Table of Contents

Section I
Focus and Motivation
- Cognitive Content Dictionary 3-4
- Exploration Report 5-7
- Observation Chart 8-10
- Teacher Made Big Books 11-13
- Inquiry Charts 14-16
- Awards 17-19

Section II
Input
- Pictorial Input 21-24
- Comparative Input 25-28
- Narrative Input 29-32

Section III
Guided Oral Practice
- 10/2 34-36
- T Graph for Social Skills 37-40
- Chants 41-44
- Sentence Pattern Chart 45-49

Section IV
Reading and Writing
- Cooperative Strip Paragraph 51-54
- Team Tasks 55-56
- Process Grid 57-61
- Expert Groups 62
- Story Maps 63-64

G.L.A.D. Strategy descriptions are from the Pasco School District’s G.L.A.D. Website. Strategy photos taken of Main Street Elementary Teachers class work and from the 5-Day and 2-Day G.L.A.D. trainings.
Section I
Focus and Motivation Strategies

- Cognitive Content
- Dictionary
- Exploration Report
- Observation Chart
- Teacher Made Big Books
- Inquiry Charts
- Awards
Cognitive Content Dictionary or Picture Dictionary

- Involves students in metacognition
- Builds vocabulary
- Aids in comprehension
- Picture dictionary generally for younger students

Step-by-Step

1. Teacher selects word from unit vocabulary (This word becomes the signal word for the day/week)
2. Later students select word by voting
3. Students predict meaning of selected word
4. Write or sketch something that will help them remember the meaning.
5. Use the word in a sentence.
6. This activity is done whole class, in teams and individually
Cognitive Content Dictionary (CCD)

Word | Prediction (clues) | Final Meaning | Spanish
--- | --- | --- | ---
Classification | a class taking a vacation | putting things in groups | Clasificación
adaptation | adopt a child | to change or adjust to help survive in different places/environment | adaptación
cartilaginous | to shake and more | epipelagic | mammal
lobster | to dance | (buccaloo) | (buccaloo)

New Word | Predictions (clues) | Final Meaning | Team Tasks
--- | --- | --- | ---
agriculture | culture, dances | write cause and effect |inks
agri- soil | something special | Strip book | Picture Dictionary
musket ball | different cultures | Story Map | Ms. Cortez accommodated us by letting us change her room for these 4 days.
Exploration Report

- Provides students with the opportunity for increased team building
  - Consensus of team
  - Provides opportunity to negotiate for meaning
- A type of inquiry chart
- Gives indication of background knowledge
- Basis for scaffolding vocabulary and meaning of information for unit

Step-by-Step

1. Use real photos, in color, if possible
2. Choose high interest photos
3. Use the Exploration report as the first team activity as an introduction to the unit
4. Select 2–3 photos for each team
5. Each team will then decide on one photo to report on
6. Each team must then decide on an observation, a question and a prediction that they will report to the class
7. The teacher will then ask each team for their observation, recording the observation in the color that represents each team.
8. The teacher will then record each team's question in the representing colors.
9. The teacher will then record each team's prediction in the corresponding colors.
10. The teacher uses the report to determine background knowledge.
11. The teacher can revisit the report as the unit progresses and information is learned.
Exploration Report

Observations:
There are some patriots on the horses.
In this picture book are exploding.

Most Historical

What are you wondering
Why are they using cannons?
Why are they having a war?

So they can come to the other

What are your predictions?

Exploration Report

Living things

Observations:
- Could live in water
- Orange and black skin
- On the land
- 4 legs
- Black spots
- Long legs
- Smooth skin
- Looks soft

What are you wondering?
Does he have babies?
Does he/she live in the water?

What are your predictions?
- Jump
Observation Charts

- A type of inquiry chart
- Stimulate students’ curiosity
- Build background information while providing the teacher with a diagnostic tool
- Provide opportunity for language support from peers

Step-by-Step

1. Use real photos, in color, if possible.
2. National Geographic magazines and the internet are good resources.
3. Attach plain white paper.
4. Have students work in pairs or teams to discuss the pictures. Only one pencil per group is allowed. They may write:
   - an observation
   - a question
   - a comment
5. Teacher uses the chart to assess background knowledge and students’ interests.

