

General Information

Lesson Parts & Duration

Total Duration: 2 to 2 ½ hours

- Segment 1: Observations and Drawing Inferences from a Photograph (45-60 Minutes)
- Segment 2: Informational Text Features (45-60 Minutes)
- Segment 3: Asking & Answer Questions: Key Ideas & Details (30-45 Minutes)

Subject(s)

- Closer Looking Lesson based on pictures of Chrysanthemums (RI.1.1, R.I.1.3, R.I.1.7, R.I.1.9, SL.1.1, SL.1.2); Text Features (RI.1.5); Key Details (RI.1.1-1.3 & 1.6-1.7)

Objective

- Students will ask and answer questions based on information in pictures.
- Students will engage in collaborative conversations by posing or responding to specific questions.
- Students will use informational text features to understand the meanings of new words and define the role of an informational text author.
- Students will know and use text features (e.g., bold print, title, subheadings, glossaries) to locate key facts or information in a text efficiently.
- Students will ask and answer questions about key details in a text.
- Students will identify the main topic and retell key details of a text.

Materials

- **Required:** copy of informational text, All About Chrysanthemums, by Jennifer Kaul (for teacher) (pages 17-18)
- **Required:** pictures of chrysanthemums (page 21) (color copy recommended)
- chart paper for “Text Feature” chart (**Prep:** If you have time you may want to prep the chart on page 8 including all information except the last column for examples.) (segment 2)
- document camera or projector for displaying photograph
- **Optional:** printable “Exit Slips” (page 19-20) –or– blank paper for students to copy
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 23)

Instructional Setting

- Students should be seated where they can see things presented on the screen or board.
- Students should be seated with or near another student for partner work.

Throughout these lessons, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized* type indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Instructional Plan: Segment 1: 45-60 minutes

Subject

- Observations and Drawing Inferences from a Photograph

Objective

- Students will ask and answer questions based on information in pictures.
- Students will engage in collaborative conversations by posing or responding to specific questions.

Materials

- **Required:** pictures of Chrysanthemums (page 21) (color copy recommended)
- document camera or projector for displaying photograph

Introduction: Photographs, Florists & Flower Arrangements

T Today we will be analyzing 2 photographs.

T Who can tell me what a photograph is? **Call on students. Answer: A real picture not a drawing or something taken with a camera.**

T Excellent!

T A photograph is a picture that someone takes with a camera of something around us in the world.

T It is not a drawing that someone made.

T Boys and girls, raise your hand if you have ever taken a photograph before?

T If you have, please turn and tell someone next to you what you took a photograph of? **Give a couple seconds for students to share.**

T Wow, I heard that some of you took a photograph of **list some things that you heard them mention.**

T Today we have a very important job, we will be analyzing photographs.

T Analyzing is a big word we use for studying something or looking at all of the details.

T Imagine a detective who is searching for clues with a magnifying glass.

T We need to study all of the little details.

T Everyone pretend to hold up a magnifying glass to study something. **Model this so that they can imitate you.**

T To analyze the photos, we will be asking and answering questions about the pictures.

T We are also going to be thinking like a florist.

T A florist is a person who arranges flowers and plants to arrange them in different ways for people to enjoy.

T When I arrange something, I am putting them in a certain order.

T For example, I can arrange all of my crayons by color, putting all of the red ones together, the yellow ones together, and all of the other like colors together.

T Or I can arrange my crayons by mixing them up and putting them in the order of a rainbow, like red, orange, yellow, green, blue, and purple.

T Think about bouquets of flowers you may have seen at a grocery store, a flower shop, or maybe flowers that your mom or someone else you know got as a gift.

T Those are called flower arrangements or floral arrangements.

T A florist grouped them together in a special way so they would look pretty.

T So now we know: photographs are real pictures of something in the world, not just drawings.

T Florists are people who work with flowers and put them together in different ways.

T These ways of grouping flowers are called flower arrangements or floral arrangements.

Analyzing Photographs (photographs found on page 10)

T Like a detective, we are now going to be analyzing a photograph.


T Remember that when we analyze something we are studying all of the parts very closely, looking at all of the little details.


T I am going to show you a photograph now.

- T** Look quietly and carefully at the photograph.
- T** Remember to look with your eyes and not with your mouth.
- T** Keep all the little details you notice to yourself, we will be sharing them with a buddy in a little bit. Give students about 30 seconds to look at the pictures. Show photograph under document camera or project onto screen; keep photo up during the rest of the lesson.

