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| **Day 3: Research** | **Informative Writing** |
|  | **Second Grade** |
| **Overview** | **Day 3 of 5** |
| This lesson will consist of modeling how to conduct research and take notes on important information from multiple resources. They will then use a graphic organizer to take notes as they collect at least three credible sources from the classroom library or from online databases. After they gather some notes, they will be able to decide what specific information they will include in their PSA scrips. The interactive word wall and QR codes will also be introduced for all students, especially ELLs, to reference as we continue throughout this unit and conduct research. | **Common Core Standards**  [CCSS.ELA-LITERACY.RI.2.6](http://www.corestandards.org/ELA-Literacy/RI/2/6/) Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| **Rationale & Big Question** |
| This will be a valuable lesson because my students will learn how to identify credible resources that are relevant to their topic of study.  Essential Question: How can we find credible sources to use to enhance informative writing pieces? |
| **Learning Objectives** |
| 1.Students will be able to collect at least 3 resources to use for research.  2.Students will be able to explain the research process with 90% accuracy.  3.Students will be able to complete a graphic organizer with relative information pertaining to their topic. |
| **The Lesson** | **Materials**   * A variety of books/articles on saving the planet * Access to the internet: Chromebooks or tablets * Mimio board * QR codes posted in room that lead to multiple reading levels of articles, diagrams, and pictures. * Graphic organizers * Sticky notes * Pencils |
| **Hook Time: 12:30** |
| I will engage my class in this lesson by starting off with creating an interactive word wall on our Mimio board. We will add important key words such as; earth, recycle, trees, pollution, planet. Students will be able to draw pictures of the words, add pictures from the web, and make connections to other objects or concepts underneath the word. I will also model how to use the QR codes to find research articles on Earth Day and protecting the environment. |
| **Central Learning Task Time: 12:35** |
| Students will collect resources to use for their research either from the classroom library or from the internet. They can scan the QR codes to find articles more easily and get right to reading. ELL students will be partnered with someone who will help the to use the interactive word wall and explore the articles and pictures from the QR codes. They will read the sources with their partners or groups and take notes on the key details from the text. This research process will provide them with more background knowledge on the importance of recycling, saving the environment, and community participation. This will prepare them to write their PSA scripts on day 4. The interactive word wall will address the issue that ELLs face of not understanding the basic vocabulary terms that have to do with the units. By having a visual representation of these terms, the lesson will make more sense to them and they will be able to expand on their learning. The QR codes will address the issue that ELLs face of not being able to read English. They will still be able to look at pictures, diagrams, and even have someone read it to them and they will be able to pick up on some of the key terms that were added to the interactive word wall. |
| **Closure Time: 1:20** |
| In closure, students will have the opportunity to share any interesting facts that they found during their research and they will be able to share any ideas that they have for their PSA scripts. We will review important key words that we added to the interactive word wall as a refresher for ELLs. Day 4 will involve drafting their scripts and day 5 will involve revising and filming their PSA announcements. |
| **Assessment** |
| To assess learning for today’s lesson I will check their research notes on their graphic organizers to make sure they are understanding how to take adequate notes pertaining to protecting the environment for Earth Day. I will be looking for the use of at least three different sources with at least three brief notes for each. My assessment of my ELLs will be based on the new vocabulary words they’ve learned and their ability to use the QR codes effectively to find information. |