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| **Learning Experience 3** |
| Name: Hillary Edelson Date: March 11, 2015  Subject: Social Studies and Language Arts Title: Tooth Research |
| Grade: \_\_\_1\_\_\_\_  Age\_\_6-7 years old\_\_\_\_\_ Number of Students\_\_\_23\_\_\_  Class: Bilingual: Yes \_\_\_\_ No \_X\_\_  Where in the Unit does this lesson take place:  Beginning \_\_\_\_Middle \_\_\_\_End\_\_X\_\_  Lesson Duration: \_\_60 minutes\_\_ |
| * **Central Focus:** Utilizing non-fiction texts to answer research questions in a small group using multimodal and multisensory approaches. * **Learning Objectives:** Students will be able to implement skills they have learned about gaining information and using non-fiction texts to do their own research to contribute to a class-made non-fiction book about teeth. * **Common Core Standards Addressed:**   + CCSS.ELA-LITERACY.RI.1.6 -Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.   + CCSS.ELA.LITERACY.RI.1.2 – Identify the main topic and retell key details of a text.   + CCSS.ELA-LITERACY.W.1.7 – Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). |
| * **Instructional Resources and Materials:**    + Student Materials:     - Non-Fiction texts about teeth       * “Why Must I Brush my Teeth" – Jackie Gaff     - Research questions     - Pencils   + Teacher Materials:     - Clipboard for assessing student work     - Smartboard Presentation about Non-Fiction texts * **Rationale: (Brief explanation for selecting this lesson as a way to address what the children already know and need to know):**   Since students have begun formally learning about non-fiction texts, they will engage in a research activity implementing non-fiction texts within the study of teeth. Students will use the skills they have learned about the different features of a non-fiction text in order to answer a research question with a small research group. Students will work in small groups to answer the questions they have asked about teeth, and will use their research to create their own class-made non-fiction book.   * **Academic Language: Content Vocabulary (Include strategies you will use to support emergent bilinguals):**   Through this task, students will be able to expand upon and develop their vocabulary. The most important terms they will encounter through this activity are: title page, table of contents, glossary, index, caption, labeled diagram, resources, non-fiction, bolded words, and photograph. Bilingual students will be given support through being shown labeled, photograph examples of the new vocabulary words so that they will be able to participate fully in the task.   * **Theory/Research Practice:** (Why are the learning tasks of this lesson appropriate for your students?): According to the findings of Lev Vygotsky, social contact is imperative for intellectual development. Therefore, students will be given opportunities to work together in whole class and small groups to discuss their findings and their observations, and socially interact with their peers throughout the learning experience. John Dewey also believed that social interaction is an imperative part of the learning process as well as the utilization of hands-on learning. Through this task, students are able to interact with the books, and experience the learning for themselves as opposed to simply being told about the different features of a non-fiction text. * **Link to Prior Knowledge:** Students will use the information they have learned about non-fiction texts in conjunction with the information they provided and questions they asked to participate in a small-group research activity about teeth. * **Essential Questions:**   + What are some ways we can keep our teeth healthy and clean?   + How many teeth do babies, children and adults have?   + What are the different parts of the tooth?   + What happens when we lose a tooth? Do we lose all of our teeth or just some of them?   + What types of foods and drinks are healthy for our teeth? What types of foods and drinks are bad for our teeth?   + Are animal teeth similar to human teeth?   + What are the different types of teeth? Where are the different types of teeth located? What do the different types of teeth do in your mouth? * **Instructional Strategies & Learning Tasks:**   + Step 1: To begin the activity, students will be assigned a research topic. The teacher will create two to three copies of each question for students to work together in small groups to perform their research.   + Step 2: Once assigned a topic, the teacher and assistant will help each group to find books that will help them answer their research question. The teacher will remind students to utilize the features found in a non-fiction text such as the glossary and index to help them find the information they are looking for to answer their questions.   + Step 3: Once students have accurately answered their questions, and checked with a teacher, they will create their own poster that will be representative of a page in a non-fiction book. Students must make sure they meet four criteria of success for this poster. Each poster must include: a title, 2-3 captions, a photograph or labeled diagram, and bold words. Students will work within their small groups to divide the tasks, and to create a poster that answers their research question.   + Step 4: The teacher and assistant will closely monitor groups to make sure they are dividing tasks fairly and are transferring information accurately. The teacher will also serve as a resource for students to take photographs of their own teeth to use on their posters. * **Assessment Approaches-Checking for Understanding during the lesson: Formative assessments & Summative assessments (checklist, review of student work, etc.)** To assess students through this task, the teacher will make sure students are using books that will appropriately answer their research questions. The teacher will also make sure that students are utilizing the features of a non-fiction text to perform their research. Once students are ready to begin making their own page in a book, the teacher will formally assess each page by ensuring it meets the four criteria previously stated: a title, 2-3 captions, a photograph or labeled diagram, and bold words that will be entered into the glossary at the back of the book. * **Extension/Assignment Activities- Reinforce Learning Objectives**: This culminating activity allows students to use the information they have learned about non-fiction texts in a real-life scenario in which they will use books about teeth to answer their own research questions. By creating their own non-fiction book about teeth, students are showing that they understand the different features of a non-fiction text, and that they are able to utilize non-fiction texts to find information and create their own pages in a book. |