

**Nonfiction Reading/Writing through *Koko's Kitten*
MediaCAST lesson by Leslie Sacher**

Desired Results

BVSD Standard(s)/Essential Learnings – 2nd Grade Language Arts

Standard 1: *Students read and understand a variety of materials.*

* Generates oral and written responses to texts based on ideas and information learned from narrative and informational texts.

Standard 2: *Students listen, observe, speak, and write for a variety of purposes and audiences.*

- * Uses oral language to obtain information, complete a task, and share ideas with others.
- * Organizes thinking before and during writing using graphic organizers and sequencing.
- * Writes to explain or give basic information about familiar topics.
- * Revises writing by rereading, adding on, and grouping ideas.
- * Applies organization of how published texts are structured to own writing.

Standard 5: *Students apply research skills to locate, select, and make use of relevant information.*

- * Locates information by looking at the book's cover, graphics, titles/headings, and structure.
- * Shares facts from informational texts through speaking or writing.

Unit Enduring Understandings

Sequencing events from a non-fiction text using time-related transitions is a new idea to introduce in 2nd grade writing. Using both a text and video segments, students will practice non-fiction, factual writing to practice retelling the accomplishments of a person's life. Students will ask questions and seek answers to strengthen their knowledge on the topic before writing their retells.

Unit Essential Questions

- * What is the relationship between writers and readers?
- * What makes writing easy to follow?
- * What are benefits of recognizing the difference between facts and opinions?
- * What can we learn from print?

Students will know ...

- * How to ask questions to investigate a topic below surface level

Students will be able to ...

- * Use a graphic organizer to manage facts into three chunks of time

<ul style="list-style-type: none"> * How to properly use time-related transitions in their writing (e.g. first, next, then, after that, finally, etc.) * How to distinguish fiction and non-fiction, fantasy and fact * How to write a non-fiction retell about a person's life using facts 	<ul style="list-style-type: none"> * Write a non-fiction account of a person's life * Use time to organize non-fiction writing, putting events in a sequential order to accurately recapture a person's life
--	--

Academic Vocabulary

Gorilla, habitat, foundation, doctorate, American Sign Language

Assessment Evidence

<p><u>Performance/Transfer Tasks</u></p> <ul style="list-style-type: none"> * Non-fiction Account of Koko's Life 	<p><u>Other Evidence</u></p> <ul style="list-style-type: none"> * Anecdotal records of participation in class discussion, especially during question generation
<p><u>Rubric (please attach if applicable)</u></p> <ul style="list-style-type: none"> * See below 	<p><u>Student Self-Assessment and Reflection</u></p> <ul style="list-style-type: none"> * Students will complete rubric in addition to teacher completion

Unit Design Template (continued)

Learning Plans

Learning Activities

Introduction: This lesson can be presented in one writing session or broken out into several sessions. The lesson will begin with the investigation of what type of writing students have completed before that was true (factual) and used time to keep it in order. Students may offer timelines as examples. Some may contribute a biography or autobiography. Introduce the idea of using background knowledge, non-fiction text and video, and asking questions to find out information that can help us write a sequential account of someone's life.

Session One: Brainstorm transition words on chart paper. Talk about how our ideas make the most sense and look best when they go in order. Remind students to notice how this text keeps Koko's life events in order. Read *Koko's Kitten* by Dr. Francine Patterson (Reading Rainbow book). Encourage students to ask questions that pop into their head – this is what makes a good reader and writer, is finding out more! Record student questions on chart paper. *Overnight, email Koko's caregivers (www.koko.org) to pose students' questions.

Session Two: Revisit question list. Share answers from Koko's caregivers that tell us more about her to give a deeper understanding. Pose the question, "Are there any more questions you've thought of since we last talked about Koko?" Add to the chart if necessary. Gather students in area to view MediaCAST videos (*Koko's Kitten* and *A Conversation with Koko*). Share all of *Koko's Kitten* and the first 10-15 minutes of *A Conversation with Koko*. These videos will give the students a visual representation of what was already read/learned about from the text *Koko's Kitten*. Open a discussion of how learning information from different mediums strengthens our knowledge on a topic. Revisit transition word chart and as a class, discuss how we might retell Koko's life in order. Introduce graphic organizer (below) and demonstrate filling it in with bullet points ("quick ideas") on document camera and projector. Give students time to work on graphic organizer.

Session Three: After students conference with an adult on their planning page, give students writing paper to begin their non-fiction retell of Koko's life. Remind them of the expectation to conference with an adult in the room to check for spelling, sentence

structure, and to get the green light to polish and make a final copy!

Materials

- * Chart paper and markers
- * *Koko's Kitten* by Francine Patterson
- * Computer/MediaCAST access and projector
- * Links for *Koko's Kitten* and *A Conversation with Koko* (MediaCAST)
- * Document Camera or Overhead Projector
- * Rubric, Planning Page, and Writing Paper

Differentiation Strategies (including specific accommodations)

- * For students who need extra support, a modified version of the planning page may be given (already filled out) or they may have an adult scribe their ideas for them. A note-catcher may be provided with the facts on it so students may reference a hard copy as opposed to recalling mentally





Technology and Information Literacy Integration

- * Students will view 2 MediaCAST videos to absorb information in a different medium than text
- * Students may visit www.koko.org to explore and pose their own questions independently to Koko's caregivers

Name: _____

Date: _____

Writing: _____

Rubric for GOOD 2 nd Grade Writing	4 	3 	2 	1 
Grammar & Usage	* I conferenced with an adult * I made ALL corrections * I spelled ALL No Excuse words right!	* I conferenced with an adult * I made MOST corrections * I spelled MOST No Excuse words right!	* I have SOME errors in spelling or sentence structure	* I have many errors in spelling and sentence structure
Organization	* My ideas are in order from first to last * My writing flows like a river!	* Most of my ideas are in order * My writing flows nicely	* Some of my ideas are in order * My writing is choppy or hard to follow sometimes	* My ideas are way out of order * My writing does not make sense
Operation	* I spent ALL of my time planning, writing, revising and polishing	* I spent MOST of my time planning, writing, revising, and polishing	* I spent SOME time planning and writing, but I did not revise or polish	* I was off-task, picking my nose, and barely got any writing done ☹
Details	* I wrote 2 to 3 details/facts per idea * I used transition words to link ideas	* I wrote 1 to 2 details/facts per idea * I tried using transition words	* I have 1 detail/fact per idea * My details do not support my ideas	* I have no facts or details to support my writing

Questions to ask myself...

- Are my facts the same as *Koko's Kitten* and the video?

- Could someone read my writing and *Koko's Kitten* and learn the same things?
- Does my writing use transition words like first, then, next, after that, and finally?
- Did I use answers from our Classroom questions to help deepen my level of writing?

Planning Page – Sequencing My Ideas



Beginning (first details/facts)



Middle (middle details/facts)



End (last details/facts)

