The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for English Language Arts-Grade 3

Instructional/Learning Activity Task Template:

Overview

Unit Title: Informational / Nonfiction

Annotation
Students are naturally inquisitive. Students want to know "how" and "why." Teaching research skills can prepare students to discover answers for themselves.

As a means to provide first hand experience in the research process, this instructional task helps students:

1. Take notes.
2. Find and document fragments of facts using nonfiction books.
3. Change fragmented factual information into own words, avoiding plagiarism.
4. Transform fragmented factual information into complete and coherent sentences.

Grade, Subject, Topic, Author(s):
3rd Grade, Informational / Nonfiction (Fact Fragment Finders & Superhero Structured Sentences)
Shannon Bryant and Jennifer Wynn, Houston County

Special Notes to Teacher: Each session of this instructional task will take approximately 45 minutes. These sessions have been identified as "mini-tasks". Content should be taught over a series of days, most likely two to three separate class periods. You may need to extend Day 1 and/or Day 2 activities and carryover to the following day.

Teacher should have been previously read the book Owls by Gail Gibbons to the students.

Students will be required to work in small groups (estimated 6 groups). Teacher may select to group students according to one of the following: (1) Heterogeneous grouping or (2) Ability level groups.

It may be beneficial for the teacher to have an auditory cue, such as a bell or a timer, to aid in class transitions for this instructional task. This will assist with organization, noise control, and classroom clean-up.

Standards

Focus Standard/Element(s):
ELA3C1-The student demonstrates understanding of the rules of the English Language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:

j. Uses resources to research and share information about a topic.
Complementary Standard/Element(s):
ELA3C1-The student demonstrates understanding of the rules of the English Language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:
  g. Distinguishes between complete and incomplete sentences.
ELA3R2-The student acquires and uses grade-level words to communicate effectively. The student:
  a. Reads literary and informational texts and incorporates new words into oral and written language.
ELA3R3-The student uses a variety of strategies to gain meaning from grade-level text. The student:
  m. Recalls explicit facts and infers implicit facts.
ELA3LSV1-The student uses oral and visual strategies to communicate. The student:
  c. Listens to and views a variety of media to acquire information.

Learning Goals

Essential Question(s):
- How can I express knowledge about a subject/topic to my readers?
- How can I use the research process to communicate what I have learned about a subject/topic?
- How can I become an expert on the subject?
- How does sentence variety and word choice affect my writing?

Knowledge:
- There are differences between facts and opinions.
- Graphic organizers may be used as a note taking device to document facts.
- Information can be relevant or irrelevant.
- Fragmented factual information can be transformed into complete and coherent sentences.
- Plagiarism should be avoided in recording facts.

Skills:
- Students will distinguish the characteristics of informational/nonfiction writing.
- Students will demonstrate an accurate understanding of information and differentiate between fact and opinion.
- Students will interpret concepts through analysis, evaluation, and inference.
- Students will collect and analyze information applicable to the topic.
- Students will discriminate between relevant and irrelevant information.
- Students will organize, synthesize, and paraphrase/summarize information.
- Students will learn and practice how to avoid plagiarism.
Balanced Assessment for Task

Assessment Method/Type:
Teacher Observation:

- Examples include observations during modeling of skills to help the teacher determine if students are ready to attempt the tasks in small groups, observations of students completing the Fact Fragment Finders Activities & Superhero Structured Sentences Activities will be assessed through the use of a teacher checklist, and observations of student oral and written responses will assess comprehension of concepts.

Student-Generated Products:

- Specifically, Fact Fragment Finders Activity, Fact Fragment Frenzy Online Activity, Superhero Structured Sentences, Student Understanding Rubric.

Description/Directions for Assessment:

- Teacher Checklist- Teacher will monitor and facilitate student progress to ensure comprehension and application. (See attached)

- Fact Fragment Finders Activity- (Student product sample.) Students will be fact fragment finders and locate facts in the suggested text Owl by Gail Gibbons to add to the class list of fact fragments about owls. (See attached.)

- Fact Fragment Frenzy Online Activity- (Student product sample) is an online activity that requires students to select and locate facts in a nonfiction passage on a self-selected animal. Students will drag the facts over to a work area to create their own fact fragments. (See attached)

- Superhero Structured Sentences- (Student product sample) Using the text Owls by Gail Gibbons, students will read one fact fragment at a time and transform each fact fragment into a complete and coherent sentence.

