

Informative/Explanatory: Research

Unit Introduction

NOTE

Common Core State Standards are listed in Table of Contents after each lesson title as well as on actual lesson pages. Sometimes, in the process of revising, original lessons were deleted or moved and new lessons added. Lesson numbers were not changed, but the pages were renumbered to be sequential in each unit.

Description of Project:

Weaving in all the elements of informational writing, along with research and note-taking, students will write a nonfiction book including a table of contents, four sections with headings, a labeled diagram(s) and illustration(s) with caption(s), and a cover with title and author's name.

We use insects as the topic for our lessons. Since we expect students to do research, it is important to choose an insect they don't already know a great deal about. We use aphids as the insect in the examples because aphids are not one of the insects studied in the **PPS Insects Science Kit** and yet are readily available if you want to bring some in for students to examine or if students want to search for them on their own.

Another option is to use the **Bridges to Mathematics Unit 6: My Little Farm**. Students can use the poems for each animal as their informational text for research or you could bring in additional farm animal books. The graphic organizer included in this unit will work for insects or farm animals. You could also choose to use the graphic organizer that comes with the farm unit.

The books may be published in handwritten form. It can be a nice change of pace if you can find volunteers to type final copies allowing space for students to add illustrations and/or labeled diagrams. Encourage students to work neatly so the typist can read drafts.

Websites with aphid information (and often other insects!)

http://www.backyardnature.net/aphid_lc.htm

<http://www.critterzone.com/magazineresource/aphids-plant-lice-aphididae-honeydew-pest-insect.htm>

<http://earthlife.net/insects/six.html>

<http://urbanext.illinois.edu/bugreview/aphids.html>

<http://www.aphids.info/>

Student Goals for this Unit:

1. Students will answer questions on their topic by gathering information from informational text.
2. Students will use their own words to write complete sentences from their notes.
3. Students will use correct spelling, punctuation and capitalization.

Table of Contents

Unit Introduction	R- 1
Table of Contents	R- 3

Lessons:

1. Choosing a Topic (W.1.2; W.1.8)	R- 5
Revised Informative Text Chart	R- 7
2a. Finding Facts/Note-Taking (W.1.2; W.1.5; W.1.8)	R- 9
Revised Research Graphic Organizer (partially filled example for lesson 2).....	R-13
Revised Research Graphic Organizer (template to duplicate for students).....	R-15
3a. Table of Contents/Headings (W.1.2)	R-17
Revised Table of Contents paper	R-19
4a. Writing Complete Sentences (W.1.2; W.1.5; L.1.1.j; L.1.2.c).....	R-21
5a. Startling Fact as Closure (W.1.2)	R-23
6a. Diagrams and Captions (W.1.2).....	R-25
7. Revising for Clarity (W.1.2; W.1.5).....	R-27
8. Editing (W.1.2; L.1.2.b)	R-29
Aphid Editing Sample	R-31
9a. Using a Checklist (W.1.2; W.1.5; L.1.2.b; L.1.2.d)	R-33

Teacher Resources

Sample Research Project for Additional Editing Practice	R-35
Revision Questions Poster	R-37
Research Project Criteria Poster	R-39
Research Project Checklist	R-41
Scott Foresman First Grade Resources with Elements of Informative Text	R-43
Blank Research Graphic Organizer	R-45
“The Wonderful World of Aphids” article (three versions).....	R-47
End of Unit Checklist: Research	R-59

This page intentionally left blank.

Informative Writing: Research (1) Choosing a Topic

Minilesson Teaching Point: Looking at informational text and choosing a topic.

Standard(s):

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Prior to this lesson, make sure you have exposed students to informational texts, i.e. classroom magazines (Scholastic News, Weekly Reader, National Geographic Kids, Time for Kids), nonfiction leveled readers, PPS Science kit libraries, Gail Gibbons text.

Materials:

- Chart paper and markers
- Collection of informational text for students to look through noticing features of this type of text (ideally classroom magazines, articles, pamphlets as well as books)

Connection:

*“Writers, we have learned how to write **All-About** books that teach our readers information we already know. Today we are going to learn to do **research** to investigate a topic we want to learn more about. We will learn to take notes to help us remember and organize the new information. Then we will write our own informational books.”*

Teach (modeling):

“To begin, let’s look at some informational text.” Model looking through one text and pointing out a few features. Make connections to the All-About unit and how those book are similar. List a few of the features you pointed out on the chart paper

ELD: Use visuals on text feature list/point to an example of the feature as it is suggested. Post a vocabulary bank (thematic word wall) of insect words.

Active Engagement (guided practice):

“Now it’s your turn to look at some informational text and notice the elements of informational text these authors use.” Have students look through some of the books and magazines you have collected. You may wish to have students work individually or in pairs. Ask for students to tell you the elements they notice and record these on the chart paper. Point out that not all informational texts feature all the elements.

*“Even though authors include different **elements**, they all teach us about one topic. For example...”* (Mention topics the students have experienced).

“When we wrote our All-About books, we wrote about familiar topics—things we knew about already. When writers want to write about something that interests them, but they don’t know much about it, they do research before writing the book. That means they read other books and magazines, consult experts, use the internet, and perhaps even do some observations to learn more about their topic before they write.”

“We are going to work together to write an informational book about aphids. Let’s think about some things we might want to know about aphids. Turn and Talk.”

ELD: “I want to know _____ about ____.”

List some of the things students brainstormed.

Bridge to Independent Practice:

Writers, as you are writing today, if you think of another thing you would like to know about aphids, write it in on a sticky note and add it to our chart. You may also want to write down what you think you know about aphids already.”

Conferring:

As students are making lists, remind them we are looking for topics/questions that they are unable to answer without doing research.

Closure:

Share the additional ideas for information students want to learn about aphids.

Reflection:

Resources & References: (adapted from, acknowledgements)

Informative Text

may feature:

- table of contents
- headings
- labeled diagrams
- captions

This page intentionally left blank.

Informative Writing: Research (2a)

Finding Facts/Note-Taking

NOTE: Teach this lesson four times, one for each box on the graphic organizer.

Minilesson Teaching Point: Note-taking.

