

Name:

Lesson Title: Narrative Nonfiction Main Idea

Grade Level: 5th ICT

Date & Time:

UDL-Infused Elementary Inclusive Preservice Program Lesson Plan

Pre-Planning: Setting a Learning Goal & Anticipating Multiple Paths to that Goal

<p>Learning Objective(s) What do you want students to know, understand, or be able to do as a result of this lesson?</p> <p><i>To push your thinking:</i></p> <ul style="list-style-type: none"> • What should all students learn? • What will some students learn? • What will a few students learn? 	<p>Students will be able to read and annotate a Narrative Nonfiction text, and come up with the main idea of the text.</p>
<p>Rationale Why are you teaching this lesson?</p> <p>Questions to consider: <i>How does it connect to students' interests, strengths, and needs? How does it fit within the curriculum? What connections does it have to standards? In what ways does this lesson represent your commitment to social justice?</i></p>	<p>This lesson allows students to distinguish between a fiction text and a narrative nonfiction text. It also allows them to be able to use tools provided to help them annotate such a text.</p> <p>Standards: CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.5.1 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>
<p>Prerequisite Knowledge What prior knowledge are you counting on?</p> <p>Questions to consider: <i>What will you do if students demonstrate that they do NOT have such knowledge? What will you do if it becomes clear that students have already mastered your objective?</i></p>	<p>I am counting on students knowing</p> <ul style="list-style-type: none"> -What and how to annotate texts in general -DIGS-directions, investigate genre, summarize. What they should do before/after the 1st read of a text. -I'm counting on them knowing that the annotations happen during the second read while the 1st read is mainly just for gist

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	<p>-I'm counting on them knowing what the annotation bookmark is (something we used to read/annotate previous texts).</p>
<p>Anticipate Evidence of Learning</p> <p>How will you know if students have achieved the learning objective(s)? Consider listing multiple ways that students might demonstrate understanding by the end of the lesson.</p>	<p>I will know if students have achieved the learning objective by assessing their own annotations and main ideas that they will do with their partners.</p> <p>They can also demonstrate their understanding during the partner work when they will be reading and annotating their own texts.</p>
<p>Teaching for Diversity</p> <p>UDL invites us to consider our learners' diverse strengths, interests, and needs <i>before</i> planning so that we can "plan for the many." Brainstorm multiple means of representation, expression, and engagement that could be available to <i>all</i> students during this lesson.</p>	<p><i>Multiple Means of Representation</i></p> <p><i>What are some different ways that content could be presented to learners throughout the lesson?</i></p> <p>The text/annotations will be both visually displayed as well as read orally to students. I have also created a poster for students to guide them through what we are doing today.</p> <p><i>Multiple Means of Expression</i></p> <p><i>What are some different ways that students could "show what they know" throughout the lesson?</i></p> <p>Students can show what they know throughout the lesson by talking with their partners and mainly when they do the partner work, through their annotations, discussions with each other, and their main idea half sheet.</p> <p><i>Multiple Means of Engagement</i></p>

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	<p><i>What are some different ways that you can help students get “fired up” about their learning during this lesson?</i></p> <p>I can get students fired up about learning using the Mars text, as well as what they already know about fiction vs. nonfiction.</p>
<p>Accessibility Extensions Do you anticipate any additional accessibility and participation challenges? How will you address them?</p>	<p>If students are having trouble, I will encourage them to use the bookmark, and model for them what I would do if I were them, then let them carry on based on what I modeled. I will pull groups on the rug while students work in heterogeneous partnerships to guide them through the annotations and main idea.</p>

Planning: Step-by-Step List of Instructional Moves

In each section below, specify the sequence of instructional activities. Bullet points are fine. Providing a “script” for what you plan to say is also fine. Consider how you will coordinate materials, bodies, and time. Use small boxes to indicate time.

<p><u>Materials List:</u> Road to the Red Planet text, annotation bookmarks, poster, main idea half sheet (exit ticket).</p>		
<p><u>Introduction</u> How will you invite students into the learning experience? Consider: <i>A hook, an immersive experience, a connection to yesterday’s lesson, modeling...</i></p>	<p>Minutes: 7</p>	<p>-Last week we focused on reading narrative texts or stories. Today we transition into reading nonfiction texts.</p> <p>-Turn and talk to a partner: How are nonfiction texts different from literary texts? Share out.</p> <p>-Now we’re going to move onto a specific type of non-fiction text called NARRATIVE NON-FICTION. These passages are kind of</p>

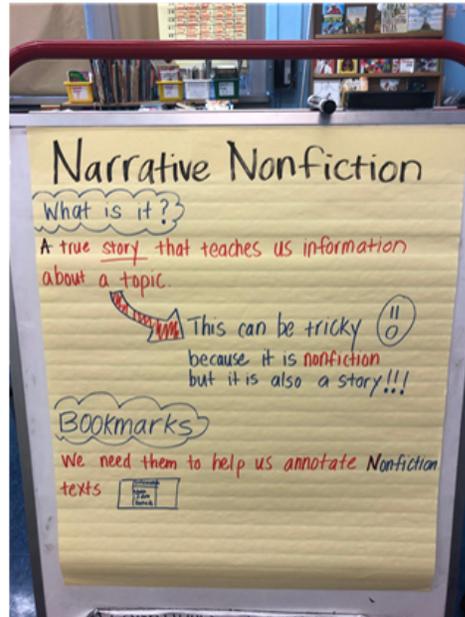
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tricky because they look like narrative stories, BUT they are also teaching you true information about a topic.



