

## Learning Experience

The purpose of this assignment is to apply the principles of the learning theories covered in class to enhance your instruction.

- I. Unit Description: The purpose of this unit will be to teach first grade students the key features of non-fiction text.
  - A. Name: Non-fiction text elements
  - B. Grade Level: 1st
  - C. Brief description of lesson (a paragraph): I will open the lesson by asking the students what they know about non-fiction, and write those answers on the board. Then I will show a short video from Brain Pop about main ideas and how to find them. Then I will read a short text to the students, and point out what the main idea is. I will explain why and pull out a few details about why. Then I will have the students do it on their own first. They will be given a small non-fiction text to pull out the main idea as well as write a few details that support the main idea.

## II. Connections to Constructivism:

### A. **Five principles of Constructivism**

Principle 1: People are more comfortable with experiences that they are or can be comfortable with.

Principle 2: If a learner does not know something, they will create their own opportunity to be able to make sense of the situation.

Principle 3: A learner will take his or her previous knowledge and connect to the new knowledge to make sense of the situation.

Principle 4: Give the learner an authentic experience to make the new knowledge concrete in their mind.

Principle 5: Allow the learner the opportunity to collaborate or work with his or her peers during the experience.

1. Explanation of how your lesson will accommodate this principle (3-5 sentences)

Principle 1: I think the lesson I have planned accommodates this principle because it is introducing a topic they are not familiar with. The topic is over non-fiction text, which as first graders, they do not have a lot of experience. On top of that, they have even less experience pulling out the main idea from a text. My lesson focuses on this aspect, so they will be a little confused about this aspect.

Principle 2: My lesson accommodates this principle by given them the guided practice portion. After the main lesson over the brain pop video and having myself show the students how to support a main idea and how to find a main idea, we have a guided practice portion. The students will pull out the main idea and supporting details with my guidance.

Principle 3: This principle is tricky to accommodate explicitly because this is a new concept for this students. However, the students will be able to draw upon previous knowledge of fiction text, to be able to relate to the non-fiction text. It is an implicit way to be able to meet this standard, but I am aware that students deal with fiction before non-fiction, but they still look into the main idea and support details of that type of genre.

Principle 4: This principle is accommodated because the students are to work on their own through a direct experience working with non-fiction text. The students will work on pulling out a main idea and the supporting details on their own. This will be done by giving each student their own non-fiction text, and asking them to read it, then do the same activity as the guided practice we completed together as a class.

Principle 5: This principle is accommodated during the on your own portion of the lesson. When the students are working on their own, they are allowed to collaborate with the people in their desk group if they are completely stuck. This will allow the students who understand the concept to teach others who don't, and the students who are not quite understanding will get another explanation from their peers.

#### **B. Misconceptions:**

1. What misconceptions might your students already have about this topic?

Misconceptions:

1.Students might think fiction and non-fiction are the same thing because they both use the word fiction.

2.Students may think that the title, or bolded words at the top of the text is the same thing as the main idea.

2. How do you think they developed those misconceptions?

Developed Misconceptions:

I think students probably developed this misconception because they do not have much experience with non-fiction text. This topic is general avoided in the classroom because teachers do not always know how to include it or teach it in their lessons. I have also seen times where teachers try to include non-fiction but they only brush the surface, so the student is never really taught how to differentiate the difference. I think the second misconception is the same way. Especially with first graders, they just do not have the experience to know the difference. It could also be because the previous teacher explained the main idea concept in a confusing way, or interchanged main idea and title and the student became confused at the difference.

3. How will you address these misconceptions in your lesson? How will you change your students' conception of this topic?

Addressed Misconceptions:

For the first misconception, I will try to address it by asking the students what they think non-fiction is. This will be for my information to assess the students to see if they have this misconception or not. If they have the misconception, and even if they don't, I will inform the students what the real definition is so I have corrected the misconception. Then I will continuously remind the students (over the whole unit) what non-fiction is, so the concept is cemented in their brain.

For the second misconception, I will address it by pointing out that the bolded words at the top of the text are just the title. That will be the only thing I say about it. I do not want to confuse students by saying main idea with the title so the students get more confused. I will then proceed to read the non-fiction text and show students how to pull out the main idea of it using supporting details.

- C. In what ways might your students' thinking on the topic be *situated* (see **situated cognition** readings and notes)? How will you ensure that their learning is transferable to different contexts?

I am not entirely sure how the students' thinking would be situated. I have provided the students with several different non-fiction texts so the student could see it done through different texts. I believe this will help them in the long run to make this skill transferable because they have the experience working with different texts.

### III. Connections to **Information Processing**:

Briefly describe two methods you will use to help the information you teach reach students' long-term memory.

Distributed practice:

This one seems bad because it is a memorization method, but I feel that it could help during the learning process, especially for this age group. Since younger students have shorter attention spans, it would be smart to break up the lesson into smaller chunks. Instead of having an hour for a lesson, only take 15 minutes to teach it in a mini lesson, so students will be able to comprehend what is being said and can internalize it easier. If need be, do a small activity in between the first lesson and second lesson so students are getting practice and authentic instruction for the first concept.

Keyword:

I believe this method is good for this particular lesson or unit because it is talking about Non-fiction elements specifically. In the lesson I planned today, the key concept was about main ideas and supporting details. The key word is main idea, so the association of the new information with that word will be what commits it to memory. The students have all heard the phrase main idea, so they would be familiar enough with it to understand the connection between the word and the concept.

- IV. Create an artifact:
  - A. Description
  - B. Rationale with connections to InTASC
  - C. Alignments to tags and categories
  - D. A named link to the assignment document