Standard(s):

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Materials:

- Chart paper organized to look like the graphic organizer (four organizational sections) or an enlarged copy or the ability to display it with a data projector
- Individual copies of graphic organizer (you may want to enlarge it to 11"x17" size)
- A piece of informational text about your chosen insect that all students have access to. (A sample you may copy about aphids follows this lesson. There are two levels—one at a higher reading level than the other.)
- Four different color highlighters, colored pencils, or crayons.
- NOTE: Other sources include leveled readers about insects (see below) or an informational book such as Monarch Butterfly by Gail Gibbons. A class set of magazines such as Time for Kids, National Geographic, or Scholastic News featuring an article about the chosen insect would work well.

Books About Insects in the Scott Foresman First Grade Leveled Readers

- | | |
|------------------------------|---|
| 1.2.6 Strategic Intervention | <u>Worker Bees</u> by Kristin Cashore |
| 1.2.6 On Level | <u>We Use Honey</u> by Zachary Cohn |
| 1.2.6 Advanced | <u>A Beekeeper's Work</u> by Beth Lewis |
| 1.3.5 Strategic Intervention | <u>Animals Grow and Change</u> by Bonita Ferraro |
| 1.3.5 On Level | <u>A Visit to a Butterfly Greenhouse</u> by Molly Fleck |
| 1.3.5 Advanced | <u>Butterflies</u> by Susan Jones Leeming |
- (Optional) Additional informational text about your insect for students to use. One or more copies of some leveled readers, classroom magazines, photocopies of sections from books, etc.

Connection:

Day 1: “Writers, yesterday we reviewed the **elements of nonfiction**.” Review the chart briefly. “We also thought of some questions we have about **aphids**.”

Day 2: “Writers, yesterday we gathered facts about what aphids look like. Today we will gather facts about where they live.”

Day 3: “Writers, yesterday we gathered facts about where aphids live. Today we will gather facts about their lifecycle.”

Day 4: “Writers, we yesterday gathered facts about the lifecycle of an aphid. Today we will gather other interesting facts about them.”

Teach (modeling):

“When we look through **informational text** about our **topic**, we pay attention to the facts and try to learn the answers to our questions. We want to collect facts, true information, and record the important words. This is called **taking notes**. When we find a fact we want to remember, we highlight or underline the fact. We then write the important words on our graphic organizer to remind us of the fact. (Choose examples appropriate to your topic.)

Show students the graphic organizer. “We will use this graphic organizer to help us sort our information into sections.”

Read and briefly discuss the heading and question for that day’s focus.

ELD: Use sketches next to the headings on the graphic organizer.

Active Engagement (guided practice):

Day 1: “Now we will look through our informational text, and find some **facts** about what aphids look like. When we find a fact, we’ll highlight or underline it. Today we will use a yellow highlighter.”

Pass out the informational text and guide students reading it through once as a class. (If you are planning to use text at different levels, you may want to pass out an easy level to everyone so they are all looking at the same thing for this part of the lesson. Otherwise, if you hand out different levels to different students, you can ask students to “find the picture of . , .” and so forth and have them read the caption and tell you the fact rather than reading a section as a class).

“Listen carefully and follow along as I read this section.” Choose a section to read aloud. “Think of one fact you heard that describes what aphids look like. Turn and Talk.”

Have a share out and lead students in highlighting facts related to today’s section.

ELD: “One fact I noticed is _____.”

Days 2-4: Repeat the procedure above changing the color of highlighter and the

focus question each day.

Bridge to Independent Practice:

Pass out individual copies of the **graphic organizer**.

Day 1: *“Now we will record our facts about ‘what aphids look like,’ on our graphic organizer.”*

Model writing a fact in the appropriate section of the graphic organizer using a word or phrase and emphasizing that you are not writing complete sentences.

*“Now, writers, you will use your highlighted informational text to record the facts on your graphic organizer. You may continue using the informational text we have been using together or you may want to come and get a different piece. Make sure you put at least two facts in the section of your graphic organizer titled **Description**.”*

Days 2-4: Repeat the procedure changing the focus question each day.

Conferring:

Check to see that students are recording facts in their own words and in the appropriate spaces on the organizer. Help students read as needed.

Closure:

Invite students to share some facts they found. Record some of these facts on the class copy of the organizer. (You may want to do this later, if there’s quite a bit to add.) Collect the graphic organizers. (If you used the enlarged 11”x17” size, show students how to neatly fold the organizer in half with the name showing).

You will want to look through the graphic organizers to see which students may need help with note-taking and/or recording the facts in the appropriate section.

Reflection:

Resources & References: (adapted from, acknowledgments)

This page left blank intentionally.

Name: Shanna Date: 5/2/09

Animal Name Aphids

Description What does it look like?	Habitat and Food Where does it live? What does it eat?
<p>1-10 mm long</p> <p>Green, pink, black, red, white, yellow</p>	<p>Live most in temperate zones</p>
Life Cycle How does it change as it grows?	Other Interesting Facts What makes this animal unique?
<p>Hatches and born live</p>	<p>Some ants take care of aphids</p> <p>Aphids make honeydew</p>

This page left blank intentionally.

Name: _____ Date: _____

Animal Name _____

Description What does it look like?	Habitat and Food Where does it live? What does it eat?
Life Cycle How does it change as it grows?	Other Interesting Facts What makes this animal unique?

This page intentionally left blank

Informative Writing: Research (3a)

Table of Contents/Headings

Minilesson Teaching Point: Making a table of contents from your headings
Standard(s): W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Materials: <ul style="list-style-type: none">• Chart paper and markers• Your graphic organizer about your insect with three to five facts in each category. (Example aphid graphic organizer completed follows this lesson.)• The four section headings from the graphic organizer written on sentence strips so they can be organized into a table of contents.• A sentence strip with “Table of Contents” written on it.• Your charts from the All-About unit showing samples of table of contents and sample headings or materials to make some charts now.• “Informative Text” Chart from Lesson Research 1• Premade “Table of Contents” paper (template follows this lesson)
Connection: <i>“Writers, when we looked at informational text, we noticed several elements of informational text which are listed on our chart. Today we are going to use our graphic organizers to begin writing some of the different elements for our informational book.”</i> Review “Informative Text” chart as needed.
Teach (modeling): <i>“We use headings to tell the reader what a particular section is about. We can list these headings in the table of contents to make it easy for readers to find the section they want to read. Let’s look at some examples of headings together.”</i> Share some examples of headings from your informational text collection and your chart. Notice different fonts, bold or italic, size, color, etc. Notice whether the headings are single words, phrases, or sentences and pay attention to which words are capitalized. ELD: Supported through use of “Headings” chart.
Active Engagement (guided practice): <i>“Now, writers, we will look at our graphic organizer and use the section headings to draft a table of contents for our book. Our first heading will be Description.”</i> Have a student put that heading in the pocket chart. <i>“Our second heading will be Habitat and Food.”</i> Have a student put this heading in the pocket chart below Description . <i>“Our</i>