Exploration/Concept Development

Consider:
Guided practice, independent practice, a group or partner exploration...

Minutes:
30

-Show bookmark from last week (Literary). Remember all these things we had to keep track of, well we're going to STILL keep track of them, but we also need to use another bookmark because it IS non-fiction.

-Show informational/nonfiction bookmark. Draw their attention to Main Idea/details. When we read narrative non-fiction, it's a story so we use all this AND we have to pay attention to main idea at the same time, and it's NOT ALWAYS IN THE FIRST PARAGRAPH, WE HAVE TO LOOK THROUGHOUT THE TEXT FOR IT-annotate that on bookmark.

-Go over informational bookmarks (they already have them).

-Hand out text. Start with DIGS. Remind students of the 2x through read. Then, do a quick read for gist/summary – no annotating on this read. Model the Summary (s) in DIGS: Scientists use a place in Canada to practice for Mars.

-Before reading the text together on the second read, have students think about chunking the text. Say: Sometimes it's a good idea to split a text into sections because we know main idea

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		<p>is spread all over the text, not just in the 1st paragraph. Can you each draw lines on your text of where we could divide it? We'll pause when we get to a line to stop and make sure we get what's going on.</p> <p>-Model using the bookmark to code the text on the second read. Make sure to reference the story elements from fiction (won't be that many, but should be aware of them!) AND main ideas from non-fiction. Also make sure to use the lines to stop and ask, "Ok, what happened in this section?"</p> <p>-At the end, model using the S in DIGS to come up with the main idea of the text: Scientists go to Devon Island in Canada every summer to prepare for future exploration.</p> <p>GENERAL NOTE: The whole rug lesson is just me modeling and students taking notes as I model. Then, they go do what I modeled with their partners using a new text.</p>
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<p><u>Closure</u> How will you bring students to closure with this learning experience and connect it to future learning?</p> <p>Consider: <i>A share, a closing challenge, a sneak peek at tomorrow's goal....</i></p>	<p>Minutes: 20</p> <p>This will go on to second day.</p>	<p>Students then get a new text where they read and annotate with their partners then come up with the main idea.</p>
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<p>Assessment Plans</p> <p>What understandings will you look for/ listen for, throughout the lesson? In other words, how will you continuously check in to see that students are moving toward the objectives you named above? At the end of the lesson, what data will you analyze/reflect on in order to determine whether or not all children met your objective(s)?</p> <p>I will look for students annotating their narrative nonfiction text using the bookmark, especially marking things like the main ideas and details. I will also look at the main ideas they will create on their half sheets with their partners.</p> <p style="text-align: center;">Half Sheet</p> <p>Directions: After reading and annotating the text, with your partners, come up with 1 main idea of the text.</p>
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What is the main idea of the article “Road to the Red Planet?”

ROAD TO THE RED PLANET IS A PREVIOUSLY USED STATE TEST INFORMATIONAL TEXT ATTACHED BELOW.

*D*irections

Read this article. Then answer the short response.

Road to the Red Planet

by Tyrus Cukavac

It takes me 17 hours and 5 different airplanes to get from New York City to the spot on Earth that’s most similar to the planet Mars. I finally arrive on Devon Island, in Canada. It is about 900 miles from the North Pole. Now I have some idea of what it’s like to be on the Red Planet.

Humans are many years away from being ready to go to Mars. But some scientists are already getting ready for the trip. Every summer, 25 to 30 experts gather on Devon Island. They are part of the Haughton Mars Project. Through this project, the scientists do research to prepare for future space exploration.

Much Like Mars

National Aeronautics and Space Administration (NASA) scientist Pascal Lee started the project in 1997. He’s come to the island every summer since then. Lee tells me that he chose Devon Island partly because it has an impact crater. That is a large hole in the ground caused by a meteorite. The surface of Mars is filled with such craters. With its frigid desert environment, Devon Island’s Haughton Crater comes closest to the craters on Mars.

However, Devon Island isn’t *exactly* like Mars. For example, on Mars, temperatures can drop to as low as -200°F. That’s about four times as cold as it ever gets on the island. But like Mars, no one lives on Devon Island.

For most of the year, the island’s terrain is covered in snow. That means people can work there only during the summer months, when the average temperature is about 34 °F. (In fact, the island gets 24 hours of sunlight most days during the summer!)

At Haughton Crater, I watch the scientists perform experiments to practice working in a Mars-like environment. Some wear spacesuits as they walk across the terrain. Others test how well their robot rovers collect rock and soil samples. The scientists even set up a greenhouse. This is to see how plants might grow under mostly lifeless conditions.

“We’re giving ourselves tasks that are very similar to what humans on Mars would have to do,” Lee tells me.

No Help From Outside

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The scientists must also be able to get by without any help or additional supplies from the outside world. That is just as it would be if they were on Mars. For much of the time, cell-phone and Internet service is very limited on Devon Island. But this actually helps the scientists. How? It lets them figure out what they would need to make human explorations of Mars successful and safe.

“This is what the earliest pioneers must have experienced when they started building a town,” says Lee.

A Future on Mars

Scientists have been studying Mars for decades. Recent robot missions there found possible signs of frozen water. This suggests that life may have once existed on Mars. It might even exist there now. (Experts say that such life would be tiny, probably no bigger than a single cell.) Human exploration of Mars could help provide answers about whether life was ever there.

NASA officials have said that they hope to put astronauts on the Red Planet by 2030. Until then, the scientists I have met at Haughton Crater are working to make sure that humans will be ready for such an adventure.