**Unit 8 Table of Contents**

*Informational Reading (Reading, Research, & Writing in the Content Areas)*

|  |  |
| --- | --- |
| *Section* | *Page #* |
| * [Unit Goals and Standards](#goalsandstandards) | 3-4 |
| * [Unit 8 at a Glance](#ataglance) | 5-7 |
| * [English/Spanish/Russian Monthly Planner](#calendar) | 8-9 |
| * [Assessment Checklist](#assessmentchecklist) | 10-11 |

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| --- | --- | --- |
| *Lesson* | *Lesson Title* | *Page #* |
| [Lesson 1](#lesson1) | Researchers pick a research topic by using both their interests AND available resources. | 12-14 |
| [Lesson 2](#lesson2) | Researchers zoom in on a specific topic (or aspect of a topic) by reading fairly quickly (skimming) and finding a research topic for which there is enough information but not too much (just-right topic.) | 15-16 |
| [Lesson 3](#lesson3) | Researchers create a list of their subtopics by noticing concepts that appear in more than one text about their topic. | 17-18 |
| [Lesson 4](#lesson4) | Researchers gather information about their topic by creating a list of pertinent vocabulary. | 19-20 |
| [Lesson 5](#lesson5) | Researchers synthesize information by using words, text features and pictures, quickly jotting notes as they go.  Los investigadores sintetizan la información que encuentran en palabras, rasgos de texto e imágenes, y apuntan rápidamente cuando leen | 21-23 |
| [Lesson 6](#lesson6) | Researchers contribute to the class or group study by using on-the-run teaching tools (index cards, post-its, word detective’s chart, etc.).  Los investigadores contribuyen al estudio de la clase o grupo al usar herramientas rápidas de enseñar. | 24-26 |
| Lesson 7 | Researchers add to their knowledge by making connections between what they are studying now and what they have already studied about the topic (prior knowledge). | 27-28 |
| Lesson 8 | Researchers compare two topics by comparing and contrasting at the subtopic level.  Los investigadores comparan dos temas comparando y contrastándolos por su subtema. | 29-30 |
| [Lesson 9](#lesson9) | Researchers generate essential questions by looking back over their notes and grouping the information. | 31-32 |
| [Lesson 10](#lesson10) | Researchers focus their study by creating smaller, more focused questions. | 33-34 |
| Lesson 11 | Researchers synthesize their learning by using various ways to record information they find (review boxes and bullets, intro diagrams, tables and charts | 35-36 |
| [Lesson 12](#lesson12) | Researchers synthesize information across the text by noticing the feelings you get from informational images | 37-39 |
| Lesson 13 | Researchers compare various authors’ perspectives by asking “What does this author want me to learn/think? Why is it important for me to learn? | 40-41 |
| Lesson 14 | Researchers can identify important information by looking for signal words such as *all, most, few, but.* | 42-43 |
| Lesson 15 | Researchers process their information by stopping and discussing with their research group | 44-45 |

***Grade 3 Reading Unit 8***

***Unit of Study Planning Template***

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| Unit: Informational Reading (Reading, Research, and Writing in the Content Areas) |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * The Research Cycle: Starting with Collecting, Vocabulary, and Essential Questions * Becoming Specialists and Reading as Researchers – Synthesizing, Analyzing, and Exploring Essential questions in Subtopics * Presenting Knowledge to Others – Teaching Others with New Knowledge Gained |

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| Essential Questions:  *(These should be aligned with Goals.)* |  |

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| Standards: | 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.  3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.  3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to other with care, speaking one at a time about the topics and text under discussion). 3. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   3.W.7 Conduct short research projects that build knowledge about a topic. |

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| Key Vocabulary: | * Topic / tema * subtopic / subtema * essential questions / preguntas esenciales * compare / comparar * contrast / contrastar * Research / investigar * Vocabulary / vocabulario * Text features / rasgos del texto * Perspective / perspectiva * Inquiry / investigación, pregunta * Symposium / simposio |

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| Anchor Texts: | *Nonfiction books on various topics* |

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| Other Resources: | Tri-boards, iPads if possible. Internet resources on various topics, talk to librarian. |

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| Assessment:  *(Including CCSS performance task.)* | *FORMATIVE*   * Checklist, running records, etc. * Graphic organizers including subtopics and information | *SUMMATIVE*  Symposium presentations, tri-board with graphics. |

Informational book series (refer to readingandwritingproject.com for more books).

Unit of Study At A Glance Planner

* In mini-lesson format we model through a class research project. Then we send kids out to do their own projects in small groups. We may want to use two related topics for modeling in mini-lessons so that we can compare and contrast in lesson 8. (Calkins uses Italy and England). We could do our main focus on one topic and then do a little research prior to lesson 8 on another topic, so we can compare it to the main topic.

| **UNIT:** Informational Reading (Reading, Research, & Writing in the Content Areas) | | |
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| **GOAL:1**  The Research Cycle: Starting with Collecting, Vocabulary, and Essential Questions | **GOAL:2**  Becoming Specialists and Reading as Researchers – Synthesizing, Analyzing, and Exploring Essential questions in Subtopics | **GOAL:**  Presenting Knowledge to Others – Teaching Others with New Knowledge Gained |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Researchers pick a research topic by using both their interests AND available resources. (p. 136). 3.RML.8-1. * Researchers zoom in on a specific topic (or aspect of topic) by reading fairly quickly (skimming) and finding a research topic for which there is enough information but not too much (just-right topic). (p. 136)   3.RML.8-2   * Researchers create a list of their subtopics by noticing concepts that appear in more than one text about their topic. (p. 137)   3.RML.8-3   * Researchers gather information about their topic by creating a list of pertinent vocabulary. (p. 137)   3.RML.8-4.   * Researchers synthesize information by using words, text features and pictures and jotting notes as they go (p. 137)   3.RML.8-5.   * Researchers contribute to the class study by using on-the-run teaching tools (index cards, post-its, word detectives chart, etc.). (p. 137) 3.RML.8-6. * Researchers add to their knowledge by making connections between what they are studying now and what they have already studied about the topic (prior knowledge) (p. 138)   3.RML.8-7.   * Researchers compare two topics by comparing and contrasting at the subtopic level (p. 138) 3.RML.8-8. | * Researchers generate essential questions by looking back over their notes and grouping the information. (p. 139).   3.RML.8-9   * Researchers focus their study by creating smaller, more focused questions. (p. 139).   3.RML.8-10  MWTP – Remember, come up with questions about things you find fascinating (about your topic) (p. 139).   * Researchers synthesize their learning by using various ways to record information they find (review boxes and bullets, intro diagrams, tables and charts (p. 140). 3.RML.8-11 * Researchers synthesize information across the text by noticing the feelings you get from informational images (p. 140) 3.RML.3-12 * Researchers compare various author’s perspectives by asking “What does this author want me to learn/think? Why is it important for me to learn?” (p. 140) 3.RML.3-13 * Researchers can identify important information by looking for signal words such as *all, most, few, but (p. 140).* 3.RML.3-14 * Researchers process their information by stopping and discussing with their research group (p. 140). 3.RML.3-15 |  |

