

# COLLABORATIVE LESSON PLAN- Grade 3 Ideas & Inventions FOSS kit

Instructional Date(s): \_\_\_\_\_ Grade:  3

## 1. Information Literacy Standard:

- Standard 1: Accesses info efficiently & effectively
- Standard 2: Evaluates information critically and competently
- Standard 3: Uses info accurately & creatively
- Standard 4: Pursues info related to personal interests
- Standard 6: Strives for excellence in info seeking & knowledge generation
- Standard 7: Contributes to learning community
- Standard 8: Practices ethical behavior
- Standard 9: Works effective in groups to generate information

## 2. State Academic Standard:

### Science:

- SC2-E1: Recognize scientific contributions made by all kinds of people
  - PO 1: Describe how contributions are made
- SC2-F2: Understand how knowledge is produced by scientific inquiry
  - PO 1: Describe results of scientific inquiry
  - PO 2: Explain how inquiry develops further exploration

### Reading:

Strand 1, Concept 6: Comprehension Strategies

3-R1-C6: Employ strategies to comprehend text.

- PO 1. Predict events and actions, based upon prior knowledge and text features.
- PO 2. *Compare a prediction about an action or event to what actually occurred within a text.*
- PO 3. *Ask relevant questions in order to comprehend text.*
- PO 4. Answer clarifying questions in order to comprehend text.
- PO 5. Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text.
- PO 6. Connect information and events in text to related text and sources.

Strand 2: Comprehending Literary Text

3-R2-C1: Identify, analyze, and apply knowledge of the structures and elements of literature

- PO 1. Compare (and contrast) literary elements across stories, including plots, settings, and characters.
- PO 2. *Describe characters (e.g., traits, roles, similarities) within a literary selection.*
- PO 3. Sequence a series of events in a literary selection.
- PO 4. Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.

Strand 3: Informational Text, Concept 1. Expository Text

3-R3-C1 Identify, analyze, & apply knowledge of the purpose, structures, and elements of expository text.

- PO 1. Identify the main idea and supporting details in expository text.
- PO 2. *Locate facts in response to questions about expository text.*
- PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics) in expository text.
- PO 4. Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information.
- PO 5. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text.

**Writing:** W-F1: Use the writing process, including generating topics, participating in prewriting activities, drafting, revising ideas and editing to complete effectively a variety of writing tasks. (I, O, V, W, F, C)

- PO 1. generate topics through prewriting activities (e.g., brainstorming, webbing, mapping, drawing, writer's notebook, K-W-L charts, scaffolds, group discussion)
- PO 2. align purpose (e.g., to inform, to entertain, to communicate) with audience
- PO 3. write a first draft with the necessary components for a specific genre
- PO 4. revise draft content (e.g., organization, relevant details, clarity)
- PO 5. edit revised draft using resources (e.g., dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference)
- PO 6. proofread revised draft
- PO 7. present final copy according to purpose e.g., read aloud, display, publish, mail, send, Perform

W-F4: Gather, organize and accurately, clearly and sequentially report information gained from personal observations and experiences such as science experiments, field trips and classroom visitors.

- PO 1. record observations (e.g., logs, lists, graphs, charts, tables, illustrations)
- PO 2. write an introductory statement
- PO 3. report events sequentially
- PO 4. write a concluding statement

W-F5: Locate, acknowledge and use several sources to write an information report in their own words. (I, O, W, F, C)

- PO 1. use resources (e.g., video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words
- PO 2. write an introductory statement, followed by details to support the main idea
- PO 3. list resources used by title

**Research:**

WP3-F5: Identify the need for data, obtaining it from existing sources such as the library, online databases or field research.

- PO 1. define data needed, database, library, data sources and field research
- PO 2. apply data from existing sources, such as the library, online database and field research

**Ed Tech:**

T1-F3: Use developmentally appropriate technology resources to access information and communicate electronically.

- PO 1. operate keyboard and other common input and output devices (including adaptive devices for specific needs when necessary)
  - a) uses device in response to software (e.g., point and click, arrow and enter/return keys)
  - b) uses keyboard effectively (e.g., knows locations, functions of keys, begins touch-typing strategies by grade three)
- PO 2. retrieve and save information (e.g., text documents, digital photos, music, video)
- PO 3. print documents, text or image

WP7-F2: Use technology to access information, demonstrating basic computer skills (e.g., pull-down menus, icons, passwords, key word searches).

- PO 1. define/discuss/give examples of technology
- PO 2. operate developmentally appropriate technologies to access information

**SIOP Language Objective:**

Preparation	Scaffolding	Group Options
<input checked="" type="checkbox"/> Adaptation of Content	<input checked="" type="checkbox"/> Modeling	<input checked="" type="checkbox"/> Whole class
<input checked="" type="checkbox"/> Links to Background	<input checked="" type="checkbox"/> Guided Practice	<input checked="" type="checkbox"/> Small groups
<input type="checkbox"/> Links to Past Learning	<input checked="" type="checkbox"/> Independent Practice	<input type="checkbox"/> Partners
<input checked="" type="checkbox"/> Strategies incorporated [list/group/label]	<input type="checkbox"/> Comprehensible Input	<input checked="" type="checkbox"/> Independent

**Integration of Processes** Reading Writing Speaking Listening**Application** Hands-on Meaningful Linked to objectives Promotes engagement**Assessment** Individual Group Written Oral**Procedure:**

1. Plan with teacher; gather items [wooden shuttle & bobbins]
2. First meeting: Read "Margaret Knight: Girl Inventor" to the class  
Make a chart [use different colors butcher paper] of story sequence: Beginning-Middle-End (use specific writing prompts of "In the beginning..."; "Then/Next..." & "In conclusion..." at the top of each column of chart.
3. Discuss details of the story with the students retelling and T-L or Classroom Teacher, recording the events in appropriate chart column; also create/brainstorm adjectives that describes Mattie on separate paper
4. Leaving the chart on the wall, invite the students to write a paragraph with the information generated from each column.
5. Next session: Quick review of story details; Students continue writing their paragraphs; Teacher & T-L monitor student writing, make suggesting etc. refer to chart papers
6. Show web sites on Amoskeag Mills:  
[http://acadweb.snhu.edu/pt3\\_at\\_snhu/Amoskeagmil/Index.htm](http://acadweb.snhu.edu/pt3_at_snhu/Amoskeagmil/Index.htm)  
<http://www.state.nh.us/markers/me124.html>  
[http://acadweb.snhu.edu/pt3\\_at\\_snhu/Amoskeagmil/Decline.html](http://acadweb.snhu.edu/pt3_at_snhu/Amoskeagmil/Decline.html)  
for added information
7. Next session: Model editing for capitals, complete sentences, punctuation, content, word choice; students edit their work using appropriate editing marks. CT & T-L monitor students, make suggestions. Those ready first begin using *Microsoft Word* to type their paragraphs
8. Next session: students re-write their three paragraphs using *Microsoft Word* to type their paragraphs [Some paragraphs will be typed and some hand written]
9. Last session: Students volunteer to present/read their work & show my PPT photos of Amoskeag Mills

CT= Classroom Teacher

T-L= Teacher-Librarian