Animal Research Project

Created by: Lauren Ascione
Title/Role: School Librarian
Organization/School Name: Forest Oak Elementary School
Location: Delaware

Grade Level: 3
Type of Lesson: Lesson in a unit
Type of Schedule: Fixed
Collaboration Continuum: Moderate
Content Area:
Language Arts
Science
Content Topic: This is a 3rd grade animal research project, designed to teach research skills to third grade students.

Standards for the 21st-Century Learner

Skills Indicator(s):
1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
1.1.4 Find, evaluate, and select appropriate sources to answer questions.

Dispositions Indicator(s):
1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

Responsibilities Indicator(s):
1.3.1 Respect copyright/intellectual property rights of creators and producers.
1.3.5 Use information technology responsibly.

Self-Assessment Strategies Indicator(s):
1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
1.4.4 Seek appropriate help when it is needed.

Scenario: This lesson is necessary because it will prepare students for further research projects as they continue on through elementary, middle, and eventually the high school level. This lesson fits into the context of content area instruction. This lesson builds upon previous instruction the students have had with the Big 6 research model. In a prior session, students were introduced to the Big 6 research model, focusing on Step 1 - Task Definition. During this session, the focus will be on the next three steps of the Big 6 Research Model and students will begin the research process. The schedule is a bit difficult due to the fact that each class only comes to the library once per week, therefore, the time gap in between classes can affect this lesson. However, each class will spend about 5 minutes at the beginning for the session reviewing what was learned the prior week. Collaboration between the teacher and librarian is very effective. The teacher and librarian share the same type of role for this lesson. The teacher will do follow
up activities with the class and the librarian will formerly assess students on what they have learned about
the Big 6 research model.

**Overview:** The concept this lesson is designed to teach is research skills. The Common Core State
Standards emphasizes students engaging in short focused research. According to the Common Core State
Standards, students in grades 3-5 need to participate in research and writing projects throughout the
school year. The essential question students will explore is 'What is the Big 6 Research Model and what
are the steps involved in the research process?'

**Final Product:** The final product students will produce at the end of this unit is an animal research project
they have completed by using the Big 6 Research Model.

**Library Lesson:** The goal of the lesson is for students to receive adequate preparation and information
pertaining to the steps in beginning research. Students will learn the research process

**Estimated Lesson Time:** 120 minutes

**Assessment**

**Product:** Students will reflect on what they have learned during this process to determine that the skills
they have acquired are effective.

**Process:** Students will be given an assessment based on the Big 6 Research Model steps. Assessment
questions have been developed through these strategies.

**Student self-questioning:** Student self questioning: Can I recognize my personal strengths and
weaknesses over time to become a stronger, more independent learner?

**Instructional Plan**

**Resources students will use:**
Dataset (ie. lists, tables, databases)
Moving Image (i.e. animations, movies, tv program, video)
Interactive Resource (i.e. webpages, multimedia learning objects, chat services)
Text (books, letters, poems, newspapers, etc.)

**Interactive Resource URL:** http://

**Resources instructor will use:**
Laptop
Smart board

**Instruction/Activities**

**Direct instruction:** The class will review this week’s Big 6 steps 2, 3, and 4, Information Seeking
Strategies, Location and Access, and Use of Information. The class is working on researching an animal.
The students will work in small groups or independently to gather information about their pet. They will
use print sources that have already been pulled for their use, as we have a limited amount of time. The
students will also use laptops to access UDlibsearch for resources, as well as other websites for more
information.

**Modeling and guided practice:** We will review the steps we have already completed: 1. Task
Definition, along with the steps we are currently working on: 2. Information Seeking Strategies, 3. Location and Access, 4. Use of information. I will show the students notes that I have taken on my pet and remind them that notes are not always full sentences. In a previous session, the students have watched a modeled lesson about how to access information from websites and books. They have also reviewed the Dewey Decimal subject headings, although they will not be accessing books from the shelves, as our time is limited. Books have previously been pulled for their use.

Independent practice: The students will begin the research process on their chosen animal. The students have been given the option of working alone or with a partner as they may choose to research the same animal. They will each be responsible for completing their own presentations. Note sheets will be given for students to record their information.

Sharing and reflecting: Students will hand in their note pages for further work next class session. We will have a brief discussion about successes and frustrations during this class session. We will celebrate the successes and try to help remedy and support any frustrations.

Have you taught this lesson before: Yes

Strategies for differentiation: Fortunately, all students in this particular third grade class do not require differentiation. However, if there were a student(s), there are multiple resources available for use. For example, if a student had a visual impairment, there are many different websites that will accommodate these needs.

AASL/Common Core State Standards Crosswalk

English Language Arts:

CC.3.W.4 » English Language Arts » Production and Distribution of Writing » 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (3)

CC.3.W.6 » English Language Arts » Production and Distribution of Writing » 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (3)

CC.3.SL.1.d » English Language Arts » Comprehension and Collaboration » d. Explain their own ideas and understanding in light of the discussion. (3)

CC.3.W.7 » English Language Arts » Research to Build and Present Knowledge » 7. Conduct short research projects that build knowledge about a topic. (3)

CC.3.W.8 » English Language Arts » Research to Build and Present Knowledge » 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3)

CC.3.R.I.7 » English Language Arts » Integration of Knowledge and Ideas » 7. Use information gained
from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (3)
## Big6 Planning Sheet

