events happen in the spring
4. Concept of a Graphic Organizer
5. Concept of Think, Pair and Share

Students will be able to:

Procedural

1. Gather and interpret information from the non-fiction book
2. Use the index of a book
3. Describe seasonal changes and events that happen in spring
4. Use a web graphic organizer to record significant details about springtime events and draw conclusions
5. Use Think Pair and Share to brainstorm main headings/keywords

PROCEDURE

Introduce: Start lesson by stating that the students will be listening to a non-fiction book about spring. Remind the students that they have been learning about the season of spring and non-fiction books in their classroom.

Lesson Plan Part 1:

1. The students will come to the library media center. All students will sit on the ABC rug. The students will sit in an oval on the red line of the rug so that everyone can see each other's face.
2. Attendance will be taken. The teacher will greet the student with "Good Morning or Afternoon _____" and the student the responds with Good Morning or Afternoon Mrs. Bliss"

3. The LMS will then introduce and read the book *How Do You Know It's Spring?* By Allan Fowler being sure to mention the title, author, illustrator and genre. (Non-fiction or informational)
4. Discussion: Ask the students to remember some of the events that happen in spring.
5. Implement the Think Pair and Share. Have students tell a partner what they think a main heading or keyword should be on our graphic organizer.

6. Brainstorm with students to determine the main headings/keywords to classify the events of spring. (I made the graphic organizer ahead with the keywords I felt the students would select. Students could make the graphic organizers themselves if desired.)

Lesson Plan Part 2

1. Students will sit in 5 groups of 4 students. Each group will have a book holder, recorder, reporter and decision maker.
2. The students will work together and brain storm the events of spring and what main ideas they fall under.
3. The students will complete a group graphic organizer with the Library Media Specialist recording.

NY State Standard taught but not assessed:

NYS Standard: Language Arts, Standard 3

NYS Standard: Language Arts, Standard 4

AASL Learning Standards/Library & Information Skills Learner Outcomes addressed in assessment:

Standard 1: The student who is information literate accesses information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and competently.

Standard 3: The student who is information literate uses information accurately and creatively.

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

Modifications will be made as needed

TIME REQUIRED

- Planning 4 hrs.
- Implementation (20 min. x 2)
- Assessment (Was the class discussion good? Did the students learn something new?) 30 min prep and 30 min scoring and recording graphic organizers.

Resources

Include bibliography, mediagraphy and/or list of appropriate Internet sites.

- Rookie Read-About Science
- *How Do You Know It's Spring?* (I had 6 copies of this book, enough for each group)
- By Allan Fowler
- Kidspiration - to design the graphic organizer
- Cooperative learning groups, graphic organizers, pencils, large graphic organizer for recording group findings.

ASSESSMENT PLAN

* Techniques used to collect evidence of student progress toward meeting standards (observation, paired groups, questioning, graphic organizer)

* Tools used to document student progress (graphic organizer)

Discussion Rubric – circle one

I participated in the class discussion about spring events

I did not participated in the class discussion about spring events

One thing I learned about spring today that I did not know was...

STUDENT WORK

See attached

REFLECTION

Students were interested in this lesson. I will use it again next year.

Take the time to ask the classroom teacher to review your cooperative learning groups.

They are more familiar with the students' idiosyncrasies.

I use Think, Pair and Share so that all the students get to tell someone their answer to my question and also it gives the student confidence that their answer is correct before they tell the whole class. Think, Pair and Share: The teacher asks a question; the students are to turn to 1 or 2 students and quietly share their answer to the question. After about 1 minute the teacher asks if everyone has shared his or her answer. At this time the teacher asks three or four pairs to share their answer.