*third heading will be **Life Cycle**.*” Have a student put this heading in the pocket chart below **Habitat and Food**. *“Our fourth heading will be **Other Interesting Facts**.”* Have a student put this heading in the pocket chart below **Life Cycle**. *“We will add the page numbers after we write all the sections.”*

Bridge to Independent Practice:

“Writers, today I will pass out your graphic organizers and paper and you will write the table of contents for your book. You may decide which order you want to list the headings. We will add the page numbers later when we finish writing the sections. Remember to use neat handwriting and put space between your words so your work is easy to read. You will use this ‘Table of Contents’ paper. When you are finished, you may work on your independent writing.”

Conferring:

Check to see that students understand which items to list in the table of contents and are spelling carefully and writing neatly.

Closure:

Show examples from different students displaying a variety of styles for the table of contents. (Either collect the graphic organizers and the papers with the table of contents or make sure students know where to store them and have put them safely away.)

Reflection:

Resources & References: (adapted from, acknowledgements)

This page intentionally left blank

Name: _____ Date: _____

Table of Contents

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

This page left blank intentionally.

Informative Writing: Research—(4a)

Writing Complete Sentences

NOTE: Teach this lesson three times, one for each section of the table of contents, saving Other Interesting Facts for the following lesson.

Minilesson Teaching Point: Writing complete sentences.

Standard(s):

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

L.1.1.j. Produce and expand complete simple and compound declarative, interrogative.

L.1.2. c. Use commas in dates and to separate single words in a series.

Materials:

- “Table of Contents” written up based on student suggestions from lesson 3
- The class copy of the graphic organizer
- Chart paper and markers (have first heading written across the top of a page)
- The individual copies of the graphic organizers and the individual table of contents written
- “Chapter writing” paper with sufficient lines and space for illustrations/diagrams

Connection:

*“We learned about taking **notes** and we looked at our headings and wrote our **table of contents**. Now we are going to organize our **facts** in each section and write complete **sentences**.”*

Teach (modeling):

*“Remember, writers, a **complete sentence** has a **naming part**—the part that tells the reader who or what did something, and a **telling part**—the part that tells the readers what the subject did or is.”*

Day 1: *“Let’s look at our **graphic organizer** now and write some sentences using our facts. We may want to write one sentence for a fact. We decided that our first section was going to be ‘Description.’ We titled it ‘What Does An Aphid Look Like?’ Watch how I take a fact and turn it into a sentence. I’m going to write my sentence below the heading on this page.”* Think aloud as you model writing a few sentences.

Days 2 and 3: Repeat the procedure for Habitat & Food and Lifecycle.

Active Engagement (guided practice):

Invite students to suggest some possible sentences for facts on your organizer. Record their ideas on chart paper under the appropriate heading.

(Depending on the prior experience of your students, you may want to demonstrate using commas in a series to list multiple adjectives in a sentence describing the insect's appearance, or a sentence listing things the insect eats. For your advanced writers, you may want to do a lesson on combining two simple sentences.)

Leave list of sentences posted in the room for students to refer back to as they work.

ELD: Use sketches with key words on sentence list.

*"Now we will reread our **sentences** and ask ourselves if each sentence has a naming part and a telling part. We also want to make sure we have put a period at the end of each sentence."*

Bridge to Independent Practice:

"Writers, now it is your turn to write some sentences with your facts. Remember to use capital letters and periods correctly."

If you collected the work the day before, return the graphic organizers as you send students off to work. If you want students to use special paper when they start writing their sentences, be sure to make it available now.

Conferring:

You will need to continue helping students turn their notes into sentences.

For those who complete the sentences quickly, suggest they try to put the sentences in an order that makes sense or go back to work on a piece in their writing folder. You may also have them move on to the next section.

Closure:

Invite students to choose a sentence they are proud of to share. Have them share the fact from their graphic organizer and then how it became a sentence. Prompt them to tell how they know it is a sentence.

You may want to collect the graphic organizers and sentences. Look over the papers to see who needs more help with forming sentences and who is using some variety in sentence structure.

Reflection:

Resources & References: (adapted from, acknowledgements)

Informative Writing: Research (5a)

Startling Fact as Closure

Minilesson Teaching Point: Using a startling fact as closure.

Standard(s):

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Materials:

- Chart paper and markers
- Graphic organizer from whole class project on aphids
- Completed student graphic organizers
- Colored marker or pencil

Connection:

*“We have been writing the sections of our research book. Today we will write the last section, and we want to make sure to provide our readers with a sense of closure. One way to do this is to end with a **startling fact**.”*

Teach (modeling): Teach (modeling):

“Let’s reread the Other Interesting Facts section of our graphic organizer.” Reread this section of the graphic organizer to the class. *“Now I will choose the most interesting or **startling fact**. **Startling** means shocking or surprising.”* Model circling your startling fact with a marker or colored pencil.

Active Engagement (guided practice): Active Engagement (guided practice):

Pass out student graphic organizers.

“Now reread the Other Interesting Facts section on your graphic organizer. Then circle the most startling fact.”

Have students turn and talk about the fact they think is startling.

ELD: “My startling fact is _____.”

Bridge to Independent Practice: Bridge to Independent Practice:

“Writers, now it is your turn to write some sentences with your facts. Remember, today you are just writing sentences from the Other Interesting Facts section of your graphic organizer. Make sure that your startling fact is the last sentence you write. This is how we will let readers know that our piece is done.”

You may want to model writing the Other Interesting Fact section, highlighting the startling fact as the last sentence you write.

