

3rd Grade

Lesson Plan Sample

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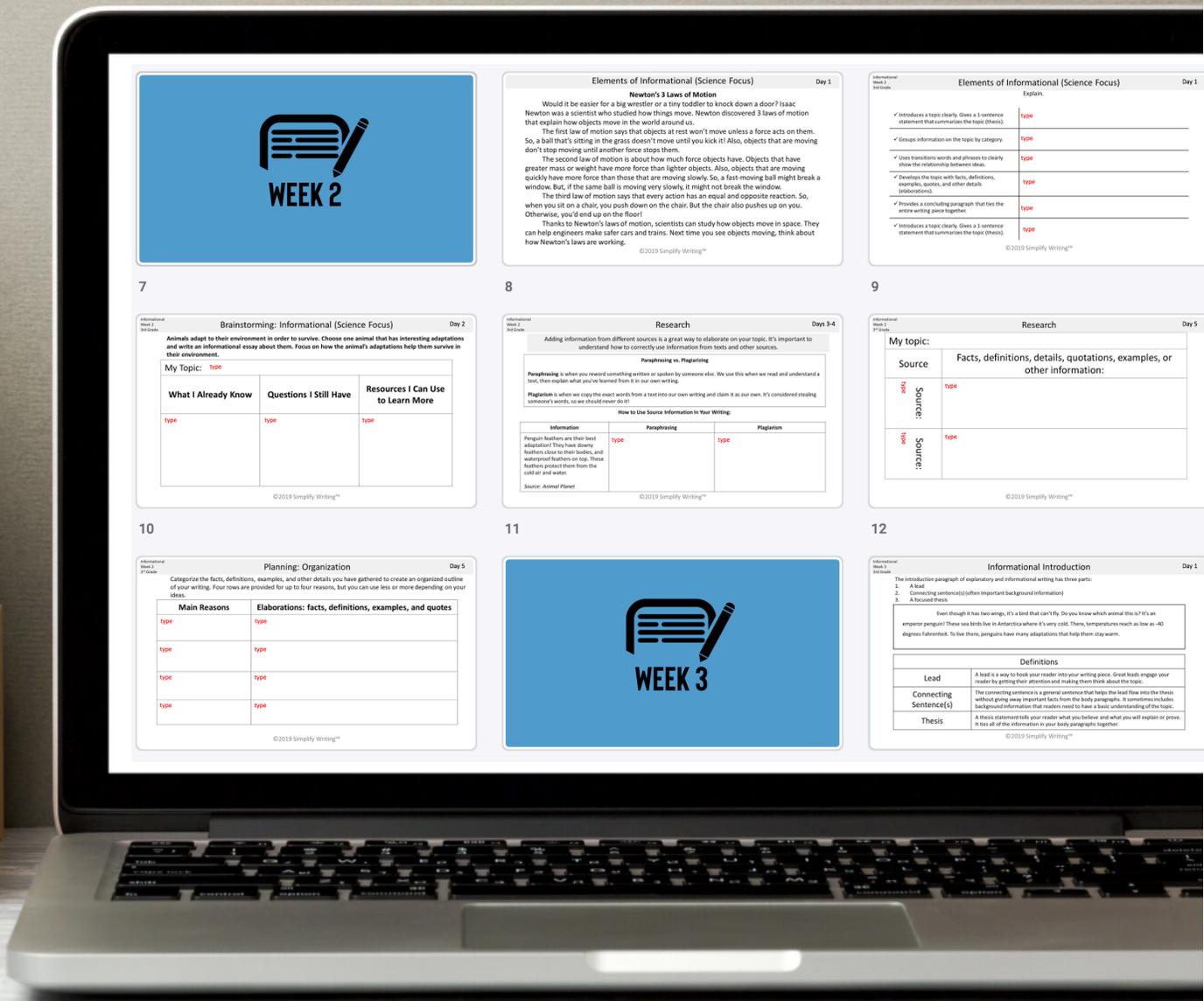


Digital Student Organizers

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WEEK 2

Elements of Informational (Science Focus) Day 1

Newton's 3 Laws of Motion

Would it be easier for a big wrestler or a tiny toddler to knock down a door? Isaac Newton was a scientist who studied how things move. Newton discovered 3 laws of motion that explain how objects move in the world around us.

The first law of motion says that objects at rest won't move unless a force acts on them. So, a ball that's sitting in the grass doesn't move until you kick it! Also, objects that are moving don't stop moving until another force stops them.

