

### **3<sup>rd</sup>-Grade Learning about Community: Share Lesson Plan**

**Lesson Title:** How Do We Share Our Learning and What Can We Learn from One Another?

**Inquiry Phase:** Share

**Grade Level:** 3<sup>rd</sup> 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. Present their learning to classmates.
2. Make notes on other students' presentations and ask thoughtful questions.
3. Self-assess their inquiry presentation 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.**

**(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 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.

**§110.14.**

**(29) Listening and Speaking/Listening.**

(A) listen attentively to speakers, ask relevant questions, and make pertinent comments.

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April 2014

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### **3<sup>rd</sup>-Grade Learning about Community: Share Lesson Plan**

#### **Standards for the 21st-Century Learner Indicators:**

- 1.1.9 Collaborate with others to broaden and deepen understanding.
- 2.4.3 Recognize new knowledge and understanding.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

**Assessment Tools:** Notemaking and Feedback Graphic Organizer and Synthesis Report Presentation Rubric (Option #1) or Word Cloud and Conclusion Paragraph Presentation Rubric (Option #2)

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

#### **Resources for this Lesson:**

Share: Notemaking and Feedback Graphic Organizer  
Synthesis Report Presentation Rubric (Option #1)  
Word Cloud and Conclusion Paragraph Presentation Rubric (Option #2)  
Report Presentation: The Childhood of César Chávez Sample Animoto Video:  
<http://animoto.com/play/tBGUIW5aci65emcmPXITYw>  
Create: Conclusion Exit Slip Teacher Resource

**Estimated Lesson Time:** 30-minute Lessons until All Students Have Presented

#### **Instructional Plan Outline:**

##### **Classroom Teacher – School Librarian Collaboration:**

After the motivation and presentation, educators may decide to divide the class in half according to topics. That way the students will listen to, make notes on, and ask questions to just half of the presentations. If technology tools are available in both the library and the classroom, each half of the class can meet in each location with each educator taking responsibility for assessing students' presentations.

**Measurable Outcome or Final Products:** Students present their learning. They will self-assess with a rubric. Students will also make notes, record questions, and rate classmates' presentations.

#### **Preparation**

- The educators review and make copies of the Share Notemaking Graphic Organizer and the Share Presentation Rubrics to distribute to individual students or groups.
- Educators ensure that projection technologies and/or Internet connection is available to student presenters.
- The librarian makes sure all of students' presentations are uploaded to the Web and linked to a wiki or other Web page where students can easily access them.

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#### **Motivation**

1. One educator begins mumbling so the other one cannot understand.
2. Talk about how presenters need to speak clearly and loudly enough for everyone in the class to hear.
3. Educators post the lesson objectives and let students know they will be sharing their learning from this inquiry unit.

#### **Option #1 – Report Presentation (Multimedia Project)**

##### **Presentation**

4. While playing the Report Presentation: The Childhood of César Chávez Sample Animoto video, one educator reads the report from the Create Sample Three-Paragraph Report Teacher Resource while the other makes a note on the graphic organizer (on a sample reproduced on the whiteboard) and asks the presenter a relevant question.
5. The other educator retells the report in a conversational tone without reading it while the other makes a note on the graphic organizer (on a sample reproduced on the whiteboard) and asks the presenter a relevant question.
6. Along with students, use the Synthesis Report Presentation Rubric to assess each presentation.
7. Discuss the 1-10 effectiveness rating and record it on the graphic organizer.
8. Applaud the presenter.

#### **Option #2 – Word Cloud and Conclusion Paragraph Presentation Rubric**

##### **Presentation**

4. While projecting the Create: Conclusion Exit Slip Teacher Resource, one educator reads the report from the conclusion paragraph from the Exit Slip while the other makes a note on the graphic organizer (on a sample reproduced on the whiteboard) and asks the presenter a relevant question.
5. Continue to project the Exit Slip while the other educator retells the conclusion paragraph in a conversational tone without reading it while the other makes a note on the graphic organizer (on a sample reproduced on the whiteboard) and asks the presenter a relevant question.
6. Along with students, use the Word Cloud and Conclusion Paragraph Presentation Rubric to assess each presentation.
7. Discuss the 1-10 effectiveness rating and record it on the graphic organizer.
8. Applaud the presenter.

#### **For Both Options**

##### **Guided Practice**

9. Educators monitor students' presentations, notemaking, and questioning.
10. Educators record their feedback on students' rubrics.

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#### **Closure**

11. At the end of the session, students who presented turn in their individual rubrics with their self-assessment.
12. As a class, share what students learned from one another.
13. Share presentation best practices.

#### **Reflection**

14. What are some effective ways to share new knowledge?
15. How does multimedia help students share their learning?

#### **Assessment**

16. Educators review students' Share: Notemaking and Feedback Graphic Organizer and Synthesis Report Presentation Rubric (Option #1) or Word Cloud and Conclusion Paragraph Presentation Rubric (Option #2).