

3rd-Grade Learning about Community: Create Lesson Plan

Lesson Title: How Do We Synthesize Information to Develop a Final Product?

Inquiry Phase: Create

Grade Level: 3rd Grade

Essential Questions:

1. What can we learn by studying the lives of people who have influenced the well-being of a community?
2. How do we formulate open-ended questions and conduct an inquiry project?

Lesson Plan Objectives: At the end of these lessons, students will be able to:

1. Reflect on their progress toward answering their questions.
2. Interpret and synthesize information from their notes.
3. Compose a report or create a word cloud and a conclusion paragraph.
4. Self-assess their final product with a rubric.

Social Studies TEKS (for this inquiry unit):

§113.14.

(b) Knowledge and skills.

(1) History. The student understands how **individuals, events, and ideas have influenced the history of various communities**. The student is expected to:

(A) **describe how individuals, events, and ideas have changed communities, past and present.**

(12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:

(A) give examples of **community changes that result from individual or group decisions**;

(B) identify examples of **actions individuals and groups can take to improve the community**.

(14) Culture. The student understands the role of heroes in shaping the culture of **communities**, the state, and the nation. The student is expected to:

(A) **identify and compare the heroic deeds** of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other **contemporary heroes**.

ELA-R TEKS (for this lesson):

§110.14.

(27) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).

(28) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to

3rd-Grade Learning about Community: Create Lesson Plan

draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.

Standards for the 21st-Century Learner Indicators:

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

3.1.6 Use information and technology ethically and responsibly.

4.1.8 Use creative and artistic formats to express personal learning.

Assessment Tools: Synthesis Graphic Organizer and Synthesis Rubric (for report or for word cloud and conclusion paragraph)

Resources for this Unit of Study: <http://tinyurl.com/di4ll-3-resources>

Resources for this Lesson:

Cornell Notemaking Graphic Organizers (from Gather Lesson)

One Additional Cornell Notemaking Graphic Organizer Teacher Resource: Book resource

Synthesis Graphic Organizer

Synthesis Graphic Organizer Teacher Resource

Writing Process Chart (for each option)

Option 1:

Sample Synthesis Report Teacher Resource

Synthesis Report Rubric

Option 2:

Exit Slip

Exit Slip Teacher Resource

Word Cloud and Conclusion Paragraph Rubric

Elmo (to project graphic organizers or sample report or exit slip)

Estimated Lesson Time: Two or Three 30-minute Lessons

Instructional Plan Outline:

Classroom Teacher – School Librarian Collaboration:

Educators prepare for think-alouds to demonstrate synthesizing information from two Cornell notemaking graphic organizers—one with information from a book, the other with information from a Web site.

3rd-Grade Learning about Community: Create Lesson Plan

Measurable Outcome or Final Products: Students complete a prewriting organizer. They will employ the writing process in order to compose a three-paragraph report in which they provide evidence from the texts they used to answer their question(s) or a word cloud, which conveys what they learned, and an exit slip for their interpretation. Those who are doing reports include a Works Cited.

Preparation

- The educators review the Create Lesson Cornell Notemaking Teacher Resource graphic organizers and the Create Sample Report or Create Word Cloud.
- Educators make copies of Create Synthesis Rubric to distribute to individual students or groups.
- Educators reproduce one Writing Process Chart for the class. Students will move their sticky notes on the chart as they begin the next step.
- Integrate academic vocabulary into think-alouds: prewriting, topic sentence, main ideas, conclusions, concluding sentence, summary, synthesis, and self-assessment.
- Integrate discipline-specific academic vocabulary into the lesson: migrant worker, strike, boycott, and working conditions.

Day 1

Motivation

1. Educators draw an analogy between making a sandwich and writing a paragraph. They make the connection between assembling all of ingredients and reviewing all of students' notes.
2. They talk about the topic sentence and concluding sentence as the bread and the supporting details as the filling. They draw a comparison between word choice and condiments (catsup, mustard, mayonnaise, and the like).
3. Educators post the lesson objectives and explain how the writing process chart works. Let students know they will working together to use sample notes to complete a Synthesis graphic organizer, compose a sample report on César Chávez, and assess it with a rubric before they compose their own reports (Option #1) or create a word cloud, compose a conclusion paragraph, and self-assess with a rubric (Option #2).

