Animal Research Using Discus

*Lesson Plan for 3rd Grade Lesson Duration: 30-45 minutes Prepared by Dianne Brazell*

# OVERVIEW & PURPOSE

Introduce students to online databases available in Discus Kids, specifically Animal Kingdom. Use Animal Kingdom to find facts and develop questions for further inquiry.

# EDUCATION STANDARDS

* SCCCR (I) Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
	+ 1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.
* SCCCR (RI) Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.
	+ 7.1 Compare and contrast diverse texts on the same topic, idea, or concept.
* AASL I. Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems
	+ A. Think: Learners display curiosity and initiative by:
		- 1. Formulating questions about a personal interest or curricular topic
* AASL VI. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently which engaging in a community of practice and and interconnected world
	+ A. Think: Learners follow ethical and legal guidelines for gathering and using information by
		- 1. Responsibly applying information, technology, and media to learning
		- 2. Understanding the ethical use of information, technology, and media
	+ B. Create: Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:
		- 2. Acknowledging authorship and demonstrating respect for the intellectual property of others

# OBJECTIVES Students will be able to:

* access the Discus Kids databases for research purposes
* identify which databases are appropriate for which types of research
* find relevant facts about their animal
* formulate questions for further inquiry
* create a basic source citation and understand the purpose for citations

# MATERIALS NEEDED

* iPad or computer with internet access for each student or group of students
* “Animal Names” handout - one name for each student or group of students (cut names apart and laminate to reuse with multiple groups); to ensure that students are searching for new information and not simply writing down prior knowledge, the animals included on this list are animals with which most students are unfamiliar
* “3rd Grade Animal Research” handout
* “Animal Research” PDF for lesson outline
* Pencils

# Checking for Student Understanding

* Teacher/School Librarian will circulate during student work to check for understanding
* Teacher/School Librarian will collect “3rd Grade Animal Research” handout
* Link to Kahoot game to get a quick check of student understanding at the end of the lesson

# ACTIVITY: This lesson can be taught collaboratively with the classroom teacher and school librarian

## **Explanation of activity: 5 - 10 minutes**

* Explain to students the purpose of Discus and the importance of using verified online resources when searching for information; show students how to access Discus online at scdiscus.org; provide students with the Discus username and password for use at home or outside of school
* Show students the databases available within Discus Kids and discuss which ones they think would be the best choice to do animal research (Animal Kingdom, Britannica Elementary, and Kids InfoBits are all possibilities); explain that they will be using Animal Kingdom for this lesson
* Show students how to search by animal group, habitat, and explore animals A to Z; explain that they will use the alphabetical search for this lesson
* Give each student (or group of students, if doing partner or group work) a printed card with an animal name from the “Animal Names” handout, an iPad or other computer with internet access, and the “3rd Grade Animal Research” handout

## **Guiding student access to scdiscus.org: 5 minutes**

* Guide students as a group through the steps to access scdiscus.org, Discus Kids, and the Animal Kingdom database; remind students how to search alphabetically for their assigned animal name
* Check to ensure each student, or group of students, is correctly accessing the database
* Instruct students to fill in the name of the animal which they are researching in the first box on their research handout

## **Student independent or group research 10 - 15 minutes**

* Allow students to search (independently or as a group ) for one new fact about their assigned animal; they are to write their fact in the second box on their research handout
* Guide students to think of two questions they might like to research about their animal; these questions can be used later to guide further inquiry; encourage students to try to find the answers to their questions
* Allow students who complete work early to explore other areas of Animal Kingdom

## **Discuss the importance of source citations: 5 minutes**

* Explain the importance of citing sources for research projects and papers
* Ask students where they found their information for today’s project
* Have them write the website name (scdiscus.org), database name (Animal Kingdom), and the title of the article they used on the research handout

## **Check for student understanding: 5-10 minutes**

* Have students take a short quiz at Kahoot and discuss answers

|  |  |
| --- | --- |
| Bilby | Bonobo |
| Boomslang | Dingo |
| Echidna | Eland |
| Galijoen | Gemsbock |
| Guanaco | Hydra |
| Impala | Kiwi |
| Kookaburr | Kudu |

|  |  |
| --- | --- |
| Lamprey | Loris |
| Mandrill | Marmoset |
| Okapi | Pangolin |
| Peccary | Platanna |
| Rhea | Shrew |
| Tapir | Tarsier |
| Wallaby | Alpaca |

Name:

Animal Research

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Write the name of animal you are researching

Write ONE NEW thing you learned about your animal

What are TWO things you would like to find out about your animal?

(write two questions you would like to answer)

Where did you find your information?

(It is very important to give CREDIT to your RESOURCES every time you do research)