

Informative/Explanatory Writing: Research

Unit Introduction

NOTE

Common Core State Standards are listed in Table of Contents after each lesson title as well as on actual lesson pages. Sometimes, in the process of revising, original lessons were deleted or moved and new lessons added. Lesson numbers were not changed, but the pages were renumbered to be sequential in each unit.

Unit Overview:

The lessons in this unit are designed to immerse students in “expository” writing. The lessons fulfill expectations for CCSS although certain words need to be added or changed to strengthen the alignment. For example, CCSS refers to “expository text” as “informative/explanatory text.” Student goals have been updated.

In this unit of study, students will develop a question and research it to find the answer. Then students will write a single body paragraph with a main idea and supporting details related to the research question. Students then move on to write an introduction and conclusion. Students will revise and edit in order to get their pieces ready for publication. We suggest using Power Point or another digital publishing tool.

This unit is designed to be used with third grade social studies or science content such as Portland, Portland Bridges or Rocks and Minerals. We have chosen to use plants as a topic because “Growing Things,” the science unit for third grade has an abundance of kid-friendly expository reading materials in our classrooms, libraries, and online. Additionally, many third grade teachers are teaching the science unit “Growing Things” in the spring, which aligns with the common assignment writing schedule. You are free to adapt the lessons to any content area that seems like a better fit for your classroom.

To incorporate the Common Core State Standard 3.W.6, to “use a variety of digital tools to produce and publish writing,” you may choose to:

- Take digital photographs of shared experiences.
- Create a PowerPoint of writing with voice recordings.
- Use story-making applications from iPads or other tablets.
- Type final projects-use WORD publishing forms such as postcards and brochures.
- Share writing over school announcement system.
- Have students project the written pieces using a document camera.

Celebration at the end of the publishing process is an important way to let students know we value their writing. It is something to look forward to and can motivate students to do their best work while publishing. Celebrations can be as simple as sharing writing with a partner or as elaborate as an author’s tea with parents. It is entirely up to you. Try different ways to celebrate at the end of each unit and have a marvelous time with your students as you write together through the year.

Student Goals:

- Students will develop and strengthen writing by planning, revising and editing.
- Students will conduct short research project that builds knowledge about a topic.
- Students will gather information from print and digital sources.
- Students will take brief notes on sources and sort evidence into provided categories.
- Students will write an informative/explanatory text which examines a topic and conveys ideas and information clearly.
- Students will use technology to include illustrations that aid comprehension.
- Students will use technology to publish writing.
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Informative Writing: Research (R1) Research: What is it?

Writing Teaching Point(s):

- Introduction to research
- Author's purpose
- Informative Writing

Standard(s):

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
- W.3.7 Conduct short research projects that build knowledge about a topic.
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Materials:

- Chart paper and sticky notes
- Enough books so that each pair of students has a book or two.
- Trade books from the third grade science kit library.
- In My Own Words student handout
- Anchor chart for paraphrasing from trade book texts. (see sample provided)

Other helpful resources:

- Online articles, either teacher copied OR access to computer/internet sites such as www.oslis.org
- Trade books from the media center

Guided Practice:

“Writers, you see the books I have brought in to share with you today. We have a wide variety of books about plants. They are all non-fiction expository writing. Each book is different but all of these books have a lot of information about plants. When I read non-fiction I need to get my brain ready to take in new information.

Watch as I show you what you are going to do with your partner.

First I will choose a book from our collection.”

Teacher chooses a book from the table.

Model reading one page aloud.

“Now I need to think about what important or interesting facts I learned from this page.”

Model finding information. He/she shares with students when something is interesting or worth noting.

I would like you and a partner to select one or two books to look at and we'll share out some interesting facts together. I'll check back with you in five minutes.

Students select a book and fan out around the classroom to look at the books.

Okay, writers, when you share what you found, I want you to be sure that it came from the book you were looking at. Who has found something to share?

Students share, teacher reinforces the information shared that came from text.

Writers call what you just did research. Research is a way to gather information and find answers to your questions. Writers do research when they write so that they know they know their facts are correct.

Connection: *Writers, our last unit of study was the Informational Article. In that piece of expository writing, you wrote about a subject you were very familiar with, you didn't need to do much, or any research, to write your informational article. You used your background knowledge.*

Now, we want to take our expository writing one step further. We want to build our skills at doing research. Instead of just writing about what you already know, you will learn some new facts. Using that newly gained information, you will write a new piece of expository writing.

Our purpose will be to inform our readers on a specific topic.

Active Engagement (guided practice):

"Soon you will get to choose another book. This time I want you to find another fact that is cool or interesting. This time, you'll write it down in two ways.

Teacher models with one of the books. For example from *Dandelions* by Kathleen V. Kudlinski (from third grade science kit library)

Let me show you. In this book about dandelions, the writer surprised me when she wrote,

‘Taller pale green flower stems grow from the center of the plant. The stems reach up toward the sun. At the top of each stem is a tuft of golden yellow petals. That tuft holds a surprise. It isn't just one flower! Each petal belongs to a different flower. Hundred of these tiny flowers grow at the top of one flower stem. Together, the flowers are called a flower head.’

I didn't know that! I think it is interesting that the dandelion's flower is really hundreds of tiny flowers. I will write down that fact. First, I write down what the book actually says.”

Model recording:

It isn't just one flower! Each petal belongs to a different flower. Hundred of these tiny flowers grow at the top of one flower stem. Together, the flowers are called a flower head.

“I know how this author wrote that fact. I also want to write a sentence about what I just learned using my own words. (Teachers may want to use this as an opportunity to talk about copy rights and plagiarism.) Let me think,

‘Each petal on a dandelion is really it’s own flower. It is called a flower head because it has so many flowers on it together.’

Model writing the paraphrased fact.

“Did I use all the same words as the author? (no) Did I use some of the key words? (yes) Did I change the fact or just change the words? (Just the words)

When you and your partner write down facts and paraphrases, you will do the same thing. Use your own words but keep the fact the same.”

Link to Independent Practice:

Student work independently or with partners to find a piece of information to copy and paraphrase into one or two sentences. Use the recording sheet at the end of this lesson or you can have students use sticky notes or sentence strips.

