

RESEARCH

WEEKS ONE & TWO

| Day | Big Idea | Mini Lesson Focus | Standards | Mentor Texts: |
|-----|--|--|---|--|
| 1/2 | I can research to find facts that support a topic. | Brainstorm: I can generate a list of topics to research. I can ask questions about a topic. | TEKS: 2.24AB, 2.17A, 3.17A, 3.25AB CC: W2.7, W2.8, W3.4, W3.7 | What If You Had Animal Hair by: Sandra Markle |
| 3/4 | | Research and Organize: I can find information using technology and books. I can organize the information I find. | TEKS: 2.25ABC, 2.17A, 3.17A, 3.25AB, 3.26, 3.26B, 3.26C CC: W2.7, W2.8, W3.4, W3.7, W3.8 | |
| 5/6 | | Write: I can record my research. | TEKS: 2.27, 2.17B, 3.17B, 3.26D CC: W2.7, 2.8, W3.5, W3.8 | What If You Had Animal Feet by: Sandra Markle |
| 7 | | Revise: I can revise the topic based on the initial research questions. | TEKS: 2.26, 2.17C, 3.17C, 3.27 CC: W2.5, W2.7, W2.8, W3.5 | What If You Had Animal Ears by: Sandra Markle |
| 8 | | Edit: I can use capitalization, punctuation, and spelling correctly when writing. | TEKS: 2.17D, 3.17D CC: W2.5, W2.7, W2.8, W3.5 | Gail Gibbons Books Nonfiction Books about Animals |
| 9 | | Publish: I can publish a final copy of my writing. | TEKS: 2.27, 2.28A, 2.29, 2.17E, 3.17E, 3.28, 3.29 CC: W2.6, W2.7, W2.8, W3.5 | National Discovery Kids (Lots of options) |
| 10 | | Explore/Recap: I can learn from my classmates' research. | TEKS: 2.25C, 2.28, 3.29 CC: W2.8, W3.8 | |

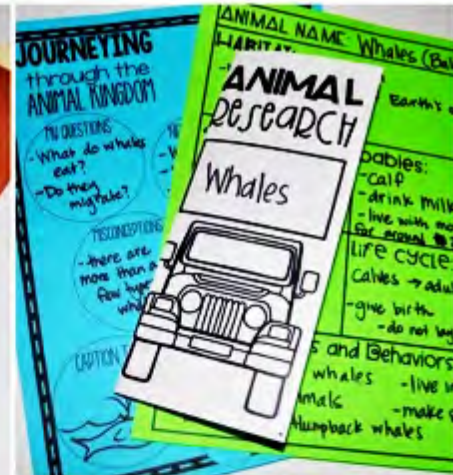
RESEARCH

WEEKS THREE & FOUR

| Day | Big Idea | Mini Lesson Focus | Standards | Mentor Texts: |
|-------|--|---|--|-------------------|
| 11 | I can research to find facts that support a topic. | Brainstorm: I can brainstorm a list of driving questions to guide my research. | W2.2, W2.8, W3.2 W3.8, W3.4, W2.7, W3.7 TEKS 2.17A, 2.19 TEKS 3.17A, 3.20, 2.20A | See included list |
| 12-14 | | Research: I can research to find facts that will support a topic. | W2.2, W3.5 W3.2B, W3.2D TEKS 2.17B, 2.19, 2.2Avii TEKS 3.17B, 3,20, 3.22Aviii | |
| 15-16 | | Write & Organize: I can write a paragraph that identifies a topic and provides supporting facts and examples found during research to support a topic. | W2.2, W3.5 W3.2B, W3.2D TEKS 2.17B, 2.19, 2.2Avii TEKS 3.17B, 3,20, 3.22Aviii | |
| 17-18 | | Revise & Edit: I can revise to make sure that I have a clear topic, supporting details, and closing in my paragraph. I can edit for correct use of conventions. | W2.5, W3.5 L2.2A, L3.2 TEKS 2.17D, 2.22B TEKS 3.17D, 3,23B | |
| 19-20 | | Publish: I can publish a final copy of my writing. | W2.6 W3.6, W3.2A TEKS 2.17E TEKS 3.17E | |

