

# Create to Educate!

3<sup>rd</sup> - 5<sup>th</sup> grade



<h2>Overview</h2>	<ul style="list-style-type: none"> <li>In this lesson students will have an opportunity to gain a deeper understanding of an endangered species (animal) of their own choosing. Each student will "adopt" an endangered animal to research. They will then write and illustrate (through pictures) a non-fiction text, based on their research, designed to educate others about their selection and what could be done to prevent the extinction of their selected species.</li> </ul>
<h2>Objective</h2>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>Select an endangered animal species to research.</li> <li>Research and record information on the Information Record Sheet (<b>Attachment One</b>).</li> <li>Create a non-fiction text about the</li> </ul>

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	<p>selected endangered species as outlined on the Endangered Species Non-Fiction Text Rubric (<b>Attachment Two</b>).</p> <ul style="list-style-type: none"> <li>• Create a website at Sauropol.com to share information with others.</li> </ul>
Standards	<p><b><u>Grade: 3</u></b> <b><u>Subject: Science</u></b></p> <ul style="list-style-type: none"> <li>• <b>3.1.4.</b> Scientific Inquiry: Discuss the results of investigations and consider the explanations of others.</li> <li>• <b>3.1.5.</b> The Scientific Enterprise: Demonstrate the ability to work cooperatively while respecting the ideas of others and communicating one's own conclusions about findings.</li> <li>• <b>3.2.4.</b> Manipulation and Observation: Appropriately use simple tools, such as clamps, rulers, scissors, hand lenses, and other technology, such as calculators and computers, to help solve problems.</li> <li>• <b>3.2.7.</b> Critical Response Skills: Ask 'How do you know?' in appropriate situations and attempt reasonable answers when others ask the same question.</li> <li>• <b>3.4.5.</b> Interdependence of Life and Evolution: Give examples of some kinds of organisms that have completely disappeared and explain how these organisms were similar to some organisms living today.</li> <li>• <b>3.4.6.</b> Human Identity: Explain that people need water, food, air, waste removal, and a particular range of temperatures, just as other animals do.</li> </ul> <p><b><u>Subject: Language Arts</u></b></p> <ul style="list-style-type: none"> <li>• <b>3.2.2.</b> Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Ask questions</li> </ul>

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and support answers by connecting prior knowledge with literal information from the text.

- **3.2.3.** Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Show understanding by identifying answers in the text.
- **3.4.4.** Research Process and Technology: Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).
- **3.4.7.** Evaluation and Revision: Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

**Grade: 4**

**Subject: Science**

- **4.1.3.** The Scientific Enterprise: Explain that clear communication is an essential part of doing science since it enables scientists to inform others about their work, to expose their ideas to evaluation by other scientists, and to allow scientists to stay informed about scientific discoveries around the world.
- **4.2.5.** Communication Skills: Write descriptions of investigations, using observations and other evidence as support for explanations.
- **4.2.6.** Critical Response Skills: Support statements with facts found in print and electronic media, identify the sources used, and expect others to do the same.

**Subject: Language Arts**

- **4.4.3.** Organization and Focus: Write informational

pieces with multiple paragraphs that: provide an introductory paragraph; establish and support a central idea with a topic sentence at or near the beginning of the first paragraph; include supporting paragraphs with simple facts, details, and explanations; present important ideas or events in sequence or in chronological order; provide details and transitions to link paragraphs; conclude with a paragraph that summarizes the points; use correct indentation at the beginning of paragraphs.

- **4.4.11.** Evaluation and Revision: Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

**Grade: 5**

**Subject: Science**

- **5.1.6.** Technology and Science: Explain how the solution to one problem, such as the use of pesticides in agriculture or the use of dumps for waste disposal, may create other problems.
- **5.4.4.** Interdependence of Life and Evolution: Explain that in any particular environment, some kinds of plants and animals survive well, some do not survive as well, and some cannot survive at all.

**Subject: Language Arts:**

- **5.4.3.** Organization and Focus: Write informational pieces with multiple paragraphs that: present important ideas or events in sequence or in chronological order; provide details and transitions to link paragraphs; offer a concluding paragraph that summarizes important ideas and details.