Begin an anchor chart, one half “what the book/text said” on the other half, “my own words/paraphrase”.

Collect facts and paraphrases on a t-chart for reference.

Closure:

Students share their sentences. One partner reads from the text, the other reads the sentence students created. Teacher and peers provide feedback.

Congratulations writers, we have started to learn the skills of research writing. We will be building on those skills for the next couple weeks. You did a great job of reading non-fiction text and writing about it with your own words. These are skills you will use from now all the way through high school and beyond.

Notes:

For the anchor chart. Teacher needs to decide how to collect the quote from a text for display on the anchor chart. Students could write on sentence strips or large stickys.

Resources & References: (adapted from, acknowledgments)

Dandelions by Kathleen V. Kudlinski page 9. This book is a part of the third grade science kit library.

In My Own Words

Names:

1. As you research, watch out for interesting or cool facts.
2. Write down the interesting facts you find.
3. Then, use your own words instead of the author's to retell that fact.

Title:

Quote: What the Book or Text Says	Paraphrase: How We Say It

Informative Writing: Research (R2)

Questions are the Heart of Research

Writing Teaching Point(s):

- In this lesson students will choose a topic of interest and narrow their topic to a specific aspect of plant life. This will become their topic for all the subsequent research, drafting and final report.

Standard(s):

W.3.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2.b. Develop the topic with facts, definitions, and details.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Materials:

- Fact/Question/Response graphic organizer (FQR) one on a chart pack and student copies.
- Trade books from third grade science kit library
- Chart paper
- Mentor Text-Winter Blooms, Scott Foresman 3.1, pg 281

Connection:

Teacher begins lesson with a short reading from Scott Foresman 3.1, pg. 281, *Winter Blooms*.

Students, this is a story about a person who has a question and finds a way to get the information she needs to begin a garden. She does research. Yesterday, we started doing research by looking at books about plants.

Writers, questions are the heart of research. Today we are going to brainstorm questions that will drive our research.

Teach (modeling):

Introduce the FQR graphic organizer.

Writers, this chart has three columns, the F is for fact, the Q is for the questions you may have and the R is for a response. You do not need to answer the questions, simply add responses or comments you may have.

In the fact column, we are going to gather facts you already know about plants. At your table group talk about what you know from our science unit. Be ready to share two facts with the class in three minutes.

Active Engagement (guided practice):

Give students time to talk together. Rove and listen for good ideas to highlight or confusions to clarify.

Bring students together and chart some of their facts, you may need to add some things you know to help them get started.

“Let’s hear some of the facts you brainstormed in your groups.”

Add students’ ideas to the class FQR chart.

Modeling:

Model adding questions and responses.

“I have a questions about this fact”

Point to one of the facts on the class chart. Tell the class a question this brings up for you.

Note: You will need to prepare a question in the midst of this lesson. You can’t really prep for it because you won’t know what facts students add to the chart until you are in the midst of the lesson.

Guided Practice

“What questions do you have about the facts on our chart? Read the chart and then tell your neighbor one question you have about one of our facts.”

Add a few student questions to the class TQR chart.

Repeat the modeling and guided practice with the response section of the class TQR chart.

Active Engagement (guided practice):

Students and teacher continue to chart facts, questions and responses on the classroom graphic organizer.

Link to Independent Practice:

Kids get a copy of the graphic organizer and make lists of their own facts, questions and responses. They can do this alone, with partners or in small groups. The point is to practice researching and reacting to what you research.

Model:**Identifying a single research question to guide the work.**

Writers, I have a lot of information about plants and especially weeds. In order to create a piece of writing about what I learn about plants, I need to get more focused. I want to come up with one question about plants that I am interested in learning even more about. This question will help me write a focused expository piece and help me concentrate on my research.

Let's look at my TQR sheet. When I look at my response about weeds, I wrote that we don't like to use chemicals in the garden because of our pets. That raises another question for me; Are there herbicides or weed killers that are safe for people and pets? That might be a cool thing for me to research. I'm going to circle the fact, question and response on my chart.

Active Engagement (guided practice):

Looking at your own charts and your responses do they raise more questions for you? Find one of your responses and come up with a good question you would like to research.

There are some lines at the bottom of the page for your research question.

Closure:

"Writers, we have come a long way since we looked at the books yesterday. We have learned that research is finding the answers to our questions. And we have created some good questions for ourselves. I am excited to research about weed killers that are safe for our family.

Let's close writing time today by hearing everyone's question."

Zip around share of the question each writer has identified.

Notes:

If possible, review student questions after school to make sure no one has a question that won't work for research and writing. It might be too broad or too specific.

Resources & References: (adapted from, acknowledgments)

Nonfiction Mentor Texts Lynne R. Dorfman and Rose Cappelli, Stenhouse.

FQR Graphic Organizer

Fact	Question	Response
<ul style="list-style-type: none"> Plants need sunlight Weeds are a problem. Plants have seeds. Trees are plants. Some plants live in the desert, ocean, forest. 	<ul style="list-style-type: none"> How do plants use sunlight? How do we get rid of them? Why do some plants have hundreds of seeds and some have only one? 	<ul style="list-style-type: none"> It's not sunny all the time in Portland. We don't like to use weed killers because we have pets. We eat strawberry seeds but we don't eat peach pits.

Research Question:

What can I use to get rid of weed that is pet and kid friendly?

FQR Graphic Organizer

Name: _____

Date: _____

Fact	Question	Response
<div></div>	<div></div>	<div></div>
<p><u>Research Question:</u></p> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>		

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Informative Writing: Research (R3)

This lesson is divided into two days. The first has students research in books. The second day is optional and has them using the internet.

Searching for Answers part A-Finding the Answers

Writing Teaching Point(s):

- Students will research in books, online and through interviews to find answers to their research questions
- Students will paraphrase texts to sticky notes.

Note: This is a day when support from parent-volunteers, ESL teachers or ERC teachers would be very helpful as kids sift through the resources.

Standard(s):

L.3.2.g.Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

W.3.2.a.Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2.b.Develop the topic with facts, definitions, and details.

W.3.2.d.Provide a concluding statement or section.