Weeks 1 & 2

Animal Research



Weeks 1 & 2

Animal Research

20 DAYS OF LESSON PLANS AND ACTIVITIES

Grade 2-3

WRITE On

Weeks 1 & 2: ANIMAL RESEARCH

By Amy LEMMON & Hope KING

BRAINSTORM

Researchers share what they learned

ANIMAL ANTIQUES

ISH

REPTILES

MAMMALS

BRAINSTORM

JOURNEYING through the ANIMAL KINGDOM

Jeep

Use either the graphic organizer or template to brainstorm

MY SCHEMA

- mammals
- live in the woods
- hatch an egg

BRAINSTORM

ALL ABOUT Wholes

OUR SCHEMA

- live in pools
- live in ocean
- few types
- breathe air

NEW LEARNING

- cylindrical
- hollow
- cubic
- spherical
- bulky
- hollow
- water

ASKING QUESTIONS

- What do whales eat?
- What makes a whale live in the ocean?
- How long do whales live?
- Why do whales have humpbacks?

OUR CONCEPTIONS

What are 30 types of whales?

Use as a model for the activity. Students choose topics to research to do the same.

RESEARCH & ORGANIZE

Research Sources

ANIMAL EXPERIMENT

Students begin researching. They complete an Animal Experiment and Design (optional).

RESEARCH & ORGANIZE

Students make their notes neat by taping a large piece of construction paper to the back of their papers. Students place the pictures and facts.

FEARLESS

FACTS

IN THE CYCLE

ADAPTIVE SURVIVAL

WRITE

The booklet can be copied 2-sided or 1-sided and stapled together.

ANIMAL RESEARCH Wholes

HABITAT

REVISE

Students look at research questions to revise their writing.

RESEARCH

Edit

PUBLISH

PUBLISH

Share the writing books made at the end. They can also give to the grade teachers to use in their classrooms. We will share the copies.

EXPLORE & RECAP

LOOK WHAT I LEARNED!

ANIMAL #1

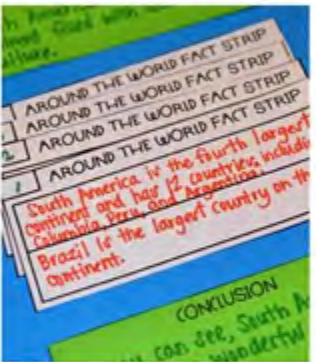
ANIMAL #2

ANIMAL #3

Choose one of these options for Day 30.

Weeks 3 & 4

Around the World and Back: The Seven Continents



Weeks 3 & 4

Around the World and Back: The Seven Continents

20 DAYS OF LESSON PLANS AND ACTIVITIES

Grade 2-3

WRITE On

Unit Five: RESEARCH

By Amy Lemons, SHERI KING

TRAVEL pack

TO CREATE

GLUE A GOOD PIECE OF CARDBOARD OR LARGE CONSTRUCTION PAPER TO THE BACK OF THE PAPER BAG HOLD OVER THE FRONT TO CREATE A FLAP.

THE STUDENTS WILL CUT OUT THE ENVELOPE AND GLUE ON THE LEFT SIDE, RIGHT SIDE, AND BOTTOM TO CREATE A POCKET.

ADD THE BAG TO THE FLAP.

GLUE THEIR CONTENT STRIP ON TO THE FRONT.

THE STUDENTS CAN KEEP THEIR STRIPS OR PIECES OF WORK IN THE POCKET OR INSIDE THE ACTUAL PACE.

BRAINSTORM

STAMPING OUT IDEAS

STUDENTS WILL CREATE THEIR OWN INDEPENDENT DRIVING QUESTIONS THAT WILL BE USED TO GUIDE THEIR RESEARCH.