The second law of motion is about how much force objects have. Objects that have greater mass or weight have more force than lighter objects. Also, objects that are moving quickly have more force than those that are moving slowly. So, a fast-moving ball might break a window. But, if the same ball is moving very slowly, it might not break the window.

The third law of motion says that every action has an equal and opposite reaction. So, when you sit on a chair, you push down on the chair. But the chair also pushes up on you. Otherwise, you'd end up on the floor!

Thanks to Newton's laws of motion, scientists can study how objects move in space. They can help engineers make safer cars and trains. Next time you see objects moving, think about how Newton's laws are working.

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Elements of Informational (Science Focus) Day 1

Explain.

Introduces a topic; clearly gives a sentence statement that summarizes the topic (thesis).	type
Groups information on the topic by category.	type
Uses transition words and phrases to clearly show the relationship between ideas.	type
Develops the topic with facts, definitions, examples, quotes, and other details (elaborations).	type
Provides a concluding paragraph that ties the entire writing piece together.	type
Introduces a topic; clearly gives a sentence statement that summarizes the topic (thesis).	type

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Brainstorming: Informational (Science Focus) Day 2

Animals adapt to their environment in order to survive. Choose one animal that has interesting adaptations and write an informational essay about them. Focus on how the animal's adaptations help them survive in their environment.

My Topic: type

What I Already Know	Questions I Still Have	Resources I Can Use to Learn More
type	type	type

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Research Days 3-4

Adding information from different sources is a great way to elaborate on your topic. It's important to understand how to correctly use information from texts and other sources.

Paraphrasing vs. Plagiarism

Paraphrasing is when you reword something written or spoken by someone else. We use this when we need and understand a text, then explain what you've learned from it in our own writing.

Plagiarism is when we copy the exact words from a text into our own writing and claim it as our own. It's considered stealing someone's words, so we should never do it!

How to Use Source Information in Your Writing

Information	Paraphrasing	Plagiarism
Penguin feathers are their best adaptation! They have downy feathers close to their bodies, and waterproof feathers on top. These feathers protect them from the cold air and water. Source: Animal Planet	type	type

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Research Day 5

My topic: type

Source	Facts, definitions, details, quotations, examples, or other information:
type	type
Source: type	type
Source: type	type

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Planning: Organization Day 5

Categorize the facts, definitions, examples, and other details you have gathered to create an organized outline of your writing. Four rows are provided for up to four reasons, but you can use less or more depending on your ideas.

Main Reasons	Elaborations: facts, definitions, examples, and quotes
type	type

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WEEK 3

Informational Introduction Day 1

The introduction paragraph of explanatory and informational writing has three parts:

- A lead
- Connecting sentence(s) (often important background information)
- A focused thesis

Even though it has two wings, it's a bird that can't fly. Do you know which animal this is? It's an emperor penguin! These sea birds live in Antarctica where it's very cold. There, temperatures reach as low as -40 degrees Fahrenheit. To live there, penguins have many adaptations that help them stay warm.

Definitions	
Lead	A lead is a way to hook your reader into your writing piece. Great leads engage your reader by getting their attention and making them think about the topic.
Connecting Sentence(s)	The connecting sentence is a general sentence that helps the lead flow into the thesis without giving away important facts from the body paragraphs. It sometimes includes background information that readers need to have a basic understanding of the topic.
Thesis	A thesis statement tells your reader what you believe and what you will explain or prove. It is all of the information in your body paragraphs together.

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Informational (Science Focus) Week 2

Lesson 1	Elements of Informational Writing
Lesson 2	Brainstorming
Lesson 3	Researching
Lesson 4	Researching <i>Day 2</i>
Lesson 5	Organization: Planning

Animal Adaptations

Did you know that giraffes have tongues as long as your arm and polar bears have black skin? These are some examples of animal adaptations. An adaptation is a change in an animal's body or behavior that helps them survive in their environment. Some environments, such as deserts and very cold areas of the world, are very difficult to live in. Without adaptations, animals wouldn't be able to live even in these extreme habitats. Some animals that have some interesting adaptations include giraffes, camels, polar bears, lizards, and birds.

Giraffes live in the African savanna, a place where many other animals live. In order to survive where there is limited plant food, giraffes are very tall. While other animals eat grass, giraffes can eat leaves high up in trees! With their long, strong, flexible tongues, giraffes can pick leaves off the trees.