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| **WORKSHOP CALENDAR FOR:** | **Grade 3 Reading Unit 8** |  |
| **Unit of Study: Unit 8** | Informational Reading (Reading, Research, & Writing in the Content Areas) |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  | Researchers pick a research topic by using both their interests AND available resources. (p. 136). 3.RML.8-1. | Researchers zoom in on a specific topic (or aspect of topic) by reading fairly quickly (skimming) and finding a research topic for which there is enough information but not too much (just-right topic). (p. 136) 3.RML.8-2 | Researchers create a list of their subtopics by noticing concepts that appear in more than one text about their topic. (p. 137)  3.RML.8-3 | Choice Day |
| Researchers gather information about their topic by creating a list of pertinent vocabulary. (p. 137) 3.RML.8-4. | Choice Day | Researchers synthesize information by using words, text features and pictures and jotting notes as they go (p. 137)  3.RML.8-5. | Researchers contribute to the class study by using on-the-run teaching tools (index cards, post-its, word detective’s chart, etc.). (p. 137) 3.RML.8-6. | Researchers add to their knowledge by making connections between what they are studying now and what they have already studied about the topic (prior knowledge) (p. 138) 3.RML.8-7. |
| Researchers compare two topics by comparing and contrasting at the subtopic level (p. 138) 3.RML.8-8. | Researchers generate essential questions by looking back over their notes and grouping the information. (p. 139).  3.RML.8-9 | Researchers focus their study by creating smaller, more focused questions. (p. 139).  3.RML.8-10 MWTP – Remember, come up with questions about things you find fascinating (about your topic) (p. 139). | Researchers synthesize their learning by using various ways to record information they find (review boxes and bullets, intro diagrams, tables and charts (p. 140). 3.RML.8-11 | Choice Day |
| Researchers synthesize information across the text by noticing the feelings you get from informational images (p. 140) 3.RML.3-12 | Researchers compare various authors’ perspectives by asking “What does this author want me to learn/think? Why is it important for me to learn? (p. 140) 3.RML.3-13 | Researchers can identify important information by looking for signal words such as *all, most, few, but (p. 140).* 3.RML.3-14 | Researchers process their information by stopping and discussing with their research group (p. 140). 3.RML.3-15 | Choice Day |

**Assessment Checklist**

**Unit 8-** **Informational reading and research**

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|  | 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. | | 3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | 3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. | 3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic. | | **3.SL.1 (a)(b) (c)** | | |
| Name | ML 9 -- Asking and answering essential questions about their topic. | ML 15 – Group discussion comparing facts from various subtopics on the same topic. | ML 5 – Jot notes based on words, text features and pictures. | ML 11—Synthesizing information with boxes and bullets, charts, diagrams, etc. | ML 15 – Group discussion comparing facts from various subtopics on the same topic. | ML 4 – Create a list of pertinent vocabulary found in the research; use strategies to define it. | ML 7—Comparing new research to what other books on the topic have said. | ML 13 – Comparing perspectives of authors of different books on the same topic. | Come to discussion prepared. | Follow agreed-upon rules. | Ask questions to check understanding of information. Link comments to the remarks of others |
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* = Beginning √= Developing X= Secure

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| **Unit 8 Mini Lesson 1** |

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| **Unit of Study:** | Informational Reading (Reading, Research, & Writing in the Content Areas) |
| **Goal:** | The Research Cycle: Starting with Collecting, Vocabulary, and Essential Questions |
| **Teaching point:** | Researchers pick a research topic by using both their interests AND available resources. |
| **Catchy Phrase** | I’m Interested in Learning More About….Because…. |
| **Text:** |  |
| **Standard** | 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.  3.SL.1 Engage effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to other with care, speaking one at a time about the topics and text under discussion).   Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |

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| **Mini- Lesson: (**7-10 minutes total) |
| **Connection:**  Readers, not long ago we spent time learning how to read informational text. We used bullets and boxes to help us organizer information we were reading so we could then write a summary of what we learned.  Well today we’re going to continue working on informational text, but this time we are going to concentrate on being researchers! Researchers are people who find information from many sources – books, or magazines, or newspapers, or even TV shows and the internet – to understand more about a topic they are interested in.  This is so amazing! We are going to have the chance to pick something we really, really want to learn more about – and then we are going to find the materials we need to learn lots of lots of information about what we’re interested in. Just think of it – we could learn about the planets….or dinosaurs…or animal habitats…or another country or another state or about insects – the world of information is open to us! How exciting that’s going to be! All we need to do is decide WHAT we’re interested in, and then say, I’m Iinterested in learning more about…whatever is it…because…and think of a reason WHY we might be interested in that topic. After that, we check to see if we have resources we can use to help us learn more about that topic. |
| **Teach:**  Hmmm….So now I need to decide what I might be interested in learning more about. I have here a whole bunch of books I found in the library to get me started on my research. I won’t look on the internet just yet. I’ll use the books I have here to see if there’s anything I can use to help me find information about what I want to learn about.  My first job is to decide WHAT I’m interested in studying. Let’s see… (pretend to think…) I’ve always wanted to learn more about whales. So let me write down that idea on my chart paper so I don’t forget. (Write idea on chart paper.) Hmmm….flowers! I love flowers and I think I want to learn more about them because we have a garden at my house… (Write down that idea, too.) Let me think of one more….something I’ve always wanted to learn more about. Let’s see…what about insects? I’m interested in learning more about insects because some of them are really creepy and gross, and some of them like butterflies are really beautiful.  OK – so I’ve got three possible ideas. Whales….flowers…insects…I think I’ll pick insects.  Now that I’ve got my idea, I need to see if I have enough books here to give me information about insects.  (Teacher begins looking through a basket of books on various topics. Make sure there are plenty of insect books inside – as well as some FICTIONAL insect books.)  So…let’s see what I have in my basket. I’m interested in learning more about insects…How about this book? (Do a sort through the basket. Be sure that when you come to a fictional book on the ocean, you dismiss it by saying – Oops – how did that get in here? I’m researching something that’s true – not something that’s made up! Then “toss” that book aside.)  Wow – I found five books in my basket on insects. That’s just great! I bet that when I start my research on insects I’ll be able to get lots of information from these books! |
| **Active Involvement:**  Researchers, now it’s your turn. For each group of four students I’ve prepared a basket of books. In the basket of books is a topic that you might want to research some day on your own. Your job right now isn’t to decide whether you want to research this topic, or not. You job is to see if you have enough books in your basket to find information about that topic. If you find a book that you think will provide you with information about that topic, keep it in the basket. If you find a book that will NOT help you, put it outside the basket. Be prepared to explain why or why not you think the books would help you with your research, or not.  Researchers, I am very impressed by the way you were able to sort your baskets of books so quickly. I was also very happy to see some of you remembering to use text features like the table of contend\ts and the index to help you determine whether the books would provide you for enough information about your topic. |
| **Link:**  Researchers, the world is full of so many interesting topics to learn about. When you are interested in something, say to yourself, I’m interested in learning about….because… and follow your passion. The world is waiting for you to discover it! |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**:  Baskets of books for students with index card with topic on it; teacher basket of books; chart paper |

