1st Grade: Non-Fiction Animal Books

Objectives:
1. Students will use books, Epic, and search engines to research an animal of their choice
2. Students will use Nonfiction text features to find information
3. Students will organize information in a meaningful way
4. Students will use proper spelling, capitalization, and punctuation
5. Students will present their findings using technology
6. Students will work within a team during research

Standards:
CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.1.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS.ELA-LITERACY.W.1.7
Participate in shared research and writing projects.

ISTE.3a

Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

ISTE.3b

Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Evidence:
Students will create a book on Book Creator showcasing their research about their chosen animal that will contain the following information:
- Where the animal lives
- What the animal looks like
- What the animal eats
- How the animal moves
- Adaptations of the animal
- If the animal is considered prey/predator
- Interesting fact about the animal

The book will also contain the following text features:
- Table of Contents
- Headings
- Captions
- Diagram
- Bold text
- Glossary

Learning Goals:
This assignment is the end goal for our Non-Fiction/Informational Writing unit. Students are incorporating all they already know about Non-Fiction text features with their research and writing skills.

Why this standard:
These three standards encompass everything that this lesson is striving for. Students have spent a month learning about Non-Fiction in both reading

Technology used and why:
iPad & Computer
Students will be using an iPad for the majority of this assignment, with the exception of some time

and writing. In their final writing assignment, they will be able to show off their knowledge about writing informational texts, using a digital tool to publish their writing and also researching and collaborating with peers using technology.

Task:

Students will be offered a choice of what animal they would like to research. Their animal choice will determine their research group. In my experience, there is always more than one student choosing the same animal, so this shouldn't be a problem. Whether the groups are 2, 3, 4, or 5 students, that's okay. Students will be researching their animals together in groups, writing down facts to remember or even drawing pictures in their research journals.Students will research using books, the Epic app, Kidrex, or Kiddle. Students will then use their research to create a Non-Fiction/Informational book of their own using Book Creator.

Books will be shared with parents via our class website/app.

Tools, Resources & Materials:
- iPad
- Computer
- Headphones
- Research Journals
- Pencils
- Non-Fiction Books
- Groupmates
- Teacher
- Rubric

in the Computer Lab during our once a week visit. On the iPad (or computer) they will use various tools of their choice. They can research their animal using books on the **Epic** app, they can research using the kids search engines **Kidrex** or **Kiddle**. These are all kid friendly tools that provide text that they can read at their first grade level. Students will be familiar with these tools as they have used them in Science lessons throughout our year. They will also use the app **Book Creator** to publish their writing. This app will allow them a break from the (sometimes strenuous for first graders) act of writing out each word with a pencil and paper. Book Creator allows them the creativity

21st Century Learning Skills:

Collaboration: Students will be working in their research groups to help each other find the information they are searching for.

Creativity: Students will be able to express their individuality in making their books on book creator.

Critical Thinking: Students will have to think critically about the information they find in their research. Does the book on Epic say the same thing about the animals adaptations as the website you found from Kiddle?

Communication: Students will have to share their findings with their research group to make sure they are all in agreement. They will also be communicating their research in their final books.

Prior Knowledge:
- Students will have knowledge of how to use Book Creator from previous lessons
- Students will have knowledge of Non-Fiction text features from our Non-Fiction reading unit.
- Students will have knowledge of how to use Epic, Kidrex, and Kiddle from Science units.
- Students will have spelling, punctuation, and punctuation knowledge from previous writing and spelling units.

Task Launch:

I will show the students a book I made using Book Creator. This will spark their interest, being about puppies - our classroom theme. They will also be excited to hear that they can make a fancy looking book just like mine! They will feel like real authors who can make a book that looks like what they see on Epic. I will continue to share my example each day and model how I created my title, text, imported my photos, etc. All of these processes being very accessible for

Essential Questions: ● How can I learn something from a Non-Fiction book? ● How can I use online tools to research information? ● How can I write an Informational book? ● How can I use technology to organize information in a meaningful way?	a first grader. Book creator even has a microphone function where students can just say what they are wanting to write and it will write it for them. I will also have a [checklist](#) for the students that aligns with the rubric. (They are used to these checklists from previous writing units.)

Anticipated Likely Solutions and Instructional Supports	
Correct and Incomplete Solutions: **Correct**: students work together well and books include the 6 nonfiction text features and 7 animal facts required. **Incomplete**: students do not work together in research, not following class group work expectations, and their books lack the required criteria.	**Possible Errors and Misconceptions:** ● Technology malfunction- we need wifi for all technological tools to function ● Book Creator - students could struggle with using book creator, as it is their first time. Hopefully, with good modeling, scaffolding, and support, this won't be a problem. ● ==I don't want students to think that they can just copy anything off the internet, but I can't very well see them fully citing their sources at this age - and that's not really what the lesson is about. I am interested to talk to my media specialist about this idea when school starts back up and that will determine how I incorporation citing sources in this lesson.==
Sequence: 2 Week Lesson <u>First week</u>: choosing their animal & research <u>Next week</u>: writing their books with Book Creator **Closing**: Students will share their books with a friend from our next door first grade class. These students also write Informational Books about an animal of their choice. Students are always excited to go into another classroom to share. I will evaluate their books using my rubric and have a meeting with each student to let them show their book to me and give them feedback before we send it to parents.	**Support:** The rubric to this project can be modified to support all students' needs and abilities. If there is a para-educator in the room for a student with an IEP, then they can help guide that student's group with their project. The teacher will be available every step of the way as well to guide groups in need of assistance along with scaffolding. **Assessment:** See rubric below.
Research:	