Speaking & Listening Protocols

-  **On your feet/ Get ready to meet/ Go and Greet** (should take less than one minute)
- Students stand up and put their hand up in the air
 - Students find another student that has their hand up to have a “new” partner (and get them moving around)
 - Once they are with their new partner, they put their hands down and face the teacher

-  **Back to Back and Face to Face**
- When in pairs, direct students to stand back to back
 - Ask the students to consider the question
 - Give students at least a minute to consider their response

-  **Ask, Answer, and Justify**
- Put students in pairs: have them assign themselves a number 1 or 2
 - Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Then 2's will ask the question and 1's will respond

- T** We are going to be sharing our thoughts and ideas with a buddy now.
- T** When I say the magic word, which is “flower”, you will stand up and put your hand up! Model this so students can see what you mean.
- T** Then you will find a buddy who also has their hand up.
- T** Remember, if someone’s hand is down, that means they already have a buddy.
- T** I will be counting backwards from 10, and by the time I get to zero, you need to be standing respectfully next to your partner.
- T** Please remember to ASK your friends if they would like to be your partner (Would you please be my partner? vs You are my partner!).
- T** This is a respectful way to find a partner.
- T** Once you found your partner make sure your hands are down, you are standing next to each other, and you are facing me.
- T** Let’s practice this now.
- T** Ok, FLOWER!
- T** 10-9-8-7-6-5-4-3-2-1.
- T** Remember to not talk while you are moving. Remind them of this as they are locating a partner.

Practice Finding a New Buddy

- T** Great job!
- T** Let’s try it again and find another buddy.
- T** Remember, hands up, find a partner, ask respectfully, hands down, and face me! Model this as you explain.
- T** Now that you are with your partner, please stand back to back. Model this with two students.
- T** Remember this means that your backs are touching and you can’t see each other’s faces!
- T** When I ask my question, you will think first.
- T** Then when I say “Detectives”, you will turn around share your answers.
- T** With your partner, right now you need to decide who is going to be a “1” and who is going to be a “2”. Give a moment for them to decide. If they are struggling assign them either a 1 or a 2.
- T** For the first question 1’s will ask the question first, and then 2’s will share their answers.
- T** Then you will switch and 2’s will ask the same questions and then 1’s will share their answers.
- T** Please hold up your fingers and show me if you are a 1 or a 2.

T Hold up 1 finger if you are a “1” and 2 fingers if you are a “2”.

T Great, it looks like you all know if you are a 1 or a 2.

Analyzing the Pictures

T Hold up your imaginary magnifying glass if you are ready to be a detective and analyze photographs!

T Good, now please stand back to back again so you can think about the question I am asking. **Make sure students can see the pictures projected on the screen.**

T What did you notice first when you saw the pictures? **Give 30 seconds for the students to think of their answers.**

Partner Discussion

T Ok, Detectives!

T Turn around.

T 1's please ask the 2's "What did you notice when you first saw the picture?"

T 2's share your answer in a complete sentence "The first thing I noticed was ____ because ____."

T 2's make sure you are being every specific and explaining why.

T Take turns – once the 2's have answered switch and 2's ask the 1's the same question.

Questions:

- What did you notice when you first saw the picture?
- Why? Be very specific.
- The first thing I noticed was ____ because ____.

Monitor this and provide support as needed. You may want to go up to each group and model this discussion.

Give time to complete this task. You may want to go up to each group and model this discussion.

Finding a New Buddy

T Great job sharing with your buddy.

T Now we will find a new buddy, the same way we did last time. **Model each step as you remind students.**

T Remember, don't move until I say the magic word, "Flower".

T Hands up please.

T Find a different partner, decide who is the 1 and who is the 2.

T Once you decide, hold up either 1 finger or 2.

T Then stand back to back.

T Ok, Flower!

T Go find a buddy. **Give a moment for them to decide. If they are struggling assign them either a 1 or a 2.**

Give time to complete this task. Monitor students and provide assistance as needed.

Analyzing the Pictures

T Let's look at the pictures again.

T Don't turn around until I say the magic word which is, "Detectives."

T What do you notice is different about the two pictures?

T Think about your answer.

T Don't turn around until I say the magic word, "Detectives."

Partner Discussion

T Ok, Detectives!

T Please turn face to face.

T Remember to take turns.

T Partner 1 will go first and ask the question, "What did you notice is different about the two pictures? Why?"

T Then partner 2 will answer, "The two pictures are different because in Picture 1 ____ and in picture 2 _____. I noticed this because _____."

T Then switch jobs.

Questions:

- What is different about the two pictures?
- Why? Be very specific.
- The two pictures are different because in picture 1 ____ and in picture 2 _____. I noticed this because _____.

Monitor this and provide support as needed. You may want to go up to each group and model this discussion.

Give time to complete this task. You may want to go up to each group and model this discussion.



Make sure to "Break Up Your Day!"



Now is a great time to take a break and get students re-energized.

See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 23)

Analyzing the Pictures

T Please turn back to back again with the same partner.

T But don't turn around until I say, "Detectives".

Let's look again at the pictures. What are you wondering about?

Partner Discussion

T Ok, Detectives!

T Please turn face to face.

T Remember to take turns.

T Partner 1 will go first and ask the question, "What are you wondering about when you look at the 2 photographs? Why?"

T Then partner 2 will answer, "I am wondering about ____ because _____."

T Then switch jobs.

Questions:

- What are you wondering about when you look at the 2 photographs?
- Why? Be very specific.
- I'm wondering about ____ because _____.

Monitor this and provide support as needed. You may want to go up to each group and model this discussion.

Give time to complete this task. You may want to go up to each group and model this discussion.

Finding a New Buddy

T Good work sharing with your buddies.

T Now we will find our last new buddy, the same way we have been doing. **Model each step as you remind students.**

T Hands up please.

T Find a different partner, decide who is the 1 and who is the 2.

- T** Once you decide hold up either 1 finger or 2.
T Then stand back to back.
T Ready, Flower!
T Go find a new buddy. Give a moment for them to decide. If they are struggling assign them either a 1 or a 2.

Analyzing the Pictures

- T** Now instead of looking at these pictures like a detective we are going to think like a florist.
T Who remembers earlier what a florist does? Call on students.
T I told you that florists are people who work with flowers and put them together in different ways.
T These ways of grouping flowers are called flower arrangements.
T Remember we talked about arranging crayons in different ways? If they don't seem to remember remind them of the crayon example again from the beginning of the lesson.
T In which picture do the flowers look more "arranged"? Why?

Questions:

- Which picture looks more arranged?
- Why? Be very specific.
- In my opinion, picture #__ looks more arranged because_____.

Partner Discussion

- T** Ok, Detectives!
T Please turn face to face.
T Remember to take turns.
T Partner 1 will go first and ask the question, "Which pictures look more arranged? Why?"
T Then partner 2 will answer, "In my opinion picture #___ looks more arranged because_____."
T Then switch jobs.

Monitor this and provide support as needed. You may want to go up to each group and model this discussion.

Give time to complete this task. You may want to go up to each group and model this discussion.



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Instructional Plan: Segment 2: 45-60 minutes

Subject

- Informational Text Features

Objective

- Students will use informational text features to understand the meanings of new words and define the role of an informational text author.
- Students will know and use text features (e.g., bold print, title, subheadings, glossaries) to locate key facts or information in a text efficiently.

Materials

- Required:** copy of informational text, All About Chrysanthemums (for teacher) (pages 17-18)
- chart paper for “Text Feature” chart (Prep: If you have time you may want to prep the chart on page 9 including all information except the last column for examples.)
- document camera or whiteboard
- Optional:** printable Exit Slip (page 19)

Students should be seated on the carpet or group area to begin this lesson.

Introduction

- T* Today we will be learning all about chrysanthemums!
- T* We won’t just be learning about the flower, but we will be studying the authors that write about them and some of the features they use to help us understand the text.
- T* I am going to read you this text all about chrysanthemums.
- T* Before I begin reading, I want you to think about what you already know about chrysanthemums. Give students think time to process the question.
- T* When I am reading, I want you to see if you hear any information in this text that is something you already knew.

Read All About Chrysanthemums (page 17-18)

- T* We just listened to the text, All About Chrysanthemums, who heard some information in this text that they already knew about chrysanthemums?
- T* Great!
- T* Now I am going to read this text again and this time I want you to listen for information that is new to you or something that you learned from the author.

Note:

When reading a text to students, the pictures are an integral part of the understanding. Show the students each page while reading. Let them take time to enjoy the pictures and synthesize the information.

Reread All About Chrysanthemums (page 17-18)

- T* Who was able to hear some information that was new to them this time?
- T* You are going to share what you learned about chrysanthemums with a partner.

Have students pick partners.

