



**GRADE - 1st**

**UNIT - Nonfiction Texts**

**Relevant Essential Question(s)**

*Content-based*

- How do planets form?
- What's the relationship between the planets and the stars?

*Skills-based*

- What strategies can be used to attack multiple-choice questions?
- What are best practices for returning to the text to reread and understand?

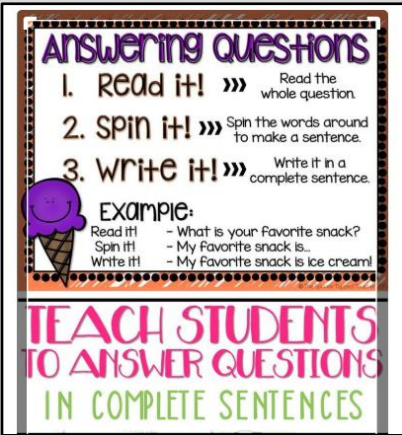
**Focus Standard(s)**

-R.I.1.1: Ask and answer questions about key details in a text.

**Learning Objective**

SWBAT: Students will be able to ask and answer questions about key details in a text by using multiple-choice strategies.

<b>GENERAL GUIDELINE</b>		<b>DIFFERENTIATION</b>
<b>Materials and Resources</b>	News-O-Matic article " <a href="#">Birth of a Baby Planet</a> " <a href="#">News-O-Matic Teacher Guide</a>	
<b>Vocabulary</b>	<p><i>Content-based</i></p> <ul style="list-style-type: none"> <li>-facility: place used for a certain purpose, such as scientific study</li> <li>-light-years: distances equal to how far light travels in one year</li> <li>-evidence: proof from the text</li> <li>-motivation: strong feeling of wanting to do something</li> </ul> <p><i>Skills-based</i></p> <ul style="list-style-type: none"> <li>-multiple-choice questions (MCQs): questions with several options that are usually labeled a, b, c, d</li> </ul>	

GENERAL GUIDELINE		DIFFERENTIATION
<p><b>Do Now</b></p>	<p>Please answer the following question:</p> <ul style="list-style-type: none"> <li>● What are some ways multiple-choice questions (MCQs) can be tricky or difficult to answer?</li> </ul> <p>After students write their responses, they can turn and talk to share with a partner. A minute later, you can call on 3-4 students to share with the entire class.</p> <p><i>Students can share items such as: MCQs are difficult because ... they have so many options, trick questions, confusing words, it's hard to remember what you read, it's annoying to return to the text, etc.</i></p> <p><u>Connection:</u> "Multiple-choice questions (MCQs) are used on exams you'll take throughout all your years in school, in preparation for college, and even for many professional careers as well. MCQs can be tricky, but today we'll learn several strategies to successfully tackle them."</p>	
<p><b>Mini-Lesson &amp; Guided Practice</b> (with think aloud and exemplar)</p>	<p><u>Introduction/Accessing Prior Knowledge:</u> "In this mini-lesson, I'm using an article about outer space called "<a href="#">Birth of a Baby Planet</a>". It comes with a set of <a href="#">multiple-choice questions</a>, so I'll show you my process from start to finish. Watch and listen for the steps I take to read the article and answer the first MCQ correctly."</p> <p><u>Mini-Lesson/Think Aloud:</u> Using a Smart Board or screen share, show students the sample article and questions handout, going step-by-step through your process:</p> <p>"Before reading an article, strong readers preview the text features (title, subtitle, photos, captions, section headings, graphics, etc.). By</p>	

reading this title, I know this will be about outer space and how planets are created. Now, I still have one more step before I read the article, and that's previewing my multiple-choice questions so I know what to keep an eye out for while I read."

Read and underline key information in the MCQs on the Smart Board or screen share. Then read the article the whole way through, chunking/gisting with checks for understanding as you go. Then return to the questions.

The screenshot shows a Smart Board interface with the following content:

- 3 Birth of a Baby Planet!**
- Discussion:** What excites you most about this discovery? Would you want to study the birth of planets one day?
- 1. Scientists believe AB Aurigae is \_\_\_\_ years old.
  - A. 500,000
  - B. between 1 million and 5 million
  - C. 10 million
  - D. at least 20 million
- 2. Why do scientists believe a planet is forming around the star?
  - A. They saw a series of explosions.
  - B. AB Aurigae is brighter than it used to be.
  - C. They spotted a spiral of gas and dust.
  - D. Scientists measured the temperature by the star.
- 3. Which did Boccaletti say sparked his interest in studying space?
  - A. learning about NASA as a student
  - B. watching the sky with his grandfather
  - C. traveling to the VLT facility
  - D. meeting a famous space scientist

At the bottom of the screen, there is a navigation bar with "Page 4 / 6" and a "Discussion: Which event from this story do you think has had the biggest impact today? Why?" prompt.

*\*not taught in this lesson plan, but additionally helpful for discussion questions or short-answer questions*

"As you watch me do question 1, look for what I do to arrive at the best possible answer, and notice the steps I take to get there."

*\*See note below on breaking down the MCQ process for elementary-age students.*

### How to Attack Multiple Choice Questions

1. **Break the Question Down!**- underline key words and phrases in *question*
2. **Translate It!**- in your own words, "what is this question asking me?"
3. **Look Back!**- refer back to text
4. **Cover Up Answer Choices!**- think of own answer first, then compare to choices
5. **Break Answers Down!**- underline/translate key phrases in *answer choices*
6. **Process of Elimination!**- Knock out two wrong answer choices
7. **50-50!**- Narrow to 2 answer choices
8. **Pick the \*Best\* Answer!**-If stuck, ask "What is this question asking me?" and "What was this passage really about?"

*\*Note: This is a list that can be used for all grade levels, However, for lower elementary grades, it's suggested that these steps are taught in isolation, or in pairs, over a lengthier period of time (not all in one lesson).*

*\*Suggestion: Create a classroom anchor chart similar to the one above.*

#### Steps:

- 1) Break the question down
- 2) Translate it
- 3) Look back
- 4) Cover up
- 5) Break the answer choices down
- 6) Process of elimination
- 7) 50/50
- 8) Pick the best!

**Guided Practice:** "With a partner, take a few minutes to use the same process to answer questions 2 & 3."

Give students 5 minutes to turn & talk and break down the MCQs like you did. Circulate to determine who might need additional support, who might be exemplary for a share-out, and any common misconceptions. Review the answers together.

**3** **Birth of a Baby Planet!** **4**

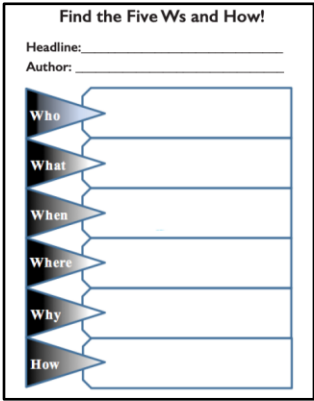
Objective: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

1. Scientists believe AB Aurigae is \_\_\_\_\_ years old.  
A. 500,000  
**B. between 1 million and 5 million \***  
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**Discussion:** What excites you most about this discovery? Would you want to study the birth of planets one day?

**Vocabulary:**  
facility: place used for a certain purpose, such as scientific study  
light-years: distances equal to how far light travels in one year  
evidence: proof  
motivation: strong feeling of wanting to do something



<b>Student Practice</b>	<p>Students can complete any other News-O-Matic article, using the same process from the Mini-Lesson &amp; Guided Practice. (A complementary piece, for example, could include the <a href="#">“Q&amp;A for World Oceans Day”</a> article and <a href="#">Teacher Guide</a>.)</p> <p>-If desired, the class could be split into three homogeneous groups. One adult could work with the lowest-level group, while the other could work with the mid-level group and check in with the highest-level group occasionally.</p> <p>-Or, if a learning specialist is available, he/she could work with the lowest-level group, the teacher with the mid-level group, and an assistant with the highest-level group.</p> <p>-Alternatively, students can work in heterogeneous pairings or independently.</p>	
<b>Closure</b>	<p>Students can also complete the 5Ws &amp; H Handout and/or discussion questions provided in the News-O-Matic Teacher Guides.</p>  <p>The handout is titled "Find the Five Ws and How!". It includes fields for "Headline:" and "Author:". Below these are seven rows, each with a question word in a grey arrow pointing right: "Who", "What", "When", "Where", "Why", and "How". Each row has a corresponding empty box for the answer.</p>	
<b>Assessment</b>	<p><u>Exit Ticket:</u> News-O-Matic Teacher Guide documents contain answer keys, so students can submit their multiple-choice</p>	



	<p>questions to teachers for quick grading, scoring, and data analysis. These results are helpful going forward for intentional grouping, enrichment or accommodation needs, common misconceptions, items to reteach, etc.</p> <p><i>*Differentiation on the News-O-Matic Teacher Guide can be made at each educator's discretion.</i></p>							
<b>Homework</b>	<p><u>Optional:</u> Students may choose any one of the remaining News-O-Matic articles to complete. Each article comes with a Teacher Guide that includes MCQs, discussion questions, a KWL chart, and a 5Ws and H handout.</p> <table border="1" data-bbox="552 678 1043 943"><caption>K-W-L Chart</caption><thead><tr><th data-bbox="552 724 716 776">What I Know</th><th data-bbox="716 724 882 776">What I Want to know</th><th data-bbox="882 724 1043 776">What I Learned</th></tr></thead><tbody><tr><td data-bbox="552 776 716 943"></td><td data-bbox="716 776 882 943"></td><td data-bbox="882 776 1043 943"></td></tr></tbody></table>	What I Know	What I Want to know	What I Learned				<p><i>Student choice of the articles allows for flexibility. Higher-level students may also read multiple remaining articles.</i></p>
What I Know	What I Want to know	What I Learned						