The desert, where camels live, is a very difficult environment in which to live because there is so little water. But camels can survive without water thanks to their humps. In them, they store lots of fat that can be broken down into water and energy. Camels can also drink water quickly when they find it, sucking up up to 30 gallons in 13 minutes!

Polar bears are another example of animals that have adaptations to help them survive in the cold. One of them is their fur, which features two layers. The outer protective hairs cover soft, warmer hairs on the inside. In addition, their skin is black which helps absorb sunlight, keeping the bears warm.

Some lizards live in the deserts. These kinds of lizards often dig holes in the sand to cool off in the shade. Some desert lizards also have special scales that stick out around their feet to help them keep from sinking into the sand. Another adaptation some lizards have is clear eyelid scales that protect their eyes when digging in the sand.

Many different birds are also adapted for different environments. For example, water birds have waxy feet that help them swim well. However, other birds have feet adapted for perching on trees. Another important animal adaptation is beaks, which can be specially shaped for catching insects, cracking seeds, or something else.

As you can see, animal adaptations help animals live in many different environments. From giraffes to camels, polar bears, lizards, and birds, all kinds of animals have adaptations that help them survive. Studying animals can help us learn even more about how they survive all over the globe in both icy waters and burning deserts.

Informational Mentor Text

The Adaptations of Emperor Penguins

Even though it has two wings, it's a bird that can't fly. Do you know which animal this is? It's an emperor penguin! These sea birds live in Antarctica where it's very cold. There, temperatures reach as low as -40 degrees Fahrenheit. To live in such a cold environment, emperor penguins have many adaptations that help them stay warm.

One way penguins have adapted to the cold weather is they have two kinds of feathers. Close to their bodies, they have warm downy feathers. On the outside, their feathers are waterproof. This means the cold air and water never touches the feathers close to their body. Penguins also have a thick layer of fat under their skin called blubber. It helps them stay nice and warm, no matter how cold it gets.

Another way penguins stay warm is by huddling. Emperor penguins are known for this. When there is a storm with lots of cold wind, the penguins form a big circle. They take turns on the outside of the circle where it's colder. This means that all penguins get a chance to be protected in the warm center.

Because of these important adaptations, penguins stay warm even in the coldest weather. Penguins' special feathers and layers of fat help them stay warm even when swimming in ice-cold water. They also work together to stay warm, huddling when there are snowstorms. Thanks to these amazing adaptations, emperor penguins are the only animals to reproduce on the continent of Antarctica during the winter.

Week 2: Lesson 1

Informational (Science Focus) | 3rd Grade

Purpose: I can list and explain the elements of informational writing.
I can find examples of the elements of informational text in another author's writing.

Standard(s):

CCSS.ELA-LITERACY.W.3.2--Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Materials

Print

- Teacher models (pgs. 8-9)
- Student pages (pgs. 10-11)

Digital

- Student Pages

Learning Goal

The student will recognize and explain elements of informational writing using mentor texts.

Success Criteria

- **Criteria 1:** The student is able to identify and highlight examples of the elements of informational writing. (Can be done with teacher assistance.)
- **Criteria 2:** Each element of informational writing is explained using the highlighted examples from the mentor text.

Mini-Lesson Steps (15 min.):

1. Introduce the mentor text and the genre of informational writing.
2. Discuss informational writing and the elements that are necessary to this style of writing.
3. Students will help develop a list of elements of informational writing piece using the mentor text. Use Teacher Model (Elements of Informational) to guide your discussion. Highlight/underline elements in the mentor text using Teacher Model whole group.

*Note: The teacher model on page 9 is for the teacher to fill out. Page 10 and 11 are student pages. You may choose to use the student pages if you'd like more room to work.

Student Portfolios (30 min):

1. Students work in partners to develop an explanation of how each example highlighted shows the element listed in the table. (If needed, this can be completed whole group.)

Closure (7 min.):

- [If this lesson was done whole group due to a need for more scaffolding, do a 3-minute closure.]
1. Bring the class back together and have partners share their explanations of each element.
 2. Allow students to add/change their explanations as partners are sharing (or as class discussions are taking place).
 3. Let students know they will refer back to this checklist as they write their own informational writing pieces.

Week 2: Lesson 1

Informational (Science Focus) | 3rd Grade

Mini-Lesson Overview

Mini-Lesson Script:

- "Last week we spent some time using topics we know about to teach others. This type of writing is called 'Informational' writing. Today we will look at a mentor text to see what informational writing has and what is needed to make it an informational writing piece."
- *[Read the mentor text and discuss any elements that students notice are different from other types of writing that have been previously taught/practiced.]*
- "Take a look at the "Elements of Informational" page. The elements of informational writing are listed on the left. Do we see any similarities to what we have been discussing?" *[Allow students to share.]*
- "Now we are going to find these elements in our mentor text 'Newton's Law of Motion'. As we read, you will be highlighting and underlining different elements of an informational piece along with me. Let's see what we can find."
- *[Use the Teacher Model to guide this discussion. You may use the same color key as the Teacher Model or develop your own with your students. If students have more independence in this area, you may want to release them once all elements have been discussed so they can do the explanation on their own or with a partner. However, if students are not as confident, you may want to provide scaffolding all the way through.]*

For each element, ask questions such as:

- "How did the author include this element in informational writing?"
- "Why do you think it is important to be sure this element exists in our informational writing pieces?"

Note: Remind students throughout the unit that they should refer to this checklist when writing their own drafts. This will help them ensure they have the necessary elements within their own informational writing piece.

Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest	<input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Take Student's Dictation/Provide Recording Equipment for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor

Elements of Informational (Science Focus)

Newton's 3 Laws of Motion

Would it be easier for a big wrestler or a tiny toddler to knock down a door? Isaac Newton was a scientist who studied how things move. Newton discovered 3 laws of motion that explain how objects move in the world around us.

The first law of motion says that objects at rest won't move unless a force acts on them. So, a ball that's sitting in the grass doesn't move until you kick it! Also, objects that are moving don't stop moving until another force stops them.

The second law of motion is about how much force objects have. Objects that have greater mass or weight have more force than lighter objects. Also, objects that are moving quickly have more force than those that are moving slowly. So, a fast-moving ball might break a window. But, if the same ball is moving very slowly, it might not break the window.

The third law of motion says that every action has an equal and opposite reaction. So, when you sit on a chair, you push down on the chair. But the chair also pushes up on you. Otherwise, you'd end up on the floor!

Thanks to Newton's laws of motion, scientists can study how objects move in space. They can help engineers make safer cars and trains. Next time you see objects moving, think about how Newton's laws are working.

Ex

✓ Introduces a topic clearly. Gives a 1-sentence statement that summarizes the topic (thesis). (purple)

✓ Groups information on the topic by category. (yellow)

✓ Uses transitions words and phrases to clearly show the relationship between ideas. (bold)

✓ Develops the topic with facts, definitions, examples, quotes, and other details (elaborations). (green)

✓ Provides a concluding paragraph that ties the entire writing piece together. (red/pink)

Elements of Informational (Science Focus)

Newton's 3 Laws of Motion

Would it be easier for a big wrestler or a tiny toddler to knock down a door? Isaac Newton was a scientist who studied how things move. Newton discovered 3 laws of motion that explain how objects move in the world around us.

The first law of motion says that objects at rest won't move unless a force acts on them. So, a ball that's sitting in the grass doesn't move until you kick it! Also, objects that are moving don't stop moving until another force stops them.

The second law of motion is about how much force objects have. Objects that have greater mass or weight have more force than lighter objects. Also, objects that are moving quickly have more force than those that are moving slowly. So, a fast-moving ball might break a window. But, if the same ball is moving very slowly, it might not break the window.

The third law of motion says that every action has an equal and opposite reaction. So, when you sit on a chair, you push down on the chair. But the chair also pushes up on you. Otherwise, you'd end up on the floor!

Thanks to Newton's laws of motion, scientists can study how objects move in space. They can help engineers make safer cars and trains. Next time you see objects moving, think about how Newton's laws are working.

Ex

- ✓ Introduces a topic clearly. Gives a 1-sentence statement that summarizes the topic (the topic sentence).
- ✓ Groups information on the topic into categories.
- ✓ Uses transitions words and phrases to clearly show the relationship between ideas.
- ✓ Develops the topic with facts, definitions, examples, quotes, and other details (elaborations).
- ✓ Provides a concluding paragraph that ties the entire writing piece together.

Newton's 3 Laws of Motion

Would it be easier for a wrestler or a toddler to knock down a door? Isaac Newton was a scientist who studied how things move. Newton discovered 3 laws of motion that explain how objects move in the world around us.

The first law of motion says that objects at rest don't move unless a force acts on them. So, a ball that's sitting in a car doesn't move until you kick it! Also, objects that are moving don't stop moving until another force stops them.

The second law of motion is about how much force objects have. Objects that have greater mass or weight have more force than lighter objects. Also, objects that are moving quickly have more force than those that are moving slowly. A fast-moving ball might break a window. But, if the same ball is moving very slowly, it might not break the window.

The third law of motion says that every action has an equal and opposite reaction. So, when you sit on a chair, you push down on the chair. But the chair also pushes up on you. Otherwise, you'd end up on the floor!

Thanks to Newton's laws of motion, scientists can study how objects move in space. They can help engineers make safer cars and trains. Next time you see objects moving, think about how Newton's laws are working.

Elements of Informational (Science Focus)

Use the mentor text *Newton's 3 Laws of Motion* to fill in the following table.

Explain.

✓ Introduces a topic clearly. Gives a 1-sentence statement that summarizes the topic (thesis).	
✓ Groups information on the topic by category.	
✓ Uses transitions words and phrases to clearly show the relationship between ideas.	
✓ Develops the topic with facts, definitions, examples, quotes, and other details (elaborations).	
✓ Provides a concluding paragraph that ties the entire writing piece together.	

Week 2: Lesson 2

Informational (Science Focus) | 3rd Grade

Purpose: I can use prior knowledge, along with information I read, to brainstorm about a topic for a given prompt.

I can brainstorm questions to research to build my knowledge on my topic and answer questions I may have.

Standard(s):

CCSS.ELA-LITERACY.W.3.7-- Conduct short research projects that build knowledge about a topic.

Materials

Print

- Teacher model (pg. 14)
- Student page (pg. 15)

Digital

- Student Pages

Learning Goal

The student will determine a topic to pursue in response to the prompt and begin to brainstorm what information will need to be gathered in order to answer the prompt.

Success Criteria

- **Criteria 1:** The student is able to determine a topic to pursue in response to the prompt.
- **Criteria 2:** The student is able to brainstorm at least two items for each category of the graphic organizer (facts they already know, questions they still have, and resources they can use).

Mini-Lesson Steps (15 min.):

1. Read “Animal Adaptations” as a class. *(Students should just listen to the text during the first read.)*
2. Introduce the prompt to the class. Discuss the prompt and answer any questions students may have.
3. Have students reread “Animal Adaptations”. They will be choosing an animal adaptation they find most interesting for their writing piece.
4. Discuss possible topics as a class. *(You may want to write these on the board or create a poster for student reference.)*
5. Model choosing a topic using “Penguin Adaptations”. Use the Teacher Model (Brainstorming: Informational) to model and think aloud how to fill out the graphic organizer.

Student Portion (15-30 min.):

1. Students work in partners to reread “Animal Adaptations”.
2. Partners will work together to help choose a topic.
3. Once students have chosen their topic, they will continue their work (teacher discretion if you would like this to be done independently or continue with partners). Students will fill out their own graphic organizer (Brainstorming: Informational) using the teacher's model as a guide.

Closure (5-7 min.):

- 1.. Students share their topics and at least one question they will research.

Before Lessons 3 and 4, gather sources for students to use. Visit the school library and have the librarian pull books for you. Choose a few student friendly websites for students to use.

Week 2: Lesson 2

Informational (Science Focus) | 3rd Grade

Mini-Lesson Overview

Mini-Lesson Script:

- "Today we will begin thinking about what we will be researching for our own informational writing. Our topic will be, 'Animal Adaptations.' First, we will read our mentor text. As I am reading, I want you to think about what you find most interesting. Once we are done reading, I will discuss our prompt for the unit. Next, you and a partner will read our text again with a different purpose. This time as you read you will be reading to decide what specific topic you want to write about." *[Read the Reference Text. Then introduce the prompt and the Brainstorming organizer. Explain that students will be reading the text a second time, but they are reading to choose which animal adaptation they'd like to learn more about. You may choose whether to have students read on their own or read with a partner.]*
 - "Now that we have read our text twice, I think we have a lot of topics to choose from! Let's share some animal adaptations that you could research or want to research more." *[Allow students to share their favorite topics. You may want to write these on the board or create a poster for students to reference.]*
 - "Now it's time to choose your topic. I will model for you how to choose a topic and how to find enough information to teach someone else about your chosen animal adaptation." *[Model choosing "Emperor Penguin Adaptations" as your topic. Students will NOT be filling out the organizer with you since the topic will be different. Their student pages are for their own topics.]*
 - "Because I just read the 'Animal Adaptations', I already know some things about these. I am now going to write what I learned in my graphic organizer." *[Model paraphrasing the information in the "What I Already Know" column.]*
 - "Even though I read our text on animal adaptations and emperor penguins, I still have a lot of questions that I want to research. I will write my questions here." *[Share your questions with students. Use the Teacher Model as a guide. You may add your own questions too. Make a point to note that the prompt gives us a question to ask by having us choose an animal with interesting adaptations.]*
 - "There are several places I can go to answer my questions. I will write my ideas here." *[Use the Teacher Model to add resources to the final column of the organizer. You may have access to other resources that you can add to the organizer.]*
 - "Now it is your turn to choose a topic and think about how you are going to teach someone all about it." *[Release students to the student portion of the lesson.]*
- **Be sure to gather some resources for students to use in the next lesson. Visit the school library and have the librarian pull books for you. Gather 4-5 student-friendly websites for students to use.****

Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest 	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Take Student's Dictation/Provide Recording Equipment for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor

Brainstorming: Informational (Science Focus)

Animals adapt to their environment in order to survive. Choose one animal that has interesting adaptations and write an informational essay about them. Focus on how the animal's adaptations help them survive in their environment.

My Topic: Emperor Penguin Adaptations		
What I Already Know	Questions I Still Have	Resources I Can Use to Learn More
<p>They live in a really cold environment.</p> <p>They have warm feathers.</p> <p>They have fat to keep them warm.</p>	<p>How else do emperor penguins stay warm?</p> <p>How cold does it get where they live?</p> <p>What happens when the weather changes?</p> <p>What is penguin fat called?</p>	<p>Books in the school library</p> <p>Credible online resources like Animal Planet and National Geographic</p> <p>Ask an expert</p>

Brainstorming: Informational (Science Focus)

Animals adapt to their environment in order to survive. Choose one animal that has interesting adaptations and write an informational essay about them. Focus on how the animal's adaptations help them survive in their environment.

My Topic:		
What I Already Know	Questions I Still Have	Resources I Can Use to Learn More
Sample		

Week 2: Lesson 3-4

Informational (Science Focus) | 3rd Grade

Purpose: I can use several sources to research my chosen topic.

I can use information from my sources and put it into my own words as I prepare to write my informational piece.

Standard(s):

CCSS.ELA-LITERACY.W.3.2-- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.3.2.B-- Develop the topic with facts, definitions, and details.

CCSS.ELA-LITERACY.W.3.7-- Conduct short research projects that build knowledge about a topic.

Materials

Print

- Teacher models (pgs. 18-20)
- Student page (pg. 21)

Digital

- Student Pages

Learning Goal

The student will use several sources to add information to their topic using paraphrasing and direct quotations.

Success Criteria

- **Criteria 1:** The student uses at least two sources.
- **Criteria 2:** At least one quotation and one paraphrased statement from each source (where possible).
- **Criteria 3:** Paraphrases maintain domain-specific vocabulary but are mostly in the author's own words.

Mini-Lesson Steps (15 min.):

This lesson will take place over two days. This mini-lesson is meant to be a little longer than usual on the first day. On the first day, the student portion will be highly scaffolded. The second day will be student research (still scaffolded as needed). The mini-lesson on the second day can be a review of the mini-lesson from the day 3 plus any questions you had the day before or any troubles students may have run into during that time.

1. Review the prompt and read the story using a graphic organizer.
2. Model and think aloud as you paraphrase text from "Animal Adaptations". Be sure to point out where the information came from in the text and how you put it in your own words using the Teacher Model (Research) as a guide. Be sure to mention and use the domain-specific vocabulary.
3. Model and think aloud using sentences when you want to use a direct quote. Use the Teacher Model (Research) for the quotes. Do the same for the paraphrased information. Make sure students know they can use more than two sources. They may not want to use "Animal Adaptations" as a source if the information is limited.

Student Work (15-30 min.):

1. Students with the same or similar topics may work in partners to help each other with their research.
2. Students will use teacher-provided sources and technology (if available) to begin answering questions from their brainstorming graphic organizer. They will take notes on the Research graphic organizer. *(Be sure to make several copies of this in case students use more than two sources.)*
3. Partners will help each other make sure they are taking complete notes and looking for answers to their questions.

Closure (5-7 min.):

1. On the first day, gather students together and discuss what was successful and what was harder for them. Be ready to include these in your mini lesson as you begin day 4.
2. On the second day, have partners share questions they began with and how they have answered them so far. Partners should make sure questions are answered completely and clearly.

Week 2: Lesson 3-4

Informational (Science Focus) | 3rd Grade

Mini-Lesson Overview

Mini-Lesson Script:

- "Today we begin researching our topic we chose in lesson 2. You will use your Brainstorming graphic organizers to help you think about what information you need in order to answer your questions. We may not find an answer to **every** question we have and that is okay. We will do our best to research and find what we can. Let's review our prompt and get started." *[Review the prompt with students and revisit your Brainstorming graphic organizer.]*
- "I am going to use 'Animal Adaptations' as my first source. I need to make sure I paraphrase my information when I put it into the 'What I Already Know' column of my Brainstorming graphic organizer. Paraphrasing is when we summarize the information we have learned. We want to keep important vocabulary and information, but we have to put the information into your own words. This is so we don't steal someone else's work." *[Model paraphrasing information. Use "Animal Adaptations" to point out how the words you are using are different than what the author of the Reference Text used.]*
- "Sometimes our resources can use a lot of words to explain something and don't need everything they are telling me. This is where we want to use paraphrasing. I want to read all of the information and then summarize it into my own words so I can use the details and information I want and need. My resource has all kinds of information about the emperor penguin and their adaptations. I want to paraphrase some of the information I have read and learned." *[Model paraphrasing information in your graphic organizer. Make sure to point out that the vocabulary is still there, but every sentence is from the source you are using.]*
- "A lot of times an author writes something, and it happens the way they wrote it. When I want to use their exact words, I need to use direct quotations. I want to use some of the information that I want to use in my writing, so I am going to use them in direct quotations. Let's practice how to do this together." *[Spend as much time on this as you need to and scaffold as much as you need for your students.]*
- "Now it is your turn to do some research. You need to start by looking at the questions you asked in your Brainstorming organizer. Think about what resources you want to use – this can be books about your animal's adaptation from the library or from websites I will share with you. 'Animal Adaptations' may not be a great source for us because it does not have a lot of detailed information about the animals. It is your choice whether you choose to use it or not. There are plenty of Research graphic organizers if you want to use more than two sources for information for your topic."
- Students will now begin to work on their own. Feel free to help students as needed – you know your students best. You may also need to help them along the way as they run into things you need to discuss with the rest of the class. Make note of things to review on day 4 as well.

Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
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Research

Adding information from different sources is a great way to elaborate on your topic. It's important to understand how to correctly use information from texts and other sources.

Paraphrasing vs. Plagiarizing

Paraphrasing is when you reword something written or spoken by someone else. We use this when we read and understand a text, then explain what you've learned from it in our own writing.

Plagiarism is when we copy the exact words from a text into our own writing and claim it as our own. It's considered stealing someone's words, so we should never do it!

How to Use Source Information in Your Writing:

Information	Paraphrasing	Plagiarism
<p>Penguin feathers are their best adaptation! They have downy feathers close to their bodies and waterproof feathers on top. These feathers protect them from the cold air and water.</p> <p><i>Source: Animal Planet</i></p>	<p>Penguins have two kinds of feathers. Close to their bodies, they have warm downy feathers. On the outside, their feathers are waterproof. This means the cold air and water never touches the feathers close to their body.</p>	<p>directly copied these exact words into my writing without using quotes or telling the source:</p> <p>Penguin feathers are their best adaptation! They have downy feathers close to their bodies, and waterproof feathers on top. These feathers protect them from the cold air and water.</p>

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<p>Penguin feathers are their best adaptation! They have downy feathers close to their bodies and waterproof feathers on top. These feathers protect them from the cold air and water.</p> <p><i>Source: Animal Planet</i></p>		

Research

My topic: Emperor Penguin Adaptations	
Source	Facts, definitions, details, quotations, examples, or other information I learned from the text, in my own words:
Source: Animal Planet	<p>They also stay warm by huddling, especially during a storm. They huddle in a circle and take turns on the cold outside of the circle.</p> <p>Their layer of fat is called blubber.</p>
Source: Nat Geo	<p>Emperor penguins live in Antarctica. Temperatures reach as low as -40 degrees Fahrenheit there!</p>

Research

My topic:	
Source	Facts, definitions, details, quotations, examples, or other information I learned from the text, in my own words:
Source:	
Source:	

Sample

Week 2: Lesson 5

Informational (Science Focus) | 3rd Grade

Purpose: I can sort information I have gathered into categories I have created.

Standard(s):

CCSS.ELA-LITERACY.W.3.7-- Conduct short research projects that build knowledge about a topic.

CCSS.ELA-LITERACY.W.3.8-- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Materials

Print

- Teacher model (pg. 24)
- Student page (pg. 25)

Digital

- Student Pages

Learning Goal

The student will create categories from their research and sort the information they have gathered into those categories.

Success Criteria

- **Criteria 1:** Student creates at least 3 categories of information.
- **Criteria 2:** Information in each category fits there and does not overlap with another category.
- **Criteria 3:** There is enough information in each category to write a paragraph.

Mini-Lesson Steps (15 min.):

1. Review the Brainstorming and Research organizers from previous lessons. Students will use both organizers for this lesson.
2. Model and think aloud as you create categories. Use the Teacher Model (Planning: Organization) as your guide. This will most likely be very difficult for students - take your time modeling and think aloud often, discussing the process. Information is coming from both the Brainstorming organizer and the Research organizer.
3. Explain to students that if a category does not have enough information to write a paragraph, they either need to gather more information, eliminate that category, or combine two categories together. Model how to do this if possible.

Student Portion (15-30 min.):

1. Students will work to create their categories from the information in their Brainstorming and Research organizers.
2. Once they are comfortable with their categories (you should check in to make sure categories work for their topic and information), they will start sorting their information into the correct category.

1. Have students get with their partner from lessons 3-4. Students will read or show the partner's graphic organizers to make sure categories make sense, have enough information, and are not repetitive.
2. Students should make any changes to their categories and/or information as needed.

Week 2: Lesson 5

Informational (Science Focus) | 3rd Grade

Mini-Lesson Overview

Mini-Lesson Script:

- “Wow! We have found a lot of great information on our topics the past two days! Now we will organize our information into categories. These categories will help us as we write our paragraphs in our informational piece. You will need both your Brainstorming organizer **and** your Research organizer for our lesson.” *[Spend time looking over both organizers and have students take out their organizers with you.]*
- “Coming up with categories can be very tricky. Just know, it is okay to make changes as you begin to sort your information. Often our categories do not work out the right way, the first time, and that is okay! I've already thought about my categories ahead of time, so that will help our lesson go a little faster today.” *[As you begin to make your categories, you may follow the teacher model or tweak things for your class and comfort level.]*
- “As I look back on the information I found, I noticed that there were different types of adaptations the emperor penguin used. I also know that my prompt wants me to teach my readers about adaptations that are interesting for my animal, so this is where I want to start my categories.” *[Show students in your graphic organizers where this information is. You may want to circle the information for one category, underline information for another, or just highlight information for different categories with different colors. It is important that students see that categories don't come from information that appear to be together in their notes. Also mention that categories shouldn't overlap so that you can figure out which category a piece of information should go in.]*
- “Now that I have my categories, I need to sort/organize my information into the categories I have created. When I am working, if I get confused on which category a piece of information belongs to, that may tell me I need to combine two categories because they are similar or that I may need another category.” *[Model how to sort your information. Talk /think aloud as you do this. You may notice that there is more information in the "Planning: Organization" organizer than in the research organizer. You may want to use this as an opportunity to think aloud about not having enough information in some of your categories and how you should look back over your research to add more information where needed.]*
- “Before you begin creating your categories and sorting your information/research, are there any questions? Go ahead and create your categories. I can check in with you and make sure we are understanding what categories you are creating. Remember, it is okay to make changes as you go. This is a process to help us best plan our writing and it doesn't need to be perfect right now. Also, even though we all are working on animal adaptations, your categories may work for your animal. We have different topics and found different information. This may make your task more difficult for you. Use your research to help guide your categories.” *[Have students to work. Make sure you are actively monitoring their progress. Scaffold as much as you need to, and guide students as needed.]*

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Planning: Organization

Categorize the facts, definitions, examples, and other details you have gathered to create an organized outline of your writing. Four rows are provided for up to four reasons, but you can use less or more depending on your ideas.

Category	Elaborations: facts, definitions, examples, and details
Adaptation #1: Physical Adaptations	<ul style="list-style-type: none"> - Two kinds of feathers <ul style="list-style-type: none"> - Warm, downy feathers close to body - Waterproof feathers on the outside - Blubber under skin
Adaptation #2: Huddling	<ul style="list-style-type: none"> - Penguins huddle together to protect from storms <ul style="list-style-type: none"> - Form a big circle - Take turns on the outside of the circle when it's cold - Every penguin gets a chance to be protected in the warm center

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Sample