**Calvert County Public Schools**

**Instructional Lesson Plan**

**English Language Arts**

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| **Grade: 3rd grade Unit Title: Animal Research Unit Length:**   **7-8 Media Visits** |
| **Lesson Overview:**  Based on the Relationships unit third graders will gave already completed, this unit is intended to highlight several other animal/animal or animal/human relationships shared in the books by Craig Hatkoff. Because we will be using video highlights, the books are not required but might be a great addition to your media collection if funds are available. Students will select one animal to research, conduct research, and choose an appropriate medium for sharing information. |
| **Essential Question:**  What information did I learn about the animal I researched? |
| **Essential Understanding: (Student Outcomes)**   * Students will locate and use information from a variety of sources. * Students will use technology for research and presentations. * Students will work collaboratively with others. * Students will share information in an appropriate format. |
| **CCSS Grade Level Standards Applicable to Lesson:** (include the strand, standard number and complete grade level descriptor; see example below)  **ELA:**  **Reading for Information**  RI.3.5 Use text features and search tools (e.g, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently**.**  **Writing**  W.3.2 Write informative/explanatory texts to examine a topic & convey ideas & information clearly.  W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  W.3.2.b Develop the topic with facts, definitions, and details.  W.3.2.d Provide a concluding statement or section.  W.3.7 Conduct short research projects that build knowledge about a topic.  W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  **Speaking and Listening**  SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  **Technology:**  **Technology for learning and collaboration**  3.A.1.a. a) Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills.  3.B.1.a. Use technology tools to work collaboratively within the classroom.  3.B.1.b. Use technology tools to exchange ideas with individuals or groups outside of the classroom.  3.C.1.b. Use templates or create new documents to complete learning assignments.  3.C.1.d. Use suitable electronic resources to edit final copies of texts for correctness in language usage and conventions, such as capitalization, punctuation, and spelling.  3.c.1.e. Use various electronic information retrieval sources to obtain information on a topic.  4.A.1.c. Present information, independently or with assistance, to various audiences including school and community.  4.B.1.a. Use multimedia and publishing tools to express original ideas with print, drawings, digital images, existing or original video, sounds, and/or personal recordings.  4.B.1.b. Prepare writing and data for display with tools such as visual organizer, word processing, or multimedia  Software.  4.b.1.c. Change, edit, and revise graphs, graphics, presentations, and word processing documents.  5.A.1.a. Select relevant information from appropriate technology resources .  5.A.1.b. Select and read to gain information from electronic personal interest materials, such as brochures, books,  magazines, cookbooks, and web sites.  5.B.1.a. Use technology tools, independently or with assistance, to support notetaking. |
| **Materials:**  SMARTBoard and computer for teacher  Student computers or netbooks  Graphic organizers for students  Library Books  Computer Resources- Pebble Go, Amazing Animals, World Book, Encyclopedia Brittanica, National Geographic Kids website  Pencils  Paper for printing or drawing  Markers or crayons  Optional- copies of Craig Hatkoff books |
| **Teacher Planning and Preparation:**   1. Visit the following websites to become familiar with the stories of these animals and their relationships:   [www.owenandmzee.com](http://www.owenandmzee.com)  [www.knut.net](http://www.knut.net)  [www.miza.com](http://www.miza.com)  [www.scholastic.com/miza](http://www.scholastic.com/miza)  [www.lolaandtiva.com](http://www.lolaandtiva.com)   1. Based on teacher knowledge of student abilities and classroom make-up, as well as access to computers or netbooks, determine if students will complete this project independently, with a partner, or in a small group of no more than three. (Each Media Specialist will need to make this determination) 2. Be sure that all students know how to access and use CCPS approved databases, as well as how to search Destiny and locate library books on the shelf. (These items should have already been addressed by this point in the school year, but if not, please teach/review.) 3. Introduce or review the Super Three Research Plan as needed. (There are many resources available online for this. I have included a Dinosaur-themed presentation in the PowerPoint.) 4. Preview graphic organizer to be used for research. Edit or choose another format if preferred. Make copies as needed. 5. The teacher will need to determine which choices are offered to students. (PowerPoint, Pixie, Publisher to create a brochure, or a hand-made brochure). Ideally, the teacher will give students choices about the final product they will create, however, it is also an opportunity to teach them something new. If students are not familiar with the product chosen , you will need to introduce it to them or plan on teaching it as needed for this unit. **\*\*I found this unit to be an excellent way of introducing a new product medium such as PowerPoint.** |