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| **Unit 8 Mini Lesson 2** |

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| **Unit of Study:** | Informational Reading (Reading, Research, & Writing in the Content Areas) |
| **Goal:** | The Research Cycle: Starting with Collecting, Vocabulary, and Essential Questions |
| **Teaching point:** | Researchers zoom in on a specific topic (or aspect of a topic) by reading fairly quickly (skimming) and finding a research topic for which there is enough information but not too much (just-right topic.) |
| **Catchy Phrase** | Is this topic too big? –No! It’s just right! |
| **Text:** |  |
| **Standard** | 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.  3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to other with care, speaking one at a time about the topics and text under discussion). 3. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |

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| **Mini- Lesson: (**7-10 minutes total) |
| **Connection:**  Researchers, yesterday we spent time brainstorming a few ideas on different topics we’d like to learn about, and what we’d like to learn about them. One of the things we talk about was deciding if we had enough resources – starting with books – too see if we could find enough information about our topic. We looked at baskets of books to see if the number of books we had was sufficient to provide us with enough information. |
| **Teach:**  So…yesterday I decided I wanted to learn about insects. Let me look at the books I found in my basket yesterday. (Pull out various books.) Wow – this book has lots of information about insects. There’s almost 300 pages here about insects. Three hundred pages?!? That’s A LOT of pages. I don’t think I’ll have enough time to read a book with 300 pages on insects.  Let me try this one. (Pull out another book on insects.) Hey, this book about insects looks great. Let’s see if it would be helpful to me. (Skim the book, holding it up so students can see what you’re doing.) Wow, this is another big book about insects. I know it would be great to read this whole book one day…You know, maybe finding information about “insects” isn’t such a good idea. Maybe “insects” is a too big topic – there’s just too much information.  I need to think about this some more. I still want to learn about insects… Wait a minute! Maybe I could learn about ONE KIND of insect, not EVERY insect. What kind of insect am I interested in learning more about? (Pretend to think.) I know – what about butterflies? Yeah, I really like that idea! Butterflies are so beautiful and I know a little bit about them already from first grade. Let me see if any of these insect books have sections about butterflies. I’ll skim the book and then I think I’ll use the table of contents and the index to help me see if there’s information about butterflies.  (Hold up books – model –finding information.)  This is GREAT! I found lots of pages in these three books about butterflies. I think butterflies must be a “just right” topic for me. There’s not too much information…it’s just right! |
| **Active Involvement:**  Researchers, let’s see if you can find a “just right” topic today. I’ve got the same baskets of books for you that we used yesterday, and the same topics. Your job is to see if you can find a “just right” topic in these books to learn more about. Remember, you don’t want too much information…you want a “just right” amount. Work with the people in your table group. Can you and your group agree on a “just right” topic to learn about? Skim your books and see what you can find.  (Students work in same groups as yesterday.)  Wow, this has been just great! I saw this table group take their books about the ocean and decide to find a “just right” topic about whales. This group took their basket of books about the solar system and decided to find a “just right” topic about Mars. Great work, everyone! |
| **Link:**  Researchers, it’s important to start off with a big idea about something you really want to learn more about. After that, if the topic is too big, you need to zoom in on one aspect of the big topic that you’d like to learn more about. As you’re deciding, say to yourself, Is this a too big topic? Or is it just right? That way you’ll be able to zoom in on something that you can learn about without feeling overwhelmed. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**:  Baskets of books from previous day |

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| **Unit 8 Mini-lesson 3** |

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| **Unit of Study:** | Informational Reading (Reading, Research, & Writing in the Content Areas) |
| **Goal:** | The Research Cycle: Starting with Collecting, Vocabulary, and Essential Questions |
| **Teaching point:** | Researchers create a list of their subtopics by noticing concepts that appear in more than one text about their topic. |
| **Catchy Phrase** | Here it is again! |
| **Text:** | Books about butterflies from previous day |
| **Standard** | 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.  3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to other with care, speaking one at a time about the topics and text under discussion). 3. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |

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| **Mini- Lesson: (**7-10 minutes total)  **Connection:**  Researchers, yesterday we spent time learning about how to pick a “just right topic.” At first I wanted to learn about insects, but then I realized that “insects” was just too big! So I narrowed it down to “butterflies.” I checked the books I had, and saw that there was lots of information about butterflies. That means that I’ve got just want I need to learn more about butterflies. |
| **Teach:**  Now that I’ve narrowed my topic down, I need to see what *sub-topics* are important to learn more about butterflies. Sub-topics provide information about different aspects of butterflies in all of these books. If I can find the same sub-topic in at least three books, then that information must be important. If I can’t find information in at least three books, then maybe I need to find a different sub-topic.  So, I’m going to skim the text of this book on butterflies, and then check the table of contents and the index to see if there’s something about butterflies that has lots of information about them. (Model this.) Look – there’s lots of information about the butterfly life cycle! That could be an important sub-topic. Let me skim this next book to see if the butterfly life-cycle is in this book, too. (Model) Yes! Here it is again! Let me choose one more book… (Model) Here it is again! The butterfly life cycle must be an important sub-topic because I can find so much information about it in three books |
| **Active Involvement:**  Researchers, now it’s your turn to investigate sub-topics. You will work with the same partners you had yesterday. You will use the same baskets of books. In your basket, you fill find your topic from yesterday. See if you can find just one subtopic you could find more information about. Remember, this information needs to appear in at least 3 of your books.  Researchers, it was interesting to see you work so hard to find a possible sub-topic for your research. For the group that is learning about polar bear, I saw they found the sub-topic of “habitat” in three books. Way to go! |
| **Link:**  Researchers, once you find your topic it’s important to see exactly what information about that topic - the “subtopic” is important. Check at least three books – skimming the text, using the table of content, and using the index – to see if a sub-topic appears in all three of these books. If it does, you can say to yourself, “Here it is again!” and know that you have found information that is important to knowing more about the topic you’ve picked. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**:  Baskets of books from days one and two; flow chart : topic -> sub-topics. |

