

3rd-Grade Learning about Community: Gather Lesson Plan

Lesson Title: How Do We Find and Record Answers to Our Questions? (or How Do We Use a Web site to Develop Questions for an Interview?)

Inquiry Phase: Gather

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. Record information in notemaking format on a graphic organizer.
2. Categorize information in terms of what question(s) it answers.
3. Keep a record of resources.
4. Identify gaps in understanding/information.

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.

(26) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics);

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- (C) take simple notes and sort evidence into provided categories or an organizer;
- (D) identify the author, title, publisher, and publication year of sources.

Standards for the 21st-Century Learner Indicators:

- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
- 2.1.2 Organize knowledge so that it is useful.
- 3.1.6 Use information and technology ethically and responsibly.

Assessment Tool: Cornell Notemaking Graphic Organizers

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

Resources for this Lesson:

Notemaking Graphic Organizers

Three Teacher Resource Examples: book, Web site, and interview

Elmo to project book or LCD projector for Web site

Estimated Lesson Time: One 30-minute Lesson

Instructional Plan Outline:

Classroom Teacher – School Librarian Collaboration:

Educators prepare for think-alouds to demonstrate determining keywords in a green light question and then skimming and scanning to locate main ideas and record them in notemaking format on the Cornell Notemaking graphic organizer.

Measurable Outcome or Final Product: Each student completes one or more Cornell Notemaking graphic organizers using notemaking formats. Each graphic organizer will focus on one specific green light question; students will also record bibliographic information.

Preparation

- The educators copies of the Cornell Notemaking graphic organizer for each student or provide the graphic organizer electronically.
- Educators consider if specific students should work with a partner or small group from the beginning of this lesson.
- Display a poster that states notemaking formats: single words, short phrases, abbreviations, bulleted lists, drawings, or references to a page number.
- Integrate academic vocabulary into think-alouds: inquiry, red light and green light questions, connection, notes, record, and self-assessment.
- Integrate discipline-specific academic vocabulary into the lesson: migrant worker, strike, boycott, and working conditions.

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Motivation

1. Educators share the entire streaming video “Hispanic Americans Tell Their Story” (1992) that includes information about Dolores Huerta and César Chávez.
2. Brainstorm some possible questions based on the video. (If time is an issue, this can be done in the classroom before students come to the library.)
3. Educators share some of the green light questions students identified in previous lessons.
4. Educators post the lesson objectives and let students know they will be using resources to find answer to their questions about Dolores Huerta or César Chávez (or the Denton Community Market).

Presentation

5. Educators select a book or Web site from the resources for this unit.
6. They project a graphic organizer with a sample green light question. (See the examples on the teacher resource notemaking graphic organizers.)
7. Educators use think-alouds to determine key words in the question and demonstrate skimming and scanning a book or Web site.
8. They demonstrate notemaking formats listed on the notemaking poster.
9. They point out that all of the information on the notemaking graphic organizer is related to the green light question on that page.
10. Educators model asking additional questions or making connections in the first column on the organizer.
11. Educators demonstrate how to fill in the blanks for the bibliographic information.
12. Students will then select one of their own green light questions and begin skimming and scanning resources for information.
13. Note: If students are going to interview someone from the Denton Community Market, they use this time to skim and scan the Web site and develop questions for the interview.

Guided Practice

14. Educators will monitor students’ notemaking, making sure that students’ notes align with their question and that students use notemaking formats.

Closure

15. Students share one note with an elbow partner and any new questions or connections they are making.

Reflection

16. How do you find the key word(s) in a question?
17. How do you use skimming and scanning to find information?

Assessment

18. Educators review students’ Gather Cornell Notemaking graphic organizers for alignment with the green light question and use of notemaking formats.

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Follow Up

19. Educators determine how many sessions will be required for students to gather sufficient information to answer their questions.
20. Educators will schedule the time in the classroom, library, or lab, wherever students have access to all of the resources they need.