

Virginia Ott

Grade 1

Objective: Students will learn about our class pet(hedgehog) by reading, making observations and writing and informational text.

Using CLOZE reading to learn and write about Hedgehogs



This is Stickers.

Common Core standards:

Language Arts:

CCSS.ELA-LITERACY.RI.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.1.2

Identify the main topic and retell key details of a text

Writing:

CCSS.ELA-LITERACY.W.1.2

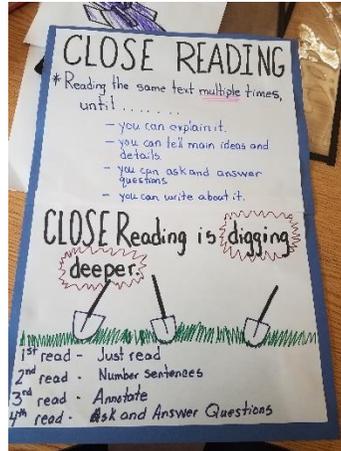
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure

********The students and parents were notified about the classroom pet that visits at the beginning of the school year. We spent some time talking about classroom expectations. The students were shown pictures and video clips of the hedgehog. The habitat was set up in the classroom with a stuffed hedgehog inside.***

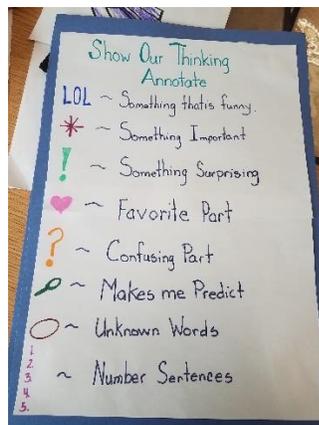
Activity 1 CLOSE reading.

Students be able to describe a hedgehog by reading and marking text.

Day 1 Students will read or listen to an article about a hedgehog by listening or reading.



Review our CLOSE poster.



Review the annotation poster.

Pass out the article about hedgehogs called I am a Hedgehog. (link is listed below)

Have student write their name on the paper. Read the article out loud to the class. Have the students number the sentences. Reread the article. Students should be following along. Have them annotate the sentences. (we start with 1 and then add as the year goes) Have them circle any under known words. After reading and annotating unknown words. Have students share out and mark a master copy for all to see. Collect

Day 2 Students will interact with a text by annotating.

Pass out articles. Reread the article. Review annotation chart. Reread the article with students following along. Have them mark a sentence with LOL for something that they thought was funny, a * for something they thought was important, or a ! for something they found surprising. After students have annotated the article. Have them share out their annotations.

(These annotations can be done during 1 rereading or during several depending on your students) Collect article

Day 3 Students will answer text dependent questions by locating the answer in the text.

Pass out articles. Reread the article. Pass out questions that go with the article. Have students follow along as you read each question out loud. Remind them they are going to be a detective. They have to find the sentence or sentences in the article that answers the question.

Read the first questions. Have the students go into their article and underline the sentence or sentences that answers the question. When they are ready, have them raise their hand to share. Remind them to use the numbers on the sentences to help tell where they are.

Have them write the correct answer on their paper.) * I took the questions from the article and made them written answers instead of circling or filling in spaces.)

Do this procedure for all the questions. This may take more than 1 day depending on your students. Collect papers.

Activity 2

Day 4 Classroom observations of a hedgehog

Review classroom expectations for hedgehog visits. Have students gather around hedgehog home. Have them make quiet verbal observations on what they see. Record these observations on a chart. Carefully remove the hedgehog from the habitat. Verbally explain what you are doing and why. Let the students observe the hedgehog either in your hands or on a prepared area. Let them quietly make verbal observations about what they see. Record observations. Answer any questions they may have. (Hedgehogs are prickly, Students are not allowed to hold or touch) After a significant amount of time, return the hedgehog to its habitat and discuss student's thoughts or answer more questions.

Activity 3

Day 5 Students will use the article, questions, and observations to begin the writing process for an informational text.

Have student gather in the meeting area. Pass out articles and questions. Have observation chart available. Review article, questions and observation chart with students. Tell them that today we are going to web what we know about hedgehogs. (I use a simple web with the word hedgehog in the middle on chart paper) Have students take turns telling information about hedgehogs. Ask questions for more details if necessary. Fill the web with as much information as you can. This will be the bases for their informational writing.

Day 6. Students will use the web to write informational sentences

Review the web that was created as a class on day 5. Pass out writing paper. (depending on your students, you can work together, or they can work independently to create sentences from the web)

Allow the students to create three to five sentences telling about hedgehogs. Remind them to use the web. Collect sentences.

Day 7 Student will turn their sentences into an informational text.

Today students can work with a partner to check each other's sentences. Pair the students up. Pass out sentences. Remind them to take turns reading a sentence and helping each other fix mistakes. After they have helped each other fix mistakes. Have them decide which sentence should come first, second, third, fourth..... Tell them to number their sentences. When they are done. They can get a new piece of paper and rewrite them in the new order. Remind them to be careful rewriting so they don't make mistakes.

(teacher will read through and make corrections to sentences before the next writing activity)

Day 8 Students will write their final copies of their informational text.

Pass out the rough drafts of the student's sentences. (these have been proofread and edited by the teacher) Pass out the hedgehog writing paper. Review how to rewrite their papers and check for mistakes as they go. Students can illustrate at the bottom of their page when they are done.

Collect, grade and display final papers

** Hedgehogs are nocturnal and are not especially social. Our hedgehog makes bi-weekly visits to our class. It is amazing how the students know she is in the room and change their volume. They know she doesn't like loud sounds and will even tell guess to lower their voices. (sometimes even the Principal)

This lesson can easily be adapted to just about any animal. I have done a similar activity with a toad and an aquatic turtle.

Name: _____

My name is Henry. I am a hedgehog. I have sharp spines all over my back. I can curl up into a ball. I can climb trees and I can swim in the water. I like eating beetles and digging for earthworms. I use my sense of smell to find food. I sleep under rocks and in the tall grass. I have short legs and a short tail. I do not like the winter. It is too cold for me, so I have to hibernate. This means that I curl up into a ball and go to sleep. After a few months I wake up and I am very hungry!



Name: _____

Hedgehog Questions

1. What is Henry?

2. What does Henry like to eat?

3. Can Henry swim?

4. What does Henry use to find food?

5. Does Henry have a long tail or a short tail?

6. How long does Henry sleep in winter?

Name: _____

date: _____

Hedgehog Informational text



References for articles.

<https://primaryleap.co.uk/primary-resources/3528/Year+1/Literacy/Reading+Comprehensions/Reading%20comprehension%20-%20I%20am%20a%20hedgehog/#.W0oal9VKiUk>

<https://www.teacherspayteachers.com/Product/Hedgehogs-Nonfiction-Reading-and-Questions-3662970>