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| **Unit 8 Mini Lesson 4** |

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| **Unit of Study:** | Informational Reading (Reading, Research, & Writing in the Content Areas) |
| **Goal:** | The Research Cycle: Starting with Collecting, Vocabulary, and Essential Questions |
| **Teaching point:** | Researchers gather information about their topic by creating a list of pertinent vocabulary. |
| **Catchy Phrase** | Write that word down! |
| **Text:** |  |
| **Standard** | 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.  3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to other with care, speaking one at a time about the topics and text under discussion). 3. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |

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| **Mini- Lesson: (**7-10 minutes total)  **Connection:**  Researchers, I can’t believe how much fun we’re having looking at different informational texts to help learn more about different topics. Over the past few days I’ve been working with you on how to find a topic to research that is not too big, but just right! Then we looked at how to find sub-topics within our topic to help more about our topic. After school yesterday I kept thinking about butterflies so much that I decided to write down three more sub-topics I found in at least three books. Here they are on my chart.  You know, as I was finding different sub-topics about butterflies to investigate I noticed that important vocabulary came up over and over again. I decided that if I keep seeing these same words they must be important in helping me gather information about my topic. |
| **Teach:**  Let me explain what I mean**.** Yesterday I showed you that at least three books on butterflies had information about the butterfly life-cycle. I kept seeing that word “life-cycle” in every book, so I knew it must be important. I decided to write it down in my Explorer Journal . In my journal there’s a special part for new and interesting vocabulary words . It’s my own dictionary where I’ll put important words about my topic! After I find an important word, I’ll write it down. Then I’ll draw a quick sketch and write a sentence about what the word means. (Model all of this.) That way I’ll never forget these important words when I present my research topic.  Then I saw the word “pupa” over and over again. I knew that had to be another important word, so I wrote it down in my Explorer Journal dictionary….drew a picture…and wrote a sentence telling what “pupa” means. |
| **Active Involvement:**  Researchers, now it’s your turn. You’ll use the same basket of books that you’ve been using, with the same partners. Inside your basket you’ll find the sub-topic that you discovered yesterday. Open your books and find information about that sub-topic. Are there vocabulary words that you keep finding again and again in that sub-topic? If there are, write them down! Write them on the “Practice” page of your Explorer Journal. (Show where this is.) Write the word, draw a quick sketch, and then write a sentence that tells what the word means.  Allow the students a few minutes to explore this process.)  I saw some quality work going on here right now. I saw W, X, Y, and Z deciding that “tundra” must be an important word in their sub-topic of “habitat” because “tundra” kept coming up over and over again. I then say W, X, Y, and Z fill our their practice dictionary page in their Explorer Journal. “Tundra” is a word they don’t want to forget! |
| **Link:**  Researchers, as you explore your sub-topics you’ll see important vocabulary come up again and again. If you see the same word, write it down in your Explorer Journal. That way you’ll have all the important vocabulary you need to understand your topic. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**:  Flow chart from day three – now filled in with four different sub-topics; chart for vocabulary; large “Explorer” Journal for vocabulary, and notes. Vocabulary section and “practice page” are highlighted. |

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| **Unit 8 Mini Lesson 5** |

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| **Unit of Study:** | Informational Reading (Reading, Research, & Writing in the Content Areas) |
| **Goal:** | The Research Cycle: Starting with Collecting, Vocabulary, and Essential Questions |
| **Teaching point:** | Researchers synthesize information by using words, text features and pictures, quickly jotting notes as they go.  Los investigadores sintetizan la información que encuentran en palabras, rasgos de texto e imágenes, y apuntan rápidamente cuando leen. |
| **Catchy Phrase** | Look at the WHOLE page, and jot as you go!  ¡Mira a la página entera, y apunta rápidamente! |
| **Text:** | *Butterflies and Moths* |
| **Standard** | 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |

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| **Mini- Lesson: (**7-10 minutes total) |
| ***Connection:***  *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  So far in our study of butterflies, we have picked a topic, come up with some subtopics and even picked out some vocabulary words that we have come across. Today we are going to look at one of our butterfly books and check out what kind of text features we find. Remember back in the fall we found lots of different text features in our nonfiction books (teacher reviews table of contents, captions, index, charts, etc.). Today we’re going to practice looking quickly at the words in the text, and also these text features, and jotting quick notes as we go. |
| ***Teach:***  *Demonstration (5-6 minutes)*  Let me show you what I mean. **Look at the whole page. Jot as you go!** On page 4, there is a cool chart. This is a text feature. The heading tells me the differences between butterflies and moths. I’m studying butterflies so I’m going to focus on the information about butterflies right now. Ooh, this is interesting. It says that most butterflies fly during the day. That’s what I’ve seen too. I don’t think I’ve seen a butterfly at night. I’m going to write, or JOT, that down. (Teacher jots note on chart paper set up to look like a page in kids’ “research notebook.” Research notebook will have a new section for each day’s research notes). OK, “butterflies fly during the day.” I wrote that quickly and now I’m ready to keep reading.  Let’s read on. (Teacher flips through the next few pages.) On page 11 the heading is “Caterpillars” so now we’re reading about caterpillars. On page 12 it has words in bold print. It says that some caterpillars are camouflaged to match their surroundings. Hmmm, I guess “camouflaged” is kind of like matching the stuff that’s around them so they’re harder to see. That’s cool; I’m going to write it down (on chart paper): “Some caterpillars are camouflaged.” That was quick.  Now I’m ready to keep looking for information. But I have to remember to look at the whole page; the pictures and the captions. **Look at the whole page. Jot as you go!** Ooh, on page 13 there are some neat pictures. I see little things hanging from plants. Hmm, let’s look at the captions, another text feature. The top one says that it’s the cocoon of the Gum Emperor Moth. The bottom picture is the chrysalis of a Monarch Butterfly. I wonder what a chrysalis is. Oh, here in the text it says that “butterfly and moth caterpillars form a chrysalis, or protective covering, in which they change into adults.” I’d better jot that down in my notebook. **Look at the whole page. Jot as you go!** (Teacher writes it down in the notebook). |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)*  OK, now you’re going to help me with this. Let’s go to page 21. **Look at the whole page. Jot as you go!** There’s a chart on this page that has the butterfly’s life cycle on it. Look at it for a moment and think about something interesting that you learned from it. Just a quick note! Now pretend your hand is your research journal and use your finger pencil to write that one fact from this chart.  Turn and talk and partner A, tell partner B what your quick note is.  Great, I heard…. (kids may say what one stage of the life cycle is, or which stage turns into which stage, etc.). (Teacher jots a few kid suggestions on the chart paper).  OK, now let’s look at this life cycle chart again. Ready? **Look at the whole page. Jot as you go!** Think of another quick piece of information and jot it quickly in your pretend research journal.  Now, partner B, you tell partner A what your quick note is.  Great, I heard…. |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)*  So, remember, today and every day, as we research about new things that we are interested in, it’s important to synthesize information by using words, text features and pictures, **the whole page,** and we can quickly jot notes as we go. Then we get back to looking for more information. **Look at the whole page. Jot as you go!** |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