- T* We need a partner to share our ideas with.
- T* When I say the magic word, which is flower, you will stand up and find someone to be your partner.
- T* I will be counting backwards from 10, and by the time I get to zero, you need to be sitting respectfully next to your partner.
- T* Please remember to ASK your friends if they would like to be your partner (Would you please be my partner? vs You are my partner!).
- T* This is a respectful way to find a partner.
- T* Ok, “FLOWER!”

Begin counting slowly backwards from 10. You may also need to circulate and help students find a partner and sit together nicely once they have done so.

- T* Fantastic! Thank you for finding a partner so quickly and respectfully!
- T* Now you may share what you learned about chrysanthemums with your partner.
- T* Remember to take turns, only one partner should talk at a time.
- T* The partner with the shortest hair should go first. Students share what they learned about chrysanthemums with their partner.

Teacher calls students back to attention by counting backwards from 5.

- T* Eyes on me in 5...4...3...2...1...0. Thank you!
- T* Raise your hand if you would like to share the new information that you learned. Call on a few students to share what they learned.



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Informational Text Features

- T* Boys and girls, when authors write an informational text, they use different features to help their reader understand this new information.
- T* A feature is something that a text has, similar to how we have what are called facial features, like our eyes, nose, mouth, and eye brows.
- T* Informational text obviously doesn’t have eyes, a nose, a mouth or eye brows, but it does have some things that stand out to the reader.
- T* Together we are going to create a chart to tell all about the text features used in All About Chrysanthemums. Create this chart outline on either chart paper or on the whiteboard. Do not use the document camera because you will want to project the text as well to help fill out this chart.
- T* Let’s look and see what stands out!
- T* We will learn the name of the text feature, its purpose, which means what it is used for, and we will write an example from our text.
- T* One thing that I notice the author did was she used bold words.
- T* These are words that are in a different color, font, or style than the rest of the words.
- T* This makes them stand out and look more “special” than all the other words.
- T* Why do you think this author used bold words in this text? Call on students to share answers. Possible answer: because those words are important for us to know.

Chrysanthemums

Text Features

| Text Feature | Purpose | Example |
|-------------------|---|---------|
| Bold Print | Important words found in glossary | |
| Glossary | Tells the definition of some words found in the text. | |
| Title | Tells the topic of the text or tells what the text will be about. | |
| Headings | Divides the text into sections and explains what the section will be about. | |

T Let's look at some of the words this author chose to make bold. **Show the text to the students. Let students identify which words have been made bold.**

T Who would like to come up and point to a bold word on this page?

T I will then write each one on our chart.

T Remember to only pick one bold word(s) to point to. **Call on 4 students to come up and point to the bold words. Answer: bloom, vase, arranged, variety**

T Why do you think authors use this feature when they are writing informational texts? **Call on students to share their thinking. Answer: to show readers it is an important word or a vocabulary word they should know.**

T Authors use bold words to help the reader know it is an important vocabulary word you should know.

Chrysanthemums

Text Features

| Text Feature | Purpose | Example |
|-------------------|---|--|
| Bold Print | Important words found in glossary | <ul style="list-style-type: none"> • bloom • vase • arranged • variety |
| Glossary | Tells the definition of some words found in the text. | |
| Title | Tells the topic of the text or tells what the text will be about. | |
| Headings | Divides the text into sections and explains what the section will be about. | |

Glossary

T So, all the important words that we need to know for this text are found in the glossary!

T A glossary is found at the back or end of a text or a book.

T Oh look! The word glossary is the next text feature in the chart!

T Let's move our fingers directly to the right, under the word "Purpose".

T It states that a glossary "tells the definition of some words found in the text."

T Guess what? We have a glossary for this text! **Show the glossary at the end of the text.**

T Looks like the words are organized in alphabetical order.

T That means that all of the words that start with the letter a go first, then the b's, then c's and so on through the whole alphabet.

T That helps to make it easier to find them when using a glossary.

Display the "Glossary" using the document camera.

T We will keep the glossary handy while I read the story one more time.

T Each time we encounter a word that is in "bold print", we will stop and look up its meaning in our glossary!

Reread All About Chrysanthemums, stop at each bold word. Reference the glossary and read the definition of the word. Then use that definition in the context of the sentence.

T Now we know what each of our important bold words mean thanks to our trusty friend, the glossary!

T On our text feature chart, I will write in one example using the first word in our glossary, arranged.

T So, just like the glossary, I will write arranged, and then a colon.