Materials:

- Sticky notes.
- Print resources about topic (books, internet websites, third grade science kit library, etc.)
- Writing notebook
- FQR graphic organizer form previous lesson
- Student copies of FQR graphic organizer from previous lesson
- Notes handout for recording answers to research question (at the end of this lesson)
- Interview sheet for homework (at the end of this lesson)
- Anchor chart for paraphrasing from lesson 1
- Mentor Text: What is a Weed? Scott Foresman 3.1. pg. 194-197.

Connection:

Yesterday you identified your research question. Today we will see what kinds of answers to those questions can be found in books. Writers gather information from lots of places or sources when they research, so we will too.

Teacher shares short reading from Scott Foresman 3.1, pg. 194-197 What is a Weed? This selection shows how a boy looks for answers to his question on weeds, and finds the information he is seeking by using the internet as a resource. It highlights for students how to look at a web page, how to get information.

Teach (modeling):

Where have we already found answers to our questions about plants? (In books) Books are a great place to find answers to research questions. There are other sources of information as well. We could look on the internet. Researchers and

writers use the internet to answer their research questions all the time.

How many of you have ever used the internet to answer a question or learn more about something? Books and the internet are both great places to get answers to research questions. But answers can come from people too. How many of you have ever asked an adult to help you understand something or to answer a question you have? It is important for writers to get answers from more than one place. We call the places you get answers sources. Our research writing will use more than one source.

Let's start with the source we use the most: books. You already practiced looking for information in books two days ago. Today you will see if you can answer your research question with facts from a book. First. Let's review the research questions.

Active Engagement (guided practice):

Have students reread their research questions and tell a neighbor what their question is.

Model:

"My research question is: What can I use to get rid of weeds that is pet and kid friendly? I am going to write that at the top of my notes page."

Model recording your research question and have students copy theirs from the TQR sheet they did yesterday to the notes sheet they will use today.

"Writers, I want to find out what I can use to kill weeds that won't hurt people or pets. I'm looking through the materials and I know that dandelions are a common weed, let's see if this book about dandelions has any answers to my research question."

Teacher looks through book and skims for answers. Using the document camera or by holding the book, teacher models skimming for information.

"No, no information here on safely killing the weeds. This book is all about how they live and grow. I might have to look in another book or wait until tomorrow when we use the internet to find the information we need. I am going to try another book."

Again, model skimming for information about kid and pet friendly weed solutions.

"Here is a fact that might help me. This book says ...

That seems like an answer to my question. I am going to write it down on my Notes sheet. Just like when we took notes before, I don't want to copy the author's words. I want to paraphrase into my own words. I am going to write down ..."

Model recording the fact in your own words on your Notes sheet.

Model: This section of the lesson models reading an internet article to get more answers. Skip this section if you do not plan to use the internet as part of this research project.

"I did not find many answers in the books I looked through. I decided to look on the internet. Here is an article I found on the internet."

(We have permission from a website to use an article. This source is cited in the resource box at the end of this lesson.)

"In this article the author tells us lots of ways to get rid of weeds without using harmful substances. I am reading that I can use sugar, cornmeal, or boiling water to keep the weeds out of my garden. This article answers my question. I am going to use this page to take some notes. That way I won't lose my research and I can come back to it when I am ready to write.

Read the article aloud to the class.

"Wow! There are a lot of ways to kill weeds in a pet and kid friendly way. I was really surprised you can use sugar. I think I will take some notes on how sugar can kill weeds. I know I want to use my own words. Let's see ... I will write down 'Sugar makes the living things in the soil grow really fast and so the ground does not make it a good home for plants.' That matches the fact in the article, but it uses my own words."

Active Engagement:

"Tell your neighbor what else you think I should take notes on from this article." Have a few students share ideas and continue to model taking notes from article.

Independent Practice:

"How many of you know right now what book might hold an answer to your research question?"

Get a show of hands.

"How many of you need time to browse the books again?"

Get a show of hands.

"We can take five browsing minutes. After five minutes are up, everyone should be reading or skimming a book trying to find an answer to their research question.

When you find an answer to your question, jot it down in your own words."

Students read or skim books looking for answers to their research questions.

Move around the room supporting students as they research.

Closure:

Students read facts they discovered to a neighbor.

"Tonight for homework, you are going to have another chance to answer your research question. You will use the same kind of note taking sheet we just used in class, but tonight, you will ask an adult your research question instead of looking for answers in a book. Let's all write our research question at the top of this interview page, then put it in your backpack so you can do your interview for homework."

Notes:

Resources & References: (adapted from, acknowledgements)

Nonfiction Mentor Texts Lynne R. Dorfman and Rose Cappelli, Stenhouse.

<http://www.gardeningknowhow.com/organic/homemade-pet-friendly-weed-killer.htm>



Notes from Books

Name

Research Question	
-------------------	--

What book is it? Author and Title	What is the fact? Paraphrase: use your own words



Notes from the Internet

Name _____

Research Question	
-------------------	--

Where is the article? Website	What is the fact? Paraphrase: use your own words



Notes from an Interview

Name

Research Question	
-------------------	--

Who are you interviewing?	What is their answer?

Homemade Pet Friendly Weed Killer

Posted By [Gardening Know How](#) On August 12, 2007 @ 10:50 am In [Organic Gardening](#) |

Your pets are as much a part of your life as your garden is and you want to make sure that your pets can enjoy your garden without it making them sick. While stores sell a number of weed killers, most of them are not very healthy for your pets, and you may want to use a pet friendly weed killer. Fortunately, there are a number of organic and pet safe weed control methods you can use to keep your garden healthy for your pets.



Boiling Water

If you have an area that you need to clear weeds out of on a wholesale level, such as a driveway or a sidewalk or just a large weedy patch where no plants you wish to keep are growing, you may want to consider using boiling water. Boiling water is certainly a pet safe weed killer and it will instantly kill any plant it comes in contact with by literally cooking the plant in the ground. But be careful, boiling water will kill all plants, not just the weeds.

Vinegar

Vinegar works well as pet friendly weed killer. All you need to do is spray the vinegar on the plants that you wish to kill. For some tougher weeds, you may need to reapply the vinegar several times before the plant completely dies.

Salt

If you have an area that you do not wish to have plants growing at all, like a brick path or patio, salt works well as a pet safe weed control. Putting salt in an area will make the soil unsuitable for plants and weeds to grow in.