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| **Unit 8 Mini Lesson 6** |

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| **Unit of Study:** | Informational Reading (Reading, Research, & Writing in the Content Areas) |
| **Goal:** | GOAL 1: The Research Cycle: Starting with Collecting, Vocabulary, and Essential Questions |
| **Teaching point:** | Researchers contribute to the class or group study by using on-the-run teaching tools (index cards, post-its, word detectives chart, etc.).  Los investigadores contribuyen al estudio de la clase o grupo al usar herramientas rápidas de ensenar. |
| **Catchy Phrase** | Hey! I could add this to the rest of the group’s information!  ¡Oye! ¡Yo podría añadir esto a la información del grupo! |
| **Text:** | *Butterflies and Moths* |
| **Standard** | 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |

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| **Mini- Lesson: (**7-10 minutes total) |
| ***Connection:***  *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Yesterday we talked about how we can look through books quickly, at not just the text but also all of the text features, like pictures and captions, and pull out quick notes about our topic. Today we’re going to take that one step further and use those notes to teach others in our group about what we’ve been reading about. When we make an interesting note that’s about a subtopic that our group is writing about, we stop and say **Hey! I could add this to the rest of the group’s information!** |
| ***Teach:***  *Demonstration (5-6 minutes)*  Let me show you what I mean. Here we have some tools that each group will be using (teacher holds up a group vocabulary chart, similar to the GLAD cognitive content dictionary, and an organizer with space on it for 4 or so subtopics for each group topic).  Let’s say so far we decided that our subtopics for butterflies would be…(teacher reads off the subtopics). My subtopic is about the physical characteristics of butterflies and Sandra is writing about what butterflies eat. As I read, I find some cool information about what butterflies eat. I’d better tell Sandra! **Hey! I could add this to the rest of the group’s information!** It says here on page 7 that butterflies suck nectar from flowers. It’s not about my subtopic so I might not want to write it in my own research journal, but I’m going to write it on the group organizer under “what butterflies eat.” (Teacher writes the fact under that section of the organizer). |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)*  OK, now you’re going to help me with this. Let’s go to page 12. Here it says that some caterpillars “are brightly colored to warn predators that they might be poisonous.” I didn’t know that some caterpillars are poisonous to other animals. **Hey! I could add this to the rest of the group’s information!** I’ve got a cool fact but it’s not on my subtopic. What do I do?  Partner A, tell partner B what I should write and where I should write it. (Partner A tells partner be that “some bright-colored caterpillars are poisonous to other animals” goes in the section on “caterpillars” on the group organizer)  Great! I heard....  Now let’s read a little more. Here on page 22 it says that butterflies **pollinate** flowers. It’s a bold word, so let’s check the glossary to see what it means. Oh it means to carry nectar or pollen from one plant to another, so the plants can reproduce. That doesn’t talk about physical characteristics, but it still sounds important **Hey! I could add this to the rest of the group’s information!**  Partner B…  **Look at the whole page. Jot as you go!** There’s a chart on this page that has the butterfly’s life cycle on it. Look at it for a moment and think about something interesting that you learned from it. Just a quick note! Now pretend your hand is your research journal and use your finger pencil to write that one fact from this chart.  Turn and talk and partner A, tell partner B what your quick note is.  Great, I heard…. (kids may say what one stage of the life cycle is, or which stage turns into which stage, etc.). (Teacher jots a few kid suggestions on the chart paper).  OK, now let’s look at this life cycle chart again. Ready? **Look at the whole page. Jot as you go!** Think of another quick piece of information and jot it quickly in your pretend research journal.  Now, partner B, you tell partner A what your quick note is.  Great, I heard…. |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)*  So, remember, today and every day, as we research about new things that we are interested in, it’s important to synthesize information by using words, text features and pictures, **the whole page,** and we can quickly jot notes as we go. Then we get back to looking for more information. **Look at the whole page. Jot as you go!** |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:**  You could choose to either have kids contribute information to the whole-class study or to their small group study. This lesson models how kids would contribute to their small group’s research. |
| **Materials**:  Each group will have a group vocabulary chart with the word, what I think it means, what it actually means, and a picture (see lesson 4). There will also be a large group organizer (or folder) divided into the 4 or so subtopics, one per group member. |

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| **Unit 8 Mini Lesson 7** |

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| **Unit of Study:** | Informational Reading (Reading, Research, & Writing in the Content Areas) |
| **Goal:** | The Research Cycle: Starting with Collecting, Vocabulary, and Essential Questions |
| **Teaching point:** | Researchers add to their knowledge by making connections between what they are studying now and what they have already studied about the topic (prior knowledge).  Los investigadores |
| **Catchy Phrase** | I’m always adding new information to what I already know |
| **Text:** | Previously read “Butterflies and Moths”  “We Need Insects” |
| **Standard** | 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |

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| **Mini- Lesson: (**7-10 minutes total) |
| ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  So we’ve been researching about topics that interest us. And something that I’ve been reading about have been butterflies. Remember when we read this book, Butterflies and Moths? Remember when we read about them? We learned what they look like, what they do. We also learned that they pollinate flowers and plants.  Researchers add to their knowledge by making connections between what they are studying now and what they have already studied about the topic (prior knowledge). |
| ***Teach:*** *Demonstration (5-6 minutes)*  Remember this other book, I need insects. I looked in the index to see if there was anything about butterflies because that’s what I’m interested in reading about. The index says there is information on butterflies on page 4 and 6. Let’s go to page 6. I read this and it explains how the butterfly pollinates flowers. I already knew from the other book I read that butterflies pollinate flowers. But I didn’t know how they did it. Now I know that when they land on a flower, pollen sticks to their bodies. Then when they fly from flower to flower they spread the pollen. I’m always adding new information to what I already know.  I already knew that\_\_\_\_\_\_\_\_\_, and now I know\_\_\_\_\_\_\_\_\_. |
| ***Active Involvement:***  Now it’s your turn. Think about what we’ve already learned about butterflies. I’m going to read you a paragraph from this new book on butterflies.  (read paragraph on pg. 8 called “Flutterby”.)  Now turn to your partner and share with them something new that you learned on this page about butterflies  I already knew that\_\_\_\_\_\_\_\_\_, and now I know\_\_\_\_\_\_\_\_\_.  Great I heard \_\_\_\_ say that they already knew\_\_\_\_\_\_ and now they know\_\_\_\_\_\_\_.  I’m always adding new information to what I already know. |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)* |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