T After that I will write the definition: "to put in some kind of order, pattern, or design." **Copy this onto your chart.**

Titles

T The next text feature on our chart I know you all already know!

T This is called a title.

| Glossary |
|--|
| arranged: to put in some kind of order, pattern, or design. |
| bloom: A flower; blossom; to produce flowers. |
| variety: A number of different things in a group. |
| vase: an open container of glass or pottery; used as decoration or to hold cut flowers. |

- T** Who can raise their hand and share with the class what a title is? **Call on students.**
- T** What do you think the author's purpose is in including this text feature? **Call on students. Answer: it tell the topic of the text or tells what the text will be about.**
- T** You are right!
- T** A title has the purpose of telling the reader what the topic is or what the text will be all about. **Write this on your chart.**
- T** So, what did the author chose for a title of this text? **Call on students. Answer: All About Chrysanthemums.**
- T** All About Chrysanthemums is the title the author chose.
- T** I would like you to turn and tell a partner: "It think this is a good title because _____. Or "I don't think this is a good title because _____."
- T** Remember to justify your answer by telling why you think it is good or bad, use details from the text to help explain your reasons.

Provide a minute or so for discussions. Monitor that students are using the sentence frames you gave.

- T** Raise your hand if you felt it was a good title. **Should be most or all students, if anyone does not raise their hand, ask them to justify why not. Then provide necessary clarification so they see why it is a good title,**
- T** Since we now all agree with the author's choice for a title, let's add it to our chart. **Write the title on the chart under example.**

Headings

- T** Another feature this author uses is called headings.
- T** Headings can be found at the beginning of each new section.
- T** Usually they are also bigger than the other words and many times bold, underlined, a different color, or font style.
- T** They tell the reader what this part of the text will mainly be about.
- T** They are like "mini titles."
- T** Boys and girls, let's look at the text together again and see if we can find the headings. **Show the text to students. Let students identify where the headings are. If you have printed the text, you might circle or highlight where they find them.**
- T** Who would like to come up and point to a heading on this page?
- T** Remember to only pick one heading to point to. **Call 3 students up. Answer: Growth of a Mum, Florists, Variety.**
- T** Why do you think authors use this feature when they are writing informational texts? **Call on students to share their thinking. Answer: Authors do this to show readers what the section or part will be about.**
- T** Authors use headings to show readers what the section or part will be about.

Chrysanthemums

Text Features

| Text Feature | Purpose | Example |
|-------------------|---|--|
| Bold Print | Important words found in glossary | <ul style="list-style-type: none"> bloom vase arranged variety |
| Glossary | Tells the definition of some words found in the text. | Arranged: to put in some kind of order of pattern, or design. |
| Title | Tells the topic of the text or tells what the text will be about. | <u>All About Chrysanthemums</u> |
| Headings | Divides the text into sections and explains what the section will be about. | |

Chrysanthemums

Text Features

| Text Feature | Purpose | Example |
|-------------------|---|--|
| Bold Print | Important words found in glossary | <ul style="list-style-type: none"> bloom vase arranged variety |
| Glossary | Tells the definition of some words found in the text. | Arranged: to put in some kind of order of pattern, or design. |
| Title | Tells the topic of the text or tells what the text will be about. | <u>All About Chrysanthemums</u> |
| Headings | Divides the text into sections and explains what the section will be about. | <ul style="list-style-type: none"> Growth of a Mum Florists Variety |

- T* Let's add these 3 headings to our chart.
- T* Informational text authors do many things to help us understand what they are writing about.
- T* I want you to think of one thing you learned from this text about chrysanthemums.
- T* Also, think about if one of the features we talked about helped you to learn this new information.
- T* I am going to give you a piece of paper (printable exit slip -or- half sheet) and you are going to write down the new thing you learned from this text.
- T* It's ok if you do not know how to spell all the words, just do your best!
- T* You can also draw a quick picture to go along with it if you would like.
- T* Once you have your paper, go back to your desk and write your name at the top.
- T* Then you can write your new fact that you learned about chrysanthemums.
- T* When you are done, you can put your papers (designate a spot in the room for their completed work) and choose (give them some options for what to do when finished working: reading books is always a great option!)

Differentiation:

You might also have students dictate to you what their new fact is and you can write it on the back of their paper. That way the classroom teacher can see their thinking when they return.