6. Revisit the charts to monitor growth.
**Teacher-Made Big Books**

- Directly focus on content standards of the unit
- Imbed important concepts and vocabulary
- Expose students to comprehensible expository text
- Patterned text gives access to all students

**Step-by-Step**

1. Choose key concepts and vocabulary.
2. Choose a frame or pattern.
   - *The Important Book*
   - *I Just Thought You Would Like to Know*
   - *Brown Bear, Brown Bear*
   - *When I Was Young*
   - *I Remember When*
3. Use real pictures and photos.
I just thought you’d like to know....
that fossils could be made of animals, plants, or other objects.

Fossils can also be leaves and seeds or even tree trunks and branches.

I just thought you’d like to know...
....that we could learn many things from studying fossils. For example, the size of dinosaurs...animals that are now extinct........and even about the kinds of elephants that lived a long time ago.

Most of the time we think of dinosaurs when we think of fossils, but fossils can be more than that.

Fossils can be shells, bones, and teeth, footprints or even burrows.

The important thing about fossils is that they are remains of plants or animals that lived a long time ago or the evidence of them.

...fossils are remains of plants, animals, or even insects from a long time ago.

I just thought you’d like to know........
....that most dead animals or plants do not become fossils. They often just rot or disappear in swampy forest soil called peat.

I just thought you’d like to know.......
that some fossils are made from leaves that fall in the past. The leaves may then rot away, but the mark of the shape is left. Then the past and the leaf harden into a rock called coal.

I just thought you’d like to know....
....coal is a fossil too.
Big Books

I just thought you’d like to know...

......that we could learn many things
from studying fossils for example...the
size of dinosaurs...animals that are
now extinct........and even about the
kinds of elephants that lived a long
time ago.
Inquiry Charts

- From the inquiry method approach to science
- Think, predict, hypothesize
- Assess and activate background knowledge
- Address misconceptions
- Teach revision and learning as a continuous process
- Model reading and writing
- Think KWL

Step-by-Step

1. Record students' comments using their words.
2. Record students' names after their comments. (primary)
3. Revisit the inquiry chart often.
4. Use a different color marker each time you revisit.
5. When revisiting, ask students to site the source of their new information.
Inquiry Charts

What I Know About Government

- The government makes the rules for the United States.
- The government helps people.
- The President is in the White House for 4 years.
- The President lives in the White House.
- The President is rich.
- The President gets money from the government to build schools.

What I want to know about Government

- The government built the White House in 1800.
- John Adams was the 1st President to live in the White House.
- How much money does the President get from the government?
- How did the government get all the money?
- How does it look inside the White House?
- How many people live in the White House?
- How does the government help the people?
- How did the President get rich?
- Why do they call it the White House?
- When it was burned?
What do you want to know about the making and shaping of the United States of America?

If Christopher Columbus thought he was in India, and he was in America, who told him he was in America?

Why was there war in America?

Why do they use a sword and a gun?

How did they become the WWII?

What do you know about the ocean?

The ocean have animals.
In the ocean there's a lot of sharks.

The ocean has a lot of water and there are rocks.

The ocean also have plants.

In the ocean there is a lot of whales.

Inside the ocean there are a lot of volcanoes.

In the ocean, deep deep ocean, it is dark. If you go there, your air will finish.

In the ocean are a lot of fishes.

In the ocean there could be starfish.

What do you want to know about the ocean?

Why can the ocean animals hardly live outside the ocean?

Why do persons die in the water?

Why could so many animals live in the water?

How do animals grow when there were no animals in the Ocean?

How do fish eat food?

Does the ocean have a lot of animals?

Why do the fishes and animals breathe in the ocean and they cannot breathe outside?
Super Scientist Awards

Historian Awards

- Behavioral management tool
- Connected to the standards
- Individual personal standards
  - Make good decisions
  - Show respect
  - Solve problems

Step-by-Step

1. Use real pictures/photos related to the unit.
2. Label the pictures with unit vocabulary.
3. Teacher specifies what the student did to earn the award.
4. Enlist the help of student monitors to give awards. Students verbalize the reason for earning awards.
Historian Awards

Martin Luther King, Jr.
1929–1968

"I have a dream today...

that one day... little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today."

