Name:

Grade 3 Date:



Based on the Writing for Understanding Approach, Vermont Writing Collaborative

My Group Research Project on

Animals in Groups (wild dogs, chimpanzees, lions, or dolphins and whales)

Research Question:

How does living in groups help animals?

Becoming an Expert

**Small Group Research Packet**

*Building Knowledge and Understanding through Research*



|  |
| --- |
| **Becoming an Expert** |
| Date Completed |  Steps |
|  | Where Am I Going? | Text Structure |
|  | First Read Part 1 | Close Read Part 1 |
|  | First Read Part 2 | Close Read Part 2 |
|  | The Fab Five | Rolling Knowledge Journal |
|  | Reading for Evidence |
|  | Recording Evidence |
|  | Additional Evidence | Focus Statement |
|  | Working with Evidence |

Research Question: How does living in groups help animals?

**Where Am I Going?**

Work with your group to answer the questions below.

**?**

What is your research question?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Skim your source. In one or two sentences describe what this text is mostly about.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How will this source help you answer your research question?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the copyright information for your text to complete the section below.

Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of text: nonfiction book article website excerpt other

Publisher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Publication date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**First Read, Part 1**

With your group, read the text aloud.

With your group, use one of the options below to read pages \_\_-\_\_\_ of your source aloud. Check a box to show the option you chose.

Ideas for a First Read:

* Take turns reading, have each person read a page or paragraph.
* Choose one or two people to read aloud. The rest of the group reads along silently while listening.
* Listen to a recording of your book, reading along silently while you listen.
* Another idea:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do you find confusing or unclear about the text? List any questions about what you have read below. Then see if the other members of your group can help you answer them. Put a star next to those you would like a teacher to help you with.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**First Read, Part 2**

With your group, finish reading the text aloud.

With your group, use one of the options below to read pages \_\_\_-\_\_\_ of your source aloud. Check a box to show the option you chose.

Ideas for a First Read:

* Take turns reading, have each person read a page or paragraph.
* Choose one or two people to read aloud. The rest of the group reads along silently while listening.
* Listen to a recording of your book, reading along silently while you listen.
* Another idea:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do you find confusing or unclear about the text? List any questions about what you have read below. Then see if the other members of your group can help you answer them. Put a star next to those you would like a teacher to help you with.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**The “Fab Five”**

With a partner, identify 5 important words from the text.

From your source, chose 5 words that are important to understanding the central idea of the text.

Next, use your 5 words to write about the most important idea of the text. Write one sentence for each word that shows you understand the meaning of the word.

|  |  |
| --- | --- |
| **Important Word** | **Sentence about the Central Idea** |
| 1.  |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

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**Rolling Knowledge Journal**

Add this source to your Rolling Knowledge Journal.

1. After you read *each* resource, stop and think about what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about your animal living in a group to survive.
2. Then write, draw, or list how this new resource added to what you learned from the last resource(s). Add pages if needed.

|  |  |
| --- | --- |
|  | **Write, Draw, or List** |
| **Title** | **New and important learning about the topic** | **How does this resource add to what I learned already?** |
|  |  |  |
|  |  |  |
|  |  |  |



**Reading for Evidence**

Work as a group to gather and share information that will help you answer your research question.

Follow these steps to complete the graphic organizer together:

1. First, break into groups. Each group will have a part of the text to reread and search. Record the assignments below.

|  |  |
| --- | --- |
| Section (page numbers) | People responsible |
| **Our Animal ­\_\_\_\_\_\_\_\_\_** |  |
| **Our Animal ­\_\_\_\_\_\_\_\_\_** |  |
| **Our Animal ­\_\_\_\_\_\_\_\_\_** |  |

1. As a group, look at the graphic organizer. Discuss: What is your Research Question? What kinds of information will go in each column?
2. Now reread the part of the text you were assigned. When you find a part of the text that will help you answer your research question **mark it with a sticky note.**

 If the information is about the animal group finding food, mark it with an “F”. If the information is about the animal group defending itself, mark it with a “D.”

1. Repeat this process until all the important information from this section has been marked.



**Recording Evidence**

Share what you have found with your group to complete the graphic organizer.

Focusing Question:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Meet with your small group again. Take turns sharing one piece of information you found. Talk about what words or phrases to write on the graphic organizer, then fill in the appropriate row on your own organizer. You will need notes on all the information found by the group for your final project.
2. Repeat this process until all the information from this source has been recorded on the graphic organizer below.

***How does living in a group help \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?***

Put one piece of evidence in each box.

|  |  |
| --- | --- |
| **Evidence***How do \_\_\_\_\_\_\_\_\_\_\_\_ work together to obtain food?* | **Elaboration***How is this helpful for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?* |
|  |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
| **Evidence***How do \_\_\_\_\_\_\_\_\_\_\_\_\_work together to defend the group?* | **Elaboration***How is this helpful for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?* |
|  |  |
|  |  |
|  |  |
|  |  |



**Additional Evidence**

On your own or with a partner, add additional information to the graphic organizer.

Read one or more additional sources. Mark information that will help you answer the research question with sticky notes. Add it to your own chart. Use a different colored pencil for each source, so you will remember where your information came from.

Using the same colored pencils, list your additional sources below.

Title:

Author:

Publisher/URL:

Title:

Authors:

Publisher/URL:

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**THE FOCUS STATEMENT!**

Sum up what you have learned.

What is the “big idea”?



Look carefully at all of the evidence you have gathered. What is the “big idea” your evidence shows? Try to state what you have learned in just a sentence or two. Your teacher and classmates will help you.

Focus Statement:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**Working with Evidence**

Work with your group to better understand the information you have gathered.

To prepare for the activity:

1. Fold a piece of drawing paper into quarters. In each box, draw and label a sketch of a piece of evidence you found. Use both sides of the page.
2. Find a partner, point to each piece of evidence you drew, then explain it to your partner. Be sure to explain how the evidence you drew helps your animal survive.

Look at your drawings, and reflect. How did talking about your research and listening to your classmates deepen your understanding of how living in a group helps your animal?



**Now you are ready to write!**

Use your Writing Resource Packet to write an informative explanatory piece. Put the date next to each step when you complete it.

**Sharing Your Expertise Record Sheet**

|  |
| --- |
| *Use this record sheet with your Writing Resource Packet to deepen your understanding and communicate what you have learned.* |
| Date | Steps |
|  | Analyze a Model |
|  | Write an Introduction |
|  | Write Proof Paragraph 1 |
|  | Write Proof Paragraph 2 |
|  | Write a Conclusion |
|  | Final Revision and Editing | Add a Visual! |
|  | Share and Celebrate! |