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Reader/writer's Workshop

ELD 307

3-12-13

Grade: 1st

Reading/Writing Workshop: Writing

Standards: [CCSS.ELA-Literacy.W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8/) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

[CCSS.ELA-Literacy.RI.1.5](http://www.corestandards.org/ELA-Literacy/RI/1/5/) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

[CCSS.ELA-Literacy.RI.1.9](http://www.corestandards.org/ELA-Literacy/RI/1/9/) Identify basic similarities in and differences between two texts.

Objective: Student will be able to compare and/or contrast two different types of non-fiction books.

Materials: Andy Warhol biography, How-To Crafts book, plain lined paper, projector, whiteboard

Procedure:

* Mini Lesson:
  + Connection:
    - Students will be reminded that there are many different types of non-fiction books out there. I will ask the students what kind of non-fiction books they have already read (how-to, general non-fiction). I will say, today we will be learning about more types of non-fiction books and we are going to look at the similarities and differences between them.
  + Teaching:
    - I will ask "Can anyone tell me what different parts there are in a "How-To Book?"
    - I will write the answers on the board.
    - Then, on the overhead projector I will put the book down and together we will go through the "How-To" book and see if we have all the parts listed (Table of Contents, materials, instructions, front cover, author).
    - I will tell the students that there are more types of non-fiction book out there.
    - I will ask the students to turn and talk to the person next to them about what they think another non-fiction book will be.
    - If the answer of "biography" comes up I will ask if they know what makes a biography different from a "How-To Book".
    - After a few answers I will say "Well, let's take a look and see."
    - I will put the biography on the projector and together we will take a look.
    - Together, we will come up with a list of the items that a biography has. (Front cover, table of contents, index, glossary).
    - After that, I will say "Turn and talk about what you notice about these two different types of non-fiction books, is there anything that is the same? Is there anything that is different?" (we will need the answer of biography talk about people to come up)
    - Next, I will show them a Venn Diagram.
    - I will explain that this is a tool to organize information in order to write about it later.
    - After I draw two circles I will label one "How - To" and the other "biography".
    - Then, I will explain that the overlapping middle part holds what the two different types of books have in common.
    - Together, we will fill out the diagram.
    - I will explain that this is something called "Comparing and Contrasting"
    - I ask what it means to both compare and contrast.
  + Active Engagement:
    - After learning about how the two types of books are the same and different, I will ask the students "With all the information that we learned today, what could we write about" ( how "How-To" books and "Biography" are either the same, different, OR the same and different.)
    - I will tell them they have a choice but I will give instructions explaining that they are to write at least three sentences with at least the same number of words in the sentence as to how old they are (ex. a six year old will write a sentence with at least six words in it).
    - If they finish early, I will ask them to challenge themselves and add in another part about a third type of non-fiction book they know if and compare the three.
  + Link
    - I will say "If you wanted to learn about a president, would you look in a "How-To" book?" and "If you wanted to find out how to make craft, would you look in a "biography?".
    - I will explain that good readers and writers take a look at differences and similarities between books in order to be able to figure out what kind of book to use when they are finding out information.
    - Then I will ask the paper passer to pass out a sheet of lined paper.
    - I will dismiss the children back to their seats by table number.

Time to Confer

* + - During the time of writing, I walk around by each student and select a few to explain to me what they are writing.
    - If I walk around and children are asking what should they do if they are finished, I will say "Look over your work, add more detail, and if all of that is finished, take a book to read from your book box."

After the Workshop Share

* + - When 25 minutes have passed, I will call the students over along with their work to their rug, this time by their birthday month. I will ask for three volunteers who would be willing to share their work with the class.
    - If they do, I will put them on a projector and the student will read it to the class (if not I will have a prepared writing sample).
    - We will analyze it and talk about everything that he or she included in the writing that was correct.
    - Then, I hope to get another volunteer or two and do the same.
    - I would then close with a discussion about the new type of non-fiction book we learned about and I would have the students summarize our findings.

Assessment:

* Their written paper about comparing and/or contrasting the two books.

Management Issues/Transitions:

* Telling the students to find a "turn and talk" partner before we begin.
* Dismissing students by table numbers and calling students back over to the rug by birthdays.
* If a table is working particularly well, I will compliment them and give them a reward.
* I will call up the paper passer to pass out the paper while the students are being dismissed in order to eliminate time where students are sitting at their desk waiting for the paper.
* Giving the students a lot to do once they are finished in order to avoid misbehavior.

Differentiation:

* I will the students the option of writing about how they are the same, different, or the same and different.
* Explaining the minimum of sentences and words in a sentence, but encouraging them to do more.
* Telling them to add detail to their writing.