**You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (pg. 19), or simply have students copy the problems on a half sheet of paper.*



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Instructional Plan: Segment 3: 45 minutes

Subject

- Asking & Answer Questions: Key Ideas & Details

Objective

- Students will ask and answer questions about key details in a text.
- Students will identify the main topic and retell key details of a text.
-

Materials

- **Required:** copy of informational text, All About Chrysanthemums (for teacher) (pages 17-18)
- blank paper
- pencil & crayons/colored pencils
- document camera or whiteboard
- **Optional:** printable Exit Slip (page 20)

Students should be seated on the carpet or group area to begin this lesson.

Introduction

- T* Today we have been talking all about chrysanthemum flowers.
- T* We just learned all about the text features that authors use to help us better understand informational text, like bold words, glossaries, titles, and headings.
- T* After using all of these I am sure you are really starting to know all about chrysanthemums.
- T* We are going to show how much we have learned from this text by asking and answering questions with different partners.
- T* We will be finding different partners just like we did before.

Speaking & Listening Protocols

- T* When I say the magic word, which is “flower”, you will stand up and put your hand up! **Model this so students can see what you mean.**
- T* Then you will find a buddy who also has their hand up.
- T* Remember, if someone’s hand is down, that means they already have a buddy.
- T* I will be counting backwards from 10, and by the time I get to zero, you need to be standing respectfully next to your partner.
- T* Please remember to ASK your friends if they would like to be your partner (Would you please be my partner? vs You are my partner!).
- T* This is a respectful way to find a partner.
- T* Once you found your partner make sure your hands are down, you are standing next to each other, and you are facing me.
- T* Let’s practice this now.
- T* Ok, FLOWER!
- T* 10-9-8-7-6-5-4-3-2-1.
- T* Remember to not talk while you are moving. **Remind them of this as they are locating a partner.**
- T* Great job!
- T* Now that you are with your partner, please stand back to back. **Model this with two students.**
- T* Remember this means that your backs are touching and you can’t see each other’s faces!
- T* When I ask my question, you will think first.
- T* Then when I say “Chrysanthemum”, you will turn around share your answers.
- T* With your partner right now you need to decide who is going to be a “1” and who is going to be a “2”.
Give a moment for them to decide. If they are struggling assign them either a 1 or a 2.

- T** For the first question 1's will ask the question first, and then 2's will share their answers.
- T** Then you will switch and 2's will ask the same questions and then 1's will share their answers.
- T** Please hold up your fingers and show me if you are a 1 or a 2.
- T** Hold up 1 finger if you are a "1" and 2 fingers if you are a "2".
- T** Great, it looks like you all know if you are a 1 or a 2.

Questions

- T** Good, now please stand back to back again so you can think about the question I am asking. **Make sure students can see the pictures projected on the screen.**
- T** What can a reader learn from this text? Think about facts you may have learned. **Give 30 seconds for the students to think of their answers.**

Partner Discussion

- T** Ok, "Chrysanthemums!"
- T** Turn around.
- T** 1's please ask the 2's
- T** "What can a reader learn from this text?"
- T** 2's share your answer in a complete sentence "A reader can learn ___ from this text because ____."
- T** 2's make sure you are being every specific and explaining why.
- T** Take turns – once the 2's have answered switch and 2's ask the 1's the same question.

Questions:

- What can a reader learn from this text?
- Think about what you learned.
- A reader can learn ___ from this text because ____.

Provide time for students to discuss this question. Monitor to ensure that 1's are asking 2's and 2's are answering and then they switch and 2's ask 1's and 1's answer. You may want to go up to each group and model this discussion.

Give time to complete this task. You may want to go up to each group and model this discussion.

Share out and check for understanding

- T** Who would like to share their answer? **Using equity sticks, if available, choose students to answer. Answer: A reader can learn: a different name for them, like mums; how to grow a chrysanthemum; where they grow; how florists arrange them; the colors that they come in.**

Verify that responses are correct, provide clarification if needed and record responses on chart.

Finding a New Buddy

- T** Great job sharing with your buddy.
- T** Now we will find a new buddy, the same way we did last time. **Model each step as you remind students.**
- T** Remember, don't move until I say the magic word, "Flower".
- T** Hands up please.
- T** Find a different partner, decide who is the 1 and who is the 2.
- T** Once you decide hold up either 1 finger or 2.
- T** Then stand back to back.
- T** Ok, Flower!
- T** Go find a buddy. **Give a moment for them to decide. If they are struggling assign them either a 1 or a 2.**

Give time to complete this task. Monitor students and provide assistance as needed.