Sugar

Believe it or not, sugar is also a pet friendly weed killer. It puts the soil organisms into overdrive and the soil becomes temporarily unsuitable for plants. It is great for killing weed trees, pushes or vines that are hard to pull out. Simply pour some sugar at the base of the plant you wish to kill. If you are concerned about it becoming an attraction to pests, simply mix the sugar with equal parts chili pepper to deter those possible pests.

Corn Meal

Sometimes the most effective pet safe weed killers are the ones that stop the weeds before they even appear. Corn meal has a chemical in it that acts as a pre-emergent on plant seeds. That means that it will prevent the seed from germinating. Sprinkling corn meal in an area that you want to keep weeds out of, will not harm the current plants but will keep weeds from growing.

Recipe for homemade pet safe weed killer

The nice thing about all of these is that any of them can be combined to make more effective pet safe weed killers. Just mix them together. If the mixture is liquid and you will be using a spray bottle, add in a little dish soap. The dish soap will help the liquid stick to the weed better.

Our pets are our friends and we don't want to do anything to harm them. Using products that are available in your house to make pet safe weed killers is less expensive, just as effective and much safer than using the dangerous chemicals sold in stores.

Article printed from Gardening Know How: **<http://www.gardeningknowhow.com>**

URL to article: **<http://www.gardeningknowhow.com/organic/homemade-pet-friendly-weed-killer.htm>**



Notes from the Internet

Name _____

Research Question	<i>How can I get rid of weeds in a pet and kid friendly way?</i>
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Where is the article? Website	What is the fact? Paraphrase: use your own words
Gardeningknowhow.com	<i>Sugar makes the living things in the soil grow really fast and so the ground does not make it a good home for plants.</i>
Gardeningknowhow.com	<i>Good for killing weeds in a large area. Only do with adult supervision.</i>
Gardeningknowhow.com	<i>Corn meal stops seeds from germinating.</i>

Informative Writing: Research (R4)

Organizing our research

This lesson is divided into two days, the first day analyzing a sample paragraph, the second day plugging in the students' research into the graphic organizer.

Writing Teaching Point(s):

- In this lesson, students learn about paragraphs, specifically topic sentence, supporting details, and closing sentence.
- Students will use a graphic organizer to identify parts of a sample paragraph and to organize their research question and answers prior to drafting.

Standard(s):

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2.b. Develop the topic with facts, definitions, and details.

W.3.2.d. Provide a concluding statement or section.

Materials:

- Writing Notebooks
- Notes handout each student used for collected answers in lesson 3
- Interview handout students completed for homework in lesson 3
- Sample paragraph and non-example of paragraph (end of this lesson)
- Sentences cut into strips and put in envelopes (end of the lesson)

Connection:

“Writers, you researched/gathered information which answered your question. You also paraphrased that information into your own words. Soon we will take that information and organize it into a paragraph. But first we should revisit what a paragraph is and how to write one really well.”

Teach (modeling):

“What do you know about paragraphs?”

Have students partner share their ideas about paragraphs, then take a few volunteer answers whole group.

Lead them to the point that a paragraph is a group of sentences that go together, the topic sentence driving the paragraph is followed by detail sentences. Often, paragraphs also have closing sentences.

“Let’s look at these two pieces of writing. Get with a partner and read them both. I want you to decide which piece is a paragraph and which is a bunch of sentences on a topic that don’t necessarily go together, as a paragraph should. Both examples are all about weeds. One has too much information about too many ideas about weeds. The other has the right amount of information about one thing about weeds.”

Sample Writing Pieces:

Weeds

Weeds can be a real pest in the garden. They grow very fast and often overtake plants that you want to be growing there. They are often very ugly next to your beautiful roses and dahlias. Weeds produce a lot of seeds so they keep coming back year after year. With their voracious appetites, weeds can take resources, such as water, soil nutrients and even space, from other plants you want in your garden. Weeds are not welcomed in our yard.

Weeds

Weeds grow just about everywhere. Weeds are plants that are growing where they are not wanted. They come in all shapes and sizes. They take up garden space. Some weeds have prickly parts that can hurt if you touch them. Dandelions are a common weed found around Oregon. Weeds can be pretty. Weeds spread their seeds in many ways. Some weeds grow in the lawn. Weeds have many different root systems. Sometimes weeds are hard to get rid of. You can eat some weeds.

Active Engagement (guided practice):

Let partners read both and come to a consensus over which is the paragraph and which is not. Lead short class discussion analyzing the paragraph and labeling the parts (topic sentence, supporting details and closing sentence). The idea that details **support** the topic sentence is critical.

Pass out envelopes that contain one set of the cut up sentences. Each set contains a topic sentence, closing sentence, supporting details, and a few “red herrings,” details which do not support the topic sentence.

Kids work in groups of three to four, creating a complete paragraph and determining which sentences don’t belong. Teacher leads a whole group discussion, different groups may have arranged the sentences differently, and class can discuss strengths and weaknesses and the fact that the topic sentence and closing can be interchangeable in this case. Extension, elicit other supporting details for the paragraph. Add to the paragraph.

Model: Demonstrate highlighting facts from your research you plan to include in your writing.

“Now that you know how a paragraph should sound and look, think about the details you have collected that you want to include in your paragraph.

Use a highlighter to highlight five to eight of the details/facts you have that answer your research question.”

Active Engagement:

Students highlight the facts they plan to include.

Closure:

Share what facts you highlighted with a partner or small group.

Notes:

Resources & References: (adapted from, acknowledgements)

Paragraph in sentence strips:

Lots of insects help in the garden, but some cause problems.

Ladybugs eat the bugs that eat your plants.

Some bugs make a home inside your fruits and vegetables, and eat them before you do.

Some insects eat the roots of your plants.

Bees pollinate plants so that they develop fruit.

Bugs, like aphids spread diseases to other plants.

Many insects live in your garden, some are welcome and some are not.

Slugs like to eat leaves.

Too much water can harm plants.

Some fruits and berries are eaten by birds.

Informative Writing: Research (R5)

Paragraph Writing-Fleshing it Out

Writing Teaching Point(s):

- Students draft a paragraph from their research
- Students will learn to flesh out their ideas.

