

Animal Research

Overview:

Everyone has a favorite animal. Why not let your students research their favorite animal? This activity will be fun and engaging for students of all ages.

Procedure:

- 1) Explain to students that they will be spending time learning about their favorite animal. Model by telling the students your favorite animal.
- 2) Give students time to think about their favorite animal. Write down each student's favorite animal to reference.
- 3) Model using an online encyclopedia.
 - a. Search your favorite animal as an example.
 - b. Read or listen to the encyclopedia.
 - c. Model making a list of information you learned about your animal.
- 4) Have students search in the online encyclopedia for the animal they have chosen. Let each student listen to the encyclopedia entry.
 - a. Have each student choose information about their animal and write a list.

ASOLs Covered in this Activity:

5E--WP 5a: The student will gather information about a topic for a written research report.

Extension Idea: Give students another category for research. Let them choose their topic and repeat the above activity.

5E--WP 8a: The student will gather information about a topic from two or more sources for a research report.

Extension Idea: Have each student write about the new information they learned from the activity. Introduce and model gathering research from a number of sources.

5E--WP 10a: The student will write a short research report using two or more sources.

8E--WP 2a: The student will write a research report to answer a question based on two or more sources of information.

8E--WP 2b: The student will identify quotes from print or digital sources that provide information about a topic.

Extension Idea: Give students two or more nonfiction texts related to their animal of choice. Ask students to make a list of facts about their animal based on information in the texts. Students can now use their information lists to compose a report about the animal.

8E--WP 4b: The student will research to answer a question based on multiple sources of information.

8E--WP 6a: The student will write a short research report to pose and answer questions based on one source of information.

HSE--WP 2a: The student will write a short research report to answer questions using multiple sources of information.

Extension Idea: Before step 3(b) have each student think of a question about their

chosen animal. Model a question about your own chosen animal (*Hmm, I wonder how dolphins breathe.*). Model how to use the text to find an answer to your question. Ask students to do the same.

8E--WE 2a: The student will use standard English rules when writing by using ending punctuation when writing a sentence or question.

Extension Idea: Model writing learned information about animals into sentences. Allow each student opportunities to supply the correct punctuation.

HSE--WP 6 b: The student will write a short research report to answer questions posed by self and others using multiple sources of information.

Extension Ideas: After step 2, have students think about what they already know about their chosen animal. (*I know dolphins live in water, they are grey, and they eat fish*). Model writing this information in list form. Complete the rest of the activity. You can further extend this activity by having students write about what they know and learned about their favorite animal.

HSE--WE 1b: The student will spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

Extension Idea: Choose a single-syllable animal to create a list of rhyming words. Model rhyming words and reinforce the ending rhyming sound. Have students choose additional rhyming words. Discuss the rhyming sound and the letters that make up this pattern (*For example: CAT- pat, fat, rat, mat, that*). Review the same rhyming activity for a couple of days. Next, have students assist you in writing one or more of the single syllable rhyming words.

Materials Needed:

- Writing surface such as chart paper, whiteboard, interactive whiteboard, etc.
- Computer with internet accesses

Instructional Setting:

Classroom

Community Connections and/or Peer Interaction:

- If possible, invite a community helper to discuss interesting facts about animals to your class.
- Invite peers to listen to your students' findings and ask questions or provide positive feedback.

Functional Activity/Routine:

- Discuss animals that can be pets and animals that cannot be pets.
- Discuss and practice how to care for pets.

Strategies to Collect Evidence:

- Individual lists and research writing (extension activity) can be used as a student product.
- Anecdotal evidence can be used to document individual student performance during the group activities and extension activities.

Specific Options for Differentiating this Activity:

- Allow students to use their preferred "pencil" to complete this activity. This may include a writing

utensil, keyboard, alternative pencil, or dictating to a scribe.

-A student in any of the developmental stages of writing can complete this activity.

*If your student is a scribbler, be sure to reinforce his/her product as authentic writing, and if necessary, help assign meaning.

-When students are choosing their favorite animals, some students may require a field of choices.