Questions

- T** Good, now please stand back to back again so you can think about the question I am asking. **Make sure students can see the pictures projected on the screen.**
- T** Can you retell the important parts from the text to a friend? Think about everything the author told us about. **Give 30 seconds for the students to think of their answers.**

Partner Discussion

- T** Ok, "Chrysanthemums!"
- T** Turn around.
- T** 2's please ask the 1's
- T** "What can a reader learn from this text?"
- T** 1's share your answer in a complete sentence "Can you please retell me the important parts from the text All About Chrysanthemums?"
- T** 1's make sure you are being every specific and retelling in the order that the author told you.
- T** Take turns – once the 1's have answered switch and 1's ask the 2's the same question.

Questions:

- Can you retell the important parts from the text?
- Think about what were important details your partner should know.

Provide time for students to discuss this question. Monitor to ensure that 2's are asking 1's and 1's are answering and then they switch and 1's ask 2's and 2's answer. You may want to go up to each group and model this discussion.

Give time to complete this task. You may want to go up to each group and model this discussion.

Share out and check for understanding

- T** Who would like to try to retell the story to the whole class? **Using equity sticks, if available, choose students to answer.** **Answer: should be somewhat close to the order the information is given in the text.**

Verify that responses are correct, provide clarification if needed.

Finding a New Buddy

- T** Great job sharing with your buddy.
- T** Now we will find a new buddy, the same way we did last time. **Model each step as you remind students.**
- T** Remember, don't move until I say the magic word, "Flower".
- T** Hands up please.
- T** Find a different partner, decide who is the 1 and who is the 2.
- T** Once you decide hold up either 1 finger or 2.
- T** Then stand back to back.
- T** Ok, Flower!
- T** Go find a buddy. **Give a moment for them to decide. If they are struggling assign them either a 1 or a 2.**

Give time to complete this task. Monitor students and provide assistance as needed.

Questions

- T** Good, now please stand back to back again so you can think about the question I am asking. **Make sure students can see the pictures projected on the screen.**
- T** Where can we find out about different colors of chrysanthemums? Think about the text feature of headings to help you. **Give 30 seconds for the students to think of their answers.**

Partner Discussion

- T** Ok, "Chrysanthemums!"
- T** Turn around.
- T** 1's please ask the 2's
- T** "Where can we find out about different colors of chrysanthemums?"
- T** 2's share your answer in a complete sentence "We can find out about different colors of chrysanthemums in the ____ section of the text?"
- T** 2's make sure you are being every specific and retelling in the order that the author told you.
- T** Take turns – once the 2's have answered switch and 2's ask the 1's the same question.

Questions:

- Where can we find out about different colors of chrysanthemums?
- Think about the text feature of headings to help you.
- We can find out about different colors of chrysanthemums in the ____ section of the text.

Provide time for students to discuss this question. Monitor to ensure that 2's are asking 1's and 1's are answering and then they switch and 1's ask 2's and 2's answer. You may want to go up to each group and model this discussion.

Give time to complete this task. You may want to go up to each group and model this discussion.

Share out and check for understanding

- T** Who would like to try to tell the class where we can learn or find out about colors? **Using equity sticks, if available, choose students to answer.** Answer: should refer to the 5th paragraph, underneath the 3rd heading, underneath the heading "Variety", or simply point out in the text.

Verify that responses are correct, provide clarification if needed.

Finding a New Buddy

- T** Great job sharing with your buddy.
- T** Now we will find a new buddy, the same way we did last time. **Model each step as you remind students.**
- T** Remember, don't move until I say the magic word, "Flower".
- T** Hands up please.
- T** Find a different partner, decide who is the 1 and who is the 2.
- T** Once you decide hold up either 1 finger or 2.
- T** Then stand back to back.
- T** Ok, Flower!
- T** Go find a buddy. **Give a moment for them to decide. If they are struggling assign them either a 1 or a 2.**

Give time to complete this task. Monitor students and provide assistance as needed.

Questions

- T** Good, now please stand back to back again so you can think about the question I am asking. **Make sure students can see the pictures projected on the screen.**
- T** Do you think the text and the picture are connected? Describe how the picture helps you understand what the author has written. **Give 30 seconds for the students to think of their answers.**

Partner Discussion

- T** Ok, "Chrysanthemums!"
- T** Turn around.
- T** 2's please ask the 1's

- T** “Do you think the text and the picture are connected? Describe how the picture helps you understand what the author has written.”
- T** 1’s share your answer in a complete sentence “I think the story the story and the pictures are connected because _____picture helps me understand _____ that the author said.”
- T** 1’s make sure you are being every specific and retelling in the order that the author told you.
- T** Take turns – once the 1’s have answered switch and 1’s ask the 2’s the same question.

