Grade Level	Kindergarten	**Content Area**	Reading
Course Title (grades 9-12 Only)			
Length of Unit	1 week (including 1 day for summative assessment	**Time of Year**	3nd Quarter
Expected Prior Knowledge	Student will have been exposed to non-fiction text and know what an author is. Students will be able to sit through a story and be able to tell at least some details from the story (in or out of sequence) using picture cues. Students will be able to form or copy letters and numbers from a model.		
Alignment to Program of Instruction	The teacher will use direct instruction throughout the lessons to allow for repetition and choral responding. Students will work cooperatively in groups or pairs (Think/Pair/Share) to assist and evaluate each other's work and practice social skills. The teacher will use scaffolding techniques when teaching and prompting to allow for support when necessary, while allowing students the opportunity to generate independent ideas. Instructors will use Think Aloud reading strategies to model strategic thinking about the text and to show the students exactly how to complete each student activity. Differentiated Instruction will be used to meet the needs of different learners by providing hands-on learning tasks, group or independent learning, and movement around the classroom. The teacher will learn the specific needs of the students and make accommodations as necessary. *Students who are having difficulty grasping the concept and need a slower pace of instruction with more repetition will be given more opportunities to practice this concept throughout the week. These students will be given more practice along with a task-analysis that will break down the steps needed to generate correct responses and comprehension.		
Standard Number and Description	K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.		
Summative Assessment	Students will create a foldable graphic organizer from a story about families. Students will be given a four-door foldable and after drawing a picture on the inside of the foldable about families, they will draw four details that they think are important to the author's reason for writing the story. Students will then take turns sharing these foldable with the teacher and describing the details of their organizer.		
Scoring Scale and Mastery Level	The assessments will be graded for completeness and detail. A rubric will be used to score the foldable graphic organizer and to grade the student's ability to explain why they chose to include the details that		

	they did.
Materials/Resources Needed	Treasures "Big Book of Explorations" Volume 1, Macmillan/McGraw-Hill company, 2011. "How do you get to School?" pg 39; "From Strawberry Field to Strawberry Salad" pg.43; "Family Fun" pg. 19; "Dinah Zike's Foldables" from the Treasures curriculum, Macmillan/McGraw-Hill, 2011; large art paper, crayons, children's magazines for cutting, pencils, safety scissors, 5x7 index cards, sliced strawberries, grapes, bananas, plastic gloves, 5 large serving bowls and spoons, dull plastic knives, paper plates, small plastic forks.

Lesson (add as needed)	**Instruction**	**Student Activities**
1	Review: remind students about non-fiction and what an author is. Have students answer questions to get them thinking about how some authors write "true" stories and some are "made-up". Explain that this week we will be learning about what authors say when they are writing non-fiction. Talk about and brainstorm ways that these books are important. Prompt students to provide specific examples: • Tell us new things • Show us how to do something Show the story "How Do You Get To school". Ask: What do you think this book is going to be about? Why do you think that? Why do you think the author chose this picture for the front of the book? Re-cast the student's responses using differential reinforcement to shape accurate responding. Read the story. Think aloud: summarize the main idea and what the story talked about. Talk about why the author may have written this book?	Students will discuss their knowledge of author's, fiction and non-fiction. Brainstorm in whole group: ways that non-fiction books are helpful. Provide examples. Students will answer questions about Author's purpose from the title and cover picture. Students will listen and watch as the teacher reads the story.

	Pose questions to the students about the author's purpose. Break into small groups (4-5) and have students cut out pictures of ways kids can get to school and glue them to a Tree Map. The Tree map will consist of a box in the center of the page, with four boxes located around the center box. Have the students draw a picture of their school in the center, and re-tell the story using either clippings from magazines or original drawn pictures of ways kids get to school.	Students will break into groups and fill out a tree map about ways kids get to school. They can draw or clip pictures from magazines.
2	Review that sometimes non-fiction books tell the reader how to do something. Review that sometimes authors write non-fiction to explain how to complete a task (like cooking, or changing the oil on a car). Solicit other examples. Read: Strawberry Fields to Strawberry Salad". Ask students to talk about why the author may have written this book. Why was each part included? How would this story be different if the author left out a certain part? Explain that the children will be making their own strawberry salad tomorrow, but that first, they will need to use the story to make recipe cards to show each step that the author described. Small group: Have students draw each step that they think is important on an index card. Label the cards with numbers (model on the board if needed). Reread the story to the children as they are working to help with clarification. Make the story available to the students for reference. Provide differentiated instructional support to students that are approaching level*.	Students will list ways non-fictions books tell us how to do things. Students will talk about why authors write books about following steps. Students will describe reasons for the different parts of the story. Small groups: draw the steps for making strawberry salad on index cards. Arrange the cards in order.
3	Explain that the students will be making strawberry salad in small groups using their index cards as a reference. Explain that they need to follow the steps that are on the cards. Teacher will pass out materials and help with set-up. Teacher will walk around and talk to each group about their salad	Students will follow the steps for making the salad using their pre-made recipe cards.

	and remind the students to reference their cards. When the assembly is complete, the teacher will ask students questions about how the cards helped them. How would your salad have been different if some of the steps were missing? Did anyone find that they had too many steps or not enough? What would you have changed about the cards you drew? Conclude: Explain that when authors write to tell a person how to do something, they chose the steps very carefully, like in the story about strawberry salad. Have the students eat their salad and clean up their stations.	Students will answer questions about the importance of following the steps as the author listed them. Students will eat their strawberry salad and clean up their stations with assistance.
4	Introduce that sometimes authors write stories to tell us about something. Explain that today the students will be learning how to be good readers. Good readers try and find the reasons that an author includes certain points in a story. Point out that pictures can help the reader understand what is important about the story. Read the story, "Helping Hands" from pg 30 in the big book of explorations. Have students describe what they see in the pictures. Have students tell why they think these pictures were included (to show the reader different ways that people can help others). Think aloud: Show the student a four-door foldable that you have drawn about the story (Instructions for making the foldable can be found on pg 17 of the Treasures book "Foldables" by Dinah Zike, Macmillan/McGraw-Hill, 2011). Show them how you have drawn a picture on the inside of a person helping someone. Show how you have drawn examples from the story on each of the four doors of the foldable organizer. Talk about how these four examples are important to the story and to the reasons why the author may have wrote the story. Review each detail and ask students to explain why the author chose that example.	Students will ask and answer questions about the pictures in the story. Students will watch how to make a four door foldable organizer and watch the teacher model how she drew pictures from the story on the different parts of the organizer. Small group work. Working in groups of 4 or 5, students will make their own individual organizers about the story they read. Upon completion, students will talk about their foldable organizers in a think/pair/share format

	Teacher will send the students to make their own organizers. Walk around and provide support as needed Have students share about their foldable organizer with a partner	
5	Summative assessment: Say "Today you will be creating another 4-door foldable, I have already made the foldables for you, so you will have more time to draw your pictures and tell me about your work. I will read you a story about different kinds of families. You will use the pictures form the story to fill-out your foldable organizers. You will each make your own foldable and tell me about it when you have completed your work." Read the story and display pages 20 and 21 for the students to see. As the students finish, call them individually to talk about their foldable. Use the scoring rubric to score the student's performance.	Students will make a 4-door foldable similar to the previous days activity. The foldables will already be constructed, but the students will draw details that they believe to be important to the reason the author has written the story. Students will answer the following questions about the story using their foldable: • What do you think the author was trying to tell us? • Tell me why you drew this picture? What is it and how is it important to the story? (for each of the four details)

Main inside picture (Author's Purpose)	Student will draw a picture representing a family	Identifies the main topic of the story **1 point**	/1
Outside picture #1 (Reasons to support main point)	Students will draw a picture from one of the important details the author used to support the main purpose.	Identifies a detail included by the author **1 point**	/1
Outside picture #2 (Reasons to support main point)	Students will draw a picture from one of the important details the author used to support the main purpose.	Identifies a detail included by the author **1 point**	/1
Outside picture #2 (Reasons to support main point)	Students will draw a picture from one of the important details the author used to support the main purpose.	Identifies a detail included by the author **1 point**	/1
Outside picture #2 (Reasons to support main point)	Students will draw a picture from one of the important details the author used to support the main purpose.	Identifies a detail included by the author **1 point**	/1
What do you think the author was trying to tell us?	Responses will vary; see examples	A **2 point answer**: "The author was trying to tell a story about how families can be different." A **1 point answer**: "About families."	/2
#1 Tell me why you drew this picture? What is it and how is it important to the story?	Responses will vary; see examples	**2 Point answer:** " I drew a family in the country. It's important because families can live in many places". **1 point answer:** "A family in the country. Families live in the country".	/2
#2 Tell me why you drew this picture? What is it and how is it important to the story?	Responses will vary; see examples	**2 Point answer:** " I drew a family in that is really big. It's important because families can have lots of people in them places". **1 point answer:** "A big family. Families are big".	/2
#3 Tell me why you drew this picture? What is it and how is it important to the story?	Responses will vary; see examples	**2 Point answer:** " I drew a family that is old. It's important because families can be older". **1 point answer:** "A old family. Families are old".	/2
#4 Tell me why you drew this picture? What is it and how is it important to the story?	Responses will vary; see examples	**2 Point answer:** " I drew a picture of a family fishing together. It's important because families can do lots of things together". **1 point answer:** "They are fishing. Families go fishing sometimes".	