| **Lesson Pre- Assessment:**    What resources can we use to learn something new about a topic?  Possible answers: books, Destiny, Internet, Pebble Go, World Book, Encyclopedia Britannica, National  Geographic Kids website  \*\*Reiterate to students the downfalls of using the Internet (too much out there, not always relevant or age appropriate) Tell them that is why we will use the databases purchased by CCPS and websites recommended by our teachers. |
| **Lesson Procedure:**  **Day One-**   1. Teacher asks students to recall what they learned in the Relationships unit. Allow time for student sharing.   Guide students, if necessary, specifically to Winter’s Tail, and try to elicit responses about the relationship between Winter and Panama (the other dolphin), as well as the relationship between Winter and her trainers, vets, volunteers, etc.   1. Use the accompanying PowerPoint (pages 2 & 3) to inform the students about Craig Hatkoff, the author of Winter’s Tail, and let them know that he has written other books about animals and their relationships with others. The PowerPoint also has links to share the stories of the other animals. (Please preview this ahead of time so that you know which spots to click on to share the stories with the kids.)   Read aloud a Craig Hatkoff book such as Owen and Mzee. Discuss relationships in story.  **Day Two**- Review book read last week Owen and Mzee. Introduce [www.owenandmzee.com](http://www.owenandmzee.com) by continuing with the PowerPoint (pages 4-9). Use links to watch video clip of Owen & Mzee and go dircetly to each animal’s page. Demonstrate the tabs and games available. Give students time to explore the Owen and Mzee website.  **Day Three**- Introduce project using PowerPoint (pages 10-12). The PowerPoint will tell students the basics of the project they will complete. Explain to students that they will now conduct research on one of these animals. (Slide 13 has the information about Super Three so that you can review the steps with students.)   1. Students choose a partner or form a group if that is how you decide to do it. Partners explore [www.owenandmzee.com](http://www.owenandmzee.com) together and decide which animal they would like to research. Record their choice on their graphic organizers.  **\*\*Snow Leopard will be modeled so that is NOT an option. The info was harder to find.** 2. **Day 4 and 5 -** Using the SMARTboard, show the students the graphic organizer on page 14 of the PowerPoint and model taking notes using the Snow Leopard (have a resource available in advance since it is not available on PebbleGo or World Book). Hand out graphic organizers to students. Be sure to remind students that they are looking for short phrases or quick facts and statistics. They should not be writing in complete sentences when completing their organizer. 3. Students will use the available resources to search for details about their animal. As students find information, they fill in the graphic organizer and list the source they are using. (This will likely take two weeks to complete.) 4. **Day 6 and 7 -** After collecting their information, students will either make a choice or be introduced to the medium needed for this project. Students could create a Power Point, Pixie slide show or trading card, create a brochure using Publisher, or create a handmade brochure. Students should be encouraged to include text features in their project (diagrams, maps, pictures,bullets, colored font, tables, sidebars…) and include a mini-lesson how if needed. They can be hand-drawn or clip art of images could be used from the web if the teacher allows. Emphasize that text features will enhance their project. 5. Upon completion of the final projects, students could share during their Media class or their classroom. If they did Pixie trading cards, print and have a trading day. |
| **Lesson Post-Assessment:**  How did the databases help you learn about your animal? Was the information you learned age appropriate? Was it relevant? |
| **Lesson Closure:**  Name two things you learned about resources or technology during this project?  Name some other things that you would be interested in researching using the same database? |