Technology-Connected Lesson Plan

Title:	Louisiana Animals Newsletter
Grade Levels:	K-6
Curriculum Areas:	⌨ Science ⌨ Language Arts
Common Core Anchor Standards	⌨ Reading 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ⌨ Writing 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. ⌨ Speaking and Listening 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. ⌨ Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Lesson Objectives/ LA	⌨ SI-E-A1 Asking appropriate questions about organisms and events in the

Content Standards:	environment ⌨ LS-E-C1 Examining the habitats of plants and animals and determining how basic needs are met within each habitat ⌨ LS-E-C2 Describing how the features of some plants and animals enable them to live in specific habitats
NIET/TAP Rubric	⌨ <u>Motivating Students:</u> The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. ⌨ <u>Presenting Instructional Content:</u> Visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. Examples, illustrations, analogies, and labels for new concepts and ideas. ⌨ <u>Grouping Students:</u> -instructional grouping arrangements adequately enhance student understanding and learning efficiency. -most students participating in groups are held accountable for group work and individual work. ⌨ <u>Thinking:</u> Generate a variety of ideas and alternatives. • Analytical Thinking -participants analyze, compare and contrast, and evaluate and explain information. • Practical Thinking - participants use, apply, and implement what they learn in real-life scenarios. • Creative Thinking - participants create, design, imagine, and suppose. • Researched-based Thinking – participants explore and review a variety of ideas, models, and solutions to problems. ⌨ <u>Problem Solving:</u> -Identifying Relevant/Irrelevant Information -generating ideas -creating and designing ⌨ <u>Activities and Materials:</u> -support the lesson objective -are challenging -elicit a variety of thinking -provide opportunities for student to student interaction -relevant to participants lives -incorporate multimedia and technology -incorporate resources beyond the school curriculum text
Technology Connection:	⌨ Ultimate Writing and Creativity Center ⌨ Internet ⌨ Assorted reference CDs: Encarta, Grolier, World Book, Animal Planet, Children's Atlas of World Wildlife, Explorapedia, The Jungle, The Animals, DK Multimedia Amazing Animals.
Assessment:	⌨ Newsletter

	▭ Note taking guides ▭ Checklist for Final Draft (for student use) ▭ Checklist for Animal Newsletter (teacher's assessment)

Procedures:	▭ Assign each group a different Louisiana animal to research.
	▭ Distribute note-taking sheets, which name the assigned animal and the resources to use for research. One member from each animal group moves to become an expert in each of the resources available.
	▭ Students meet in four expert groups to become student experts to learn about one of the following resources:
	  1) <u>World Book</u>, <u>Encarta</u>, <u>Grolier</u>
	  2) Internet sites
	    Bluebonnet Swamp
	    Audubon Zoo
	    Other bookmarked animal sites
	  3) research on CD's – **<u>Animal Planet, Children's Atlas of World Wildlife, and Explorapedia,</u>**
	  4) research on CD's – **<u>Amazing Animals, The Jungle, and The Animals</u>**
	
	▭ The resource experts go back to their learning team to teach the different resources to their team members.
	▭ Team members research their own animal (p. 3.7), taking notes on the fact sheets provided (p. 3.8 – 3.10). Groups rotate from station to station to use those resources for fact finding. The expert for that group of resources should be the teacher so that all the other group members feel comfortable researching their animal. As groups move from station to station the expert changes according to the resource. All group members research the same animal for the Louisiana Animals Newsletter.
	▭ Learning teams divide the newsletter work using the Share the Work guide to assign jobs. Each Learning Team produces two pages with a total of four columns, using **Ultimate Writing and Creativity Center.** Each column will give information on that animal's …
	  1. habitat
	  2. appearance
	  3. diet
	  4. general facts
	▭ Groups proofread, edit, print. The Research Planning Sheet (p. 3.11) to help with the writing process for the newsletter. The Final Draft Checklist (p.3.13) should be used in the assessment process
	▭ Whole class produces one newsletter, staples all pages together to make a complete study of all Louisiana animals.

Materials:	▭ Technology resources listed above ▭ Bookmarked list of animal sites on Internet ▭ Scan converter for whole group instruction using TV ▭ Note taking guide ▭ List of animals ▭ Assessment forms ▭ Wide variety of printed materials about animals.