

The Unhuggables - *Adaptation for Whole Class*

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VITAL INFORMATION

Subject(s)	Information Literacy, Reading
Topic or Unit of Study	Determining Importance of Text - noticing and selecting new information on familiar and unfamiliar topics
Grade/Level	Grade 4
Objective	Like the previous lesson, Noticing and Thinking About New Learning, <i>The Unhuggables</i> lesson will be similar except for the next important component of gathering new information that changes the way we think about a topic and adds to our knowledge: that is to select the most important information on that topic.
Summary	This lesson uses the nonfiction book <i>The Unhuggables</i> , an informational book about various "unhuggable" animals compiled by the National Wildlife Federation. There will also be more emphasis on how to find information on topics we are interested in by referring to the table of contents and the index of the book. Like in the previous lesson Noticing and Thinking About New Learning, students will complete the same task which is to read for new information about the topics of interest and see how that new information has changed their thinking or how that new information has added to their previous knowledge. This lesson introduces how to <i>select</i> the most important information out of the abundance of new learnings we can pick up when reading, and how to determine which pieces of information are more important than others.

IMPLEMENTATION

Learning Context	
Procedure	<p>1. Discuss about previous lesson Noticing and Thinking About New Learning. Show previous work, all the sticky notes that have student's new information recorded on. What were doing the last time? How did we pick up all of this information from what we have read? Talk about previous lesson for 2 to 5 minutes.</p> <p>2. Introduce <i>The Unhuggables</i>. *This will be the new book where we will learn more about animals that we consider as "unhuggable." Why do you think the title of this book is called <i>The Unhuggables</i>? What does it mean when we say an animal is "unhuggable?*" Open up to the table of contents and discuss how the chapters are organized. Select the chapter of interest.*</p> <p>*We will be working on two chapters for this lesson. One chapter of the animal the students "specialize" in or know the most about and another chapter they are a "novice" in or do not know much about but would like to learn more.</p> <p>3. Provide a list of chapters that you have selected for the groups to work on. Split the class into small groups based on the animal that the group feels they "specialize" in and distribute handouts that are copies of the pages from the book. (or if multiple copies of the physical book are available, distribute those) For a class of 28, split with the class with 7 groups of 4 students in each of them, or any other way that would be suitable.</p> <p>4. Once the students have selected the chapters, the groups will read together and have sticky notes ready to record new information picked up from the reading. As they have done previously, they will write down all the new information they have gathered from the reading and label the sticky notes as "L" for "learned" or "Q" for "question." (thoughts that connect to background knowledge or any other thoughts at all are always welcome!) Each student must have their own set of sticky notes. Allow 30 minutes to go through both the chapters (15 minutes for the chapter they specialize in and another 15 minutes for the chapter they are a novice in) and recording new learnings on the sticky notes.*</p> <p>*Because there is much to read, this is where students can also practice skimming skills to find the information that is most important to grasping the better understanding of their selected topics. One of the skimming skills that can be introduced is to read the first sentence of each paragraph and those sentences are the introduction to what the whole paragraph is going to talk about.</p> <p>5. After reading the chapters and gathering the new information, come back together as a whole class. Have a discussion on how to select the most important information out of all of them. Go through each one of the sticky notes and ask the students which ones they think they are going to prioritize. Explain that when selecting the most important information, we should try to imagine that we are sharing what we know about the animals we have just learned about to people who do not know anything about them. What would be the best bits of information that we could share with them to help them get the better understanding about the animals we have learned about? Discuss for 5 to 7 minutes.</p> <p>6. (Optional) Additional writing assignment: Write one paragraph retells about the new animals that you have learned about. Use your sticky notes for references on what to write about. One paragraph for each animal. Allow 10 to 15 minutes for writing.</p>
Differentiated Instruction	
Sample Student Products	
Collaboration	
Time Allotment	1 class periods. 40 Mins. per class.

Author's Comments & Reflections	
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MATERIALS AND RESOURCES

Instructional Materials	
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Resources	
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- Materials and resources:
The Unhuggables book
Sticky Notes

STANDARDS & ASSESSMENT

Standards	
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Assessment/Rubrics	
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