Supporting Research:	Supporting Research continued:

Bransford, Brown and Cocking (2000) discussed the following points that are seen in this lesson (p. 25).
 	
A. Schools and classrooms be learner centered.
    ○ *This lesson is completely learner centered. The teacher plays the role of a guide, setting students up for success by front loading high expectations, then the students use each other as resources and ultimately make their creation on their own.*
B. Instruction focuses on understanding why and how to organize knowledge in meaningful ways.
    ○ *Students are learning how to present their research findings in a meaningful way by writing a Non-Fiction book.*
C. Formative assessments designed to emphasize students' learning processes.
    ○ *First, students will have the chance to share their presentations with their peers. Here they will be able to show off what they know.*
    ○ *Secondly, students will have their meeting with me where they will show me their book and I will give them feedback before we ultimately send it to parents.*
D. Classroom norms are developed to encourage collaboration.
    ○ *During the introduction of the lesson, the teacher will go over group work norms and expectations so that students are fully aware of what is expected of them and how they can all work together while building a sense of community.*
	In her book, Digital and Media Literacy: Connecting Culture and Classroom (2011), Renee Hobbs outlined "five communication competencies as fundamental literacy practices that are now part of learning across all subject areas" (p. 12)
	
	1. **Access (p. 13).** Finding and sharing appropriate and relevant information and using media texts and technology tools as well.
	    ● *Students will be using Kiddle, KidRex, and Epic to do research on their chosen animal. They will also be using Book Creator to present their findings.*
	2. **Analyze (p. 15).** Using critical thinking to analyze message purpose, target audience, quality, veracity, credibility, point of view, and potential effects or consequences of messages.
	    ● *Students will work in groups to determine what information they found was the same and what was different. They will decide together by comparing their findings.*
	3. **Create (p. 16).** Composing or generating content using creativity and confidence in self-expression, with awareness of purpose, audience and composition techniques.
	    ● *Students will be making a book on Book Creator intended for an audience who doesn't know anything about their chosen animal.*
	4. **Reflect (p. 17).** Considering the impact of media messages and technology tools upon our thinking and actions in daily life and applying social responsibility and ethical principles to our own identity, communication behavior, and conduct.
	    ● *Students will learn that not all resources share factual information when comparing some of their findings with their groups. They will have to be sure that more than one person in their group found the same fact.*
	5. **Act (p. 19).** Working individually and

	collaboratively to share knowledge and solve problems in the family, the workplace, and the community, and participating as a member of a community at local, regional, national, and international levels.
	● *Students will be working in research teams to share their findings. They will then work on their own book that they will present to both a friend in another class, myself, and their families.*

References:

Bransford, J., Brown, A.L. & Cocking, R.R. (2000). How people learn: Brain, mind, experience, and school. Washington, D.C.: National Academy Press, 31-50.

Hobbs, R. (2011). Digital and media literacy: Connecting culture and classroom. Thousand Oaks, CA: Corwin/Sage.

Rubric:

Criteria	4 Excellent	3 Satisfactory	2 Needs Improvement	1 Unsatisfactory
Attractiveness	The book is exceptionally neat and colorful showing extra effort.	The book is neat and some color is used showing good effort.	The book looks rushed and is difficult to read, little color is used.	The book is illegible and no color is used.
Organization	The book is well planned and information is organized into logical sequence.	The book is organized and planned.	The information is disorganized and not well planned.	Organization of the material is confusing and there is little evidence of planning.

Content	Researchers provide accurate facts on all 7 aspects of their animal.	Researchers provide accurate facts for 6 aspects of their animal.	Researchers provide accurate facts for 5 aspects of their animal or provide opinions rather than facts.	Researchers provide facts for 4 aspects of their animal very little information is provided.
Mechanics	Capitalization, punctuation, grammar, and spelling are correct- no errors.	There are 1-2 capitalization, punctuation, grammar, and/or spelling errors.	There are 3-4 capitalization, punctuation, grammar, and/or spelling errors.	There are 5+ capitalization, punctuation, grammar, and/or spelling errors.
Non-Fiction Text Features	The author has used all 6 nonfiction text features.	The author used 5 nonfiction text features.	The author used 4 nonfiction text features.	The author used 3 or less nonfiction text features.