

Learning Experience

I. Unit Description:

- A. Name: Informational Writing Workshop
- B. Grade Level: 1st
- C. Brief description of lesson (a paragraph): During the third 9 weeks we will start a writing workshop. This writing workshop will focus on non-fiction texts and developing informational writing/research paper. Students will learn first to identify the individual parts of information text like the main idea, topic sentences and facts/key details before putting all the parts together on their on topic. Students will be given the opportunity to look through non-fiction text of different topics.

II. Connections to Constructivism:

A. 1. People want their experiences to make sense

- People want to understand why they do what they do.
 - In my lesson I will give the students the information on why we do research when writing a paper. That when writing a research paper we want to make sure the information is true and how that ties into non-fiction. We will go through how each part of the research paper is important to the whole paper.

2. To make sense, learners construct knowledge

- To understand those experiences people will build upon what they know, and fill in information as they learn it to make all the pieces connect.
 - To help them construct their own knowledge I will allow them to do their own research. I will show them different places they can get information but allow them to explore these tools on their own. Giving them access to these tools to explore will allow them to build their own knowledge.

3. Knowledge connects to what they already know

- What they learn will add to what they already know, and they will use what they already know to connect new concepts they are learning.
 - I will use this principle by having the students use prior knowledge from previous lessons. Before the students start the actually research writing they will be learning about the different parts; key details, topic sentence, main ideas etc. They will then use that information they all ready learned to put together a research paper.

4. Social interaction facilitates learning

- Having opportunities to work with others can lead to new information learned. Each person can bring something to the interaction and gain or provide information.
 - For research papers this principle is kind of difficult. To incorporate it I will allow students that are researching the same topic explore the topic together. One student may find a really good

book and want to share, or another might find a website. This opens up the students to information they may not of found on their own.

5. Learning and development depend on experience

- Learning and development depends on what background knowledge and personal experience they have. If they do not have either then they will need to have access to way to gain the knowledge they are missing.
 - This principle can work hand in hand with the previous, especially when working on computers. Some students may not have any experience with using a computer this could hinder the type of information they can find. I will give them the opportunity to gain that experience so they further their learning.

B. Misconceptions:

- What misconceptions might your students already have about this topic?
 - Some students may believe that informational includes their opinions into their writing.
- How do you think they developed those misconceptions?
 - From prior experience when students are able to free write they write what they know or like. To young children their opinion is often “truth”, because it is how they feel.
- How will you address these misconceptions in your lesson? How will you change your students’ conception of this topic?
 - We will have a small lesson on the differences between opinions and facts. That one persons opinion can be different from another’s but facts are always the same.

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 different contexts?**

- They have experience writing narratives, and the topics are normally prompted or free writes. Since they learn this first this is the writing they are most accustom too.
- Non-fiction and informational text will be a whole unit. I will use this time to show them that there are multiple types of writing and when to use the different types. I think that using real world application, so using the students likes and dislikes to make the explanations would help. Like finding two students, one that likes vanilla ice cream and one that hates it to describe opinions, while then stating that a certain student’s hair is brown for a fact. They can see it right in front of them.

III. Connections to **Information Processing:**

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

- I will break up the small topics to teach over a few days instead of teaching, main idea/topic sentences, and key details all at once. Then I will have them do an activity with all of them before they have to do it on their own.
- Another method I could use is serial positioning. Students need to know the main idea before they can find proper key details. Having them do it in this order will help them do it on their own, picking a main idea and then go on to find good key details.