IF YOU ARE USING OPTION ONE WHERE THE STUDENTS TAPE THEIR STAMPS ONTO THEIR COLLECTION, REMEMBER TO HAVE THEM USE TAPE RATHER THAN GLUE. THEY WILL BE TRANSFERRING SOME OF THESE TO THEIR RESEARCH STRIPS LATER ON IN THE WEEK.

fact finder

STUDENTS WILL BE WORKING TO IDENTIFY FACTS IN THE TRAVEL POSTCARDS. THIS IS A REALLY IMPORTANT CONCEPT THAT STUDENTS NEED TO MASTER SO THAT THEY DO NOT COPY INFORMATION FOUND WORD FOR WORD.

RESEARCH

STUDENTS WILL NARROW DOWN THEIR LIST OF GUIDING QUESTIONS, AND TRANSFER 3-4 (OR MORE) OF THEM OVER TO THEIR RESEARCH STRIPS. THEY WILL THEN USE THESE GUIDING QUESTIONS AS THEY ARE LOCATING FACTS.

RESEARCH

THE STUDENTS WILL VISIT WEBSITES AND/OR USE BOOKS PROVIDING INFORMATION ABOUT CONTINENTS TO LOCATE FACTS. THEY WILL DECIDE IF THE FACTS SUPPORT ANY OF THEIR GUIDING QUESTIONS. THEY WILL WRITE THESE FACTS ON THEIR RESEARCH STRIPS.

RESEARCH

THE STUDENTS WILL VISIT WEBSITES AND/OR USE BOOKS PROVIDING INFORMATION ABOUT CONTINENTS TO LOCATE FACTS. THEY WILL DECIDE IF THE FACTS SUPPORT ANY OF THEIR GUIDING QUESTIONS. THEY WILL WRITE THESE FACTS ON THEIR RESEARCH STRIPS.

WRITE

THE STUDENTS WILL USE THEIR AROUND THE WORLD FACT STRIPS TO BEGYN TURNING THEIR FACTS INTO SENTENCES. IN THE TOP BOX, THEY SHOULD WRITE A DETAIL SENTENCE USING THEIR FACT(S). IN THE SECOND BOX, THEY SHOULD FOCUS ON EXPANDING THAT DETAIL BY ADDING AN EXAMPLE OR EXPLANATION.

REVISE

STUDENTS WILL WRITE A TOPIC SENTENCE AND CONCLUSION TO COMPLETE THEIR PARAGRAPH.

ORGANIZE

BY REVISE

THEY WILL ALSO WORK TO ORGANIZE THEIR DETAILS TO MAKE SURE THAT THEY HAVE A SMOOTH FLOW AND CLEAR TRANSITIONS IF NEEDED. (REVIEW TRANSITIONS FROM UNIT FOUR IF NEEDED.)

PUBLISH

THE STUDENTS CAN USE ONE OF THE TWO OPTIONS (GLOBE OR CONTINENT CARD) TO DISPLAY AT THE TOP OF THEIR WRITING.

STUDENTS MAY EITHER COLOR THE GLOBE OR YOU CAN PRINT IT ONTO COLORFUL CARDBOARD PAPER.

EXPLORE

STUDENTS EXPLORE AND ROTATE TO A DIFFERENT WRITING FROM EACH CONTINENT. THE STUDENTS MUST IDENTIFY AND WRITE TWO FACTS ABOUT EACH CONTINENT IN THEIR PASSPORTS.

Journal Prompts

4 Research Prompts (including QR codes for research sites) to Display and Prompt Strips to glue into spiral



Copy on white paper and cut along the dashed line to make 10 strips.

Copy on white paper and cut along the dashed line to make 10 strips.

Copy on white paper and cut along the dashed line to make 10 strips.

Copy on white paper and cut along the dashed line to make 10 strips.