	<ul style="list-style-type: none"> <li>• <b>5.4.5.</b> Research Process and Technology: Use note-taking skills when completing research for writing.</li> <li>• <b>5.4.6.</b> Research Process and Technology: Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.</li> <li>• <b>5.4.9.</b> Evaluation and Revision: Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.</li> <li>• <b>5.7.1.</b>Comprehension: Ask questions that seek information not already discussed</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Class set of the Information Record Sheet (<b>Attachment One</b>)</li> <li>• Endangered Species Non-Fiction Text Rubric (<b>Attachment Two</b>)</li> <li>• Writing paper and pencils</li> <li>• Folder to keep track of information or writing journal</li> <li>• Library books on a variety of endangered species</li> <li>• Student access to On-line Computers</li> <li>• Parent permission slips for online use</li> </ul>
<b>Procedure</b>	<p><i>Anticipatory Set:</i></p> <p><i>Read the book, <u>Almost Gone: The World's Rarest Animals</u> (ISBN #0060536004) to students. Ask comprehension questions such as: What is the name of one of the endangered animals identified in this book? What is the animal's habitat? Why is this animal endangered? Can anything be done to help the animal from becoming</i></p>

*extinct? What?*

- Explain to students that today they will be doing some research of their own to learn more about an endangered animal of their choosing.
- To assist them in doing their research have them select from the assortment of pre-selected books or articles organized by the teacher and have the students access [www.kidsplanet.org/factsheets/map](http://www.kidsplanet.org/factsheets/map) to begin their selection and research project.
- Distribute a copy of the Information Record Sheet (**Attachment One**) to each student explaining how the sheet is to be used.
- Inform the students that they will be using the information they find in their research to create a website at Sauropol.com to inform others about their species.
- Distribute and demonstrate how the students are to create a website at Sauropol.com about their selected endangered species utilizing the Endangered Species Non-Fiction Text Rubric (**Attachment Two**)
- Tell the students that they will use the information from their Information Record Sheet (**Attachment One**) to create their website. Remind them that their illustrations (pictures) should match the words on the respective page.
- When the research and websites are completed, have the students take turns presenting their website to the class. Have the learners discuss why it might be important/helpful to share what they have discovered during their research with other students.
- Have students access classmate's websites and post comments or respond to at least 5 other students information.

	<ul style="list-style-type: none"> <li>• Take some time to discuss and identify the hoped-for outcomes of such sharing of information, then have the students share their websites to another class in the school in order to share their knowledge with others.</li> </ul>
<b>Evaluation</b>	<p>The student's successful completion of the Information Record Sheet (<b>Attachment One</b>), the website based on the Endangered Species Non-Fiction Text Rubric (<b>Attachment Two</b>), and the knowledge and skill evident in the websites and comments shared with other students will form the basis for the assessment of this lesson.</p>
<b>Bibliography References</b>	<ul style="list-style-type: none"> <li>• <i>Almost Gone: The World's Rarest Animals</i>. Harper Collins Publishers, January 2006. ISBN #0060536004</li> <li>• Endangered Animal listings: <a href="http://www.kidsplanet.org/factsheet/map">www.kidsplanet.org/factsheet/map</a>.</li> <li>• For related Units and Lessons see also <a href="http://www.learningtogive.org">www.learningtogive.org</a>.</li> </ul>

## Information Record Sheet

### Endangered Species Information Record Sheet

Name: \_\_\_\_\_

Name of Animal: \_\_\_\_\_

Habitat: \_\_\_\_\_

Here is a picture of the animal in its habitat:

List some causes explaining why the animal is endangered: \_\_\_\_\_

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List some ways that we can protect the animal: \_\_\_\_\_

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## Endangered Species Non-Fiction Text Rubric

### Story Writing : Endangered Species Non-Fiction Books

Student Name: \_\_\_\_\_

<b>CATEGORY</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Title</b>	Title is related to the story and topic.	Title is present, but does not appear to be related to the story and topic.	No title.
<b>Organization</b>	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
<b>Illustrations</b>	Illustrations are colorful and relate to the words on the page.	Illustrations relate to the text on the page.	Illustrations are not present OR they do not relate to the words on the page.
<b>Focus on Assigned Topic</b>	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
<b>Accuracy of Facts</b>	Almost all facts presented in the story are accurate.	Most facts presented in the story are accurate (at least 70%).	There are several factual errors in
<b>Details</b>	Almost all of the written details were met.	Most of the written details were met, but several were not.	Many requirements were not met.

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