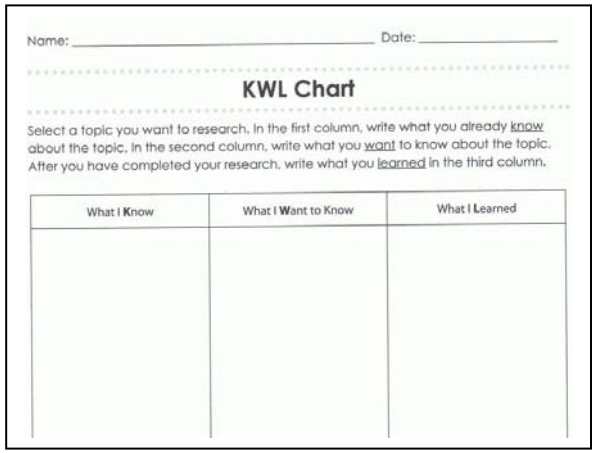
Grade Level	1	**Content Area**	**English Language Arts-Writing—*Creating Question & Answer Books Through Guided Research***
Course Title (grades 9-12 Only)	N/A		
Length of Unit	6-8 weeks	**Time of Year**	August- October
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	• Active listening and engagement for 20-30 minute lessons/presentations • Reading skills & decoding skills (level K-1) • Basic understanding and previous experience with various types of reading and writing genres (narrative, explanatory, informational, persuasive) • Prior lessons using 3 part cards on different topics (e.g., External Parts of a Fish, External Parts of a Flower; 1st Knowledge of Animals, and Plants.) • Engagement and presentation with materials such as "Who am I?"With the use of plant and animal cards. • Completed Inverted Land & Water Forms lesson • Mastering effective use of classroom tools (e.g., scissors, ruler,)		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	*"'The real world is rich, fascinating, and compelling. Primary kids know this. They burst through the kindergarten door brimming with questions about the real world. . . . Nonfiction, more than any genre, lets us explore the real world, ask questions, and find out compelling information.'* In the classroom, our job as teachers is to tap the natural curiosity and inquiry methods students bring through the classroom door to provide scaffolding for the research activities we undertake as part of the curriculum. By focusing on the questioning strategy that comes so naturally to students, this lesson plan invites students to explore nonfiction books to find their own answers. The result is *a student-centered inquiry project* that takes advantage of the skills that students bring to any research project to guide the unit." (Classroom Talk, 200) **From General to the Specific** Children in the 6 to 9 year age group are more receptive to adventurous themes and are starting to ask questions that revolve around "self examination", as well as examining their environments. Within the Montessori method it is important to move from the whole of the topic to the parts that make up the whole. By doing so it provides the students with the tools that they need in future learning to know how to direct their questions, focus their research, and organize their learning. Montessori teachers continually supplement and enhance their teaching methods in the language & literacy areas of the curriculum. Resources such as NCTE and IRA provide great lesson templates that can be plugged into any topic or area of study. When they are paired with core Montessori methods, such as the 3-part card material, the student is able to practice and master using a variety of graphic structures to organize what they have learned. Our belief is that the common core areas surrounding math and language (reading & writing) are skills (necessary tools) that each student must master in order to gain a deeper and more meaningful learning experience in the cultural areas. Writing and composition skills are taught within the context of cultural presentations and lessons (history, geography, science, etc.), as are other areas of language arts instruction. In order to present the students with curricular knowledge, as well as the structure of knowledge, they are presented 3-part card materials to expose them to concrete information and explanatory text. With the use of presentations and follow up work with the concrete card and booklet materials students are able to meet, and often surpass the standards of writing highlighted in this curricular sample. When the students are familiar with the skills on how to label, define, and compose questions about the topic at hand, they then have the skills they need to compose		

	more complex information about the text. An important factor throughout Montessori education is to allow the students to practice essential skills of " how to learn" by working on their math and language abilities, which in turn will enable them to have access to cultural subjects in more deep and meaningful ways. Students will receive models and structures for reading and writing through designed presentations and lessons. Through practice and application of these structures and models, students are able to strengthen and develop their reading and writing skills specific to their needs. Within the context of our cultural curriculum students start to develop their writing skills and begin to create their own time lines, "mini researches", and other composition formats. Students at this level are typically in the "developing & practicing" stage as readers and writers. One of the benefits from the student's continued " hands on" practice with Montessori-specific core textual structures, such as the 3 part card material, is that the student begins to internalize and generalize structural templates and apply them to their own learning and literacy development. Shared and independent reading and writing experiences are paired with this core work. During shared reading other types of graphic templates are introduced and modeled by the teacher, then practiced and mastered. For this curricular sample, the focus area is *writing for informational purposes*. **CURRICLULAR SAMPLE OVERVIEW** In addition to the core lesson materials described above, we pull ideas for connecting shared reading & writing experiences to other structures and graphic organizers. This unit of lessons focuses on a "learn by doing" series of reading and writing activities designed to teach research strategies. The activity uses *KWL charts* and *interactive writing* as key components of organizing information. As a group, students list what they know about a selected topic, prompted by examining pictures in a book related to the topic. Students then pose questions they have about the topic, again using picture books as a visual prompt. Students then search for answers to the questions they have posed, using Websites, read-aloud experiences, and easy readers for independent reading. Periodic reviews of gathered information and compositions become the backdrop of the ongoing cycles of inquiry, discussion, reporting, and confirming information. The unit culminates with the publishing of a collaborative question and answer book which reports on information about the chosen topic, with each student contributing one page to the book. **STUDENT OBJECTIVES** Students will ✓ *use nonfiction texts and the Internet to gather information, generate questions, and find the answers to questions.* ✓ *explore the genre of Question and Answer Books in print and online.* ✓ *contribute written informative/explanatory texts and illustrations to create a group question and answer book about a chosen topic.*
Standard Number and Description *List the Number* and full description for the required Standard.*	**1.W.2** Grade: 1 Strand: Writing Standards (W) Cluster: Text Types and Purposes Standard: #2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provid of closure.
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction*	Students will research, write, and publish a group *Question and Answer Book* about a chosen topic (for example, *insects*) in print and online. Each student will contribute one piece (page) of written information (paragraph) and one illustration.

and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.	Written samples of student work will be assessed for mastery according to item 2 on the *1st Gr. Writing CCS Checklist* ***2. Write/compose informative/explanatory texts in which the student (1.W.2)*** ***a. Names/states the topic or main idea*** **b. Provides 2-3 clearly related facts, details, and/or explanations about the topic** **c. Provides some sense of closure to the composition.**
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable*	Teacher assesses the student's written sample using the applicable standards checklist. Item 2 of the *1st Gr. Writing CCS Checklist* covers the skills necessary to meet this sample's required writing standard. (SAMPLE ATTACHED) Skill development is assessed and rated as: 1=Beginning & Emerging 2=Practicing & Developing 3=Proficient & Mastered Students demonstrate mastery for standard 1.W.2 when they receive an overall 3 on item 2 on a minimum of 3 writing samples. **ADDITIONAL ASSESSMENT & REFLECTIONS SUMMARY** ▪ Include observation and anecdotal records during the students' independent work process to gauge student engagement, reading comprehension, and collaboration skills. The finished book product will serve as an overall assessment of the publishing process. ▪ Have students practice actively assessing their work using the *Partner Reading Checklist*. ▪ Review assessment summary with the student and revise learning plan, as needed. ▪ Enter progress and observation notes into MRX system.
Materials/Resources Needed	**MATERIALS AND TECHNOLOGY** Chart paper or butcher paper, colored markers, construction paper, and white photocopy paper Books from the Non-Fiction Insect Book List Example KWL Chart **PRINTOUTS** Non-Fiction Insect Books Question and Answer Book List Partner Reading Checklist Sample Question and Answer Book **WEBSITES** Anatomy of a Hive Anatomy of a Worker Honey Bee Changing Cicadas Slide Show Dances with Bees Ask Kids Fun Stuff Coloring Book Insects for Kids

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instruction**	**Student Activities**
1 INTRODUCING THE TOPIC---WHAT DO WE KNOW?	1. Post chart paper on the board. 2. Gather students together and write at the top of the chart, "What Do We Know About Insects?" 3. Ask students to tell you what they know about insects, and chart their responses. 4. Write the students' names (small) at the end of their responses. 5. When students have run out of information, do a "picture walk" through a book about insects to model getting information from pictures. Use a book with large, clear photographs and minimal text, so that you can read to the students while focusing on the pictures. See the Insect Book List for suggestions. 6. After reading aloud and doing the picture walk, have students tell what they found out from the pictures. 7. Explain to students that they will be reading pictures with a partner and that we will all come together after a little while to tell some things we found out. 8. Pair students off and give them about fifteen or twenty minutes to explore. 9. Allow them to change books if they want, but make sure they are really looking at the pictures together and talking about what they see. 10. Circulate among the students to ask questions about what they see. 11. Regroup and have students tell some things they found out from the pictures.  Name: _____ Date: _____ **KWL Chart** Select a topic you want to research. In the first column, write what you already know about the topic. In the second column, write what you want to know about the topic. After you have completed your research, write what you learned in the third column. What I Know | What I Want to Know | What I Learned	Ongoing parallel work in zoology with 3 part card material for Insects: External Parts of…, 1st Knowledge cards, animal classification charts, etc. Make individual copies of KWL charts (sample at left) for students to keep in their research folders & add to in between writing process sessions.
2 EXPANDING THE TOPIC---ASKING QUESTIONS	1. Post a new chart paper next to the first one. On this chart, write "What Questions Do We Have About Insects?" 2. Choose another insect book for reading aloud. As you read, identify information that is presented and model asking additional questions. 3. Write one of your questions on the chart. 4. Ask students if they have any additional questions, post them on the chart, and add their names. 5. Have students work with partners to explore more picture books. Make sure they know that they will be bringing questions back to the group. 6. As students read together, circulate and ask them what they are finding out, and what else they would like to know. Model questioning if necessary. 7. After about fifteen minutes, bring students back together in a circle, with partners sitting together with the book (or books) they read together. 8. Give students a minute or two to clarify with their partners one question they would like to add to the chart. Then, go around the circle and ask each set of partners, "What else do you want to know?"	During open work time, students can be adding new information and/or illustrations to the posted KWL insect chart. A scheduled field trip to the local library to add to information.

	9. Post the questions on the chart, using a different color marker for each question. Put students' names with their questions. 10. Keep the charts posted for the next session.	
3 GATHERING INFORMATION---WHAT ARE WE LEARNING? (ONGOING)	1. Post a new chart paper to the right of the question chart. At the top, write "Answers We Found." 2. Choose a book for reading aloud which has the answer to the question you posted on the question chart in Session Two. 3. Gather students together. Review your question with the students then read aloud the section of the book that answers the question. 4. Have students tell the answer to the question. 5. Explain that students will explore picture books and easy reading books each day for a few days and will also explore insect sites on the Internet to gather information. 6. Before reading/exploring each day, have the whole group review the list of questions. 7. After about 20 minutes or so of picture exploration, bring the group together and ask if anyone found any answers to any of the questions on the list. 8. As answers are given to the questions, write the answers on the answer chart directly across from the question, using the same color marker that was used for the question (see example), so that each question and answer are adjacent. When charting, be sure to write students' names next to their own information and questions. 9. During these exploration times, add any new questions to the chart that students ask, and continue to look for answers. 10. As pertinent for the questions that students are exploring, share one or more of the following interactives with your class or with small groups of students: ▪ *Anatomy of a Hive* Explore bee hives and the various roles of the bees who live in them in this PBS resource. ▪ *Anatomy of Worker Honey Bee* Mouse over the bee drawing to see the name and the function of the various parts of the insect's body. More information about the body parts is provided below the image. ▪ *Changing Cicadas Slide Show* This Science NetLinks interactive slide show features photographs of every stage of a cicada's development. ▪ *Dances with Bees* Share small QuickTime videos of bees from the NOVA Website to explore how bees interact. 11. When all questions have been answered on the charts, prepare for making the question and answer book.	Students will explore picture books and easy reading books each day for a few days and will also explore insect sites on the Internet to gather information. (Ongoing) If possible, schedule an adult volunteer to work with small groups of students at the computer with word processing and website explorations/tasks. The Websites listed at Insects For Kids can provide a good starting point. Answers that are difficult to find can be gleaned from selected read aloud experiences and from the Internet.
4 EXPLORING THE GENRE---HOW CAN WE SHARE WHAT WE LEARNED?	1. Post ten questions about insects with a copy of the Table of Contents from a Question and Answer book in research area. Key the questions to the information available in the book. 2. Ask students to use the index page to determine where they will most likely find the answer to each question. They can write the page number(s) on their answer sheets. 3. Once students have had a chance to forecast where they'll find the answers to their questions, share the Question and Answer book with the class, noting where the answers are found in the book and the relationship of the answers to the index or table of contents. 4. After reading the book, ask students to point out what they notice about the way that the book was put together. Can list these on a separate chart. 5. If someone does not volunteer the observation, ask students how the structure of the book relates to the information on the KWL charts. Draw particular attention to the questions and answers on the chart and the	Students can explore additional Question and Answer books in the classroom. Alternatively, have students complete their own *Parts of the (insect)* booklet.

	question and answer structure of the book. 6. Explain that during the next class session, you'll publish the information from your KWL chart in a class Question and Answer book about insects. 7. Spend a little of the group time exploring additional Question and Answer books and assign for individual follow up. ***NOTE:*** *Before the next session, prepare the questions as necessary for the class book. For instance, for younger students, you can use a word processor to type out all questions and answers in large font, spaced so that they can be cut apart and distributed to students for easy copying.*	
SESSION FIVE	1. If there are fewer questions and answers than students, plan to make more than one copy of the book, so that each student will make one page of informational text and illustration(s). 2. Pass out the materials for the book. 3. If you've prepared a handout of the questions for your students, pass that information out as well. Some students can copy the questions and answers directly from the charts; however, others may need a large print copy of a single question. 4. Ask each student to write the question on a sheet of white photocopy paper. Trim the extra white space, and glue their writing onto the middle of a sheet of 9x12 piece of construction paper. 5. Repeat the process for the answer to the question. The question and answer are glued on reverse sides of the same sheet of construction paper (make sure they are both right side up). 6. When all pages have been completed, invite students to provide illustrations in color. Students can draw on directly on the construction paper or work on white photocopy paper, which is trimmed and glued into place. 7. Can trace over all student writing with a colored fine-point marker & laminate book pages. 8. Bind the book so that the question page is seen first, and page will be turned to read the answer. 9. Celebrate & share with the whole class. Add to class library for future reference.	Assess student's Q & A composition and review with the student. Revise learning plan as needed. Student selects new topic and/or question and repeats the KWL process independently. Submits chart for review with the teacher.

Summative Assessment:

1st Gr. Writing CCS Checklist	
Student:	
Date:	
Unit/Lesson:	
Student Sample Description:	
KEY: 1=Emerging 2=Practicing & Developing 3=Proficiency & Mastery	
Text Types and Purposes	**RATING**
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (1.W.1)	
2. Write/compose informative/explanatory texts in which the student (1.W.2)	
a. Names/states the topic or main idea	
b. Provides 2-3 clearly related facts, details, and/or explanations about the topic	
c. Provides some sense of closure to the composition.	
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (1.W.3)	

Production and Distribution of Writing	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). (1.W.4)	
a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose. (AZ.1.W.4.)	
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (1.W.5)	
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (1.W.6)	
Research to Build and Present Knowledge	
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). (1.W.7)	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1.W.8)	
9. (Begins in grade 4) (1.W.9)	
Range of Writing	
10. (Begins in grade 3) (K.W.10)	
Observation Notes:	**TOTAL**

Paste Answer Key/Scoring Rubric Here: N/A—student writing samples are assessed for mastery using the above standards checklist.