A.5. CURRICULUM SAMPLE – First Grade Reading

Grade Level	Content Area	Course Title	Unit Title
Grade 1	**Reading**		**Features of Informational Text: Illustrations**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 Lessons in 5 Days	2nd Semester	Every student should understand and use all concepts and skills from the previous grade levels with regard to Reading according to Common Core State Standards Reading: 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. Science: Basic structures in animals serve a function.

Unit Description

Students will learn to identify features of informational text and utilize them to comprehend the text.

Common Core Standards	**1.RI.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **Science: S4.1.PO 1**. Identify the following as characteristics of living things growth and development reproduction response to stimulus
Summative Assessment	Students will be assessed on comprehension of informational passage utilizing illustrations and text.
Assessment Scoring	Students will be assessed on mastery of the Non-Fiction Comprehension Assessment based on illustrations and text from *Monarch Butterflies*. Mastery is a score of 80% (8 out of 10 correct responses).
Materials/Resources Needed	*Becoming Butterflies* by Anne Rockwell, assortment of non-fiction books appropriate for grade 1, Non-Fiction Feature Checklist, chart paper, Non-Fiction Features Organizer, *Monarch Butterfly* by Gail Gibbons for each student, Comprehension Assessment.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction	**Day One:** Introduce the text *Becoming Butterflies* to students. Review the differences between a fiction text and a non-fiction text. Ask students to name the non-fiction text conventions (headings, tables of contents, glossaries, electronic menus, icons) as you point them out in the text. Review how	**Day Two:** Review conventions of non-fiction text with students (headings, tables of contents, glossaries, electronic menus, icons, and illustrations) using the book *Becoming Butterflies.* On chart paper, list each non-fiction text feature	**Day Three:** Review conventions of non-fiction text with students (headings, tables of contents, glossaries, electronic menus, icons, and illustrations) using the book *Becoming Butterflies.* Review chart paper	**Day Four:** Review conventions of non-fiction text with students (headings, tables of contents, glossaries, electronic menus, icons, and illustrations) using the book *Becoming Butterflies.* Focus on how the	**Day Five:** Assessment: Read aloud *Monarch Butterfly* while students follow along in their own copies. Point out illustrations as you read and stop to identify any relationship between the illustrations and the text. Distribute the Comprehension

	each of these conventions can help the reader understand the text. Tell students that another non-fiction text feature that can assist with comprehension are illustrations. Show students examples of illustrations in the text. Tell students that illustrations help explain the ideas that are presented in words. Group students into pairs and have the pairs choose a book from a selection of grade 1 appropriate non-fiction texts. Instruct students to work in their pairs to identify non-fiction text conventions in their book. Have students complete the Non-Fiction Feature Checklist in pairs while you monitor and assist as needed.	and its purpose in the text. Read the book aloud to the students, stopping to look at each non-fiction feature and asking students to explain how it helps to understand the information in the text. List the non-fiction text features in the book on the chart paper.	organizer created in previous lesson. Group students into pairs (same pairs as Lesson 1) and have the pairs choose the same non-fiction text from their group activity in Lesson 1. Distribute copies of the Non-Fiction Features Organizer for students to complete in pairs while you monitor and assist as needed.	illustrations relate to the text and provide additional information. Read the book aloud to the students, stopping to point out illustrations and their relation to the text. On chart paper, draw a T-Chart and list the illustrations. Ask students to summarize the information presented in the illustrations. Add student responses to the chart paper. Ask students to identify key information in the text that relates to each illustration and add to the chart paper. Remind students that illustrations are part of the text and can assist comprehension of the text.	Worksheet for students to complete as an assessment. Encourage students to use their copies of the text to look back for important information.

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities	**Day One:** Students will participate in class discussion identifying differences between fiction and non-fiction and	**Day Two:** Students will participate in class discussion identifying conventions of non-fiction text.	**Day Three:** Students will participate in class discussion identifying conventions of non-	**Day Four:** Students will participate in class discussion identifying conventions of non-fiction text.	**Day Five:** Students will listen and follow along as the teacher reads aloud. The students will complete a

	conventions of non-fiction text. Students will work in pairs to read a non-fiction text and complete the Non-Fiction Features checklist.	The students will listen as the teacher reads aloud. The students will participate in class discussion locating conventions of non-fiction texts and how it helps with comprehension.	fiction text. Students will work in pairs (the same pairs as Lesson 1) to identify the purpose of non-fiction conventions in a text.	The students will listen as the teacher reads aloud. The students will participate in class discussion identifying illustrations and the information they provide.	Comprehension Assessment based on the text, including information presented in the illustrations and in words.

Non-Fiction Features Checklist

Title of Book_____

_____

Author_____

Is there a Table of Contents? Yes_____ No_____

List any headings in the book

_____
_____
_____
_____
_____

Is there a Glossary? Yes_____ No_____

Are there illustrations? Yes_____ No_____

Non-Fiction Features Organizer

Title of Book_____

_____

Author_____

List the information in the Table of Contents

_____
_____
_____
_____

List the information in 3 of the illustrations

Page _____
_____
_____

Page _____
_____
_____

Page _____
_____
_____

Monarch Butterfly Questions

1. What type of plant does a Monarch butterfly lay its eggs on?

_____

2. Where on the plant does a Monarch butterfly lay its eggs?

_____

3. How many times does a caterpillar molt?

_____

4. What part of the plant does the caterpillar attach itself to when it is ready to become a pupa?

_____

5. What color is the pupa when it is new?

_____

6. What is it called when a caterpillar turns into a butterfly?

_____

7. Why don't birds or other animals eat Monarch butterflies?

_____

8. What is the tube to the mouth called?

_____

9. Where does a Monarch butterfly hide when it rains?

_____

10. Where do Monarch butterflies rest at night?

_____

***Monarch Butterfly* Answer Key**

1. Milkweed
2. Leaf
3. 5
4. Stem
5. Green
6. Metamorphosis
7. They taste bad
8. Probiscus
9. Under leaves
10. In trees