Animal Research

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Title/Role: Librarian/K teacher
Organization/School Name: Faith Public School
Location: South Dakota

Grade Level: K
Type of Lesson: Lesson in a unit
Type of Schedule: Combination
Collaboration Continuum: Moderate
Content Area:
Science
Content Topic: Animal characteristics

Standards for the 21st-Century Learner

Skills Indicator(s):
1.1.2 Use prior and background knowledge as context for new learning.
2.1.2 Organize knowledge so that it is useful.
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.

Dispositions Indicator(s):
2.2.4 Demonstrate personal productivity by completing products to express learning.
3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

Responsibilities Indicator(s):
1.3.2 Seek divergent perspectives during information gathering and assessment.
4.3.1 Participate in the social exchange of ideas, both electronically and in person.

Self-Assessment Strategies Indicator(s):
4.4.1 Identify own areas of interest.

Scenario: The kindergarten class has been studying the characteristics of animals in a science unit over a time period of several weeks. They have been comparing and contrasting animals through class discussions using books from the library. The teacher and the librarian meet to plan a final project to end the unit and introduce students to online research.

Overview: Following a class study of the characteristics of animals students will select an animal of their choice to research. Essential questions: What characteristics do you already know about your animal? How can you find information about the animal you have selected? How is this animal the same or different from ones that the entire class studied? How can you share your information with others?

Final Product: Students will create a poster containing both text and graphics/photographs explaining the characteristics of their selected animal and be prepared to answer questions about their animal.

Library Lesson: Students will learn to access an online subscription database, such as World Books
Assessment

Product: The teacher and librarian will assess the final posters for content, visual appeal and completeness through the use of a rubric. Students will then display their posters to the entire school during lunch in a science fair-like setting and answer questions and receive feedback.

Process: The teacher and librarian will provide one-to-one assistance and conferencing throughout the research process and creation of the final poster. They will assist students in selecting poster color; theme; letters and selection of pictures based on his/her chosen animal.

Student self-questioning: Students will ask: Did I find at least three characteristics of my animal? Did I find interesting pictures of my animal? Can I answer questions about my animal? Did I follow the directions and do my best work?

Instructional Plan

Resources students will use:
Dataset (ie. lists, tables, databases)
Still image (i.e.paintings, drawings, plans, and maps)
Interactive Resource (i.e. webpages, multimedia learning objects, chat services)

Interactive Resource URL: http://

Resources instructor will use:
Laptop
Smart board

Instruction/Activities

Direct instruction: In the library the teacher and librarian introduce the poster project by reviewing animals the class studied together. They discuss different sources of information and the basic requirements for the final product.

Modeling and guided practice: The librarian selects an animal suggested by the class and demonstrates the use of an online database, such as World Book Kids, to locate information and pictures. Through discussion the class decides which characteristics and pictures would be best for the poster project.

Independent practice: Students do an individual online search for animal information and pictures, make selections, and take notes with the assistance of the teacher and librarian.

Sharing and reflecting: Students will participate in a class discussion led by the teacher and librarian about their experiences during the poster sharing with the entire school.

Have you taught this lesson before: Yes

Strategies for differentiation: Provide different teaching strategies - one on one discussion, working in groups, creating and using tactile resources such as creating an animal from clay or another structure.
Students presenting their info in small groups and to individuals, or presenting with the help of a partner.