Presentation

4. Educators use the Elmo or LCD to project the sample notes. They take turns reading through the notes and point out that one set of notes is from a book and the other is from a Web site.
5. Brainstorm with students possible main ideas about César Chávez's childhood as a migrant worker. One educator records students' ideas while the other solicits their responses.
6. Educators project the Synthesis graphic organizer and fill in three main ideas. (See the teacher resource.)
7. Educators think aloud and use notemaking to fill in the evidence from both sources that support each idea. Educators also record their or students' conclusions about this

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April 2014

Page 3

3rd-Grade Learning about Community: Create Lesson Plan

information. (See the Create Synthesis graphic organizer.) Move the educators' sticky note and let students know they will move their sticky notes as they begin the next step in the writing process.

For Option #1: Report

8. Along with students, educators demonstrate using think-alouds to craft a topic sentence for each paragraph of the three-paragraph report.
9. Using shared writing techniques, they compose the report. (See the Create Sample Report.)
10. Add the bibliographic information for the Works Cited and give the report a title.
11. When the paragraphs are complete, educators re-read the entire report and along with students, apply the rubric to assess it.

Days Two and Three

Motivation

12. Recall the analogy of making a sandwich.

Presentation

13. Post and review the steps for completing the Create Synthesis graphic organizer, composing the report, and self-assessing it.
14. Students select one of their own green light questions.

Student Practice Procedures

Step 1: Reread all notes and look for the main ideas that answer the green light question.

Step 2: Brainstorm main ideas and record three of them on the Synthesis graphic organizer.

Step 3: Review the notes again and record supporting details (evidence) from the texts under each of the main ideas.

Step 4: Complete the conclusions section of the graphic organizer.

Step 5: Compose three topic sentences one for each paragraph.

Step 6: Complete each paragraph with supporting ideas and a concluding sentence.

Step 7: Add the Works Cited.

Step 8: Give the report a title.

3rd-Grade Learning about Community: Create Lesson Plan

Step 9: Keyboard the report. (optional)

Step 10: Use the rubric to self-assess your own report and make revisions as necessary.

Guided Practice

15. Educators monitor students' writing process with a focus on synthesizing the information from more than one source, determining main ideas, supporting details, and drawing conclusions.

For Option #2

Presentation

16. Project the Create Conclusion Exit Slip. Discuss the two components: the word cloud and the conclusion paragraph.
17. Along with students, educators brainstorm keywords from the Synthesis Graphic Organizer for a word cloud.
18. Demonstrate using Wordle.net, Tagxedo.com, or Tagul.com.
19. Project the Create Conclusion Exit Slip Teacher Resource.
20. Define what "conclusion" means and read the sample conclusion paragraph.

Day Two

Presentation

21. Distribute Create Word Cloud and Conclusion Exit Slips electronically (or if doing this off line, reverse the steps below and have students insert their word clouds in a Word document before they print or keyboard their conclusion paragraphs).
22. Review the steps:

Student Practice Procedures

Step 1: Reread all notes and look for the main ideas that answer the green light question.

Step 2: Brainstorm main ideas and record three of them on the Synthesis graphic organizer.

Step 3: Review the notes again and record supporting details (evidence) from the texts under each of the main ideas.

Step 4: Complete the conclusions section of the graphic organizer.

Step 5: Compose a topic sentence for the conclusion paragraph, determine six to twelve details, and draft the paragraph. Save the draft to turn in.

Step 6: Keyboard your name and the green light question on the Create Exit Slip.

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April 2014

Page 5

3rd-Grade Learning about Community: Create Lesson Plan

Step 7: Keyboard the paragraph on the Create Exit Slip.

Step 8: Brainstorm and use keywords to create the word cloud.

Step 9: Insert the word cloud on the Create Exit Slip.

Step 10: Add the citation for the word cloud maker.

Step 11: Use the rubric to self-assess your word cloud and conclusion paragraph and make revisions as necessary.

Guided Practice

23. Educators monitor students' writing process with a focus on synthesizing the information from more than one source, determining main ideas, supporting details, and drawing conclusions.

Closure

24. At the end of each work period, ask students to move their sticky notes on the class writing progress chart.
25. Educators offer writing conferences as needed.

Final Closure

26. Students share their three topic sentences (Option #1) or the conclusion from their exit slips (Option #2) with an elbow partner.

Reflection

27. How do you synthesize information?
28. How does the writing process work?

Assessment

29. Educators review students' Create Synthesis graphic organizers and use the Create Synthesis Rubric to assess students' reports or Create Synthesis Word Cloud and Conclusion Paragraph Rubric to assess students' exit slips.

Follow Up

30. Educators may provide students who wrote written reports with the opportunity to make a multimedia product.