

Owls, Bats & Spiders
Collaborative Lesson Plan
Grade 2

A non-traditional alternative to October/Halloween activities

Students will produce a simple report with a table of contents, facts, and bibliography on an animal.

Information Literacy Standards:

- Standard 1: Accesses info efficiently & effectively
- Standard 2: Evaluates information critically and competently
- Standard 3: Uses info accurately & creatively
- Standard 6: Strives for excellence in info seeking & knowledge generation
- Standard 7: Contributes to the learning community
- Standard 8: Practices ethical behavior
- Standard 9: Works effectively in groups to generate information

State (Arizona) Academic Standards

Writing:

Strand 1: Writing Process/ Concept 1 - Prewriting

- PO1. Generate ideas through prewriting (webbing)
- PO2. Determine purpose (communicate)
- PO4. Maintain a record (flip chart booklet)

Strand 1: CO 2 – Drafting

- PO2. Organize details into a logical sequence

Strand1: CO 3 – Revising

- PO2. Add additional details

Strand2: Writing Components/Concept 5 Sentence Fluency

- PO1. Write simple sentences.
- PO2. Write sentences that flow together and sound natural when read aloud.

Reading:

Strand 3: Comprehending Informational Text/Concept 1: Expository Text

- PO1. Identify the main idea in expository text
- PO3. Locate specific information by using organization features.
- PO5. Locate specific information from graphic features.

Procedure:

1. T-L meets with teachers to discuss project. Lib. Asst. - Prepare flip charts for note-taking. Cut 9 x 12 construction paper into 6 x 9 inch pages. Fold to form flip charts, staple.
2. T-L pulls appropriate books for student notes. Each pair of students will use one reference book.
3. **First session:** Discuss research and facts. (T-L) Students will have read several animal books in class with teacher as well as a fiction book about the animal. (C-T)
4. T-L & C-T -- Brainstorm questions for research: food, habitat, size, predators, enemies, defense. Choose 4 areas to research.
5. Distribute books and students read and share. Identify in flip chart the name of the animal, areas of research and bibliography information on last page (title, author, date only).
6. Use table of content to locate info. Use index to locate info.
7. **Next session:** Demonstrate note-taking on overhead with encyclopedia article. Process: Read, close, write. This can be done several times.
8. Students do one together, share. (Example: Everyone find the food). Write page number in the section.
9. Students complete the research. (Students may finish with teacher in class).
10. **Last session:** Re-read notes and add more information if necessary. Demonstrate finished shape report. Do cover, title page. Skip table of contents. Make one page for each research area; two or three sentences on each page. Create bibliography. Return to table of contents to write chapter titles and page numbers.

This is a very simple report at the beginning of the year. We concentrate on form and elements of the report. Later in the year, students do a larger report.