Standard(s):

W.3.2.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

Materials:

- Student notebooks, folders or journals
- All completed notes handouts: from books, from internet, from interview
- Anchor charts from previous lessons
- Draft paper

Connection: *Writers, yesterday we studied what makes good paragraphs and chose details for our own paragraphs. Today, we are going to draft our paragraphs. We are going to work to write strong and interesting sentences.*

Teach (modeling)/ Active Engagement

This is a back and forth, I do you. You do, lesson.

Writers, take out all of your notes handouts: the one from books, the one from your interview homework and the one from the internet. They hold your key ideas. Job one today is to reread the details and facts you highlighted.”

Active Engagement:

Students reread highlighted facts.

Note: Rove around the room making sure everyone has some facts highlighted.

Model:

But it isn't enough to copy those sentences, we need to craft an interesting paragraph from our key ideas. One part of a paragraph we know is important is the topic sentence. My topic sentence should make my topic clear.

I am going to show you what I wrote for my topic sentence. My research question will help me come up with a topic sentence, so I'll reread my question before I write. My question is:

What can I use to get rid of weeds that is pet and kid friendly?

HMMM, let me think about how to phrase that as a telling sentence instead of a question. I think I'll write:

There are several safe and green ways to rid your garden of unwanted weeds.

I like it. It lets my audience know what I am going to write about; safe ways to get rid of weeds. It also uses my own words.

Active Engagement:

“Think about your topic. Your research question is also your topic if you aren’t sure. Reread your research question. Tell your neighbor how that question might sound as a topic sentence.”

Students pair share.

“Let’s hear a few topic sentence ideas. Writers, as you listen to your classmates share topic sentence ideas, listen to make sure the sentence is clear and sounds like the writer’s own words.”

A few students share and the rest of the class confirms the sentences are clear and use the writers’ own words.

Think about your topic sentence. Do you like it? Does it let your reader know what you are going to tell them in the paragraph?”

“On your draft paper, write your topic sentence. Remember to indent!”

Students write their topic sentence. Pair share.

“Now, I need to look at my supporting details. I am noticing that some are written as sentences and some are just fragments. Can you tell me which note is not a complete sentence? Right, under ‘boiling water,’ I have, ‘Good for killing weeds in a large area.’ What would make this fragment into a complete sentence?”

Elicit answers from students and chart them on the board or paper.

“Great, I like it. Using boiling water is a good method for killing weeds in a large area.”

(Kids write-Guided Practice):

Okay, look at one of your supporting details. Do you need to add more to it so that the reader gets a sense of what you mean? Think about what the reader needs, and add it to your paragraph.

(Teacher write-model):

“Let’s look at this other supporting detail, Corn meal stops seeds from growing.

It’s a complete sentence but, it needs a little more information to be meaningful. I am not sure my readers will know why it is important to stop seeds from growing. What could I add to make this fact make more sense?

Elicit responses from students.

If necessary, go back to article for additional info.

Okay, I have learned that if seeds don't grow we have no plant and that it is a chemical in the cornmeal that stops the seeds from germinating.

Adding this will make it more clear to the reader.

Cornmeal stops seeds from growing. The cornmeal has a chemical that makes this happen. If seeds don't germinate, the plant won't develop.

Continue until you and your students have drafted a paragraph.

Link to Independent Practice:

"Now it is your turn. Use all of your note taking sheets to add detail sentences to your topic sentence. That is how you will develop a paragraph.

Make sure all your details match your topic and make sure your ideas are clear.

Closure:

Students pair share paragraphs.

Notes

Resources & References: (adapted from, acknowledgements)

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Informative Writing: Research (R6)

Revising-Vocabulary, adding scientific terms to your writing

Writing Teaching Point(s):

- Students add and define scientific terms to their writing, making it more specific.
- Students use commas to offset the definition.

Standard(s):

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Materials:

- Drafts
- Print resources (books and articles on plants)
Soil, by Alice K. Flanagan, Compass Point Books
From Seed to Plant, by Gail Gibbons, Holiday House
- Writing Notebooks

Connection:

“Writers, last time we met, you drafted your paragraphs. Now it is time to make your good writing better by putting in some scientific terms, and making sure the reader knows what they mean.

Teach (modeling):

Many times when I read a non-fiction text, I find new words that are specific to the topic and hard for me to read/say. I’m not sure what they mean, but the best writers make reading them easier by doing a few things. Let me show you the tricks excellent writers do to get their meaning across. Listen to this from Seed to Plant by Gail Gibbons .

Bees, other insects and hummingbirds help pollinate, too. While they visit flowers for their sweet juice, called nectar, pollen rubs onto their bodies.

Did anyone notice the vocabulary word being defined in this part of the book? That’s right, it is nectar. Notice how the author used common words we all understand, ‘sweet juice,’ then used a comma and the phrase ‘called nectar’ to let us know what it means.

Here is another example from Soil by Alice K. Flanagan. (p. 29)

As the soil gets warm, insects that were resting, or **hibernating**, in the soil will start to move about.

This time the author said that hibernating means the same as resting. She also used bold print to make the word stand out. The commas, like the example above, set the definition apart from the synonym.

Active Engagement (guided practice):

Let's try to add a definition to my piece on weeds.

Weeds

There are several safe and green ways to rid your garden of unwanted weeds. One of those ways is to put cornmeal around your plants. That stops seeds from germinating. Boiling water put onto plants kills them instantly. Pulling weeds out, making sure to get the root, is another way to get rid of them. Spraying vinegar on plants is another way to get those nasty weeds out of your garden. And finally, sugar is good for killing trees, bushes or vines that are hard to pull out. There are many environmentally safe ways to control weeds.

Are there any vocabulary words that you think a person might not be sure or fully understand? I think 'germinating' might be a good word to define. Here is my sentence (reread the sentence with germinating). Try to rewrite that sentence, using commas and a definition. What are some synonyms for germinate?

Elicit responses and model revising, by crossing out and writing above the sentence.

beginning to grow, or germinating.

That stops seeds from ~~germinating~~.

Now my sentence reads; That stops seeds from beginning to grow, or germinating.

Link to Independent Practice: Students look for one place to add a definition. Teacher points out that overusing this strategy might distract the reader.

