

We hope you had a great day in C.L.A.S.S.! We've certainly loved working with you and hope we've brought you some new ideas and ways of looking at instruction.

Tell two people you are glad they are here today, one thing you appreciated about today, and give them a high five, and head back to your seats. It's time to put all of these ideas together into a lesson. This is going to be fun!



Table Talk

SAY IT



**What do you
need to be
able to do in
order to deeply
understand
NON-FICTION
text ?**

Moving to Music



When the music starts, everyone pushes in their chairs and begins to move around the room. (You can practice the latest dance moves, give high fives, whatever revs your engine). When the music stops, you find the closest partner, shake their hand, then find the teacher to learn what you are to discuss with your partner.

THE BRAIN IS A PATTERN-SEEKING DEVICE

Our brains constantly look for patterns and connections to what we already know. If students are aware of the structure of NF text, it becomes easier to comprehend. Beyond these structures are signposts to help us read this type of text closely to gain deeper understanding.



BACK TO BACK

Henry Ward Beecher once said, **“The head learns new things, but the heart practices old experiences.”** Today we will learn a new thing, but we will **START** with examining an old experience.

How many drinks (water, soda, coffee, tea, etc.) do you generally have in a day?

On average, how many hours of sleep do you get in a day?

How many people have you actually witnessed pass away in your life?



BRAIN TO BRAIN
Now tell your partner at what happens.

depositphotos

depositphotos

depositphotos

NUMBERS

AND

STATISTICS

depositphotos

depositphotos

depositphotos

Numbers and Statistics

When you're reading and you notice **specific numbers, number words, or amounts**, you should stop and ask yourself...



ANCHOR QUESTION PROGRESSIONS

What picture
does this
number
mean to
me?



Why did the
author use
these numbers?
Why are they
significant?



ANCHOR QUESTION PROGRESSIONS



Discipline Specific Questions:

History: How do these numbers help me see patterns across time, regions, and cultures? What do these numbers help me see?

Science: What purpose do these numbers serve in this context? Do these numbers help prove a point?

Math: What question is the author asking me? What's the point?

BACK TO BACK

Listen to the beginning of the article, “Hard at Work”, for any numbers and stats. What numbers stood out to you and why?

BRAIN TO BRAIN

Now share with your partner the numbers and stats you found.



WHY do you think the author showed us these?

Here in America, we have seen one brutal attack after another. Thirteen were murdered and 38 were wounded in the assault on Ft. Hood.

The Boston Marathon bombing wounded and maimed 264 people, and ultimately left five dead- including 2 police officers.

In Chattanooga, Tennessee five unarmed marines were shot and killed at a military recruiting center.

Last December, 14 innocent Americans were gunned down at an office party in San Bernardino, another 22 were injured.

In June, 49 Americans were executed at the Pulse nightclub in Orlando, and another 53 were injured. It was the worst mass shooting in our history.

In Europe, we have seen the same carnage and bloodshed inflicted upon our closest allies.

In January of 2015, a French satirical newspaper was attacked. Twelve were killed, including 2 police officers and 11 were wounded. Two days later, four were murdered in a Jewish deli.

Moving to Music



THIS TIME... when the music begins, dance (or walk) back to your seat... BUT on the way back think about this...

IF YOU WERE GOING TO WRITE A PERSUASIVE TEXT PERSUADING OTHERS EITHER TO EAT OR NOT EAT BANANAS WHAT TYPE OF THINGS MIGHT YOU INCLUDE IN YOUR WRITING?

Let's Practice Numbers and Stats on Our Own...

Open the challenge envelope at your table. Read the directions and give everyone a copy of the text. Circle all of the numbers and stats you see on the page. **How do the numbers and stats help us understand the author's reason for writing the article?**



Another Layer...

Could students use the **Q Chart** to develop their own questions (at many different levels) about the article “Hard at Work?”

	is / Are	Did / Do	Can	Would / Should	Will	Might / Could
What	Factual			Predictive		
Where						
When						
Who						
Why	Analytical			Application	Synthesis	
How						

Q Chart

	is are was	did do does	can	could should would	will	might
Who						
What						
Where						
When						
How						
Why						

Skill, Standard, or Strategy: *Using Contrasts and Contradiction to Understand NF*



Weigh It: "The weigh it light is ALWAYS on."

How will you assess and evaluate students?

Before the lesson:

Listen to student responses to the question on the hallway greeting:

What do you need to be able to do in order to understand Non-fiction text?

During the lesson:

Observing responses during play it structures

Say It:

How will you "hook" your students? What will be your venue for direct instruction?



Table Talk Question

BBBB - Students connecting to numbers in their lives and "why" behind the numbers

Smart Chart: Numbers and Stats

Play It:

What novel structures will you use to help students process and practice what they are learning?



Table talk with HG responses

Moving to Music to find BBBB partner

Back to Back Brain to Brain with interactive read aloud

Table Talk after individual reading and processing

Relay It:

What student products or actions can be assessed while extending and applying learning.?



Circled or underlined numbers and stats and reasons why the author used this technique with "Hard at Work."

After the lesson:

Look closely at student responses to "Hard at Work" to form small groups for reteaching or next steps in strategy.

Where do I go from here?

Revise your teaching

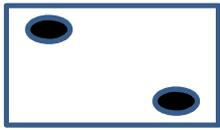
Regroup students

Move on to another skill

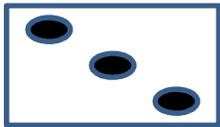
Pair-a-Dice Processing



Share one thing you liked about today.



Use your brain to share the six components of the Brain Web.



Share one “Play it” collaboration structure you might use after today’s presentations.



Share one way you might use the Q Chart in your classroom.



What is one thing you’ll share with the teachers in your building after today.



Share how you will use something you saw either from presenters or the tour of the school.