

**Syracuse City School Library System  
Collaborative Lesson Plan Integrating  
NOVEL & SCSD Online Databases**

**School:** McKinley-Brighton

**LMS:** Bonnie French

**Teacher:** Catherine Miller-Hayes

**Curricular Area:** Science

**Grade Level:** 3

**Lesson Duration:** (time, periods or days) Mondays and Tuesdays, 8:55-9:35 until completed (a few months)

**Lesson Name:** The Wetlands

**Goals and Objectives for the Lesson:**

Define the characteristics of wetlands

Describe the 3 basic types of wetlands: swamps, marshes, bogs

Describe how different animals adapt to wetland conditions

Compare and contrast wetlands in New York and Louisiana

Online Database Subscription Used

- EBSCO Searchasaurus
- EBSCO TOPIC Search
- EBSCO Master FILE Select
- Junior Edition K-12
- Custom Newspapers
- New York State Newspapers
- National Newspaper Index 1977-2003
- Twayne's Author Series
- Health Reference Center Academic
- Health and Wellness Resource Center
- Gale Virtual Reference Library
- Business & Co. Resource Center
- Informe (Revistas en Espanol)
- General Science Collection
- Kids InfoBits
- Student Resource Center Junior
- Student Resource Center Bronze
- Opposing Viewpoints
- World Book Encyclopedia
- New Book of Knowledge
- Grolier Multimedia Encyclopedia
- Encyclopedia Americana
- America the Beautiful
- Lands and People
- New Book of Popular Science
- Newsbank Syracuse Newspapers
- ProQuest Education Periodicals

<u>Lesson Activity (Detailed Explanation):</u>	<u>Responsibility</u> (L)MS (T)eacher (S)tudent	<u>Needs:</u> Materials Equipment Resources	<u>Student Product and Student Assessment</u>	<u>Standard</u> NYS Learning- NY AASL Literacy-L NETS Tech.-T (write # from list)
The first period the teacher & LMS will teach together so students can see we are working as a team. Introduce unit with a big book about the wetlands (lots of large pictures) – discuss. Show segment of video so students can see and hear the wetlands. (in library)	L, T, S	The Wetlands (big book) Wetland Biomes (video)	Discussion	MST 4 ELA 1, 2

<b>Make list of animals of the wetlands. Assign 2 animals to each pair of students.</b>	<b>T</b>	<b>NatureScope, books, online databases</b>		
<b>Brief review. Explain animal research project. Explain that each pair of students will use the internet, print encyclopedias, and books to research 2 animals, then compare &amp; contrast them. Demonstrate how to use online databases.</b>	<b>L, T, S</b>	<b>Computer, projection system</b>	<b>Discussion</b>	<b>ELA 1, IL1</b>
<b>On Mondays, LMS will take a small group of students to the library for research. The science teacher will teach the wetlands – geography, physical science, plants, etc. – in the science classroom with the rest of the class.</b>	<b>L, T, S</b>	<b>Varies</b>	<b>Written work, discussion</b>	<b>ELA 1,2,3,4 IL 1,2,9</b>
<b>On Tuesdays, we will team teach in the computer lab using online databases and preselected websites on <a href="http://www.portaportal.com">www.portaportal.com</a>. Later they will use Appleworks 6 for word processing.</b>	<b>L, T, S</b>	<b>Computers</b>	<b>Were students able to locate information and take notes?</b>	<b>MST 4, 5 ELA 1,2,3,4 IL 1,2,9</b>
<b>Students will use their notes to write animal reports.</b>	<b>L, S</b>	<b>Notes, paper</b>	<b>Written reports</b>	<b>ELA 3,4; IL 3,8</b>
<b>Students will locate pictures of their animals on World Book database. Print one copy.</b>	<b>L, T, S</b>	<b>Computers, books</b>	<b>Pictures of animals</b>	<b>IL 1</b>
<b>Students will design a mural of wetlands, animals, plants</b>	<b>L, T, S, possibly art teacher</b>	<b>Art supplies</b>	<b>Mural</b>	<b>Arts 2</b>
<b>Present information to other classes. (Decorate Storytelling Room as the wetlands, add music, play video with no sound. Use black lights. Students will dress as animals &amp; spread out in main library. They will read their reports several times as guests rotate from group to group. Guests will then tour the wetlands.</b>	<b>L, T, S, other classes</b>	<b>Student art work and reports</b>	<b>Student presentations</b>	<b>ELA 2, 4</b>
<b>Evaluate project</b>	<b>T, S</b>	<b>Test</b>	<b>Test</b>	