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| **Teacher:** Maggie Wunderlich | | | **Date**: July 10, 2013 | |
| **Enduring Understanding:** Students will understand that question words help identify key details in informational text. By knowing the key details in a text, a person can decipher what information is important. | | | | |
| **Goal & Objective from the CCSS:** R.I.2.5 Answer such questions such as who, what, where & when to demonstrate understanding of key details in an informational text. | | | | |
| **“I CAN” Anchor Chart:** I canread a nonfiction book that is my level; I can create a poster that states key details (who, what, where and when) found in my book, including title, author, illustrations and page numbers referenced | | | | |
| **Evidence of Student Understanding:** Finished product shows understanding because it is a poster which depicts key details in informational text. This poster must have: title, author, who the book is about, what happened, where it takes place and when it takes place, (with page numbers referenced) and illustrations to match. | | | | |
| **Activities**   * Students will first select and read a nonfiction book that is at their level. * Then, students will take materials to their desks and begin creating a poster by writing (bulleted or short answer form) key details found in book. They will leave room on poster for corresponding illustrations. * The poster must have: title and author, who or what the book was about; what happened; when it takes place; and where it takes place. * Students will go back and draw and color illustrations to match the words. * Students who finish before time to rotate may select another book and create another poster. * These posters can be displayed on wall for rest of class to see. | | | | |
| **Group, Level, & Text/Materials:**  Library Work Station Group  Various nonfiction books in baskets grouped by levels;  Construction paper  Pencils  Crayons | **Group, Level, & Text/Materials:** | **Group, Level, & Text/Materials:** | | **Group, Level, & Text/Materials:** |