<table>
<thead>
<tr>
<th>Big6 Step</th>
<th>Notes</th>
</tr>
</thead>
</table>
| #1 Task Definition | **Ask yourself:** What is the assignment?  
What is the problem I need to solve?  
- Choose an animal  
- Locate all of the information on the question sheet |
| #2 Information Seeking Strategies | Out of all the ideas, decide which sources are best for you to use.  
- One encyclopedia  
  Heinemann First Encyclopedia  
  Amazing Animals of the World  
- One online resource  
  Yahoooligans: Ranger Rick Field Guides  
  http://www.yahoooligans.com/content/animals/ |
| #3 Location and Access | Find out where the source is…then use keywords, a table of contents, or an index to help you find the information in the source.  
- Research Center: print resources…use the animal name as the keyword; use guide words to help you locate it.  
- Computer: use the animal name as the keyword or look under the animal’s class name. |
| #4 Use of Information | **Ask yourself:** What information is in this source?  
Which information is good for my problem or question?  
- Read from the source  
- Write down the keywords to answer your questions |
| #5 Synthesis | **Ask yourself:** How does all of the information fit together?  
What is the most appropriate way to present my findings?  
- Poster: animal, habitat, information  
- Oral Presentation: talk to the class about your animal |
| #6 Evaluation | **Ask yourself:** Did I record my research findings?  
Did I do my best work?  
- Re-read the assignment  
- Look at your notes and your poster and think about your oral presentation.  
- Give yourself a grade |
Your Assignment

You are a zookeeper in charge of caring for one animal in your classroom zoo. Choose one of the animals listed below. You will use at least one print resource and one online resource to gather as much information as you can about the animal. Then you will create a poster-sized habitat for the animal, complete with all of the information that you have found.

Place a check mark in the box next to the animal of your choice:

<table>
<thead>
<tr>
<th>Animal</th>
<th>Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flamingo</td>
<td>Rhinoceros (black)</td>
</tr>
<tr>
<td>Duck (mallard)</td>
<td>Cheetah</td>
</tr>
<tr>
<td>Goose (Canadian)</td>
<td>Ostrich</td>
</tr>
<tr>
<td>Swan (trumpeter)</td>
<td>Zebra (plains)</td>
</tr>
<tr>
<td>Owl (great horned)</td>
<td>*Ocelot</td>
</tr>
<tr>
<td>Condor (California)</td>
<td>*Great Hornbill</td>
</tr>
<tr>
<td>Eagle (bald)</td>
<td>*Malaysian Tapir</td>
</tr>
<tr>
<td>Lion</td>
<td>*Chacoan Peccary</td>
</tr>
<tr>
<td>Anteater (giant)</td>
<td>*Hoolock Gibbon</td>
</tr>
<tr>
<td>Elephant (African)</td>
<td>*Naked Mole Rat</td>
</tr>
<tr>
<td>Giraffe</td>
<td>*Black-footed Ferret</td>
</tr>
<tr>
<td>Hippopotamus</td>
<td>*Warthog</td>
</tr>
<tr>
<td>Monkey (spider)</td>
<td>*Arabian Oryx</td>
</tr>
<tr>
<td>Kangaroo (red)</td>
<td>*Caracal</td>
</tr>
<tr>
<td>Goat (rocky mountain)</td>
<td>*Impala</td>
</tr>
<tr>
<td>Rabbit (eastern cottontail)</td>
<td>*Addax</td>
</tr>
<tr>
<td>Pig</td>
<td>*Gorilla</td>
</tr>
<tr>
<td>Camel (Arabian)</td>
<td>*Chimpanzee</td>
</tr>
<tr>
<td>Sheep (bighorn)</td>
<td>*Okapi</td>
</tr>
</tbody>
</table>
Animal Name: ________________________________________

(Draw a picture of the animal)

1. What class does this animal belong to? (circle one)
   Mammal    Bird    Fish    Reptile    Amphibian    Insect

2. Describe this animal:
   (color, size, how many legs, does it have fur?, any unusual features)
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
3. How much does this animal weigh?

____________________________________________________

4. How tall or long is this animal?

____________________________________________________

5. What is a group of these animals called?

____________________________________________________

6. What are the babies of this animal called?

____________________________________________________

7. What does this animal eat?

___________________________________________________

___________________________________________________

8. Where does this animal live? (habitat; environment)

____________________________________________________

____________________________________________________

____________________________________________________
9. How is this animal born? (life cycle; alive?; hatch from an egg?)

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

10. Find 3 other interesting facts about your animal:

• ___________________________________________________________________
  ___________________________________________________________________
• ___________________________________________________________________
  ___________________________________________________________________
• ___________________________________________________________________
  ___________________________________________________________________

Now you are ready to put all of your information together and present it as a project!
Information Sources
Where did your information come from?

(Reference) Encyclopedia: MLA Style Citation

Author's name (last, first, middle)_________________________________________(period).

Article title ("quotation marks")_________________________________________(period).

Title of Encyclopedia (underlined)________________________________________(period).

Year______________followed by edition, abbreviated (ed.)____________(period).


Book: MLA Style Citation

Author's name (last, first, middle)________________________________________(period).

Title (underlined)_______________________________________________________(period).

Place of Publication______________________________________________________(colon):

Publisher_____________________________________________________________(comma), Year________________(period).


Internet Web Site: MLA Style Citation

Title of web site ("quotation marks")_________________________________________(period).

Date of access: Day Month (abbreviated-period.) Year_________________(no period)

URL (<Web site address in angle brackets>)____________________________________(period).