

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

**School:** Seymour Magnet School

**LMS:** Loretta Johnson

**Teacher:** Norma Edwards, Barb Britt

**Curricular Area:** Life Science

**Grade Level:** 4th

**Lesson Duration:** (time, periods or days) About 8 40 minute periods

**Lesson Name:** Animals

**Goals and Objectives for the Lesson:** We will address the following essential questions  
From the curriculum:

- 1) How do living things adapt to survive in their environment?
- 2) What sustains the continuity of life?
- 3) How do plants and animals respond to their environment?
- 4) What is the relationship between plants, animals and their environment.

The main objectives for the project in terms of information skills are to give students the opportunity to use a database collect information, use note taking skills to gather information, and use word processing skills to input and manipulate the information for a final report. We will also use the basic, universal drawing tools available in KidPix to draw a picture of the animal.

**NYS State Standards Addressed:**

**Arts**

2. Knowing and Using Arts Material- Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles

**English Language Arts**

1. Students will read, write, listen, and speak for information and understanding.
3. Students will read, write, listen, and speak for critical analysis and evaluation.
4. Students will read, write, listen, and speak for social interaction.

**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

**Mathematics, Science, Technology**

1. Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
4. Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
6. Students will understand the relationships and common threads that connect mathematics, science, and technology and apply the themes to these and other areas.
2. Students will access, generate, process, and transfer information using appropriate technologies

**Information Power Standards Addressed:**

**Standard L1-1: Access information efficiently and effectively, as described by the following indicators:**

5. develops and uses successful strategies for locating information.

**Standard L1-2: Evaluates information critically and competently, as described by the following indicators:**

4. selects information appropriate to the problem or question at hand.

**Standard L1-3: Uses information effectively and creatively, as described by the following indicators:**

1. organizes information for practical application;
2. integrates new information into one’s own knowledge;
3. applies information in critical thinking and problem solving;
4. produces and communicates information and ideas in appropriate formats.

**National Technology Standards Addressed**

T1-2 Students are proficient in the use of technology.

T2-3 Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

T5-1 Students use technology to locate, evaluate, and collect information from a variety of sources.

T5-2 Students use technology tools to process data and report results.

<b><u>Lesson Activity (Detailed Explanation):</u></b>	<b><u>Responsibility</u> (L)MS (T)eacher (S)tudent</b>	<b><u>Needs:</u> Materials Equipment Resources</b>	<b><u>Student Product and Student Assessment</u></b>	<b><u>Standard</u> NYS Learning- NY AASL Literacy-L NETS Tech.-T (write # from list)</b>
<p><b>Day 1:</b></p> <ol style="list-style-type: none"> <li>1. Library Rules, Pass out folders, Fill out names.</li> <li>2. Explain the project. Students will be researching about living things. They will gather information for a report.</li> <li>3. Ask: What will students need to know about an animal to understand how it survives? Write down generated questions.</li> <li>4. Pass out books for students to browse to select an animal.</li> </ol>	<b>LMS</b>	<b>Computers with an Internet connection, word processing software, and a drawing program such as Appleworks or KidPix. AlphaSmarts</b>	<b>Students will conduct themselves according to the library rules.</b>	<b>See above for standards related to the project.</b>
<p><b>Day 2:</b> 1. Use the generated questions to create a graphic organizer for student use. 2. Show how to use the Animal Encyclopedia in</p>	<b>Teacher, LMS</b>		<b>Task completed</b>	

<p>Searchasaurus to locate information about their animal.</p> <p>3. Students will print out the information they find on Searchasaurus.</p> <p>4. Students will read take the time to read the information they have found to get a general overview.</p>				
<p><b>Day 3, 4:</b></p> <p>1. Demonstrate how to take notes. Use an example.</p> <p>2. Students will begin to take notes to fill in the graphic organizer. They will also use other resources such as books to find relevant information.</p> <p>This should take about 2 sessions.</p>	<p><b>Teacher, LMS</b></p>		<p><b>Task completed</b></p>	
<p><b>Day 5:</b></p> <p>1. Students should be ready to begin organizing their notes. Show how they can number each cell of the graphic organizer to help themselves to organize their notes.</p> <p>2. Show how to turn their sentences into notes.</p> <p>3. Circulate and assist as needed.</p> <p>4. Pass out AlphaSmarts to word process with.</p>	<p><b>LMS</b></p>		<p><b>Task completed</b></p>	
<p><b>Day 6:</b></p> <p>Circulate and assist as needed</p>	<p><b>LMS, Teacher</b></p>			
<p><b>Day 7:</b> Demonstrate how to draw an animal using KidPix. Students must use an actual drawing or photograph to look at while drawing their animal.</p> <p>Circulate and assist as needed.</p>	<p><b>LMS</b></p>		<p><b>Task completed</b></p>	
<p><b>Day 8:</b> Circulate and assist as needed.</p>	<p><b>LMS, Teacher</b></p>		<p><b>Task completed</b></p>	