- Student Understanding Rubrics (Fact Fragment Finders & Superhero Structured Sentences) - Along with multiple student products and ongoing teacher observations, students should be encouraged to monitor their own progress and level of understanding. The attached rubric may be used by students in an effort to encourage such self-reflection. (See attachment).
Georgia Performance Standards Framework for English Language Arts – GRADE 3

Student Work Samples (optional): N/A

Procedures, Directions, and Resources

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:
This instructional task has been divided into 2 mini-tasks below. Each instructional session will take approximately 30-45 minutes and will guide the instructor in the teaching of ELA3C1 within the Information/Nonfiction English Language Arts Unit. The teacher will provided guided practice for both mini-tasks.

Mini-task 1 (Day 1 / 30-45 minutes)
Opening
Teacher will begin with a text opener. Students will orally respond to the question, “Why do we use notes?” Students should orally share their responses to this question. Teacher will chart a list of student responses. (Example: to talk to our friends, to send a message, to write down errands, etc.) In this manner the teacher will probe students to think about the different types of reading and writing genres. This encourages students to think about how note taking is relevant to informational / nonfiction texts. After charting note taking examples with the students, the teacher will share that notes are beneficial and used in a variety of ways. Then, the teacher will state, “Today, we will learn how notes are important for research.” Teacher will provide the students with the following definition: “A note in our research is a ‘fact fragment’- a piece of information that will become a complete thought in the writing process.”

Teacher will explain to students that notes are important because they enable us to discriminate the important information (fact fragments) without writing down complete sentences. This helps prevent plagiarism. Teacher will then briefly define and discuss plagiarism.

Worktime
After teaching students why note taking is a needed skill, the teacher will model fact fragment note taking using the book, Owls by Gail Gibbons. The teacher will use the passages on pages 5-7 in the text to model how to locate, select, and write down pertinent fact fragments. Teacher will show students a typed version of the pages using one of the following: LCD projector, big screen monitor, overhead projector, or by providing an individual copy for each student.

Note: Teacher may select to write passages on chart paper for all students to view.
Teacher will complete the following steps:
1. Read aloud the paragraph. (See attached Power Point passage from Owls by Gail Gibbons.)
2. Remind students that this is an informational/nonfiction text.
3. Tell students that we are looking for fragments of facts - In doing so, list only factual information and try to avoid using prepositions/conjunctions (Note: Teacher may need to review prepositions/conjunctions).
4. Teacher will re-read the paragraph. For the second reading, read sentence by sentence. After reading each sentence, teacher will model on chart paper how to take notes of fact fragments identified by the students. (Note: Teacher example is on Sample Fact Fragment Notes document.)
5. After modeling of how to find fact fragments, teacher will state, “Now, you will go and become Fact Fragment Finders.”

Georgia Department of Education
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English Language Arts • GRADE 3 • Informational/Nonfiction
April, 2008 • Page 4 of 14
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Georgia Performance Standards Framework for English Language Arts – GRADE 3

Groups 1, 2 & 3
Fact Fragment Frenzy is an online activity that students can complete in small groups. This interactive program requires students to select and locate facts in a nonfiction passage on a self-selected animal. Students will drag the facts over to a work area to create their own fact fragments. Students will print out their finished product(s).

Groups 4, 5 & 6
Fact Fragment Finders
While three small groups of 3 or 4 students are completing the online Fact Fragment Frenzy activity, teacher will provide the remaining small groups with the book Owls by Gail Gibbons. (Note: This activity works best if teacher has at least 3 copies of the suggested text available.) Students will be Fact Fragment Finders and locate more facts in the text to add to the class list of fact fragments about owls. Students can record facts on the Fact Fragment Finders Activity Sheet or list them on chart paper or use sticky notes. Use teacher preference. Each group will be assigned four pages to avoid redundancy in facts. (See below)

Group 1 (pages 8-11) Group 2 (pages 12-15) Group 3 (pages 16-19)
Group 4 (pages 20-23) Group 5 (pages 24-27) Group 6 (pages 28-31)

Note: Each group will complete both activities, rotating after 15 minute intervals. Groups 1, 2, & 3 will complete the online activity for the first 15 minutes and then complete the fact fragments about owls for the second 15 minutes. (Vice Versa for groups 4, 5 & 6). If time allows, have each student also illustrate a picture of their group’s selected animal.

Closing:
At the conclusion of both activities, the small groups of students should have two assessment pieces to measure their understanding of the thought process involved in finding fact fragments without plagiarizing. Students will complete a checklist to assess their own progress. As a culmination, teacher will ask students, “Why do you think taking notes is an important research skill?” Teacher can assess student responses in one of two ways. Students can provide oral responses or write 2 to 3 sentences in a written response for submission to the teacher.

Mini-task 2 (Day 2 / 30-45 minutes)
Opening
Teacher will tell the students, “Today we are all superheroes and we are going to use our powers to enhance our research skills.” Teacher should begin by reviewing the suggested text from yesterday, as well as the class list of fact fragments from the story. This may be done by taking an “X-Ray Vision Book Walk,” in which the teacher reviews the cover of the text with the students, and each small group recalls the fact fragments found from their assigned pages. After the completion of the “X-Ray Vision Book Walk,” the teacher will inform the students that the step in the research process which follows fact fragment notes is transforming fact fragments into sentences. Teacher will note that this is an important step because this changes information the researcher has discovered into his/her own words to prohibit plagiarism.
Worktime
After emphasizing the importance of rewriting research using one’s own words, the teacher will model how to transform fragmented factual information into complete and coherent sentences using the fact fragments from the passages on pages 5-7 in the suggested book, *Owls* by Gail Gibbons. Teacher will complete the following steps.

1. Remind students that this is nonfiction information
2. Re-read aloud the fact fragments, from the text *Owls* by Gail Gibbons, one fragment at a time. After reading each fact fragment, teacher will model how to transform fact fragments into complete sentences using student responses. (Teacher can model using LCD projector, overhead projector, or chart paper.)
   (Note: Teacher example is on the Sample Sentences from Fact Fragments document.)
3. After modeling how to transform fact fragments into complete and coherent sentences, teacher will state, “Now, you will go and use your super-powers to construct Superhero Structured Sentences.” Using the nonfiction animal fact fragments created and printed out from the small groups the day before, each student will practice transforming the fact fragments into sentences. Students will be encouraged to use the vivid vocabulary words displayed on the word wall and/or in their writer’s notebook.
   Note: Teacher will print an individual copy of the animal fact fragments for each student, from the Fact Fragment Frenzy Activity, completed the day before in small groups. Each student will take the fact fragments produced within their small group and write their own sentences about the animal researched.
4. After completing the activity, students will take the illustrated animal and give it a 3D appearance. Note: As an alternative or supplemental activity, students may work in their assigned small groups to transfer the fact fragments from the text *Owls* by Gail Gibbons into complete and coherent sentences.

Closing:
At the conclusion of “Superhero Structured Sentences,” the small groups of students should have produced a product to measure their understanding of the thought processes involved in transforming fact fragments into complete and coherent sentences. Students will complete a checklist to assess their own progress. As a culmination, the teacher will have the students explain what tools were learned as researchers. (Examples: taking notes, finding and documenting fragments of facts using nonfiction books, changing fragmented factual information into own words, transforming fragmented factual information into complete and coherent sentences and prohibiting plagiarism) Teacher will assess student responses.

**Resources, Materials, and Equipment:**

**Materials and Equipment:**

- Suggested text, *Owls* by Gail Gibbons, or another high-quality nonfiction/information book.
Georgia Performance Standards Framework for English Language Arts – GRADE 3

- Chart tablets
- Sticky notes
- Paper / Construction paper
- Pencils / crayons
- Teacher prepared passages from the suggested text
- *Fact Fragment Finders Activity Sheet & Superhero Structured Sentences Activity Sheet*

**Alternative Nonfiction Texts:**
The following are other recommended informational/nonfiction books to use in this lesson other than the suggested text.

- *Milk Makers* by Gail Gibbons
- *Wolves* by Seymour Simon
- *Sharks* by Seymour Simon

**Resources:**
The following web sites are very useful and may be used throughout the course of this study.

- [http://www.readwritethink.org/materials/factfrenzy/opening.html](http://www.readwritethink.org/materials/factfrenzy/opening.html) (*Fact Fragment Frenzy* online activity)
- [http://wwwkids.nationalgeographic.com/](http://wwwkids.nationalgeographic.com/) (Factual information about animals)
- [http://www.eduplace.com/tales/](http://www.eduplace.com/tales/) (Mad-libs which focus students’ attention on specific parts of speech as they fill in a self-selected story.)
- [http://www.berghuis.co.nz/abiator/lang/lscr/23b.htm](http://www.berghuis.co.nz/abiator/lang/lscr/23b.htm) (Students may click on sentence structure and rearrange words to make complete sentences.)

**Differentiation for Content, Procedures, Process, and/or Learning Environment:**

**Remediation:**

- Based upon samples collected from small groups, some students might require a conference with the teacher to receive more instruction (guided practice in selecting fact fragments and transforming fact fragments into complete sentences) before continuing the task.
- Teacher may read the passages from the *Owls* by Gail Gibbons or select another recommended text. Teacher may provide sentence strips of fact fragments, along with a variety of word strips to use to make complete and coherent sentences. Students may manipulate the words to make complete sentences that are different from the author’s words.
Enrichment/Extensions:

- Students may use Microsoft Power Point / Publisher to create a newspaper article on their group’s selected animal and/or another animal of their choice using the recommended texts and websites. Students will incorporate an original and creative title to entice readers. Students will document 6 to 10 complete sentences that were derived from fact fragments researched. Students will use clip art to display photos of selected animals. Students will print a copy to be posted.
Sentences from Fact Fragment Notes

Sentence from note 1:

Sentence from note 2:

Sentence from note 3:

Sentence from note 4:

Sentence from note 5:

Sentence from note 6:

Sentence from note 7:

Sentence from note 8:

Sentence from note 9:

Sentence from note 10:
Teacher Observation Checklist

**Structured Superhero Sentences**

- Teacher’s Name __________________
- Date ________________
- The student. . . .

<table>
<thead>
<tr>
<th>Student Names</th>
<th>Actively participates in “Superhero Structured Sentences” activity</th>
<th>Transforms fact fragments into complete sentences.</th>
<th>Writes sentences using own words.</th>
<th>3D picture/model of researched animal.</th>
<th>Presents information to the class orally.</th>
<th>Self-corrects if an error is made.</th>
<th>Additional anecdotal comments:</th>
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Sentences from Fact Fragment Notes

Sentence from note 1: Owls are nocturnal and are called raptors.

Sentence from note 2: Raptors are classified as birds of prey.

Sentence from note 3: They are fierce hunters that eat meat.

Sentence from note 4: In order to catch their prey, owls use their very sharp talons.

Sentence from note 5: Did you know that there are over 140 kinds of owls that live on every continent except Antarctica?

Sentence from note 6: Out of all the owls that exist, the Elf Owl is the smallest at 5 inches long.

Sentence from note 7: Yet, the Great Gray Owl towers over the Elf Owl.

Sentence from note 8: The Great Owl is 33 inches long.
Georgia Performance Standards Framework for English Language Arts – GRADE 3

Teacher Observation Checklist

Fact Fragment Finder Activities

Teacher’s Name ___________________
Date ______________________
The student. . . .

<table>
<thead>
<tr>
<th>Student Names</th>
<th>Defines fact fragment.</th>
<th>Understands the importance of avoiding plagiarism.</th>
<th>Actively participates in “Fact Fragment Frenzy” activity.</th>
<th>Actively participates in “Fact Fragment Finder” activity.</th>
<th>Discriminates between relevant and irrelevant information.</th>
<th>Self-corrects if an error is made.</th>
<th>Additional anecdotal comments:</th>
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Fact Fragment Notes

Note 1: raptors

Note 2: birds of prey

Note 3: hunters that eat meat

Note 4: very sharp talons

Note 5: 140 kinds of owls

Note 6: live on every continent except Antarctica

Note 7: Elf owl 5 inches long

Note 8: Great gray owl 33 inches long
Fact Fragment Notes

Note 1:

Note 2:

Note 3:

Note 4:

Note 5:

Note 6:

Note 7:

Note 8:

Note 9:

Note 10: