Co-taught lesson plan
With Megan Northcote and Erin Bauer (3rd grade teacher)

Grade Level: 3rd

Library Context (fixed, flexible, combination, individualized instruction, stand-alone lesson, lesson in a unit, multiple lessons in a unit): *fixed, stand-alone lesson*

Collaboration Continuum (none, limited, moderate, extensive): extensive, co-taught

Content Topic: Research and nonfiction opinion writing

Estimated Lesson Time: two 45-minute lessons

STANDARDS FOR THE 21ST-CENTURY LEARNER

Skills Indicators: *2.1.5 - Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems*

Disposition Indicators: *3.2.2 Demonstrate teamwork by working productively with others*

Responsibilities Indicators: *1.3.5 Use information technology responsibly*

Self-Assessment Strategies Indicators: *2.4.1 Determine how to act on information (accept, reject, modify)*

Scenario: This is two 45 minute third grade lessons that will be co-taught in the media center during the school librarian's planning period on B day (Monday, March 20th and Monday, March 27th). This lesson will focus on using research skills to formulate and outline an opinion piece which they present visually using technology. This lesson comes at the the end of the fourth learning sequence for 3rd grade (February 1-March 18), and will offer a good opportunity for students to review these skills before moving forward.

Students will review basic components of opinion writing (opinions supported by reasons and examples to reach a conclusion) and will look briefly at books from the nonfiction series *Who Would Win?* by Jerry Pallotta as an example of opinion nonfiction writing.
http://alphabetman.businesscatalyst.com/WhoWouldWin

Students will get into pairs to research certain characteristics (body size, sense of smell/sight, physical defenses, predator or prey, etc.) about their own predetermined pair of animals (whale v. shark, lion v. tiger, etc.). Each student in the pair will access a couple of online encyclopedias listed below to conduct research on their ipad about their animal; each pair will be given one T-chart graphic organizer to write down and compare their findings. Then the pair will compare graphic organizers to form a hypothetical opinion as to which animal would win in a fight. Ultimately, the students will use Popplet, a graphic organizer app, to create one visual poster that states their opinion, provides 2-3 supporting reasons, and a conclusion.

Connection to state or local standards:
NC: W.3.1 Write opinion pieces on topics or texts supporting a point of view
NC: 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

AASL: 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and asses.

NC information and technology essential standard:
3.TT.1 Use technology tools and skills to reinforce classroom concepts and activities
    3.TT.1.1 Use a variety of technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.).
    3.TT.1.2 Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).

Overview: *(include objectives here, i.e., what the learner will know or be able to do)*
- Students will be able to conduct research about a specific topic (an animal) by accessing encyclopedia entries through online databases
- Students will be able to organize key information into a simple comparison graphic organizer and analyze the graphic organizer to formulate an opinion
- Students will be able to utilize a web 2.0 tool (Popplet) to create a well-organized visual that clearly articulates their opinion backed by researched details and/or reasons that support their opinion

Final Product:
Each pair will complete one T-chart comparison graphic organizer about their animals and one popplet organizer that showcases their researched opinion to the question 'Which animal would win?'.

Library Lesson(s):
CONNECT: Prior to the first class, the 3rd grade classroom teacher (Bauer) will have gone over basic elements of writing an opinion piece - Hamburger method
https://www.scholastic.com/teachers/blog-posts/genia-connell/graphic-organizers-opinion-writing/

Lesson 1:
During the first class, the teacher-librarian student teacher (Northcote) will introduce the project by introducing the *Who Would Win?* Series.
WONDER: The teacher-librarian will ask the students if they can think of different ways they could compare two different animals (habitats, physical features, etc.) and lead the students in a class discussion of this.
INVESTIGATE: The teacher-librarian will show the students on the smartboard where to access the different databases to research their predetermined animal pairs.

This piece fits with AASL standard 3.1 (efficient and ethical information seeking behavior), standard 3.2 (access to information), and standard 3.3 (information technology) as I instruct students in how to ethically research using a digital database to obtain information.

Through CML:
World Book Online - http://www.worldbookonline.com/kids/home#animalsworld
Power knowledge Animals - http://www.pklifescience.com/subject/11
Through CMS
NC Wise Owl:
Britannica School - http://school.eb.com/?target=%2Flevels%2Felementary
(10 minutes)

Bauer will instruct the student pairs on how to fill out a comparison T-chart graphic organizer (5 minutes)

CONSTRUCT: Northcote and Bauer will walk around assisting student pairs in accessing the appropriate databases and beginning their animal research using their ipads. Each student will complete a joint T-chart graphic organizer identifying the same set of characteristics about their animal (body size, habitat, food and how it kills it, physical defenses, etc.) (30 minutes)

EXPRESS: Students will submit a completed graphic organizer as a final product before leaving class. *This is a strong example of using a matrix to systematically organize information into columns to be able to compare the information (Harada, 72).*

REFLECT: Bauer will ask each student pair to share one interesting fact about their animal pair that might help them think about the essential question, "Who would win in a fight?"