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| **Unit 8 Mini Lesson 8** |

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| **Unit of Study:** | Informational Reading (Reading, Research, & Writing in the Content Areas) |
| **Goal:** | GOAL 1: The Research Cycle: Starting with Collecting, Vocabulary, and Essential Questions |
| **Teaching point:** | Researchers compare two topics by comparing and contrasting at the subtopic level. |
| **Catchy Phrase** |  |
| **Text:** |  |
| **Chart** | Box and t chart with sentence frames  Chart from pg 4-5 projected for reference |
| **Standard** | 3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic. |

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| **Mini- Lesson: (**7-10 minutes total) |
| ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Yesterday we started synthesizing new information to what we already knew about butterflies. That book about butterflies and moths compares and contrasts butterflies and moths to teach us about them both. Readers can learn a lot about a topic when they think about similarities and differences between two things. Today we’re going to learn how to compare and contrast 2 things at the subtopic level. |
| ***Teach:*** *Demonstration (5-6 minutes)*  In this book about butterflies and moths that we’ve been using, butterflies and moths both fly. Look here on page 4-5. The first characteristic they have in common is flight. When we look for differences, or contrast, 2 things they have to be things that are related. So butterflies fly during the day time, while moths fly at night. Did you notice that everything I talked about had to do with flying? Flying is the subtopic.  (fill in flying examples on box and t-chart as you go)  Another subtopic I could use to compare and contrast could be their color. Both butterflies and moths have colored wings. Butterflies’ wings are brightly colored, while moths’ wings are dull colored.  Researchers compare two topics by comparing and contrasting at the subtopic level. |
| ***Active Involvement:***  Now it’s your turn. With your elbow partner, choose another subtopic from our chart on the projector (ie body, antennae, wings or proboscis). Students you are going to use the sentence frame we created to compare and contrast the butterflies and moth on the specific subtopic you chose. If you decide to talk about their body, you need to talk about their body the whole time.  (Let students talk with their partner)  I heard \_\_\_ comparing \_\_\_ subtopic and they said \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  \_\_\_\_\_in reading about tarantulas. They’ve learned they have 8 legs, hair. But now he realizes he’s really interested in spiders and grabs another book about black widows. A good way that \_\_\_ can summarize what he’s learned is to compare and contrast between those 2 types of spiders. Today when you’re continuing to research about topics that interest you, be looking for ways that you can compare and contrast subtopics.  Researchers compare two topics by comparing and contrasting at the subtopic level. |
| **Mid-Workshop Teaching Point:**  Teacher brings information on a topic (ie. great white shark and hammerhead shark) to show briefly how you could compare and contrast them. |
| **Share:**  Have students come up to share the sentence frame to show their comparison and contrast. |
| **Notes:** |
| **Materials**: |

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| **Unit 8 Mini Lesson 9** |

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| **Unit of Study:** | Informational Reading (Reading, Research, & Writing in the Content Areas) |
| **Goal:** | Becoming Specialists and Reading as Researchers – Synthesizing, Analyzing, and Exploring Essential questions in Subtopics |
| **Teaching point:** | Researchers generate essential questions by looking back over their notes and grouping the information. |
| **Catchy Phrase** | Do I have enough information?  ¿Tengo suficiente información? |
| **Text:** | Assorted sources of information about Butterflies |
| **Standard** | 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  3.W.7 Conduct short research projects that build knowledge about a topic. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:***  How this fits in with what we’ve been doing **(**1-2 minutes)  Ok class are going to continue the great work we have been doing in our groups by looking back at the information we have collected and refining our research. We need to look at all the information we have collected about Butterflies and focus in on four essential questions that we are going to research.  It is important that we choose 4 essential question topics for us to have success in our research. |
| ***Teach:***  Demonstration- Guided Practice**-**Explicitly telling & showing an example- Inquiry(5-6 minutes)  Before I can start deciding on my questions, I first need to look at the information I collected. It is important to see what groups of information I really have when I decide on my questions. I need to categorize them into similar piles. Then as I’m thinking of questions I need to ask myself, do I have enough information?  Watch me as I look through all my information, group it in similar groups and then decide on which 4 essential questions I will research. While I do this I ask “Do I have enough information?”  (teacher models while thinking aloud, grouping notes/books, and then deciding on 4 questions to answer) |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)*  OK Now, it’s your turn. You saw me sort through my information. Group my information into similar groups. Then, you saw me think “Do I have enough information?” and if I did go ahead and create an essential question.  Now when I say go, in your group you are going to use all your information and create groups. Once you have finished that you are to come up with 4 essential questions for your research project. Don’t forget to ask yourself “do I have enough information?”  And Go!  *(*get class attention)  Great work I saw \_\_\_\_\_\_\_ sort their information in to groups and came up with a great essential question.  Now remember when researchers come up with their questions they ask themselves “Do I have enough information?” and if they do, then they can create an essential question*.* |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)*  Today and every day, when you are thinking about a research project you need to look at your information, group it into groups and ask yourself “Do I have enough information?” If you do, go ahead and create a question to answer. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**:  Information, books, on Butterflies. |

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| **Unit 8 Mini Lesson 10** |

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| **Unit of Study:** | Informational Reading (Reading, Research, & Writing in the Content Areas) |
| **Goal:** | Becoming Specialists and Reading as Researchers – Synthesizing, Analyzing, and Exploring Essential questions in Subtopics |
| **Teaching point:** | Researchers focus their study by creating smaller, more focused questions. |
| **Catchy Phrase** | Researchers are specific. Investigadores son específicos. |
| **Text:** | Assorted sources of information about butterflies  Lesson 8-9’s created study questions. |
| **Standard** | 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  3.W.7 Conduct short research projects that build knowledge about a topic. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** How this fits in with what we’ve been doing **(**1-2 minutes)  Yesterday we grouped our information for our study and came up with questions to answer based on those groupings. But in order for us to have a better report we must get more specific.  Do you remember how we became more specific by zooming in from the topic of insects to the subtopic of butterflies? |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry(5-6 minutes)*  Well, Today we are going to zoom in on our study questions by creating smaller, more focused questions.  Let’s review the questions that I came up with yesterday. (Show the 4 questions on board) Now these are good question to start my study with, but if I want an even better study, I need to be more specific. Good researchers are specific.  So to get more specific we need to zoom in to a specific part of the topic.  Let’s think about my question on what butterflies eat? Researchers are specific, so I need to be more specific. This question applies to ALL butterflies. I don’t want to tell you about ALL the butterflies in the world and what they eat. I only want to tell you about what the Monarch butterfly eats because that is what I am studying about. So I am going to rewrite this to be more specific. I am going to answer the question “What do monarch butterflies *eat?”*  See how I did that? I made my question more specific to my topic. |
| ***Active Involvement:*** *(2-3 minutes)*  As you’ve been researching your topics, you have probably thought about “What am I curious to know more about?” If you’re studying about spiders, you might ask “What I am curious to know more about how tarantulas burrow?”  Think about a question you could ask that is specific to your topic. Turn to you partner and share your question with them.  I’ve been thinking of my own more specific question. One thing I really want to know is how many different types of butterflies there are in the world. |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  So today when you are researching for your project. Think about some essential questions that you would like to answer as your continuing researching your topic. Researchers focus their study by creating smaller, more focused questions. |
| **Mid-Workshop Teaching Point:**  Remember, come up with questions about things you find fascinating (about your topic) |
| **Share:** |
| **Notes:** |
| **Materials**:  Information, books, on Butterflies. |