Conferring:

Assist students with finding a startling fact and writing it as their closure sentence. Continue to support students as needed to complete their research project.

Closure:

Students share a **closing sentence** they have written.

Reflection:

Resources & References: (adapted from, acknowledgements)

Informative Writing: Research (6a)

Labeled Diagrams/Illustrations and Captions

Minilesson Teaching Point: Including diagrams and captions.

Standard(s):

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Materials:

- Chart paper and markers
- You may want to display your poster about diagrams and your poster about captions from the All-About unit or have some prepared examples ready to share
- Collection of pictures on paper with room to write a caption and/or add labels
- Informative Text” Chart from Lesson Research 1

Connection:

*“Writers, we know that **informational text** includes a number of different **elements**. We used these elements when we wrote our **All-About** books. So far we have worked on a table of contents and headings for our informational text. Today we are going to add **labeled diagrams** and **illustrations with captions**.”* (Point out this element on the “Informative Text” chart from Lesson 1.)

Teach (modeling):

“When writers write informational text, they often include illustrations or diagrams to help readers understand the information. For additional help, writers put a caption next to the illustration or add labels to a diagram. Remember, when we wrote All-About pieces, we added illustrations and captions. Diagrams can be a map or chart. A diagram can also be a picture of an insect with labeled body parts.”

Now read through (or write) the poster sharing the examples that show **labeled diagrams** and illustrations with captions.

ELD: Supported through use of “Diagrams” and “Captions” posters.

Model sketching a labeled diagram or illustration for one particular section of the class example.

Active Engagement (guided practice):

“Think about all the information we have been looking at about aphids. Our first section is ‘Description.’ Raise your hand if you have a suggestion for a labeled diagram.”

Invite students to come up to the chart paper and sketch out an idea or show you a picture from the reference. Consult the children for ideas for the other three sections as well. Talk about the fact that not all sections will have either a labeled diagram or an illustration with a caption.

Bridge to Independent Practice:

“As you go to work today, writers, you may need to finish writing and organizing your sentences for each section. You may be ready to add illustrations with captions or labeled diagrams.”

Conferring:

Ask students to tell you which sections they have decided will need an illustration or labeled diagram. What will the labels be? What will the caption be?

Closure: Gather students together. *“Raise your hand if you added an illustration with a caption. Raise your hand if you added a labeled diagram.”*

If time permits, have two or three students share their diagrams or illustrations with captions and/or labels.

Reflection:**Resources & References: (adapted from, acknowledgments)**

Informative Writing: Research (7) Revising for Clarity

Minilesson Teaching Point: Revising for clarity.

Standard(s):

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Materials:

- “Revision Questions” Poster for revising research (see end of this unit)
- The research project you have worked on as a class (it’s okay if it’s not complete yet!)

Connection:

*“As writers we know we always want to **reread** our writing to make sure it is clear for our reader. Today I want to share some **questions** with you that you can use to make sure your writing is clear for your readers.”*

Teach (modeling):

Show the “Revision Questions” poster. Read through the questions on the poster. Model finding the answer to each question in the first section of the class research project you have written together so far.

When I revise my research project, I ask myself . . .

- *What is my topic?*
- *Are my ideas clear? Do the sentences make sense?*
- *Do my headings match my information?*
- *Is there anything I can add to help my reader understand?*

ELD: Use visuals on “Revision” chart.

Active Engagement (guided practice):

“Writers, Let’s read the next section together.” (Read.) “Now let’s ask ourselves the questions on our poster. Do we know what the topic of this section is? Do the sentences make sense? Does the heading match the information? Do we have any questions? Is there anything we can add to help the reader better understand?”

Demonstrate making changes as students suggest them. You may want to demonstrate using the caret or a revision strip or other revision method you have used this year.

Bridge to Independent Practice:

*“If you think you are done writing, take some time to **check** through the **revision questions**. Add, change, or cross out as needed to make your message clear. Remember to work neatly so others can read your work.”*

Conferring:

Check to see how much progress students are making toward finishing this group project. As students finish, encourage them to start an independent research project or continue working on other writing projects.

Closure:

Allow a few students who have finished to read their projects to the class, perhaps using the document camera so all can see the illustrations/diagrams.

Reflection:**Resources & References: (adapted from, acknowledgements)**

Informative Writing: Research (8) Editing

Minilesson Teaching Point: Editing.

Standard:

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

L.1.2.b. Use end punctuation for sentences.

Materials:

- Sample of informational text to edit. (Ideally, use a section from the class book. If you need something with more conventions errors, a sample follows this lesson.)
- Option 1: A volunteer who is ready to edit his/her revised project (If you do not have a document camera, make copies of at least one section that has convention errors for individual student use.) [Option 2: use copies of sample following this lesson.]
- Class set of highlighters in multiple colors OR editing and revision pens

NOTE: If you are not going to type these projects, or have students recopy, omit the references to highlighters and use editing and revision pens neatly instead.

Connection:

*“As writers we have been working on our **research project**. Yesterday we asked ourselves the **revision questions** from our chart, and made some changes to make our writing easier for readers to understand. Now that our message is clear, we need to **edit**. When we edit, we check spelling, capital letters, and punctuation. Remember to work neatly so readers can understand your work.”*

Teach (modeling):

(If you are not going to type these projects, or have students recopy, omit the references to highlighters and use editing and revision pens neatly instead.)

*“When you think you are done **revising**, it’s time to get a **highlighter** and check spelling, capital letters and punctuation. The highlighter helps us check carefully to see that we have spelled words correctly, have punctuation at the end of each sentence, and we start each new sentence with a capital letter.”*

“Watch as I edit this section from our class project.” (If you are using the sample following this lesson, do the first paragraph. Then use the rest of the sample for the Active Engagement.) *“First I will read the writing over carefully, watching for words that do not look spelled correctly. When I find a word I’m not sure about, I’ll highlight it. Later I’ll see if I can find the correct spelling for the highlighted words.”* Model pointing to each word as you read and stopping to highlight any words that look misspelled.

