**LESSON PLAN**

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| Teacher: Miss Miller | | | | | | | | Grade/ Subject: Grade 3 English | | | | Unit: “Who is in our Zoo?” | |
| Topic: Research Papers | | | | | | | | Date: March 14 | | | | Length of Lesson: 60 min | |
| **GLOs - listen, speak, read, write, view and represent** | | | GLO#1  To explore thoughts, ideas, feelings and experiences. | | | | GLO#2  To comprehend and respond personally and criticallyto oral, print and other media texts. | | GLO#3  To manage ideas and information | | GLO#4  To enhance the clarity and artistry of communication. | | GLO#5  to respect, support and collaborate with others |
| Specific Learning Outcomes: | | ***3.2 Select and Process-* Access information -** locate answers to questions and extract appropriate and significant information from oral, print and other media texts  ***3.3 Organize, Record and Evaluate* - Organize information** organize ideas and informationusing a variety of strategies, suchas clustering, categorizing andsequencing  ***3.3 Organize, Record and Evaluate* - Record information-** list significant ideas and information from oral, print and other media texts | | | | | | | | | | | |
| Learning Objectives: | | Students will reword research into their own words.  Students will sort information into relevant categories.  Students will brainstorm and choose an animal for their research project. | | | | | | | | | | | |
| Materials/ resources | | Smart board homophones unit  “All about Canadian… river otters”  “otters”  Website – pulled up onto the class website.  Sticky notes  loose-leaf | | | | | | | | | | | |
| Housekeeping:  Assignments due, announcements, etc.  (5 min) | | | | Tie up homophones –  Common mistakes on your homophone sentences from yesterday:  - Punctuation - Don't forget that full sentences need to end in a period and questions need to end in a question mark. Right?  - Confusion - Lots of people were confused between "its" and "it's" or they just copied the example that I had given the day before.  Here are a few more examples:  The crowd slowly made its way home.  Luigi's restaurant is famous for its vegetarian meals.  Give the dog its chew toy.  The other "it's" is used like this:  I think it's going to be a good parade today.  It's the most wonderful time of the year!  Your spelling has been marked, stickered, and put back in your desks.  I fixed your mistakes in RED and left notes if there was a mistake that I wanted to point out to you.  I only marked the question wrong if you misspelled the actual homophone itself. | | | | | | | | | |
|  | | | | | | ***Procedure*** | | | | ***Assessment Method*** | | | |
| Intro/ hook:  (min) | Today we are going to look more specifically at the research otter books I showed you yesterday. We are going to be examining how to fill out a research log with really good useful information that we have put in our own words. | | | | | | | | | | | | |
| Body:  20 mins.  10 min – further research  5 min.  5 min | Open research log   * This is the Research Log that each of you will be filling out. You’ll notice that most of the questions on here are questions that I have already asked you to think about, (flip through) or that we have talked about while setting up our zoo. * Let’s read through the research log and fill it out as we read through our books today.   Fill out Miss Miller and Otters.  Say hmm let’s see if we can see what animal family my otter belongs to… right on the first page, circle mammals.  Read the first page and have the students say what the important things were. Prompt them with “I know I have to draw a PICTURE of this animal. If I was just reading the words and didn’t have a picture to look off of, what would I NEED to know to draw this animal?”  Almost like you are describing your animal to someone who has never seen this animal before or if you are trying to get them to guess your animal by clues.  Tell them to pay attention because I will be asking them for questions by drawing popsicle sticks. Okay read the first page – someone describe what the important parts about the otters’ appearance are… pick by stick.   * Let them try to reword the animal. If someone is stuck they can call a friend.   Appearance   * Weasels with long tails and bodies. * Short legs, whiskers. * Up to 1m long. * Very small ears, wide nose. * 2 thick brown coats for keeping warm and dry. * Small black eyes. * Once we have the information down, make sure you read the prompting questions down on the left before you move on. – read them out and fire off how the otter meets all of those requirements.   Habitat –   * Fill out the house: Otters live near various types of water. Otters live in dens, and they burrow down by the water bank. Often use another animal’s den. They make their beds out of leaves and moss. * Before moving on, make sure you’ve considered all of the questions being asked for that assignment.   Diet –   * Fill out the apple. Otters are carnivores. They eat fish that they find in water. They also eat other young animals like muskrats and insects. They are hunted by big cats and wolves. – Once again, consider the questions being asked at the top.   So we still have some info left over to try and find… don’t panic, we just need to keep reading, maybe something will pop up later that we can put into one of these boxes instead.  Other – in this section we are just looking for any other cool facts about our ANIMAL. Keep considering these questions.   * More than 1 baby at a time, babies are called pups or kittens * Leave home at 7 months old. * 1-4 babies.   “Adaptation” page – read the page. Say hmmm does this seem like this page’s information could maybe get grouped with another one so that it makes sense? – ask question. – trying to get them to consider grouping it into appearance?   * E.g. Webbed feet, waterproof body parts, tail to change direction. Use their whiskers to feel.   Other neat facts: river otters play and slide down riverbanks. Use their front paws.  Nocturnal = interesting fact. – do they sort it under “interesting”?  Bodies designed to glide through the water – can this be part of looks?  Keep flipping back to the appropriate page and keep adding more and more information into the right CATEGORY.  Okay, the first book is done, but we are still missing some information. So that is when it is a good idea to look in a second book and try to see if you find similar information in that book, or to add any details to what you already have. So I will skim through a few pages of this book now too.   * This book has a table of CONTENTS: this can be really useful when we are doing research projects because it will tell you which exact page to turn to find what you are looking for. So for example, one of the titles says “where otters live” on pg. 8, so I am going to flip there because the last book didn’t tell me where on the globe these animals are and I would like to figure that out for my animal! * Flip to page 8, read it, and draw a stick for a kid to tell me what more we learned about our animal. Add that information to the correct squares.   Flip through “otters” and give some examples of more things to add.  Explain that I would read the whole book, but we are just skimming it because of the time restraint.  Go onto the website, under ANIMALS tab – pull up the A-Z website. Show them a bunch of animals. Names, find otters. Write down a fact from this website on the log, go to National Geographic, do the same thing, watch a bit of the video – basically just model for them how to work around the resources that I have given them. Remind them that they can look under the family and habitat links too for information, and tell them that the links will be given to them next week.  Today we just want to brainstorm a few animals and to decide what animal everyone is having. Remember to have a backup animal just in case, because we are only having 2 animals of each in our zoo. See who all took out books yesterday about animals. Ask the people who took out BIG books that were about LOTS of animals to stand up. Spread those books out evenly in the room. Put all of the information books out on students’ desks.  Do a “Gallery walk” for 5 minutes, walking around the room, looking at cool pictures, flipping through books, and making SURE that you have an idea in your head before we decide.  If you have an animal, sit down at your desk and raise your hand. I will bring you a sticky note. You will write your NAME and your #1 and #2 choice of animal on the sticky note (model on board). When this is all filled out, you can go stick it to the board.  Look through, see if there is any that overlap “2 of the same” and draw sticks to decide who gets what animal (write directly on the sticky note and cross off until just one animal is left.)  Once everyone has their animal picked, everyone will take out a piece of loose-leaf. Write your name and your animal’s name. When you have that written, you go back to the carpet and sit with your piece of paper. When the whole class is back there, we will crumple up the paper and have a “paper fight” for 5 seconds. Pick up the piece of paper, read it, and try to give the student any facts that you already know about that animal. If you don’t know a fact then try to draw part of it. 3 min. Snowball again. Un-crumple, write another fact. Take that person’s ‘snowball’ and place it on their desk.  Read your facts and put a checkmark if you think it is true, and an X if you think it is something that you need to try and look up while you are researching. Fasten the crumpled paper into your writing duo tang. | | | | | | | | | | | | |
| Assessment | | | | | Just check if everyone has chosen a picture or not. Gather the sticky notes from the board so that I have a record of who has picked what animal and I can transfer them to a chart/ put the sticky notes on books that I go rent out of the library now. | | | | | | | | | |

Reflection: What would I change next time? What did and didn’t work? Did certain students need accommodations?