Provide time for students to discuss this question. Monitor to ensure that 2’s are asking 1’s and 1’s are answering and then they switch and 1’s ask 2’s and 2’s answer. You may want to go up to each group and model this discussion.

Give time to complete this task. You may want to go up to each group and model this discussion.

Share out and check for understanding

- T** Who would like to tell how the text and the picture are connected. Be sure to describe how the picture helps you understand what the author has written. Using equity sticks, if available, choose students to answer.

Verify that responses are correct, provide clarification if needed.



Make sure to “Break Up Your Day!”



Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 23)

Exit Slip


*You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 20), or simply have students copy the problems on a half sheet of paper.

- T** Now I will give you a piece of paper with one of the pictures from the text.
- T** I would like you to tell why you think the author picked that picture to put in their text.
- T** You may use the sentence frame: “The author used the picture of __ in her text because ____.”
- T** Or you may choose to make up your own sentence.

Name: _____ Date: _____

Exit Slip:
Photographs and Informational Text.

Why did the author use this picture in the text?



Sentence Frame:
The author used this picture of _____ in her text because _____.
-Or-
Make up your own sentence.

All About Chrysanthemums



A chrysanthemum is a plant. It is also called a mum. Mums have many flowers. They **bloom** in the fall.

Growth of a Mum

Mums start off as seeds. The seeds are planted in soil. The seeds need sunlight and water to grow.

Mums can be planted in a garden or a pot. Mums planted in the ground will come back the next year.

Florists

Flowers like mums can be cut and placed in a **vase** with water. They can be **arranged** with other flowers. The people who arrange flowers in baskets and vases are called florists.





Variety

Mums come in a **variety** of different colors. Some of these colors are red, orange, and pink. The mums in this picture are green. Can you find them?

Glossary

arranged: to put in some kind of order, pattern, or design.

bloom: A flower; blossom; to produce flowers.

variety: A number of different things in a group.

vase: an open container of glass or pottery; used as decoration or to hold cut flowers.

References

Meredith Corporation. (n.d.). Chrysanthemum. Better Homes and Gardens. Retrieved from <http://www.bhg.com/gardening/plant-dictionary/perennial/chrysanthemum-/>

Name: _____

Exit Slip: Segment 2
Chrysanthemums

My new facts about chrysanthemums.

Tell the things you learned about chrysanthemums.

Name: _____ Date: _____

Exit Slip: Segment 3
Photographs and Informational Text.

Why did the author use this picture in the text?



Sentence Frame:

The author used this picture of _____ in her text because _____.

-Or-

Make up your own sentence.

Picture #1



Picture #2:



Protocols:

Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Then 2's will ask the question and 1's will respond
 - The next time 2's ask the question first

On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a “new” partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response
- Have them turn face to face
- Follow the protocol for Ask and Justify

Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

(Used throughout lesson - be familiar with each protocol.)

Note: Place Protocols under a document camera (if available) as necessary throughout the lessons.

Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.

Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



Break Up Your Day: The Wiggles!



- Let's get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake)
Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body....FREEZE!



Break Up Your Day: Be a Florist



- Teacher states: “A florist uses all kinds of plants and flowers to arrange them in beautiful bouquets.
- Listen to these 3 questions: #Which arrangement from these two pictures would be more difficult to do? #2 Why?
- Students share their answers with a partner.
- “Which arrangement is more appealing to you? Why? Talk to your partner and be prepared to share your answers.”
- Call on 2 or 3 students to share out.



Break Up Your Day: Body Stretches!



FORMATION: Standing at desks

EQUIPMENT: None

RULES/DIRECTIONS:

- Have students begin the day with a series of simple activities lasting 30 seconds or more: Jumping jacks, Knee lifts, Flap arms like a bird, Hopping Scissors (feet apart then cross in front, feet apart then cross in back)
- Follow each activity with a basic stretching movement: Reach for the sky, Runner's stretch, Butterfly stretch (sit with bottom of feet together), Knee to chest, Rotate ankles, Scratch your back
- Hold stretches for 10 - 30 seconds.
- Repeat a different simple activity followed by a new basic stretch as many times as desired.