

Student Objectives

Students will

- Use nonfiction texts (and the Internet to gather information), generate questions, and find the answers to questions
- Demonstrate their knowledge on the subject and an understanding of the basic elements of fiction and nonfiction: by contributing to the creation of a class chart; by writing an original piece that features both narrative and expository elements
- Use nonfiction to answer the questions they have about the content area subject
- Contribute information and illustrations to create a class book in question and answer format - Question and Answer Books

Instruction and Activities (See Book List at End of This Document)

Session One: *Introducing the Topic What is Research, Fiction vs. Non-Fiction*

1. What is research? How do we start a research project select a topic, decide what we will focus on, Etc.
2. What is the difference between fiction and non-fiction? Which will we use to do our research
3. K What do you already know about birds? Discussion in story area informal without recording.
4. Read fiction book -- *Mother Meadowlark & Brother Snake* -- ask what parts of this story are fiction and what parts are non-fiction as each page is read.

Session Two: *What Do We Know*

1. Each student will be given a small white board to record what he/she knows about birds.
2. On Smart Board - Use Inspiration start a Graphic Organizer First part of organizer will show K - **What Do We Know About Birds? In GREEN**
3. Ask students to share responses they have written on white boards record them in Inspiration. Write the students names (small) at the end of their responses.

Session Three: *Introducing the Topic What Do We Want Know*

1. Each student will be given a small white board to record what he/she wants to learn about birds.
2. Start a new Inspiration Topic: **What Questions Do We Have About Birds? In RED**
3. Ask students to share responses they have written on white boards record them in Inspiration. Write the students names (small) at the end of their responses.
4. Do a picture walk through a book about birds to model getting information from pictures. What additional questions / topics for investigation can we add to our list? Record.

Session Four (and ongoing): *Gathering Information What Are We Learning?*

1. Review What Do We Want to Know questions from previous lesson.
2. After reading aloud and doing the picture walk, have students tell what they found out.
3. Explain to students that they will be reading books (pictures) with a partner and that we will all come together after a little while to tell some things they found out.
4. Pair students off and give them about fifteen or twenty minutes to explore.
5. Allow them to change books if they want, but make sure they are really looking at the pictures together and talking about what they see.
6. Circulate among the students to ask questions about what they see.
7. Regroup - Each student will be given a small white board to record what he/she wants to learn about birds.
8. Start a new Inspiration Topic: **What Are We Learning? In BLUE**
9. Ask students to share responses they have written on white boards record them in Inspiration. Write the students names (small) at the end of their responses.

Session Five: Publish a Question & Answer Book

1. Ask each student team to write one question on a sheet of white photocopy paper. Trim the extra white space, and glue their writing onto the middle of a sheet of 9x12 construction paper.
2. Repeat the process for the answer to the question. The question and answer are glued on reverse sides of the same sheet of construction paper (make sure they are both right side up).
3. When all pages have been completed, invite students to provide illustrations in color. Students can draw on directly on the construction paper or work on white photocopy paper, which is trimmed and glued into place.
4. If desired, trace over all student writing with a colored fine-point marker. You might also laminate all pages.
5. Bind the book so that the question page is seen first, and page will be turned to read the answer.
6. When the book has been bound, read it aloud to the class and add it to the classroom library.

BOOK LIST



Mother Meadowlark and Brother Snake by Billy Firethunder (K-2)
An Indian Legend



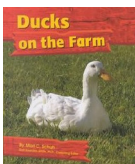
Restless Robin by Marjorie Flack (K-2)

Marjorie Flack has been one of my favorite authors, illustrators for YEARS. I still have the ASK MR BEAR book my mother and grandmother read to me 35+ years ago. And today, I discover her best book! The story, the illustrations, track a robin's travels from Georgia peach tree blossoms to an apple orchard in New Hampshire. And that's not all! Birds' songs are described, and notes given that could be played on the piano. Oh, if only this book were back in print! My daughter (age 6) was captivated, so was I (Amazon Review)

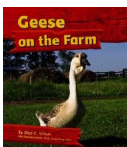


Have You Seen Birds? by Joanne Oppenheim (K-1)

PreSchool-Grade 2 A wonderful picture book depicting the wide variety of birds seen throughout the year and in various types of habitats (i.e., marsh birds, sea birds, flat-footed fishing birds). The birds are described throughout in lyrical running verse. It is, however, the stunning, vibrantly colorful plasticine-relief illustrations that make this book so special. This medium gives depth and texture to the pages, the scenes often shown from a bird's eye view. The birds really do appear to dive, dip, glide, and tip. The clever details and excellent page design maximizing use of white space make for an exciting look at the world of birds for preschoolers and beginning independent readers. Even without a key to identify the depicted birds, this is a winner. Luann Toth, Summit Free Public Lib . , N.J. (From School Library Journal)



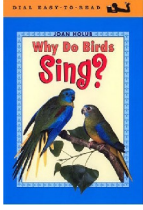
Ducks on the Farm (On the Farm) by Mari C. Schuh (K-1)



Geese on the Farm (On the Farm) by Mari C. Schuh (K-1)

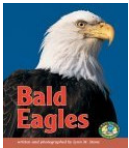


It could Still Be a Bird by Allan Fowler (K-1)



Why Do Birds Sing? (Dial Easy-to-Read) by Joan Holub, (K-2)

They're in the air, on the ground, and even in our backyards and Houses--birds, snakes, lizards, and turtles. These two fun and fact-packed books provide interesting and useful information about the history, characteristics, and behavior of these animals. Ideal for school reports and projects or on-your-own reading, each book includes dozens of full-color photographs and drawing--and surprising insights into bird-y singing and snake-y hissing!



Bald Eagles (Early Bird Nature Books) by Lynn M. Stone (2-3)



A Nest Full of Eggs (Let's-Read-and-Find-Out Science, Stage 1) by Priscilla Belz Jenkins (K-2)

This first look at robins follows a full year of growth and change: how the birds develop inside their egg during the spring, how they mature from chicks into fledglings in the summer, how they learn to fly in the fall, and how they leave for warmer climes in winter only to return when spring comes around again