As students are writing, teacher circulates for drop in conferences. Encourage students to use dictionaries to help them.

Students share examples with the class.

Closure:

Great job students, next time we'll work to make our good writing better by using some of the craft strategies that published authors use.

Notes:**Resources & References: (adapted from, acknowledgements)**

Informative Writing: Research (R7) Strong verbs

Writing Teaching Point(s):

- Students will revise their writing to add strong verbs and or more precise language.

Standard(s):

L.3.3.a Choose words and phrases for effect.

Materials:

- Writing Notebooks
- Drafts
- Chart paper
- Sample text
- The Moonflower (in 3rd grade science kit library)

Connection:

Writers, yesterday we revised our writing to include vocabulary and definitions. Today we are going to make sure that we are including strong verbs and more precise language so that our paragraphs are well written.

Teach (modeling):

Writers, I think I have a strong start to my paragraph. I have topic sentence, interesting supporting details and a closing sentence which rephrases the topic sentence. But I think I can make it better.

I am going to another author for a bit of inspiration. This is a lovely book that gives me a lot of information but, the language is lush and lovely.

Share a portion of the book, The Moonflower, by Peter and Jean Loewer.

Page 8 –The summer moon rises to the song of a mockingbird and the stars shine in the purple twilight. Fireflies begin to flicker. A nighthawk silently glides across the darkening sky in search of insects to eat.

Look at the way the writers use language to make the writing great. What words stood out for you?

silently glides

flicker

moon rises

darkening sky

I want my writing to soar like this writing does. Where can I add some beautiful words. When I re-read my paragraph I am looking for words that are overused.

I notice that I have used the word ‘put’ twice. Can I use better / more specific, more descriptive words or phrases in place of ‘put’? Also “good” is never really any good. It is overused. Let’s replace it with something better.

Students help the teacher find words.

sprinkle
...is to ~~put~~ cornmeal around your plants.

poured
Boiling water ~~put~~ onto plants

an effective method
...sugar is ~~good~~ for killing trees

Weeds

There are several safe and green ways to rid your garden of unwanted weeds. One of those ways is to sprinkle cornmeal around your plants. That stops seeds from beginning to grow, or germinating. Boiling water poured onto plants kills them instantly. Pulling weeds out, making sure to get the root, is another way to get rid of them. Spraying vinegar on plants is another way to get those nasty weeds out of your garden. And finally, sugar is an effective method for killing trees, bushes or vines that are hard to pull out. There are many environmentally safe ways to control weeds.

There, that’s better.

Active Engagement (guided practice): Students highlight words to change and change them.

“Writers, it is your turn to make your language more interesting and your writing great. Find three words you could change. These might be words you used a lot of times. They might be words that seem boring. Or they might just be words you are interested in changing. Find three words you can try changing today. Highlight them.”

Students highlight and share with a neighbor what they highlighted.

“Who has a word they want the class to help them change?”

Have a few students share a word and the sentence it is in. As a class, generate some possible words to replace.

Link to Independent Practice:

Now it is your turn, change your highlighted words to more crafted words. Then reread your whole piece again to your self (or your partner) and listen to how you crafted your piece to sound richer.

If you finish early, try changing even more words.”

Closure:

Zip around share. Each student shares one original word and its substitution.

Notes:**Resources & References: (adapted from, acknowledgements)**

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Informative Writing: Research (R8)

Introduction paragraph: Setting the scene

Writing Teaching Point(s):

- Students will draft an introduction paragraph that sets a scene.
- They will use sensory details to describe a scene related to the topic of their paper.
- The scene prepares the reader for the rest of the writing.

Standard(s):

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

Materials:

- Writing Notebook
- Mentor text The Moonflower by Peter and Jean Loewer –part of the third grade science kit library for “Growing Things”
OR another non-fiction text with a lead that sets the scene.
- Draft paper
- Sensory details brainstorm handout
- Anchor chart of introductions from informational article unit of study (to refer to & add to).

Connection:

Writers, we have a well crafted paragraph. Now we need to add the other parts of an article, the introduction and the conclusion. When we wrote the Informational Article we talked about using a question for the introduction (refer to anchor chart on introductions if you have one from the previous unit of study). I am going to explore with you another approach authors use to draw the reader into their writing. We are going to start with a scene. A scene is like a picture of a moment connected to your topic.

Teach (modeling):

“I am going to share a scene from the book, The Moonflower. Listen for the way the writers set the scene for the book.”

When the sun has set in the west but the sky is too bright for most stars to shine, the buds on the moonflower vine are closed tight.

“I’ll read it again. This time, close your eyes and try to see the scene the authors describe.

What can you see?

Active Engagement:

Discuss the sensory details used in this passage.

Turn and talk to your neighbor. What are the words that create the sensory details?

You could also have students draw a quick sketch of the scene.

The writers could have told us that it was evening. But instead, they brought us into a wonderful world that we don't usually take the time to notice. I'm going to add this strategy to our anchor chart on leads/introductions we started earlier this year. I'll call it "setting a scene."

Add Setting a Scene to your anchor chart or start a new chart.

"The writers did something else that is very important when writing expository pieces: they made the topic clear in the introduction. Who can tell find the words that make the topic clear? How do we know what the rest of the writing will be about?"

Have students discuss the part of the sentence that makes the topic clear.

"Let's add a definition of setting the scene to our anchor chart."

Add to the anchor chart Setting the Scene:

1. Use sensory details to make a picture for your readers
2. Make your topic clear

Active Engagement (guided practice):

Let's practice with something we all know about, the 5 minutes before lunch. How would we as writers set the time and place for an audience? What are students doing? What can we see?"

Have students pair share then a few volunteers share to the whole group what they see right before lunch. Model adding a few visual details to the sensory details brainstorm chart.

"What can we hear right before lunch?"

Have students pair share then a few volunteers share to the whole group what they hear right before lunch. Model adding a few sound details to the sensory details brainstorm chart. Repeat with the other senses.

Examples:

The tummies are rumbling.

Chairs squeak as kids start fidgeting.

Lots of faces turn toward the clocks.

Conversations are starting to erupt.

The scent of pizza drifts into the classroom from the kitchen.

