Chameleons Are Cool!

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Title/Role: School Library Media Specialist
Organization/School Name: Birmingham Public Schools-Quarton Elementary School
Location: Michigan

Grade Level: 2
Type of Lesson: Lesson in a unit
Type of Schedule: Fixed
Collaboration Continuum: Limited
Content Area: Science
Content Topic: Reptiles

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.
1.1.2 Use prior and background knowledge as context for new learning.
1.1.3 Develop and refine a range of questions to frame the search for new understanding.

Dispositions Indicator(s):
1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

Responsibilities Indicator(s):
1.3.4 Contribute to the exchange of ideas within the learning community.

Self-Assessment Strategies Indicator(s):
1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
2.4.3 Recognize new knowledge and understanding.

Scenario: In an informal discussion with teachers, the SL (school librarian) proposes helping to build prior-knowledge, research, and note taking skills to address a state science expectation S.IA.02.14 "Develop strategies and skills for information gathering and problem solving (books, internet, ask an expert, observation, investigation, technology tools)." prior to a district expectation to study reptiles and a nonfiction writing unit in the classroom. The teachers readily agree that this would be helpful. The lesson builds upon earlier work with nonfiction texts in the media center and the classroom. Prior to this lesson, the SL has read and discussed a fictional story about chameleons. The SL will introduce an inquiry model and note taking while reading a book about chameleons and then engage the class in the process. The SL is solely responsible for the teaching and assessment of this lesson as the lesson is conducted while providing common planning time for teachers. Following this lesson, students will research their own new learnings using a variety of sources that include books, websites, and online databases. Teachers will
continue to build on what students have learned about information gathering and note taking and also identify areas where students need further help.

Overview: As a class, students will participate in developing and using an inquiry model for gathering information and taking notes. The model includes accessing prior knowledge, developing questions, information gathering, and identifying any misconceptions about the topic of study. This model is explained by Debbie Miller in her book, Teaching with Intention. The essential questions for this unit include: How do chameleons' physical traits help them survive? How are chameleons alike or different from other lizards?

Final Product: As a class in two 30-minute periods, students will participate in learning an inquiry model and note taking skills that will be used in future inquiry pursuits.

Library Lesson: Students will learn a model for gathering information by accessing prior knowledge, reading for new information, and taking notes.

Estimated Lesson Time: 60 minutes

Assessment

Product: SL will assess the completed class graphic organizer and the individual notes contributed by students for understanding of the inquiry and note taking skills.

Process: SL observes students as they identify their new learnings and share how they would note the new learning, verify that their prior knowledge is correct, develop questions from their wonderings, and identify any misconceptions in their prior knowledge.

Student self-questioning: Did I participate and contribute to the group learning activity? Did I listen carefully enough to identify new information? Did I share information I already knew? Did I learn the process I needed to gather information?

Instructional Plan

Resources students will use:
Text (books, letters, poems, newspapers, etc.)

Resources instructor will use:
Other

Other instructor resources: A nonfiction book about chameleons (e.g., Chameleons Are Cool by Martin Jenkins), chart paper, markers, and sticky notes.

Instruction/Activities

Direct instruction: When the class comes in the SL has listed the following on a piece of chart paper: the title Chameleons for the upcoming topic of study and divided the remainder of the page into two large areas titled "What We Think We Know" and "What We Learned" and two smaller areas labeled "Questions" and "Misconceptions" (Miller 65-78). The SL will explain to students that this is a model for gathering information for their study of chameleons from reading a nonfiction book Chameleons Are Cool by Martin Jenkins. The SL asks students why they might be interested in learning more about chameleons (2nd graders in our district study reptiles). The SL begins with a discussion of the fictional story read the previous week and what students already know about chameleons recording each idea on
a sticky note placing them on the chart paper under "What We Think We Know". The SL discusses with students the importance of their prior knowledge and also the importance of verifying their prior knowledge during the information gathering process in case some of their prior knowledge may be incorrect (misconceptions). The SL also asks the students about any wonderings they have about chameleons, records those on individual sticky notes, and places under "Questions." The SL indicates that questions may be added any time during the reading of the book. The SL also asks students to take notice of how their prior knowledge was recorded (enough information in the SL's own words, but not in complete sentences and still understandable.) The SL begins reading the book asking students to raise a hand when they identify a new learning about chameleons or verify or refute something they thought they knew. The new learning is recorded on a sticky note and placed under "What We Learned" on the chart paper. Sticky notes of prior knowledge that has been verified are moved to "What We Learned" or "Misconceptions." New learnings that answer questions are recorded and placed on the question that they answered in the "Questions" area of the chart paper.

**Modeling and guided practice:** The SL models note taking and placing/moving information in all four areas of the inquiry model. As the SL starts reading the book, students are asked to do the same by raising their hand and immediate feedback is given regarding their note taking and/or movement of information in the model.

**Independent practice:** To demonstrate their learning, students are asked to identify new information and share how they would note the information as the SL continues to read the nonfiction book about chameleons, verify or refute prior knowledge by moving a sticky note from "What We Think We Know" on the chart paper to "What We Learned" or "Misconceptions", or acknowledge a question that had been answered by adding a new learning sticky note to the "Questions" area of the chart paper.

**Sharing and reflecting:** The SL asks students to turn and talk with a partner about the model used for gathering information and why each part of the model is important as the SL moves among partnerships to listen.

**Have you taught this lesson before:** Yes

**Strategies for differentiation:** Students are encouraged to share new learnings they have at their level of comprehension of the text or from class discussion. Students are also encouraged to seek out additional information, if they wish, on the topic of chameleons using additional resources that are available to them.
Works Cited
