

Non-Fiction Book Project

Original idea Ben Wilkens, 1st Grade, Talented and Gifted Young Scholars (M012)

Purpose: To provide a sequenced structure for completing a multi-step project. All students will complete the first four squares.

Directions to Teacher: Students will be assigned one visual feature and one text feature based on their ability and students will choose one visual and text feature to add based on their interest. Early finishers can add more features to their book. During a sharing exhibition students can tally how often authors used the different features in their book projects.

Supports and Extensions:

The teacher will assign all students at least one square based on a skill that the student needs to work on. Early finishers can use the chart as an anchor activity to add more features to their book.

Sample Common Core Standards Addressed:

Speaking and Listening Standards – Grade 1

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

Range of Writing – Grade 1

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Research to Build and Present Knowledge – Grade 1

7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Research to Build and Present Knowledge – Grade 4

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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