Lunch tubs scrape the floor as they are pulled by lunch box helpers.

Teach (modeling): Model developing an introduction using the sensory details.

“Let’s try writing a scene introduction for a paper about getting ready for lunch. I don’t want to use all these details, that would be too much! I need to choose just two or three.”

Model choosing a few details to include in a scene introduction.

“We also need to make sure we make our topic clear. I think I need another sentence that makes it very clear we are writing about getting ready for lunch to start.”

Model adding a topic/thesis sentence.

“Writers, we were able to make our topic clear and we did not need to write any sentences like: My name is TJ and I am going to tell you about the time right before lunch. We didn’t need to write, If you want to learn about lunch, read this paper. We just wrote a sentence that named our topic.”

Example:

Children turn their eyes toward the clock, hoping it will jump over the next five minutes. The smell of pizza invades the classroom. Everyone’s stomach grumbles at the same time. It is almost time for lunch.

“That was fun! We just let our imagination go and set the scene for the rest of the article. I have crafted a paragraph that sets the reader up for all the ways I can deal with weeds.”

Active Engagement:

Students take about 10 minutes to brainstorm sensory details for their own topics and share with a partner.

Link to Independent Practice:

“Now you are ready to write your scene introduction. Remember not to use all of your sensory details. Just choose two or three to write as sentences. Make sure you include a sentence that makes your topic clear for the reader.”
Students write.

Closure: *“Writers, we have an introduction and body. Next time we’ll work on a conclusion. Your research papers are sounding great!”*

Students can add their scene introduction examples to the anchor chart using sticky notes or small pieces of paper and tape.

Notes:

Resources & References: (adapted from, acknowledgements)

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Informative Writing: Research (R9)

Conclusion: Review of Conclusions

Writing Teaching Point(s):

- Students will review past conclusion lessons.
- Students will write an appropriate conclusion for their paragraphs.

Standard(s):

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

Materials:

- Writing Notebooks
- Drafts of intro and body paragraphs
- Anchor charts of conclusions (from past units)
- Mentor texts

Connection:

“Writers, we are down to the home stretch. We have wonderfully crafted introductions, fabulously fact filled bodies, now we need to put a conclusion on this piece. Keep in mind, the conclusion is the last moment you have the reader’s attention. You want the reader to finish and feel like they are glad they read your piece.”

Teach (modeling):

Let’s gather around some non-fiction books and observe how the authors concluded their pieces. Also, let’s look at our past units of study and anchor chart(s) on conclusions.

Review several conclusion strategies you have taught for past units, (reflective ending from Narrative Unit, restatement from the Info Article, solution from the Imaginative Unit, giving your reader something more to think about). While sharing some conclusions from trade books, discuss the author’s strategy and list them on the anchor chart. The key is that the conclusion is your last moment with your reader, and you want the reader to walk away saying, “I’m glad I read that.”

Writers, listen as I share the conclusion to The Moonflower.

The hawkmoths, the bats, and the budding moonflowers will sleep though the day, waiting for the night to come again. Then the bats will swoop and the hawkmoths will soar and new moonflowers will open, their trumpets unfurling to the song of the mockingbird and the whirl of the hawkmoth’s wings.

I love that ending. It really makes me think. I think about how life is a circle that repeats itself. I think about how wonderful a garden can be. There is a world out there I can't wait to explore. Good endings make me think. They make me wonder. They make me want to try new things. How can I write a conclusion that makes my audience want to think about what I've told them? How can I write a conclusion that stays with them?

Active Engagement (guided practice):

Review the writing so far.

Students, let's work on our class piece together. What do we want the reader to remember or think about?

Elicit responses from students.

I am thinking about the fact that when I was little, we didn't worry about any of the chemicals we used in the garden. Now, even in our school we are more aware and careful about the environment. Maybe that is the place we can start.

Years ago people weren't as aware of the effects of chemicals on people and plants. Now, we know more about environmental hazards and how to control things without harming the environment. I am excited to see how well these methods work and what more I can do safely in my garden.

My conclusion comes out of the wondering questions that came up during my research. I am wondering and thinking about how much the world has changed. I am wondering what else I can do to protect my garden and my planet.

I want you to look over your work. What are the wondering questions you have? Did your research lead you to more wondering questions? Can you take that wondering and use it in your conclusion.

Link to Independent Practice:

- Students share with partner ideas and wondering that have come from their research.
- Have a whole class share to help your students identify wonderings that could work in a conclusion. (Some wonderings might not work at all and students will need guidance to eliminate them.)
- Chart ideas on anchor chart.

Okay, writers, let's give ourselves a quiet ten minutes to write a conclusion. If you get a satisfying conclusion down on paper before the ten minutes is up, then reread your entire piece to hear how it flows.

Closure:

Share out conclusions. *Writers, you have worked hard on a terrific piece of non-fiction that does not sound like a boring encyclopedia. Great work. Making factual writing sound interesting and beautiful is a real skill, it is craft writing. Next step, cleaning it up and publishing.*

Notes:

Resources & References: (adapted from, acknowledgements)

Informative Writing: Research (R10)

Editing: Using Tried and True

Writing Teaching Point(s):

- Students will use tried and true strategies for editing ending punctuation, capitalization, and spelling.

Standard(s):

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

Materials:

- Editing checklist
- Anchor chart on editing strategies
- Drafts

Connection:

“Writers, planning, drafting and revising is done. It is time to edit our pieces to make the readability stronger.”

Modeling: Continue to build on previous editing strategies used in other units.

Active Engagement (guided practice):

Let’s do one together. Teacher and students review the strategies on a mocked up class model.

First, let’s count the number of words in each sentence. We know that if it is approaching twenty words it is suspect. It might be a run-on sentence and might need fixing. After editing any ending punctuation you must always start the next sentence with a capital letter.

Years ago people weren’t as aware of the effects of chemicals on people and plants. Now, we know more about environmental hazards and how to control things with harming the environment. I am excited to see how well these methods work and what more I can do safely in my garden.

I noticed that the last sentence has exactly twenty words. It’s a compound sentence; I used and to separate the two ideas. I might want to rework it into two sentences and see if I like it better.

I am excited to see how well these methods work. I wonder what more I can do safely in my garden.