Now I will check for punctuation. As I reread, I will highlight the punctuation. I will also listen for places where there may be missing punctuation. I’ll check the end of the first sentence. Is there punctuation or do we need to add something?” (If no change is needed, highlight punctuation. If a change is needed, make the change and then highlight to show that spot was checked.) *“The next word is the beginning of our next sentence. Does it have a capital letter or do we need to make a change?”* (Highlight or fix

<p>and highlight as needed.) Continue looking for punctuation and capital letters.</p> <p><i>“Now I will go back and fix any misspelled words I highlighted earlier.”</i> (Model fixing the highlighted words using a variety of spelling resources.)</p>													
<p>Active Engagement (guided practice):</p> <p>Option 1: <i>“Today, _____ (insert name of student volunteer) is going to allow us to use his/her piece to practice editing.”</i> (Use document camera to display or pass out individual copies.)</p> <p>Option 1: <i>“Now I will give you each a copy of a section to edit and we will highlight together.”</i> “Walk students through the editing process used in “Teach” section earlier, encouraging them to tell what to highlight and highlighting it themselves on individual copies. You may want to have them work independently on one paragraph and then share their suggestions. Be sure to thank the volunteer if you used one.</p>													
<p>Bridge to Independent Practice:</p> <p>(Return papers.) <i>“Writers, when you think you are done writing, ask yourself the revision questions. Then edit for spelling, punctuation and capital letters.”</i></p> <p>Take a status of the class and dismiss to get to work. This is almost like a mini-conference. You can prompt students—they tell you where they are and you ask one quick, clarifying question.</p> <table border="0"> <tr> <td>Student response:</td><td>Teacher question:</td></tr> <tr> <td>“I’m working on the sections.”</td><td><i>“What’s the heading of your next section?”</i></td></tr> <tr> <td>“I’m drawing illustrations or diagrams.”</td><td><i>“What will you draw?”</i></td></tr> <tr> <td>“I’m ready for revision questions.”</td><td><i>“Do you want to do this by yourself or with a partner?”</i></td></tr> <tr> <td>“I’m ready to edit.”</td><td><i>“What will you check for?”</i></td></tr> <tr> <td>“I’m ready for a project checklist.”</td><td><i>“Do you want to use it by yourself or with a partner?”</i></td></tr> </table>		Student response:	Teacher question:	“I’m working on the sections.”	<i>“What’s the heading of your next section?”</i>	“I’m drawing illustrations or diagrams.”	<i>“What will you draw?”</i>	“I’m ready for revision questions.”	<i>“Do you want to do this by yourself or with a partner?”</i>	“I’m ready to edit.”	<i>“What will you check for?”</i>	“I’m ready for a project checklist.”	<i>“Do you want to use it by yourself or with a partner?”</i>
Student response:	Teacher question:												
“I’m working on the sections.”	<i>“What’s the heading of your next section?”</i>												
“I’m drawing illustrations or diagrams.”	<i>“What will you draw?”</i>												
“I’m ready for revision questions.”	<i>“Do you want to do this by yourself or with a partner?”</i>												
“I’m ready to edit.”	<i>“What will you check for?”</i>												
“I’m ready for a project checklist.”	<i>“Do you want to use it by yourself or with a partner?”</i>												
<p>Conferring:</p> <p>It is important for all students to be on task and finishing this project. Students who have completed the group project to this point may want to start an independent research project. Provide a blank copy of the graphic organizer and reference books. Otherwise, return to independent writing.</p>													
<p>Closure:</p> <p>Have a few students who haven’t shared their finished project yet, read it aloud (and possibly display with the data camera).</p>													
<p>Reflection:</p>													
<p>Resources & References:</p>													

Interesting Facts

Did you now ants herd aphids Aphids
mak honeydew. ants like to eat
honeydew becuz it is sweet. Ants take
care uv aphids so thay can hav their
honeydew.

This page left blank intentionally.

Informative Writing: Research (9a) Using a Checklist

Minilesson Teaching Point: Using a checklist.

Standard(s):

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- L.1.2.b. Use end punctuation for sentences.
- L.1.2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Materials:

- Completed class research project
- Enlarged copy of Research Project checklist (sample at end of this unit)
- Individual copies of Research Project checklist (sample at end of this unit)
- A volunteer who is ready to use the Research Project checklist on a revised and edited project. (Ideally this will be a draft that has the capitals, punctuation, and spelling highlighted as per the directions in Lesson 8, or editing done with the editing and revising pen.)

Connection:

*“As writers we know how to ask ourselves the **revision questions**, and make any changes to improve our writing. We know how to use the highlighters (or editing pens) to **edit**. After we revise and edit, we are ready to use the **Research Project Checklist**.”*

Teach (modeling):

“Let’s review the checklist together.” Read over the checklist. Demonstrate using the checklist with the completed class project.

Research Checklist

Revision Questions

My partner’s ideas are clear and their sentences make sense

My partner’s headings match their information

My partner included all the parts:

Cover with title and author’s name

Table of contents

Four sections with headings

Illustration or diagram with a caption

I checked each part for:

Spelling

Punctuation

Capitalization

ELD: Use visuals with project checklist.

Active Engagement (guided practice):

“Today _____ (insert student volunteer’s name) is going to allow us to use his/her piece to practice using the checklist. Now _____ (student’s name) will read his/her research piece.”

The class reads the first item on the checklist and _____ shows where that item is in the piece. The class reads the next item from the checklist and allows a moment for _____ to find that part in his/her research paper. After each item, _____ makes a checkmark in the appropriate box—YES or NO. Have the student go off to finish the research writing if any items on the checklist were not checked off yet. Otherwise, have the student attach the completed checklist to the research piece and turn it in.

Bridge to Independent Practice:

Have writers find a place to work next to their writing partners. Pass out the Research Checklist. Have students exchange research writing and check each other’s research pieces.

“After you and your partner have finished checking each other’s pieces, make any changes you need to fix up your writing.”

Conferring:

Walk around the room checking in with each pair of writers.

Closure:

Invite students who found something that needed to be fixed to share.

Reflection:**Resources & References:**

Life cycle

The Darkling Beetle has a complex metamorphosis. The first stag is the egg The egg is so tinny you ca'nt see it unless you ues a microscope or mayby a magnifying glas.

The second stage is larva. The larva is wite wen it hatches. It turns a tannish color. as it grows. We call the larva mealworms. Mealworms like to ete bran fruit and vegtabls.

After a few week of eating and eating, the mealworm turns in to a pupa. The pupa is stil alive and it can wigle around. It looks strange becuase you can't see the face and their are no legs.

Finally, the pupa casing splits open and out comes a darkling beetle. It can live for many weeks. It eats the same food the mealworm ate. Eventually it lays eggs and dies. The life cycle starts over agen

This page left blank intentionally.

Revision Questions

When I revise my research project, I ask myself . . .

- What is my topic?
- Are my ideas clear? Do the sentences make sense?
- Do my headings match my information?
- Is there anything I can add to help my reader understand?

This page left blank intentionally.

Research Project Criteria

Students will write a nonfiction book including:

- a table of contents
- four sections with headings
- a labeled diagram or picture with caption
- a cover with title and author's name

This page left blank intentionally.

Name:

Date:

Research Checklist	Yes	No
Revision Questions:		
My partner's ideas are clear and my sentences make sense		
My partner's headings match their information		
My partner included all the parts:		
Cover with title and author's name		
Table of contents		
Four sections with headings		
Illustration or diagram with a caption		
I checked each part for:		
Spelling		
Punctuation		
Capitalization		

Name:

Date:

Research Checklist	Yes	No
Revision Questions:		
My partner's ideas are clear and my sentences make sense		
My partner's headings match their information		
My partner included all the parts:		
Cover with title and author's name		
Table of contents		
Four sections with headings		
Illustration or diagram with a caption		
I checked each part for:		
Spelling		
Punctuation		
Capitalization		

This page intentionally left blank.

Scott Foresman First Grade Resources with Elements of Informative Text

Title (Source indicated in next column) TB = trade book BB = big book LR = Leveled Reader	Source	Table of Contents	Headings	Captions	Labeled Diagrams	Glossary	Index	About the Author	Question Leads	Startling Fact
<u>The Lincoln Memorial</u> by Kristin L. Nelson	TB					X	X		X	
<u>Where Is My Town?</u> By Robin Nelson	TB		X		X	X	x			
<u>Walk Around A City</u> by Peter and Connie Roop	BB	X	X		X	X		X		
<u>Orville and Wilbur Wright</u> by Ann Gaines	BB	X	X	X		X	X	X		
<u>Mr. George Baker</u> by Amy Hest	BB								X	
<u>Pet Helpers</u> by Nancy Lollo 1.1.2 ELL	LR								X	
<u>Baby Animals in the Rain Forest</u> by Melissa Burke 1.1.4 A	LR			X						X
<u>Will We See Animals?</u> by Megan Litwin 1.1.6 O	LR								X	
<u>All Kinds of Families</u> by Linda Yoshizawa 1.2.1 O	LR								X	
<u>School: Then and Now</u> by Marianne Lenihan 1.2.2 A	LR			X						X
<u>Dinosaur Detectives</u> by Beth Lewis 1.2.4 A	LR			X	X					
<u>Links in the Food Chain</u> by Kim Borland 1.2.5 A	LR				X					X
<u>We Use Honey</u> by Zachary Cohn 1.2.6 O	LR									X
<u>Special Days, Special Food</u> by Juan Lester 1.3.1 A	LR		X	X						
<u>Butterflies</u> by Susan Jones Leeming 1.3.5 A	LR			X	X	X			X	
<u>A Visit to a Butterfly Greenhouse</u> by Molly Fleck 1.3.5 O	LR				X				X	
<u>Animals Grow and Change</u> by Bonita Ferraro 1.3.5 SI	LR		X	X					X	
<u>Weather or Not, Nancy Day</u> 1.3.6 A	LR			X		X			X	
<u>Seasons Change</u> by Beth Wells 1.3.6 SI	LR								X	
<u>Cascarones Are for Fun</u> by Sammie Witt 1.4.1 A	LR		X			X			X	
<u>Special Days, Special Food</u> by Juan Lester 1.4.1 C	LR									
<u>Finding a Dinosaur Named Sue</u> by Beth Lewis 1.4.3 A	LR			X		X				
<u>Special Buildings</u> by Lana Cruce 1.4.6 A	LR			X		X				

<u>The Kids Care Club</u> by Rosa Lester 1.4.6 O	LR									X
<u>A Puppy Raiser</u> by Rosa Lester 1.5.2 O	LR								X	
<u>The Great Scientist Detectives at Work</u> by Ronda Greenberg 1.5.3 A	LR			X	X	X			X	
<u>Oak Trees</u> by Kristin Cashore 1.5.3 O	LR			X	X				X	
<u>Simple Machines in Compound Machines</u> by Oliver Garcia 1.5.4 A	LR		X	X	X	X			X	
<u>Simple Machines at Work</u> by Mary Katherine Tate 1.5.4 O	LR				X				X	
<u>Telephones Through Time</u> by S. J. Brown 1.5.5 A	LR			X	X	X			X	
<u>The Story of Communication</u> by Betty Bacon 1.5.5 O	LR				X				X	

Name: _____ Date: _____

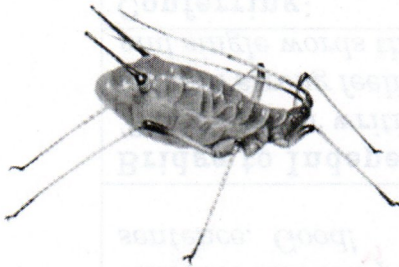
Date: _____

[illegible]

This page left blank intentionally.

The Wonderful World of Aphids

By Shanna Anderson



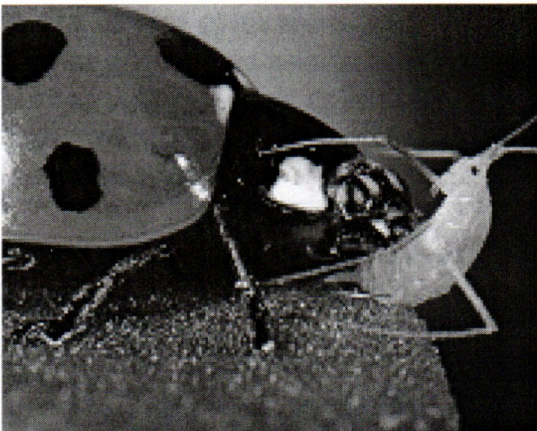
Aphids are tiny, plant-eating insects. They live all over the world. Most aphids like climates that are not too hot or too cold. They live on one plant for their entire life unless the plant dies. Then the aphid has to move to a fresh plant.



Did You Know?

Aphids are considered pests.

Friend or Foe?



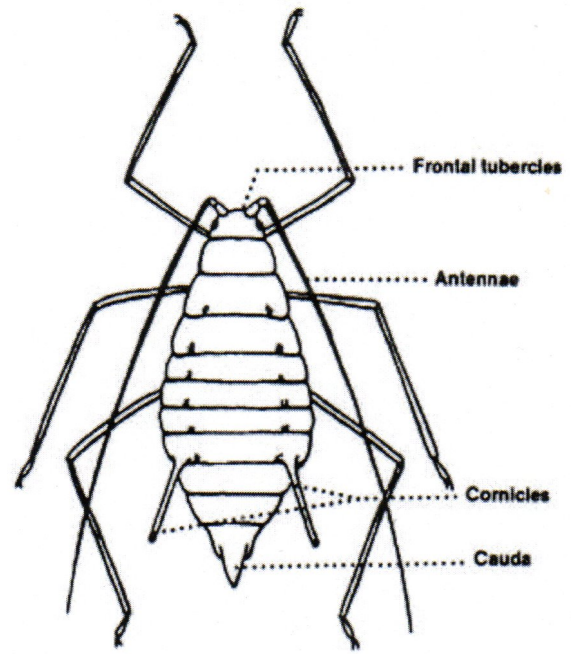
A lady beetle feasting on an aphid.

Aphids have lots of enemies. Many other insects eat aphids. People try to get rid of aphids because the aphids kill plants. They can destroy crops and gardens.

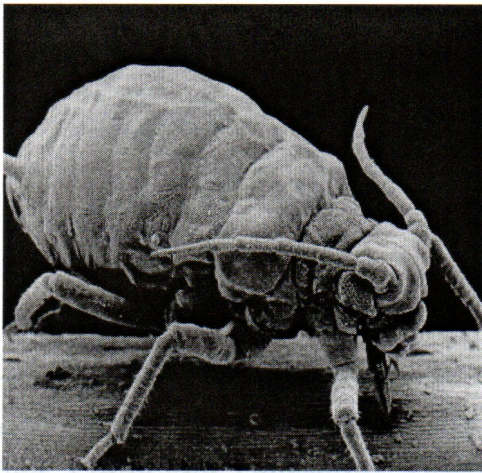
This page left blank intentionally.

The Amazing Aphid Body

Aphids are insects so they have three main body parts and six legs. Some have wings. They can be from 1 to 10 millimeters long. They come in many colors including green, black, pink, white, gray, and orange. They have a simple metamorphosis.



An Aphid's Life



Aphids live 20 to 40 days. They eat and eat. They molt (shed their skin) 4 times in the first week. When aphids are 10 days old, they have their first babies. After that, they have 5 to 10 babies every day! In fall, aphids lay eggs that hatch the next spring. The rest of the year, aphids are born live.

This page left blank intentionally.

The Wonderful World of Aphids

By Shanna Anderson



Aphids are small, soft bodied insects. When you think of aphids you probably think of rose aphids, which are green or yellow. Aphids can also be black, pink, white, gray, or orange. They are found all over the world and are sometimes called plant lice or greenflies. There are over 4,000 species of aphid in the world! Most aphids like temperate climates. They will find one plant to live on and eat. If the plant dies, or the weather gets cold, some aphids move to a new plant. Different aphids like different foods. Rose aphids like to live on and eat roses. But peach aphids love to live on peach trees and potato plants!

Did You Know?

The oldest known fossil of an aphid is over 220 million years old!

Life Isn't Always Peachy (Even for a Peach Aphid!)



Did You Know?

250 kinds of aphids are considered pests!

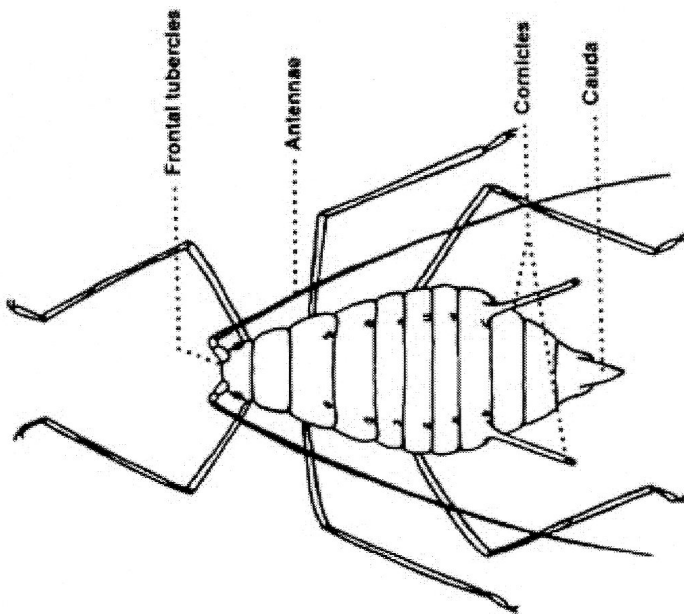
Because aphids are so common, there are many other insects that eat them. You may know that ladybugs eat aphids. But did you know parasitic wasps eat aphids, too?

Another danger for aphids is humans. Many people think aphids are pests. This is because aphids can suck the life out of the plant they live on. They also spread plant viruses. This can ruin farmers' crops and gardens.

This page left blank intentionally.

Ant Cows

Aphids make sweet liquid called honeydew that ants love to eat! Because ants like honeydew, they take care of aphids. Ants fight off predators and care for the aphids' eggs. But, if there are too many aphids, the ants will feed some of them to the ant larvae.

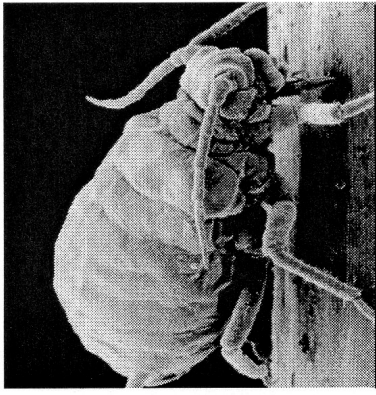


The Amazing Aphid Body

Aphids are 1 to 10 millimeters long. They have 3 body segments, six legs, two eyes, a proboscis, and 2 tubes on their back called cornicles secrete honeydew. They have a simple metamorphosis. Aphids only have wings if they need to migrate. Even though aphids are not strong fliers, they can use the wind to travel a long way.

