Traits: Ideas

(3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions
(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text

(14) Reading/Comprehension of Informational Text/ Expository Text. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:

(A) identify the main idea in a text and distinguish it from the topic
(B) locate the facts that are clearly stated in a text
(C) describe the order of events or ideas in a text
(D) use text features (e.g., table of contents, index, headings) to locate specific information in text.

Lesson 1 Objective: **Students will understand how to find text evidence to support their written responses in non-fiction text**

Many students tend to read a passage and answer questions without ever going back into the text. They depend on their memory and background knowledge to write a response to a question. Students must be first taught the skill of finding text evidence and then be required to incorporate this evidence into their written responses at all times. The following activity's sole focus is to teach students how to find the author's words to use in their written response. The actual teaching of the written response will follow this lesson.

Activities:

- **Copy for students the passage and questions for *"The Black and White Beauty"* found in the *Supplemental Pages.* Passage taken from www.havefunteaching.com. Students will need 5 colored pencils (red, green, blue, yellow and purple). Save student copies of both the article and questions for the next lesson.**

- We are going to play a game titled: **"*Oh Where, Oh Where Can It Be*?"** This game requires you to go on a hunt to find answers in a non-fiction article. Review with students the components of non-fiction writing. Record student responses on the board. **Examples:**

  <u>Non-fiction:</u>

  Gives facts and information

  Informs the readers

  Uses heading, graphs, pictures, captions

  Tells how to do something

- Give students a copy of "*The Black and White Beauty"* questions. First we are going to circle the number of the questions in different colors. Do not circle the whole question, only the numbers at the beginning of the question. Circle Question #1 red, #2 green, #3 blue, #4 yellow, and #5 purple. Before we play the game, I am going to show you how to play. We are going to look right in the text for our answers. Give students a copy of the article, "*The Black and White Beauty."*

- Put the article "*The Black and White Beauty"* under the document camera. How many paragraphs do we see in this article? What clue did the writer use to show a new paragraph has begun? Every time I see a word indented, it signals to the reader a new paragraph is starting.

- **Write Question #1 on the board:**

  What is the hair on the back of a zebra's neck called?

- You may already know the answer to this question, but we are looking for **where** the **author** states the answer in the text. When we play this game, we have to find exactly **where** the **author** states the information. Since I circled Question #1 in red, I am going to underline where I find the answer in the article in red. As I'm reading, I find the answer in the 4th sentence of the 1st paragraph. Can you find the answer in your article? What clues did we use to decide this was the correct answer to underline? I am going to underline the words: This hair is called their "mane." in red. This sentence does not have the word neck in it, so I am going to underline the word "neck" in the 3rd sentence in red, too. This will help me remember that I am looking for the neck hair of a zebra. Find the sentence in your article and underline the information in red. How many already knew the answer? Even if we know the answer, we always need to go back to the **author's** words. **Highlighting or underlining important information is a great skill for students to practice and learn; however, without the proper guidance, many students will just highlight the entire passage.**

- **Now write Question #2 on the board***:*

  What two animals are similar to a zebra?

- What color did we use to circle the #2 on our question sheet? Since we used a green colored pencil, we will now underline the entire **author's** information on the animals that are similar to a zebra in green. The words: similar to horses and donkeys should be underlined in green. Ask questions of students, helping them clarify why they chose this as their answer. Find the sentence in your article and underline the information in green.

- For Questions #3-#5, follow the same procedures above, having students search for the answer using the **author's** words and underlining their answers in the correct color.

- **Copy for each student the passage and questions for *"The Beautiful Butterfly"* found in the *Supplemental Pages.*** You are now ready to play "*Oh Where, Oh Where Can It Be?*" on your own. First let's circle each question number with a different colored pencil. Remember we are only circling the number of the question, not the whole question. With a partner, read the passage "*The Beautiful Butterfly.*" We are going to underline the **author's** words in the passage that helpus answer the questions. Make sure to underline the answer in the right color. We are going to search for the answer to one question at a time. We will compare our answers after each group has completed Question #1. Gather back together after each question. This will help students focus on one question instead all of them at once.

- Continue the above process with the remainder of the questions for *"The Beautiful Butterfly."* Allow time to search the **author's** words for the answer and a discussion on how the words help us answer the question. Continue to have students go back into the text to show you where they found the information.

- Provide students the opportunity to practice this skill using copies of other non-fiction text. The purpose of this lesson is to require students to always refer to the text for answers.