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

Aug. 28, 1963

Historian Award
Super Scientist Awards

Super Scientist!

Apatosaurus (Brontosaurus)

- Long, small skull with nostrils toward the top
- Bulky body
- Long neck
- Four columnar legs
- Small mouth and peg-like teeth
- Long, whip-like tail
- This plant-eater swallowed stones to help it grind up food

70-90 feet (21-27 m) long

You are a Super Scientist!
Section II
Input Strategies

- Pictorial Input
- Comparative Input
- Narrative Input
Pictorial Input Chart

- Make vocabulary and concepts comprehensible
- Drawn in front of the students for brain imprinting
- Organizes information
- Becomes a resource for students

Step-by-Step

1. Use to illustrate unit vocabulary and concepts.
3. Use an opaque, overhead, or document camera to enlarge the picture and trace on butcher paper in light pencil, including vocabulary words and notes.
4. With students present, trace over the pictorial with markers, providing verbal input as you go. Chunk your information in different colors.

5. Revisit to add word cards and review information.

6. Creates LANGUAGE FUNCTIONAL ENVIRONMENT.

7. Allow students to color pictorials.

8. At the end of the unit, make a master to use next year, and then raffle the pictorials.
**Pictorial Input Charts**

**The Crane**

*Red Crowned Crane*

- Red crown
- White feathers on wings
- White feathers on the breast
- Long black legs and feet
- White gray tail feathers
- Dark greyed bill
- White thighs
- Long, dark neck

**Characteristics**

- Cranes are large birds that live in wetlands (marsh).
- They use their long legs to wade (walk) in shallow (low water).
- They use their long necks and bill to kill small animals or plant roots.
- Cranes are omnivores; they eat plants and meat.
- They eat fish, insects, plant roots, lizards or tiny birds.
- Cranes are found in Africa, Asia, Australia, Europe and N. America.
- Cranes migrate seasonally; they fly long distances from cold areas to warmer areas.
- When cranes migrate, they fly in a V formation.
- Cranes have been a symbol of peace, wisdom, good luck, and longevity for thousands of years.

---

**Convergent Plate Boundaries**

As the Pacific plate continues to move over this hot spot, new volcanoes and new islands will form.

- Chain of volcanoes form at plate boundaries.
- Hawaiian Plate is a hot spot - an extinct volcano.
- Hawaii's young island formed.
- (French Polynesia, volcanoes, sedimentation)
Pictorial Input Charts

- The moon rotates as it revolves around Earth.
- The earth and the moon don't have light of their own.
- The light from the moon is called moonlight.
- The light from the sun is called sunlight.
- The sun shines on the earth during the day.
- The sun also shines on the moon.

Solar System - 8 planets, 43 moons and an asteroid belt.

Inner Planets
- Huge ball of burning gas
- Hydrogen + helium
- Rock, metal + gases
- Closest to the sun

Space Rocks

Outer Planets
- Liquid + gases
- No hard surfaces

Comet
Comparative Input Chart

- A variation of the pictorial
- Compares and contrasts two objects, animals, or people
- A pictorial form of a Venn diagram
- Information can be comprehensibly presented with the comparative, taken to a Venn diagram, and finally to writing

Step-by-Step

1. Follow the same procedure as the pictorial, but choose two objects, animals, or characters that lend themselves to compare/contrast.
2. Revisit the comparative to add word cards and review information.
3. Consider extending the comparative by recording the key points and vocabulary on a Venn diagram.
4. Use the comparative and/or Venn diagram as the graphic organizer for a compare/contrast piece of writing.
Comparative Input Chart

- Mr. Haroun
- Ms. White

Krill: found in cold water
- Resembles plankton
- Eaten by fish or whales

2 1/2 inches long
- 2 eggs hatched in ocean
- 8 tentacles
- Streamlined body
- 5 pairs of gills
- There is no brain
- Oxygen rich blood
- White shark is largest known to humans

