

Endangered Animals (Lesson 2 - Information Seeking Strategies - Grade 3)

Summary

This Big Six© lesson will help students brainstorm sources that could be used to obtain information for their animal reports. Fiction and nonfiction sources will be introduced (copyrighted by Salt Lake City School District).

Materials

Web or list , etc. of questions generated in lesson one; 2 books, The Gorilla Did It and Life Cycle of the Gorilla; 2 Transparencies of note card with questions (L2:1); Transparency pen; BIG SIX chart

Intended Learning Outcomes

Students will:

Evaluate the use of fiction and nonfiction books as sources of information.

Instructional Procedures

Review with students the questions generated the day before on web. Ask students, 'Where do you think we can find information to answer our questions?' Brainstorm possible sources. (Anticipatory Set) See Salt Lake School District - Big Six© Overview When someone mentions 'book,' as a possible resource to find answers to our questions, pull 'The Gorilla Did It' from the shelf and explain that the gorilla is an endangered animal. Point out the location and call number of the book. (Instruction) Read The Gorilla Did It to the students. Using one of the note card transparencies, record author's name (last name first) and title at bottom of note card. Model notetaking from The Gorilla Did It.* Discuss the lack of useful information from a fiction book. (Instruction and Modeling) Pull The Lifecycle of the Gorilla from the shelf and point out its location and call number. Read it to the students. (Instruction) Using another note card transparency, record author's name and title and model notetaking. (Save for next lesson) Discuss the usefulness of information from a nonfiction source. (Instruction and Modeling) Hold up both books and ask which book gave the best information. Ask the students in which section of the library each book can be found. (Check for Understanding) State that nonfiction books are better for research because they give factual information about a subject. (Instruction) Refer students to the BIG SIX chart and tell them that knowing what information you need and where to find it are the second and third steps of information problem solving. (Closure) *FYI: refer to sample note cards for ideas (L2:2, 3)

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