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| **Unit 8 Mini Lesson 11** |

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| **Unit of Study:** | Informational Reading (Reading, Research, & Writing in the Content Areas) |
| **Goal:** | Becoming Specialists and Reading as Researchers – Synthesizing, Analyzing, and Exploring Essential questions in Subtopics |
| **Teaching point:** | Researchers synthesize their learning by using various ways to record information they find (review boxes and bullets, intro diagrams, tables and charts. |
| **Catchy Phrase** |  |
| **Text:** | Book of Space, Questions and Answers |
| **Chart:** | Previously made charts (boxes and bullets, box and t, etc), premade diagram |
| **Standard** | 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |

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| **Mini- Lesson: (**7-10 minutes total) |
| ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Yesterday we looked at answering essential questions about our topic, and as we’re researching and finding answers to our essential questions, we need to add that information to our notes. As I continue to read about butterflies and moths I continue to find new information I need to add to my notes. Researchers synthesize their learning by using various ways to record information they find. |
| ***Teach:*** *Demonstration (5-6 minutes)*  In this book, (Zoobooks, Butterfly) on page 13 I learned that their top flying speed is more than 16 miles an hour. I’m going to add that to my notes I’ve already taken about butterflies and moths. (add new bullet to boxes and bullets chart).  Look here, I found the answer to my question yesterday. Remember that I was wondering how many types of butterflies there are in the world? It says here on pg 8 It says there are 20 thousand species of butterflies in the world. (add information to the H chart on the wall).  I’m not just reading about butterflies and moths. I’ve also been reading about the solar system. It’s really interesting to me. I made this diagram so I could remember the names of the plants. This book here (book about planets) taught me something new about the solar system that I could add to my diagram. There is an asteroid belt between Mars and Jupiter, I didn’t know that before. I’m going to add that to my diagram (add to diagram). |
| ***Active Involvement:***  What else could I add to this diagram about planets? With your partner, read over this page (project or have pre-printed pg 23 “What do astronauts do?”). What do you see here that we could add to our diagram about what is in space?  (students should discover that we could add the space station to the diagram)  I heard \_\_\_\_ noticed that the space station is in space. We don’t have that on our diagram. We should add that on there. |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  So remember, as you are researching your topic, you are going to continue to find new information that is important to keep track of. Researchers synthesize their learning by using various ways to record information they find. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

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| **Unit 8 Mini Lesson 12** |

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| **Unit of Study:** | Informational Reading (Reading, Research, & Writing in the Content Areas) |
| **Goal:** | Becoming Specialists and Reading as Researchers – Synthesizing, Analyzing, and Exploring Essential questions in Subtopics |
| **Teaching point:** | Researchers synthesize information across the text by noticing the feelings you get from informational images |
| **Catchy Phrase** |  |
| **Text:** |  |
| **Standard** | 3.RI.6 Distinguish their own point of view from that of the author of a text. |

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| **Mini- Lesson: (**7-10 minutes total) |
| ***Connection:***  *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  We have been doing so much informational reading. We have thinking deeply about different topics. Yesterday, we looked at various ways to record information. We learned that the text features give us much information.  Well today we will continue looking at those text features closely. Instead of simply looking at what information they give us, we are going to notice how the images make us feel.  This is a very important thing to notice because authors are very shrewd about the images they include. They put images in their books to get you to feel certain emotions.  **Because, researchers notice their feelings about a topic by examining the images presented in their books.** |
| ***Teach:***  *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry(5-6 minutes)*  Watch me as I notice the feeling that the author is trying make me feel through their images.  (Teacher grabs text) of the book Meet Erdene by Sue Graves. As I look at the cover I see that Erdene is wearing clothes I don’t usually see, but he seems so nice because he is smiling.  Sue Graves is making me feel like he is a sweet boy. I am feeling connected/sympathetic to this boy.  (Turn to the next page) WOW! Look at him here. What a big smile! In this image, Sue Graves, makes me feel like this boy who is far away might be my friend.  Did you see how I noticed my feelings by looking closely at the images that the author put in the book.  **Because, researchers notice their feelings about a topic by examining the images presented in their books.**  Watch again as I think about my emotions as I look at the images I am present ed. (Turn to page 13). OH my, this says that this is the home of many Mongolians. I feel sad for the families to have to live in a hut out in the middle of nowhere. It looks like it would be very uncomfortable.  Here Sue Graves, makes me feel a little sad about their homes.  (Turn to page 17)OH WOW! Look at this! This is a picture of the inside of Erdene’s home. I thought it might be gloomy, but It is beautiful!!! It is so colorful and cozy looking. There are very many nice things inside!  Here Sue Graves make me feel happy for the family. They may live in the middle of nowhere, but they have a very nice home.  Did you see how I noticed my feelings by looking closely at the images that the author put in the book.  **Because, researchers notice their feelings about a topic by examining the images presented in their books.** |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)*  Now, it’s your turn. I’m going to show you an image from the book. As you look at it don’t just think about what you are learning, but think how it makes you feel. Remember that authors are very selective with the images they include.  (Turn to page 19) Think ‘What do I see and how does it make me feel’?  (Turn to your partner and tell them what you see and how it makes you feel. (listen in on students)  Fantastic, I heard \_\_\_\_ say that Erdene has a dog and he is smiling. \_\_\_ said Sue Graves wants him to feel like he loves his dog.  I heard \_\_\_\_ say that Erdene has a dog just like her. She thinks that Erdene and she could be friends. So Sue Graves wants her to feel like she could be friends with this Mongolian boy.  Great job!  **Remember, researchers notice their feelings about a topic by examining the images presented in their books.** |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)* |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

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| **Unit 8 Mini Lesson 13** |