Shark: predator, hunts
to top of food chain

2/3 of brain is used for smell

Great White Shark
- Pelagic
to 50 miles
- 375 species
- 7 rows jagged teeth
- No swim bladders
- Endoskeleton
- Cartilaginous
- Pectoral fins
- 3,000 teeth
- 50 gill slits
- Heavy oily liver

Orca
- Killer whale
- Fastest of any mammal
- 30 miles per hour
- Blunt teeth
- Conical teeth
- Pod of 20-40
- 7 species

Osteichthyes
- Fish family
Narrative Input Chart

- High level, academic language and concepts are used but put into a story or narrative format
- The story format allows for increased comprehension of academic concepts
- Provides a visual retelling of the story

Step-by-Step

1. Choose concepts and vocabulary that you would like to present via narrative input
2. Consider adapting a story that already exists by imbedding standards-based concepts and vocabulary
3. Draw or copy pictures for narrative and attach the text to the back
4. Laminate the pictures for retelling
5. Create a background for the narrative that may be as simple as a laminated piece of butcher paper
6. Gather the students close to you and tell the story as you place the pictures on the background.

7. Revisit the narrative to add word cards and/or speech bubbles.
Section III
Guided Oral Practice Strategies

- 10/2
- T Graph for Social Skills
- Chants
- Sentence Pattern Chart
10:2

- Backed by brain research
- Presented by Art Costa
- Reinforced by Long, Swain, and Cummins, who state that it is important to allow at least 2 minutes of student processing for every 10 minutes of teacher input
- Negotiating for meaning
- Low-risk environment to try new vocabulary and concepts

Step-by-Step

1. Teach students turn and face a partner whenever you indicate it is time for a 10:2.
2. Teach students to take turns answering the question you provide.
3. Teach students the quiet signal, such as hand in the air, you will use to indicate when it is time to face you again.
4. Use 10:2s whenever you are providing input (big books, pictorials, narratives) or for soliciting information from children (sentence patterning, process grid, editing co-op)
T-Graph for Social Skills

- Students identify good behavior
- They verbalize and internalize appropriate behavior
- More meaningful to the students than teacher-imposed rules
- Sets standards for cooperative groups and develops social skills
- All statements are in positive terms

Step-by-Step

1. Focus on different social skill for each unit (respect, cooperation, responsibility)
2. Brainstorm the meaning of the word with children and record on the web
3. Brainstorm what behaviors you would see, and what specific words you would hear if a person were behaving in that way
4. Revisit the t-graph often with students to add behaviors that have been observed
T- Graph for Social Skills

Complete task together

Cooperation

See

- work together
- doing the work you’re supposed to do
- paying attention to students in the team
- show respect
- making good decisions
- solve problems
- do work well

Hear?

- “Can I borrow your pencil please?”
- “Can you help me?”
- “Can we help each other?”
- “May I help you?”
- “You do this and I do that.”
- “What do you have?”
- “Well that’s okay.”
- “May I have...?”
- “We left you some work.”
- “Do you want me to do some?”
- “I think we can do it.”
T- Graph for Social Skills

- Team work
- Listening
- Working together
- Making good decisions
- Solving problems
- Helping each other
- Sharing

<table>
<thead>
<tr>
<th>See</th>
<th>Hear</th>
</tr>
</thead>
<tbody>
<tr>
<td>- reading together</td>
<td>- talking * (discussing)</td>
</tr>
<tr>
<td>- working / supporting</td>
<td>- &quot;Good job!&quot; *</td>
</tr>
<tr>
<td>- writing</td>
<td>- &quot;I am going to help you.&quot;</td>
</tr>
<tr>
<td>- listening</td>
<td>- &quot;Good idea!&quot;</td>
</tr>
<tr>
<td>- waiting for your team</td>
<td>Kind (nice) words</td>
</tr>
</tbody>
</table>

* helping / do the best / school / will
Chants

- Imbed key concepts and vocabulary
- Auditory and visual language patterning
- Vocabulary building
- Students gain familiarity and comfort using academic language in a low-pressure way
- Chants are revisited often for a variety of purposes

Step-by-Step

1. Choose key vocabulary and concepts to imbed in chants.
2. Choose a frame or existing song to adapt (Bugaloo; Yes Ma'am; Cadence; Here, There, Everywhere; I Know a ...).
3. When chanting with the students, start by chanting for the rhythm and language patterns first, focus on concepts and vocabulary later.
4. Revisit the chants often for different purposes, including highlighting scientific, historic or interesting words.
**Chants**

Is this a flower? Yes, ma'am.
Is this a flower? Yes ma'am.
Well, how do you know?
    It has petals.
    Well how do you know?
    It has a stem.
Give me some examples.
    Tulip and petunia.
Give me some examples.
    Poppy and iris.
Is this a flower? Yes ma'am.
Is this a flower? Yes ma'am.
What does it need?
    A little bit of water.
What does it need?
    A little bit of sunshine.
Will you take care of it? Yes ma'am.
Will you take care of it? Yes ma'am.

**I Know a Seal Pup**

I know a newly born seal pup,
a young growing seal pup,
a young growing seal pup,
with a strong tail and flippers.

And a white molting coat,
    Small whiskery face,
    A fast gleaming body
    Who learns the lessons of the sea.

I know a newly born seal pup,
a young growing seal pup,
a young growing seal pup,
with strong tail and flippers.

P. Wagner
**Chants**

**Shout It Out!**

If you think you know this fish, shout it out! (clap, clap) 2x

0) It has 7 rows of teeth, it’ll eat your hands and feet...

If you think you know this fish, shout it out! (clap, clap)

0) It has a dorsal fin, and sandpaper skin...

0) It has cartilage inside, and a tail that swings wide...

0) It has denticle taste buds, and 5 gill slits...

---

**Is it a folktale?** Yes, sir.

How do you know?

It has heroes and villains.

Which ones are the good guys?
The heroes, of course.

Give me an example.

Snow White and Little Red.

Is it a folktale? Yes, sir.

How else do you know?

It teaches us a lesson.

Give me an example.

Be a leader not a follower.

---

**Who talks in a folktale?** People and animals.

**Animals talking?** Yes, it’s make believe.

**Where do folktales come from?** All over the world.

**Who told the folktales?** Our great-great-grandparents.

**Is it a folktale?** Yes, sir!

-M. Needleman
Sentence Patterning Chart

- Adapted from the McCrackens
- Skill building
- Patterning
- Parts of speech
- Resource for writing

Step-by-Step

1. Choose a key plural noun from the unit (a noun that is capable of producing action is best)
2. Color code the headings (Adjectives-red, Nouns-black, Verbs-green, Adverbs-blue, Prepositional phrases-orange)
3. Create and label the grid in front of the students
4. Use 10:2s to brainstorm words for each section
5. Refer students to resources in the room, such as pictorials, when necessary
6. Choose 2 adjectives for (upper) or 3 adjectives (primary) and one word from each of the other categories, by placing a small post-it note by each.

7. Have students help you chant to the tune of “The Farmer-in-the Dell”

8. Allow students to choose words by placing post-it notes on the charts for subsequent chants.
Sentence Patterning Chart ("Farmer in the Dell")

**Adjective**
- happy
- nice
- big
- small
- smart
- intelligent
- awesome

**Noun**
- person
- place
- thing

**Verb**
- play
- sing
- read
- dance
- share

**Prepositional Phrase**
- at the park
- around the playground
- at school
- near the beach
- in the classroom
- under the tree

Awesome friends play near the beach

**Adjective**
- brave
- powerful
- independent
- courageous
- clever

**Noun**
- person
- place
- thing

**Verb**
- shot
- fought
- ran
- threw
- yelled
- worked
- surrendered
- farmed
- wrote
- ate
- raised
- quilted

Past tense
- a rock
- a tent
- the battlefield
- swamps
- the colonies
- the ground
- a tree

**Adjective**
- honest
- happy
- smart
- clever
- friendly
- brave
### Sentence Patterning Chart (“Farmer in the Dell”)

#### Adjective
- What does it look like?
- What?
- Prepositional phrase
- Where is it located?

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
<th>Prepositional phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>huge</td>
<td>house</td>
<td>in the woods</td>
</tr>
<tr>
<td>clean</td>
<td></td>
<td>in the mountains</td>
</tr>
<tr>
<td>big</td>
<td></td>
<td>in the city</td>
</tr>
<tr>
<td>little</td>
<td></td>
<td>in the town</td>
</tr>
<tr>
<td>beautiful</td>
<td></td>
<td>in the farm</td>
</tr>
<tr>
<td>scary</td>
<td></td>
<td>in the safari</td>
</tr>
</tbody>
</table>

#### Adjectives
- pink
- playful
- dirty
- round
- curly
- soft
- stinky
- white
- fat

#### Nouns
- house
- barn
- mud

#### Verbs
- eats
- runs
- sleeps
- plays
- swings
- walks
- rolls
- sinks

#### Prepositional phrases
- on the barn
- around the barn
- in the mud
- around the farm
- behind the rooster
- beside the bed
- behind the barn
- under the hay
Sentence Patterning Chart ("Farmer in the Dell")

**Adjectives**
- soft
- white
- hairy
- heavy
- fat
- black
- brown

**Nouns**
- bunnies
- bunny

**Verb**
- eat
drink
jump
run
sleep

**Prepositional phrases**
- beside the barn
- around the barn
- in the barn
- outside the barn
- behind the barn

---

**Adjective**
- different
- big
- small
cute
- soft
ugly
mad

**Noun**
- sea animals

**Verb**
- swim
- scare
- hit
eat
jump
fight
cry
play
chase
bite

**Prepositional Phrases**
- in the water
- in the sun
- in the sea
- under the water
- in the dark
- with their mouth
- on the beach
- around an island
- at the zoo
- in the aquarium
Section IV
Reading and Writing Strategies

- Cooperative Strip Paragraph
- Team Tasks
- Process Grid
- Expert Groups
- Story Maps
Co-op Strip Paragraphs and Group Frames

- Aid in reading and writing expository text
- Model the process of editing and revising
- Completed work becomes leveled reading related to the unit of study
- Co-op Paragraph is an adaptation of Nancy Whitsler's model
- Group Frame is for younger students or emergent writers who need to use dictation

Step-by-Step

1. Create a topic sentence based on the process grid.
2. Each team is responsible for formulating one supporting sentence.
3. Team works to formulate sentence.
4. After confirming the sentence has not already been used, the teacher either a) writes the sentence on a sentence strip for the group (group frame) or b) provides the team with a sentence strip to record their sentence (co-op paragraph).
5. Teams place their sentence strips in the pocket chart under the topic sentence.
6. With students watching, the teacher tears extra space off of the sentence strips and arranges the strips to look like a paragraph.
7. The class reads through the paragraph and the teacher solicits possible revisions (changing the order of the sentences, combining sentences, etc.).
8. The class reads through the paragraph and the teacher solicits ideas for editing (spelling, grammar, punctuation)
9. This can be used with emergent readers to create game to build reading skills. The final version is typed and used for reading material.
Cooperative Paragraph

The Orca and the Great White Shark differ in many ways. Orcas belong to the mammal family, whereas the sharks are in the fish family. Rough skin with denticals and taste pits are found on sharks, while orcas have smooth skin. Orcas hunt in pods, whereas sharks are solitary predators. Orcas are torpedo-shaped, while sharks have a sleeker shape.

The shark uses its sense of smell to find prey, while the orca uses echolocation. The differences between the orca and the GWS make it easy to tell them apart.
Cooperative Sentence

What are some of the causes and effects of the Civil War?

Southern Patriots defended their side rights

The cause is that the north is against slavery and the South is not.

At the end of the Civil War, 620,000 people died.

The Northerners fought courageously for their federal rights.

One of the effects was that the 13th Amendment made slavery illegal.

At the end of the Civil War, 620,000 soldiers died in battles from sickness and hunger.

These are some of the reasons and results of the Civil War.

Room 41B
11-9-05
Team Tasks

- Used in place of centers
- Allow teacher to pull flexible groups
- Use modeled strategies
- Provide scaffolding:
  - Teacher models
  - Team task
  - Individual work

Step-by-Step

1. Choose strategies that have been modeled and revisited at least once for team tasks
2. Assign about 3 tasks at first, and add tasks throughout the unit
3. Teams work together to complete tasks using large construction paper
**Team Tasks**

- **Evaluation:**
  - Evaluation
  - Flip chart:
    - Here
    - There
  - Add to wall/charts:
    - Sketches
    - Word cards

- **Comparative:**
  - Civil War

- **World Map:**
  - Δ - Trade
  - Exploration Report

- **Timeline:**
  - 1775

- **Team Task Key:**

- **Yes Ma'am:**

- **Flip Chart Book:**

- **Civil War:**

- **Exploration Report:**

- **Team CCD:**

- **Story Map:**

- **Krill/Hammerhead:**

- **Sketch Charts:**

Process Grid

- Based on Sharon Bassano's wall grid
- Categorize information
- Aid in writing expository text
- Teach reading for information

Step-by-Step

1. Categorize the important concepts from the standards-based unit
2. Provide the students with input of concepts and vocabulary through expert groups, narratives, pictorials, etc.
3. Choose students randomly to provide information to be entered on process grid (number off, roll dice, etc.)
4. Process grids aid in writing expository text
### Process Grids

**Type of Animal**
- Fish
- Crustaceans

**Classification**
- Animalia
- Phylum Chordata
  - Subphylum Vertebrata
    - Subclass Osteichthyes
      - Class Actinopterygii
      - Class Chondrichthyes
    - Subclass Echinodermata
    - Subclass Annelida
    - Subclass Arthropoda
      - Class Insecta
      - Class Arachnida

**Habitat**
- Water: ocean, lake, river, pond, tank
- Sand, ocean, saltwater, freshwater

**Body Temperature**
- Cold-blooded

**Appendages**
- Mostly fins
- Pectoral fins
- Pelvic fins
- Tail fin
- Anal fin

**Food**
- Plants (herbivore)
- Worms ( carnivore)

**Special Features**
- Scales
- Gills
- Vertebrates
- Ectothermic
- Limbs

**How is this animal like me?**
- We both breathe oxygen.
- We are alive and we eat food.
- We have a backbone.
- We both swim. We are both from Kingdom Animalia and Phylum Chordata.

- [Student's written notes]

---

### What is it? Who uses it? What is it used for?

<table>
<thead>
<tr>
<th>Item</th>
<th>User</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screwdriver</td>
<td>Electrician</td>
<td>To fix the lights</td>
</tr>
<tr>
<td>Trowel</td>
<td>Bricklayer</td>
<td>To spread cement</td>
</tr>
<tr>
<td>Pliers</td>
<td>Plumber</td>
<td>To fix the pipes</td>
</tr>
<tr>
<td>Paintbrush</td>
<td>Painter</td>
<td>To paint the house</td>
</tr>
<tr>
<td>Hammer</td>
<td>Carpenter</td>
<td>To pound the nails</td>
</tr>
</tbody>
</table>

*Note: Student's written notes are not transcribed.*
Expert Groups

- Demonstrate features of non-fiction text
- Teach reading for information
- Promote comprehension and communication of key concepts

Step-by-Step

1. Create expert group text for a category on the process grid.
2. Include features of expository text such as bold print and subheadings
3. Expert groups are composed of one student from each team
4. Guide expert groups in reading for information and note-taking
5. Students who are now experts are responsible for teaching the information to their team
6. Expert groups are heterogeneous groups
Story Maps

- Teaches story elements
- Promotes sequencing and comprehension
- Can be used as a story planner during writer's workshop
- Can be used in conjunction with the narrative input

Step-by-Step

1. Choose a story with a clear problem and solution
2. The story map is a great extension to the narrative when possible
3. After students are proficient at filling in story maps, they can use the story map to plan their own stories
**Story Map**

**STORY MAP**

Setting: On the beach

Characters: Ben, seal, granddad, seal's mom

What happened:
1. Ben and his grandad went to the beach to fish and they saw a seal having a baby.
2. Winter came and the beach was deserted because the ocean was rough.
3. 
4. 
5. 
6. 

How did it end?