An Aphid's Life

Aphids live 20 to 40 days, and molt 4 times in the first week. Aphids have their first babies 10 days after birth. After that, they have 5 to 10 babies every day! In fall, aphids lay eggs that hatch in spring. The rest of the year larvae are born live.



An aphid eating out the soft, sap-filled inside of a plant.



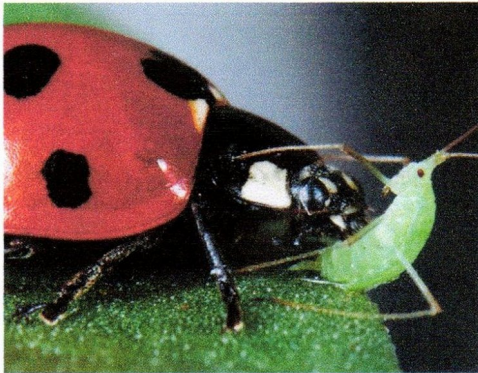
Did You Know?

During just one season 41 generations of aphids can complete the whole life cycle!

This page left blank intentionally.

The Wonderful World of Aphids

By Shanna Anderson



Aphids are small, soft bodied insects. When you think of aphids you probably think of rose aphids, which are green or yellow; but aphids can also be black, pink, white, gray, or orange. They are found all over the world and are sometimes called plant lice or greenflies. There are many kinds of aphids that live in different parts of the world. In fact there are over 4,000 species of aphid! Most aphids like

temperate climates. They will find one plant to live on and eat. If that plant dies, or the weather gets too cold, some of the aphids migrate to a new host plant.

Different kinds of aphids have different favorite foods. For example: rose aphids live on and eat roses. This isn't always the case. Peach aphids love to live on peach trees and potato plants!



Did You Know?

The oldest known fossil of an aphid is over 220 million years old!

Life Isn't Always Peachy (Even for a Peach Aphid!)

Aphids may spend most of their time eating and having babies, but that makes them a great source of food for other creatures. Because aphids are so common, there are

many other insects that eat them. You may know that ladybugs eat aphids. But did you know parasitic wasps also eat and lay their eggs inside of live aphids?

Another hard part of being an aphid is avoiding humans. Of all the species of aphid, 250 of them are considered pests. This is because a colony of aphids can suck the life out of their host plant and can spread viruses from one plant to another. This can ruin farmers' crops and gardens.



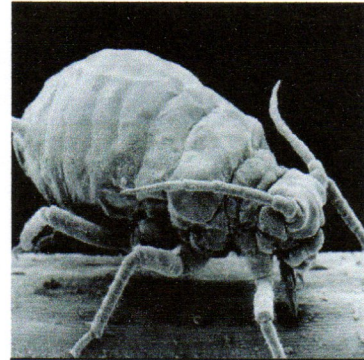
Did You Know?

250 kinds of aphids are considered pests!

This page left blank intentionally.

Ant Cows

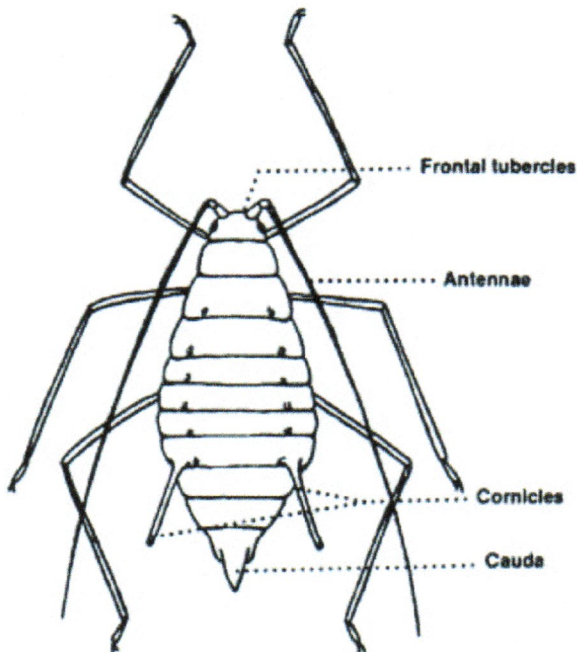
Ants and aphids have a special relationship. Aphids make sweet liquid called honeydew that ants love to eat! Because ants like to eat honeydew they take care of aphids by protecting them from predators and caring for their eggs. It isn't all good for the aphids though. If there are too many aphids the ants will feed some of them to the ant larvae.



An aphid eating out the soft, sap-filled inside of a plant.

The Amazing Aphid Body

Aphids are between one and ten millimeters long. They have three body segments, six legs, two eyes, a proboscis, and a pair of tubes on their abdomen called cornicles. They have a simple metamorphosis. Only some aphids have wings for migration. Even though aphids are not strong fliers they are very good at using the wind to travel long distances.



An Aphid's Life

Aphids have a very fast life cycle. They live 20 to 40 days, and will molt four times in the first week. Aphids can have their first babies within ten days of birth.

As adults, aphids have 5 to 10 babies every day! Because of this, it

only takes a few days for one aphid to produce a colony.

In fall, female aphids mate with male aphids and lay eggs that will hatch into larvae in the spring. During the rest of the year, only female aphids are born and reproduce without help from males. These larvae are born live, rather than hatching from eggs.



Did You Know?

During just one season 41 generations of aphids can complete the whole life cycle!

This page left blank intentionally.

End of Unit Checklist: Research

Marking Key:

X = Independently

/ = With Support

— = Not Yet Demonstrating

STUDENTS

		Gathers information to answer questions.	Writes complete sentences.	Provides a sense of closure.	Uses correct spelling.	Uses correct punctuation.	Uses correct capitalization.		
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									
21.									
22.									
23.									
24.									
25.									
26.									
27.									
28.									
29.									
30.									
31.									

This page left blank intentionally.