Do I like that better? Yes I do. Now each sentence is about ten words long.

Link to Independent Practice:

Now it's your turn, counting the words and making changes. I'll drop-in to see how you're doing. When we finish, I hope some of you will share what you found and the changes you made.

Closure:

Bring students together to share. Use document camera, if available, to illustrate changes students made.

Notes:**Resources & References: (adapted from, acknowledgements)**

Informative Writing: Research (R11) Singular possessive nouns

Optional based on whether students need the lesson or not

Writing Teaching Point(s):

- Students will use apostrophes appropriately with singular possessives.

Standard(s):

L.3.2.d. Form and use possessives.

Materials:

- The Moonflower, by Peter and Jean Loewer, (from the third grade science kit library)
- Grammar and Writing Practice Book, Scott Foresman
- Anchor charts for conventions

Connection:

Writers, yesterday we edited for spelling, punctuation and capitalization, the three basics. Today we are going to edit for a specific spelling rule, how to use an “s” appropriately when added to a word. Let’s look at every case where you put an “s” on the end of a word and check it’s correctness.

Writers, today we are going to look at plurals and possessive nouns. We are going to learn about how to use an apostrophe correctly.

Teach (modeling):

Take a different color highlighter and highlight every time you have an “s” as the last letter of a word. Then chart the reasons to use an “s” at the end of a word on anchor chart, either using these examples or student sentences for anchor chart.

From Moonflower pg. 16 The Milky Way spins a mist of stars across the sky.

We have three words ending in “s” in this sentence. Why?

-spins, verb ending or conjugation-needs no apostrophe

-stars, noun in the plural, needs no apostrophe

-across, noun, no suffix, there is no such word as acro- across is a root word.

When do we use an apostrophe with an “s”-so far none have needed an apostrophe?

(Review rule.)

From Moonflower pg. 11 -Wider and wider the petals unfurl under the moon’s silvery light.

-petals, noun in plural, one petal, two petals, plural noun, no apostrophe needed.

-moon's, noun, possessive use of "s" requires an apostrophe, the silvery light **belongs to** the moon.) possess=belongs to or owned by.

A plural s refers to more than one of something, such as; one book, two books. We add an s, in this, case to change book to books. No apostrophe for plural. A possessive 's' shows ownership or that something belongs to something else. Such as "The moon's light shone..."

Active Engagement (guided practice):

"Now it is your turn. With a partner, highlight every word ending with an "s" and check the reason for the "s." Add an apostrophe when needed. Take out any apostrophes that are unnecessary.

Link to Independent Practice:

Students work to check their use of apostrophes.

Closure:

Did anyone find a word with an apostrophe "s" that did NOT need an apostrophe? Can you share?

Notes:

Resources & References: (adapted from, acknowledgements)

Classroom Model for Research Unit:

The air smells sweetly of roses, the sun feels warm on my back. I relax in my garden. As I look to the sky, seeds are drifting across the yard. Oh, no! Dandelion seeds are on the move. Now, as I look over the garden I see another world unfold. The weeds are taking over! Vines curl around our tender raspberries, thistle is popping up with its thorny flowers, grass has stickers in it. My haven of a garden is turning into a war-zone of weeds! My cat, Joy, curls up beside me. How can I get rid of these weeds without putting her in danger?

There are several safe and green ways to rid your garden of unwanted weeds. One of those ways is to sprinkle cornmeal around your plants. That stops seeds from beginning to grow, or germinating. Boiling water poured onto plants kills them instantly. Pulling weeds out, making sure to get the root, is another way to get rid of them. Spraying vinegar on plants is another way to get those nasty weeds out of your garden. And finally, sugar is an effective method for killing trees, bushes or vines that are hard to pull out. There are many environmentally safe ways to control weeds.

Years ago people weren't as aware of the effects of chemicals on people and plants. Now, we know more about environmental hazards and how to control things with harming the environment. I am excited to see how well these methods work and what more I can do safely in my garden.

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Informative Writing: Research (R12) Publishing Options

Writing Teaching Point(s):

- Research pieces can be celebrated/published in a variety of ways.
- Included in this lesson is an example of a PowerPoint slide, but a teacher could publish in any way he/she is comfortable with.

Standard(s):

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Materials:

- Computer lab with publishing program such as PowerPoint or Publisher.
- Other publishing materials depending on final product.
- Drafts
- Flash drive (memory stick)

Connection:

“Writers, we have completed our research and our writing based on research. Now we get to publish!”

Teach (modeling):

“I think my piece would make a nice presentation for families who garden with pets or kids. I have an idea that would make what I wrote visually attractive and accessible to many people who could benefit from the information. I’m going to create a PowerPoint slideshow.”

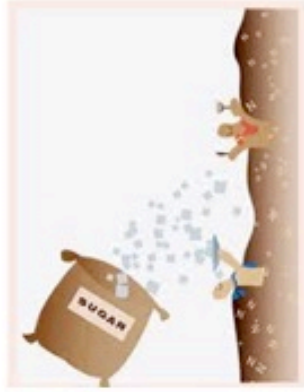
Teacher models making a power point slide.

“I really think that sentence ‘There are many environmentally safe ways to control weeds’ would be a good choice for adding to a slide show. I can find some images of all the ways we talked about; cornmeal, sugar, boiling water and pulling weeds out by hand.” Depending on access to technology, teaching may include a 4-5 slide show to accompany student writing.

Notes:

This lesson is intended to provide an option for publishing. We have found the most effective way to do this sort of project as a class is to utilize all the technology you may have available to you:

- A mobile lab or computer lab so that all kids have access to a computer (can be done with partners).
- A flash drive to collect kids work. That way kids can work on different computers through the process.
- A projector and laptop so that you can demonstrate use of the technology to the class as well as a way to celebrate final projects.



There are many environmentally safe ways to control weeds.



End of Unit Checklist: Research

Marking Key: X = Independently / = With Support — = Not Yet Demonstrating STUDENTS		Take brief notes on research.	Notes and evidence is sorted into categories.	Print and digital sources support topic.	Ideas and information on the topic are clearly stated	Take brief notes on research	Organize an informative/explanatory text.	Planning is evident.	Revising is evident.	Editing is evident.	Technology used to publish.
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