Lesson 2:
CONNECT: Northcote will begin the lesson by reading part of one of the Who Would Win? books to the class discussing how the author decides which animal would win in a fight. (5 minutes)

WONDER: Northcote will ask students to review their graphic organizer from the previous week and talk within their pair about which animal they think would win in a fight. On the back of their graphic organizer, they would jot down a list of reasons to support their opinion. (5 minutes)

Bauer will review with students the proper opinion writing process (hamburger process).

INVESTIGATE: Northcote will demonstrate for students how to use Popplet to create a visual poster showcasing which animal won in their pair based on their opinion formulated through their research. (5 minutes)

Using a digital tool to create new knowledge is a strong example of AASL 1.4 (integrating 21st century skills and learning standards) because Popplet is a digital tool that can help foster critical thinking and enrich the creative process.

CONSTRUCT: Each pair's Popplet poster must include a visual image of the winning animal with an opinion statement, 2-3 supporting details, and a conclusion. Northcote and Bauer will walk around assisting students in creating their Popplet posters (one per pair)   (20 minutes)

EXPRESS: A few student pairs will share their poster with their class. They will give their supporting reasons to support their opinion.

REFLECT: Each student pair will fill out a checklist indicating that they have included all of the necessary components of their Popplet poster. *Students can use a rubric like a checklist to self-assess as they work on different phases of the project or to evaluate their work at the end of the project (Harada, 24).*

Assessment Product:
For the first lesson, the completed graphic organizer will be the exit ticket product. For the second lesson, the student pairs will create one Popplet poster per pair, but each student will fill out their own checklist, verifying that their poster has the following components:
·   At least one image of each animal taken from Creative Commons
·   State your opinion (which animal would win in a fight?)
·   Three supporting reasons
·   Conclusion statement

Assessment Process:
The graphic organizer will be filled out as the students are doing their research. (see below)
The checklist will be filled out after the Popplet poster is complete. (see below)

Essential Questions for students:
What physical characteristics does my animal have that makes it a strong predator against my partner's animal?
What special abilities does my animal have that makes it a strong predator against my partner's animal?
What are three specific facts that back up why I think my animal would win in a fight?
How do I use a digital tool to illustrate my opinion?

Instructional Plan
Resources students will use:
Ipads
Online encyclopedias:
Through CML: World Book Online -
http://www.worldbookonline.com/kids/home#animalsworld
Power knowledge Animals - http://www.pklifescience.com/subject/11
Through CMS
NC Wise Owl:

Britannica School - http://school.eb.com/?target=%2Flevels%2Felementary
Graphic organizer
Popplet
Checklist

Resources instructor will use:
Smartboard
Copy of Who Would Win? Books

Instruction/Activities

Direct Instruction:
Students will review opinion writing hamburger method; students will examine the Who Would Win book series

Modeling and guided practice:
Students will be shown how to access a few digital encyclopedias and then practice accessing them with Northcote and Bauer's assistance.
Students will be instructed on how to create a Popplet poster and Northcote and Bauer will make sure they can utilize the basic tools in Popplet on their ipads before creating their own.

Independent practice:
 Students will practice accessing digital databases on their own to fill out a graphic organizer.
Students will practice creating a Popplet poster on their own.
Students will talk in small groups about the reasons they think a certain animal would win.

Sharing and reflecting:
While not all students will have time to share with their class, they will share their graphic organizer and finished Popplet poster with the teacher. Some students will have time to share their findings at the end of lesson one and to share their Popplet poster at the end of lesson 2. Completing the checklist will be a good way to reflect on whether they included the correct elements in their poster and mastered their understanding of opinion writing.

Strategies for differentiation:
Prior to the first lesson, Bauer will pair students with an ideal partner based on their individual strength and weaknesses regarding research. The idea is for students to research their animal independently, but partners can help one another if certain students struggle more with independent research than others.

Who would win?

_____

Animal 1 _____		Animal 2 _____
	Where does it live? **What climate does it prefer?**	
	How big can it get ? **(weight, Length, Height)**	
	# What does it eat?	
	# How does it kill its prey?	
	Physical defense features you can see (spikes, camouflage, etc.)	
	Special physical defenses you can't see **(fast runner, really strong sense of smell, venomous etc.)**	
	Any other special characteristics that would help this animal win in a fight?	

Popplet checklist for pair-evaluation

Names:_____

_____

	😊	😐	☹️
Project requirements	**I did it!**	**I am almost there!**	**I didn't get there yet!**
Include at least one image of each animal taken from creative commons			
In one sentence, we clearly stated our opinion to the question "which animal would win in a fight?"			
We provided three supporting reasons for our opinion			
In one sentence, we concluded our argument by restating our answer to the question "which animal would win in a fight"			
Our project is free of spelling and grammatical errors			
Our project is formatted using the hamburger method			