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| **Unit of Study:** | Informational Reading (Reading, Research, & Writing in the Content Areas) |
| **Goal:** | Becoming Specialists and Reading as Researchers – Synthesizing, Analyzing, and Exploring Essential questions in Subtopics |
| **Teaching point:** | Researchers compare various authors’ perspectives by asking What does the author want me to learn/think? Why is it important for me to learn? |
| **Catchy Phrase** | What does the author want me to learn? Why is it important for me to learn? |
| **Text:** | 2 different texts about space |
| **Standard** | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |

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| **Mini- Lesson: (**7-10 minutes total) |
| ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  You are noticing that different books about the same topic have different information. That’s because author’s have different perspectives on a topic. Today we’re going to work on thinking about how different books about the same topic are different by asking, What does the author want me to learn/think? Why is it important for me to learn? |
| ***Teach:*** *Demonstration (5-6 minutes)*  Here in the Book of Space, Questions and Answers, there is a lot of information about the stars, the moon, space exploration and little bit about the planets. The author wanted me to learn a little bit about a bunch of different things about space. This other book, called The Planets, is all about the planets in our solar system. The author wanted me to learn a lot about one specific thing-the planets. Both books talk about space but the Book of Space has all different topics while the Planets book is just about the planets. The authors had different perspectives on what was important for us to learn about space. One author wanted me to learn about many parts of space and the other author really wanted me to understand every planet. |
| ***Active Involvement:***  (teacher has 2 books about similar topic to hand out to small groups of kids)  In your small groups, you are going to look at the 2 books I have given you that are about the same topic. Think about the author’s perspective as you are looking at these books. What does the author want you to learn/think? Why is it important for you to learn?  In this book \_\_\_\_\_\_, the author has information about \_\_\_\_\_\_\_. He/she wants me to learn\_\_\_\_\_\_\_.  In the other book\_\_\_\_\_\_, the author has information about \_\_\_\_\_\_\_. He/she wants me to learn\_\_\_\_\_\_\_.  (give students time to talk in their groups) |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  So when you’re reading multiple books about t similar topic, part of really understanding what this book is about is really understanding what does the author want me to learn/think? Why is it important for me to learn? |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

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| **Unit 8 Mini Lesson 14** |

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| **Unit of Study:** | Informational Reading (Reading, Research, & Writing in the Content Areas) |
| **Goal:** | Becoming Specialists and Reading as Researchers – Synthesizing, Analyzing, and Exploring Essential questions in Subtopics |
| **Teaching point:** | Researchers can identify important information by looking for signal words such as *all, most, few, but.* |
| **Catchy Phrase** |  |
| **Text:** |  |
| **Standard** | 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. |

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| **Mini- Lesson: (**7-10 minutes total) |
| ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  We have been doing so much work learning how to do research. We have looked at efficient ways to take notes, asking essential questions, comparing and contrasting subtopics and all sorts of other important ways to organize our research. We’ve looked at multiple sources and how to condense our information.  Quite often when we read non-fiction book and are looking for information we are skimming and quickly going through books. Today we are going to learn a few important words that act as signal words of when you need to slow down to read important information. |
| ***Teach:*** *Demonstration (5-6 minutes)*  All, most, few, but- these words almost always indicate important information for readers. This means that as you are reading non-fiction books potentially at a quicker pace than usual, you can be on the lookout for those words as cues of when to slow down and take note. When you see one of those words, you know that important information probably will follow.  Look here on pg 2 of Butterflies and Moths. This paragraph says (Read 2nd paragraph). I found the word “most”. It says “This is because most butterflies are diurnal, meaning they are active during the day”. This must be important for me to know.  Here is another example on pf 7. “Most adult butterflies and moths are herbivores…Some species suck the moisture from dead animal”. This must be important, I see “most” and “some” I need to slow down and read more carefully.  Researchers can identify important information by looking for signal words such as *all, most, few, but.* |
| ***Active Involvement:***  Now I want you to try. Look here on pg 17. With your partner read this first paragraph (show on doc camera). Pay attention for when you see our key words!  (listen as students share with their partners)  I heard many students noticed key words in this paragraph and they slowed down to pay close attention to the important information. Researchers can identify important information by looking for signal words such as *all, most, few, but.* |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  When you are reading your research books remember to slow down and take notice when you see signal word like all, most, few and but. Researchers can identify important information by looking for signal words such as *all, most, few, but.* |
| **Mid-Workshop Teaching Point:**  Now I am going to give you all a sticky note and I want you to look for one sentence in your informational book that really sticks out to you because of the signal word. |
| **Share:**  Have a few students share from their sticky notes, sentences they found in their books with signal words |
| **Notes:** |
| **Materials**: |

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| **Unit 8 Mini Lesson 15** |

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| **Unit of Study:** | Informational Reading (Reading, Research, & Writing in the Content Areas) |
| **Goal:** | Becoming Specialists and Reading as Researchers – Synthesizing, Analyzing, and Exploring Essential questions in Subtopics |
| **Teaching point:** | Researchers process their information by stopping and discussing with their research group |
| **Catchy Phrase** | My friends can help me think about these things too! |
| **Text:** |  |
| **Standard** | 3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.   1. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |

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| **Mini- Lesson: (**7-10 minutes total) |
| ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Do you remember when we were working on essential questions? You have all been continuing to read and look for answers to your essential questions. Sometimes we really need to talk to others and learn from them and also to share what you have collected and learned about your topic. Researchers can work together to explore a question. |
| ***Teach:*** *Demonstration (5-6 minutes)*  (Choose several students who have chosen the same topic and have an essential question-they should bring their notes/charts)  Student A: Here is the question that I’ve had, “I wonder why the moon looks different at night? Sometimes it’s different shapes.”  Teacher: One thing I know from my research is that the moon goes around the Earth. Have you learned any information about the moon?  Student B: I learned that even though the moon looks bright, it doesn’t shine.  Teacher: I know that the moon reflects light from the sun. I wonder if that affects how the moon looks.  Student A: Oh yeah, that makes me think that maybe the sun does affect how the moon looks. I’m going to look for more information about the moon and how the sun affects it. My friends can help me think about these things too! |
| ***Active Involvement:***  What are you studying? (kid responds with topic, ie space). Who else is studying space? Why don’t you all come sit over here and talk about this.  (assist students in breaking into small groups to discuss their topics. If there are many kids who are all researching the same topic, break them up into several smaller groups)  Did any of you hear new information from someone in your group? Did anyone’s research team help them make a new hypothesis about their essential questions? Because your friends can help you think about these things too! |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  If you’ve been looking for information to answer an essential question you have, often stopping and talking with a classmate can help you find new information about your topic. My friends can help me think about these things too! |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |