

Schoolyard Habitat Slam dunk
(Modification of a BCPS Library Media Curricular Lesson)

School Description and Resources

Padonia International Elementary School is located at 9834 Greenside Drive in Cockeysville, Maryland, 21030.

The *School Progress Plan (SPP)* for 2017-2018 shows that students display growth rates at above county standards, especially in E.L.A., however, “overall the students at Padonia fall below BCPS grade-level averages in math and E.L.A. (*SPP* [2017-2018], p.4) The *SPP* lists 510 students, 218 Female and 292 Male. There are 327 students who receive Free or reduced meals (FRAMES). All students receive 50 minutes of time in library class with their homeroom classes; 144 of those students are receiving ESOL support sometime during the day and 75 are receiving special education services (a percentage may be receiving both).

In a communication document to families, *The letter to parents* details school hours for K-5 – 8:30am to 3:15pm. The school offers half day programs for Prekindergarten, EC3, EC4, CLS3, and CLS4 – 8:30-11:15am & 12:45-3:15pm. Students walk to school or ride the bus. Before and after school daycare is available through Play Centers, Inc.

The school report card describes plus or minus 95 percent attendance rate in school year ending 2016. See: http://bcps.org/schools/MSDEReportCard/2016/0810_2016ReportCard_ENG.pdf

Fifth Grade Class, Mr. Teng, 19 students, Thursdays 2:10-3:00 There are about five of second language learners in this group. (At pre-assessment, no one took the webpage Spanish translation).

Grade 5**Library Media****March 1, 8, 15, and 22****Research Unit: Schoolyard Habitat Slam Dunk****Objective (Learning Target):**

Students will explore the natural environment of the schoolyard at Padonia International Elementary School and research this habitat in order to develop a product which describes and explains the importance of the schoolyard habitat. Students will review summary, paraphrase, and quoting information from various sources during research in the Grade 5 Library Media Curriculum Schoolyard Habitat Unit.

Standards Alignment:**AASL Standards for the 21st Century Learner:**

1.1.6. Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning

Benchmark: Use various note-taking strategies

Benchmark: Paraphrase or summarize information in various formats.

Benchmark: Draw conclusions based on facts and premises.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations (Benchmark: Compare new ideas with what was known at the beginning of the inquiry)

Benchmark: Draw a conclusion about the main idea.

Benchmark: Identify connections to the curriculum and real world.

Common Core State Standards:

RI.05.01 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

W.05.07 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

P21 Framework for 21st Century Learning:

LIS.07.a - Solve different kinds of non-familiar problems in both conventional and innovative ways.

LIS.08.d - Utilize multiple media and technologies, and know how to judge their effectiveness a priority as well as assess their impact.

Overview (Learning Goal)

Students will complete SLO pre and post assessments on Paraphrasing. Students will review paraphrasing, summary, and quoting to improve notetaking skills. Students will complete research to make recommendations to improve the Schoolyard Habitat and support the Green School recertification initiative.

Essential Questions [from BCPS lesson]:

How can schoolyard habitats protect a variety of local species?

How can we improve notetaking in our research?

Enduring Understandings [from BCPS lesson]:

Humans impact the environment for better or for worse.

Interdependence between humans and animals necessitates action on the part of humans

Strategies that improve notetaking may include paraphrase, summary steps, and use of quotes (give credit).

Content Curriculum Connections [from BCPS lesson]:

ELA, Science, Library Media,

Recommended Time Frame: Three to four 50-minute class periods

Culminating Event [partially from BCPS lesson]

Students will create a public service announcement or video to share what they have learned about how their schoolyard habitat protects species, should be maintained, and can be improved.

Resources:

Materials for paperless pre-assessment in the class folder (Temperate Forests, Spanish language translation, note-taking sheet)

Schoolyard Habitat checklist

Take Note ppt

- Schoolyard Habitat Slam Dunk Power Point
- Local network PDFs:
 - [Coastal Plain](#) (File)
 - [Piedmont Region](#) (File)
- [Schoolyard Habitat How to Guide](#) (excellent resource for explaining how to create a schoolyard habitat)
- Other local network resources: include: video rubric, announcement rubric and “What is a forest.”
- https://www.bcps.org/offices/lis/researchguide/k-4/discover_reading.html#main_idea review of cause and effect, problem and solution, main idea and details, description and sequence with assessment for summary: <https://www.quia.com/rr/86000.html>
- Making a Summary resource for notetaking
- <http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-notes-148.html> Research Building Blocks: Notes, quotes, and fact fragments
- <https://wts.indiana.edu/writing-guides/pdf/plagiarism.pdf> plagiarism examples that are very high
Note and quote activity 3:
http://www.readwritethink.org/files/resources/lesson_images/lesson148/NotesQuotes3.pdf
- Note and quote activity 2:
http://www.readwritethink.org/files/resources/lesson_images/lesson148/NotesQuotes2.pdf
- Note and quote activity 1: (needs revision):
http://www.readwritethink.org/files/resources/lesson_images/lesson148/NotesQuotes1.pdf
- Nonfiction pyramid: <http://www.readwritethink.org/files/resources/printouts/nonfiction-pyramid.pdf>
- Summary graphic organizers: <https://www.bcps.org/offices/lis/researchguide/k-4/documents/SummaryGraphicOrganizers.pdf>

Sequencing handout: https://www.bcps.org/offices/lis/researchguide/k-4/documents/discover_docs/sequence.pdf

Student: Handouts, devices for research, access to classroom folder

Assessment

Product: Lesson 1: Pre-assessment (notetaker paper)

Lesson 2: Summary handout

Lesson 3: Paraphrase practice (summary handout)

Lesson 4: Paraphrase assessment (notetaker paper)

Process:

Lesson 1: After accessing and reading a webpage, students close the webpage and paraphrase information from that article, looking for 2-3 main ideas and 1-2 supporting details.

Student Self-Questioning : How can I best read and recall information that is important to my research?

[Notetaking, rereading, etc.]

Lesson 2: Schoolyard field trip and beginning research

Students will view a powerpoint on notetaking.

Students will discuss value of paraphrasing and see the notetaking powerpoint.

Process: After the initial discussion about paraphrasing and notetaking, students will look outside for plants and animals in the schoolyard habitat during a walkabout.

Lesson 3:

Students continue to revisit the essential question: How can schoolyard habitats protect a variety of local species? Students will select sites from the Schoolyard habitat that show examples of positive elements within a habitat. Students will research elements of habitats. Students will paraphrase information from research to build new knowledge.

Students will use a summary handout to search for topics. See: <http://kthartig.weebly.com/schoolyard-habitat.html> Students will begin to choose a research topic and one resource and take notes on the summary paper to practice notetaking, note the source of information.

Direct Instruction:

View a powerpoint to recall the schoolyard habitat features.

Observe a lesson about paraphrase from a webpage, using the handout.

Select topic and begin research to populate handout with notes which paraphrase one online source.

Note the source information.

Share information.

Lesson 4: Students will answer the essential question considering: sharing information? making a change? Maintaining the environment? Specific fix? In time allotted, students will create an informational message to share about the schoolyard habitat – sign designating the value of one of the features of the schoolyard; persuasive message to develop one of the underdeveloped locations around the school; or psa to generally share about the importance of the schoolyard habitat and asking for support about a future change or project to maintain.

Student self-questioning: What is the value of writing down my experience in a summary format? Will my experience help in my research? How can I best choose a topic which will answer the essential question: How can schoolyard habitats protect a variety of local species?

Process: Students research general topics of

Native plants: what are they? what is their value to the schoolyard habitat? What are three plants that might work well in this habitat? Is there a way to improve the habitat? How and why?

Streams: where are they? Are the nearby streams healthy? What is their value to our schoolyard habitat? Is there water in our habitat? Is there a way to improve the water for local plants and animals? How and why?

Pollinators: what is attracted to the schoolyard habitat? How can we continue to attract pollinators? What do they need in our schoolyard habitat to survive? How and why should we want to attract pollinators?

Birds: what is their value to the schoolyard habitat? What are three birds that we might see in the schoolyard habitat? Is there a way to attract birds? Other birds who we might like to see and why? What do we need to do to maintain and improve the habitat for these animals?

Other: How to build a birdhouse and where to locate it. What to do with new sites on school grounds which have no vegetation? What to do to keep run off from eroding soil? Other?

Lesson 4: Students should discuss and draft a thesis statement answering the essential question: How can schoolyard habitats protect a variety of local species? Then students should begin to draft their public service announcement according to the rubric.

Instruction/Activities (Instructional Procedures):

Engagement/Motivation:

Close your eyes and visualize our school yard. What do you see? (Children will probably say playground equipment, courts, etc.) Guide students beyond the playground to visualize the natural

environment, including sounds, plants, animals, insects, etc. Discuss the animals that may be around when students are not outside.

Read and unpack the objective: [Students will be able to take some notes and then paraphrase information on a webpage: read information]

Direct Instruction: Provide an overview of the Schoolyard Habitat Slam Dunk for students. Support note-taking, paraphrase, and Quote. Where possible, ideas below may supplement.

Modeling and Guided Practice: Use the powerpoint and handouts for these activities.

Day 1 and 2

- Students complete research as directed on slides one and two. Teachers may wish to direct students to research specific resources. The gold star indicates a more challenging resource. See: <http://www.nhptv.org/natureworks/nwep8c.htm> Temperate Deciduous Forests
- In addition to online resources, students will have access to PDFs which may be printed by the teacher and are listed in the Teacher Resource section.
- The Note taker Schoolyard Habitat sheet is provided. The teacher may wish to model how to list facts rather than recording in great detail. This sheet may be stored on the student drive to access electronically or printed out.
- Students visit the schoolyard habitat to collect pictures and videos as directed on slide 3. This activity helps students to establish the type of schoolyard habitat they have. Students need the Checklist Schoolyard Habitat sheet to check that they have collected required information.
- Groupings for camera or recording device will need to be established by the teacher.

Independent Practice:

Day 3 and 4

- Return to the classroom to collectively determine the type of schoolyard habitat. Share videos and pictures to justify the type of habitat.
- Research and paraphrase on handout to add new information about habitats, water, wildlife, and native plants that can be related it to schoolyard habitat.

Independent Practice: Sharing and Reflecting: Create an informational handout, sign, or public service announcement to inform students in the school about environmental concerns, elements of the schoolyard habitat, and reasons to work to continue to be a green school

Universal Design for Learning and Differentiation (enter text in this box)

Engagement: Powerpoint, walking field trip around the schoolyard.

Whole group participation in research, authentic activity for improvement (birdhouse making, trash pickup)

Representation: Digital presentation, use of devices to create a video message about the schoolyard habitat, use of device to write a public service announcement persuading better use of schoolyard resources.

Analysis: Students will be collecting information, creating an idea for maintaining and improvement the schoolyard habitat, and preparing a public service announcement to convince others about the importance of a schoolyard habitat to the community, to wildlife, and to plantlife.

