



Common Core Standards Lesson Planning

Finding Facts

Topic(s)

Reading Standards for Informational Texts

Writing

Lesson Plan:

LESSON PLAN: Informational Text: Finding Facts (Based on Common Core Reading Standards, Grade 3)

PURPOSE OF LESSON: The parent will learn ways to help students in grades 1-5 learn to identify characteristics of informational text, distinguish points-of-view and fact, and identify and explain cause and effect - supporting answers with explicit and implicit evidence from informational texts. The parent and student will use complete sentences to effectively communicate orally or in writing. Session takes 15-45 minutes depending on size of group, grade level, choice of books, and activity timing.

MATERIALS: Select leveled or other appropriate informational texts (non-fiction, biography, science, or social studies) on high-interest topics for the first lesson. Children may want paper and pens, pencils, crayons, or markers during sessions/activities with parents. You may create a worksheet, session evaluation survey, and have refreshments available. Fact Web Activity sheet attached.

INTRODUCTION: "According to the new common core standards – a global standard – our students need to read informational text about 50% of the time." (Display your selection of materials/books for the session) "Which of these is informational text?" (All selections: books, magazines, newspaper, etc.) "In fact, all of these are informational text: they all contain true, factual, evidence-based information about things that really happened – for the most part... This is text you can read and debate, look up sources for, or use in research."

LESSON SCRIPT: "Today we are going to focus on ways to make reading and learning fun and educational with ANY book your child wants to read."

"First of all, do you think it matters who reads the story?" (Wait for responses from parents)

"Well, it is great for children to read on their own, but listening to a book also provides exceptional benefits for your children. What is even better is the two of you reading together, and that is what these books are designed to help you do."

"Would all of the parents come up, or send your child up to pick out a book to use for this session? Take a minute, read the first one or two pages and pick a book that you want to keep, because you will be taking this book home for FREE!" (Allow 3-5 minutes for all participants to select a book and return to their seats)

“So now we have our books, what are some of the first things you notice about a book?” (Encourage responses, some may respond: subject, colors, illustrations, size, author, title, etc.)

“Kids notice the same things about books, we all want to know what’s inside and identifying the parts of the book and the features unique to informational text is important for children to understand. What do you need to have a complete book?” (Let audience respond, possible responses include: author, publisher, pages, cover, story, pictures, charts, illustrations, glossary, table of contents, index, captions, etc. – encourage use of proper language for each part of the book.)

“So we all learned about the different parts of a book from our parents and teachers. The feature of books that we are going to work on today is using these features of informational text to find facts. Just looking at your book, flip through it quickly and find one fact to share with us.” (Give parents 1-2 minutes and then call on several parents to share. Ask: “How do you know that is a fact – a true statement?”)

“As parents, we’ve been through school and we know a lot of facts. When we get new information we compare it with the other things we already know from school, or personal experience and either add it to our list of facts or we reject it as opinion or even as false. What I’d like to do now is a little activity to show you ways to build your child’s critical thinking ability at home. We are going to get into groups – look for people who picked the same book you have – and we are going to build a fact web.” (Form groups of 3-5 parents/kids with the same book. You may choose to use attached activity sheet, use blank paper, or just have a discussion. Give 5-15 minutes to work in the group once the groups are formed. Listen to conversations and look at papers, provide assistance where needed, encourage complete sentences.)

FACT WEB ACTIVITY:

1. Each parent needs a book, blank piece of paper, and writing tool. On the top of the paper parents should write their first name, date, and the title of the book.
2. Find one statement in the book that you think is a fact. Write the sentence or statement in the center of the paper and draw a circle around it.
3. Now find 2-5 statements, pictures, captions, definitions, or think of things you know that make you believe that this statement is a true fact.
4. Write or draw your evidence on the paper and draw lines to attach it to or that point to the fact.
5. Fact webs can be shared in groups. Answer these questions: Does each member of the group agree with the fact web? Why or Why not? Is there strong evidence to support the fact or is it mostly opinion and how you feel about the statement? (You may ask: *“Does the quality of the book and images affect your judgment?”*)

CLOSURE: *“Ok, let’s get back together and bring this all back to how you can do this at home and why it is important.”* (Have everyone return to their seats.)

“So, how did you do? Does anyone want to share with us?” (Allow one or more teams/parents to share, or give a personal example. (5-10 minutes))

“So what key things do we learn from informational text?” (Other possible questions include: *“Why is reading informational text important? What did you learn from this exercise? Do you think you could use these*

strategies with your children at home? Do you think you could apply these same exercises to reading a newspaper, reading a blog or article online, or watching TV?")

"Learning these things about informational text is a key reading comprehension standard under the common core curriculum standards that the state is transitioning to. When you read any book, magazine article, watch TV, anything, you and your child should think about what the text tells you: what are facts, who is talking, what evidence is there for what is being said, what is opinion? Being able to discern things about written information will help children improve comprehension and be able to answer more questions based on reading passages. Remember, you are your child's first teacher and doing little activities like these on paper or in conversations will give them something to do – and support their academic success."

"I'm going to hand out some evaluation forms for this session, while you are working on these, I am going to collect your work and ask you to make sure you have signed in. When you are finished with the evaluation form, please return it, and enjoy some refreshments before you head home!" (Collect written work, ensure all parents have signed in, have basket for surveys or collect as participants leave.)

Reading Standards for Informational Texts

RI Key Ideas and Details

- 3.RI.1.. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Reading Standards for Informational Texts

RI Craft and Structure

- 3.RI.5.. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 3.RI.6.. Distinguish their own point of view from that of the author of a text.

Reading Standards for Informational Texts

RI Integration of Knowledge and Ideas

- 3.RI.7.. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)
- 3.RI.8.. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Writing

Text Types and Purposes

- 3.W.1.. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - Provide reasons that support the opinion.
 - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - Provide a concluding statement or section.

Writing

Production and Distribution of Writing

- 3.W.5.. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Writing

Research to Build and Present Writing

- 3.W.8.. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories