

Amazing Books- 1st Grade

Content integration

<p><u>Literacy</u> Students will author their own book.</p> <p><u>Common Core Standard</u> Students will write informative text in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><u>Challenge</u> Students will work in pairs synthesize their understanding of school rules through the creation of a pop-up book. In the creation of their book, the students will explore making their own springs to provide motion that will make their illustrations move.</p> <p><u>Materials</u> writing paper, construction paper, glue, copy paper, crayons, scissors</p> <p><u>Prior Knowledge and Skills</u></p> <ul style="list-style-type: none">• Exposure to concept of potential and kinetic energy• Knowledge of school rules• Exposure to pop-up books• Exposure to writing workshop <p><u>Teacher's think aloud questions while reading model book</u></p> <ul style="list-style-type: none">• As I look at how this book I wonder how the illustration moves?• How did the illustrator decide which illustrations should be put into motion?• What tool did the illustrator use to create the motion? <p><u>Mini-Lessons</u> Teacher will walk through creation book components in a series of mini-lessons using a model text including creation of title page, illustrations, text, and spring. Finally, teacher will model assembly of the book. In the mini-lesson for creation of spring, the teacher will attempt several ideas to guide the student exploration of creating a spring out of paper demonstrating its potential and kinetic energy. Students will record their experimentation of creating a spring by illustrating of their ideas on a graphic organizer categorizing (un)successful attempts.</p>	<p><u>Science</u> Students will apply knowledge of potential and kinetic energy to creating their own pop-up book using a simple spring.</p> <p><u>Criteria</u></p> <ul style="list-style-type: none">• The book will be four pages long.• The book will contain title page with title, author, and illustrator.• Each page will contain one complete sentence identifying a school rule.• Each page will contain at least one illustration that is mounted on a spring to demonstrate potential and kinetic energy. <p><u>Safety considerations</u></p> <ul style="list-style-type: none">• Use of scissors• Appropriate use of glue
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Rubric for Challenge	0	1	2	3
	No demonstrated understanding	Little demonstrated understanding	Some demonstrated understanding	Significant demonstrated understanding
<u>Content</u> <ul style="list-style-type: none"> • Illustrated and spring-mounted 4 school rules • Wrote about 4 school rules by naming a topic, supplying facts about the topic, and providing closure 				
<u>Process</u> <ul style="list-style-type: none"> • Restates the problem • Brainstormed solutions • Tested ideas • Made a judgment about the best solution 				
<u>Collaboration</u> <ul style="list-style-type: none"> • Encouraged partner • Considered partner's ideas • Actively participated in project 				