

Deeper Learning in a 3rd Grade Resource Writing Group

Summary of Task:

The third grade is reading two articles about what paleontologists and geologists do for a living. Then, they are writing an opinion piece on which job they would rather have. They are to use details from both the articles they read to support their opinions.

Differentiation:

In the ESS resource writing group, the students' final projects will be reading an article about what paleontologists do for a living (instead of reading both articles). Then, they are writing an opinion piece about whether or not they would want to become a paleontologist. They are to use details from the article they read to support their opinions.

Before the students began working on their final drafts independently, the group practiced going through the writing process together. For the practice essay, the students collaborated and wrote an essay about becoming a geologist.

Learning is planned to meet and exceed standards:

Overall Standard: 3.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

Learning Targets Throughout the Writing Process:

- I can describe a geologist's job by taking notes.
- I can create a bubble map explaining why I want to become a geologist.
- I can write an introduction paragraph.
- I can write three body paragraphs.
- I can write a conclusion paragraph.
- I can use the CUPS strategy to edit my writing.

Learning is purposeful and connected to the real world:

This expedition is relevant because the students were part of several field studies where they did hands-on activities that geologists and paleontologists would do. In researching real-world jobs, the students realized what kinds of jobs they would be interested in pursuing.

Learning is challenging, active, and engaging:

The students read informational articles and took notes. From the information read, they developed reasons why or why not they would want to become a geologist or paleontologist. The students independently wrote an opinion essay using details from the text they read to support their views.

Learning involves making mistakes and revising to improve:

Writing a practice essay as a whole group prepared the students for writing their own individual essays. During the collaborative essay, students got to see other students struggle and make mistakes. They also got to work together to correct mistakes and improve the essay. The students then transferred what they learned together into their individual essays.

Learning results from reading, thinking, talking, and writing:

The students began by reading an article. Then, the students read the article again, this time highlighting reasons why or why not they would want to become a geologist. Next, the students created a bubble map and tree map of their ideas. Then, the students shared their ideas with one another. Finally, the students wrote an essay including the reasons they want to become a geologists.

Learning fosters collaboration, communication, and responsibility:

The students collaborated to write the practice essay about becoming a geologist. The students worked together and helped each other go through the writing process. Then, the students were individually assessed on taking what they learned and applying it to independently writing an essay on why they would want to become a geologist.

Learning is goal-oriented in both the short- and long-term:

Each class period had it's own learning target and assessment for that day. For example, one day students were being assessed on pre-writing by creating a bubble map or thinking map. A few days later, they were assessed on writing an introduction paragraph. The long-term assessment was their individual writing pieces for their final product.

LT: I can describe a geologist's job by taking notes.

The teacher read the article aloud while the students followed along. The students read the article and highlighted reasons they would or would not want to become a geologist.

A Day in the Life of a Geologist

2-23-15



I want to work out side

because you can find more things outside.

A geologist studies the Earth, exploring its materials, its structure, and the significance of these elements to modern life. A large part of geology is the study of how the planet has changed over time, and what that might say about Earth's history and its future.

I love rocks and fossils.

I want to learn about the world.

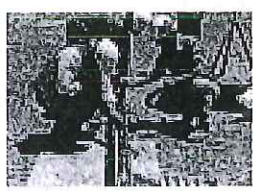
What Geologists Do

Geologists are one of two major types of geoscientists. They analyze rocks and fossils to determine how they were created, what has happened since their formation, and what they can reveal about the evolution of life on Earth.

I want to learn the future.

Preparation

The most basic educational degree a geologist needs is a bachelor's degree in geology. Most geologists, however, have a master's degree. Some geologists, most often those with high-level research positions or teaching jobs, hold a Ph.D. Aside from academic training, most geologists begin their occupation in assistant-level jobs and work up to the position they desire, gaining more experience as they go.



I want to study to learn more.

Specialization

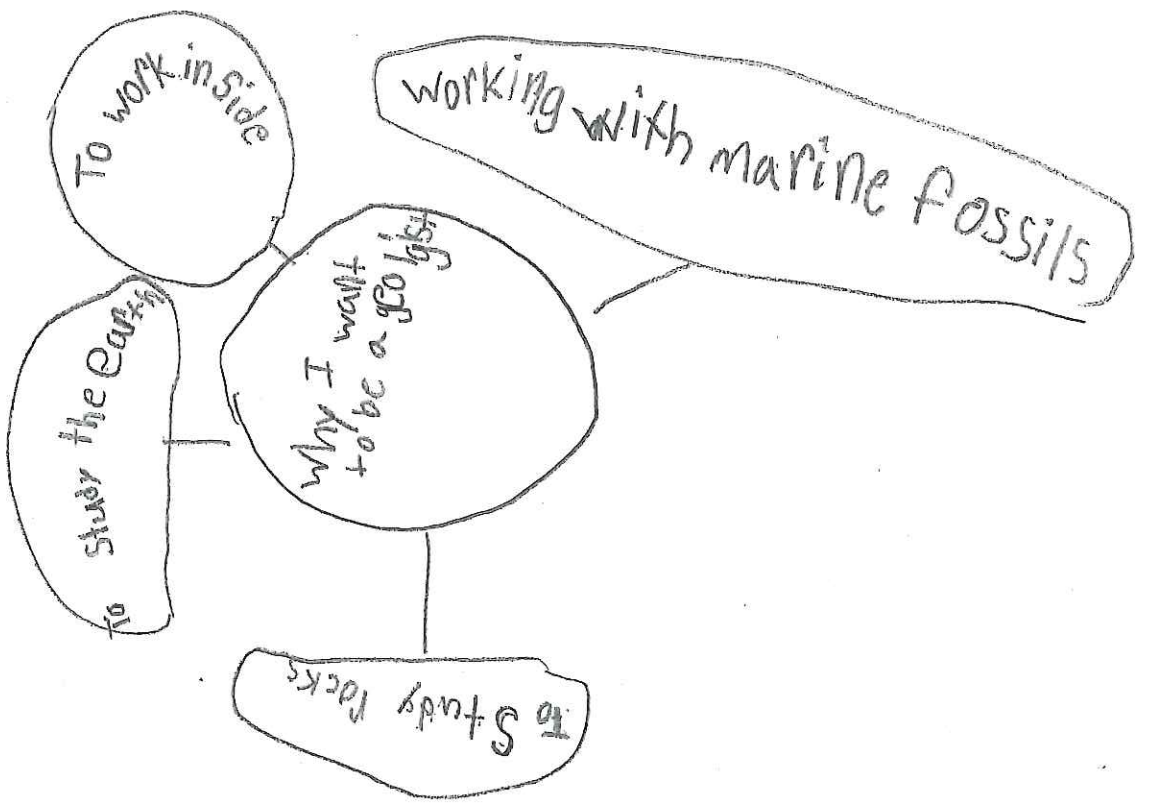
A myriad of different branches fall under the geology umbrella. A geologist might study volcanoes, minerals, glaciers, the ocean or even the moon and other planets. With so many possibilities, it would be difficult to say exactly what a geologist might do any given day, especially considering that some geologists are employed by universities, some by the government, and some by private firms, while others are self-employed. Each type of employment is not only likely to have a specific specialization, but also a specific purpose in mind.

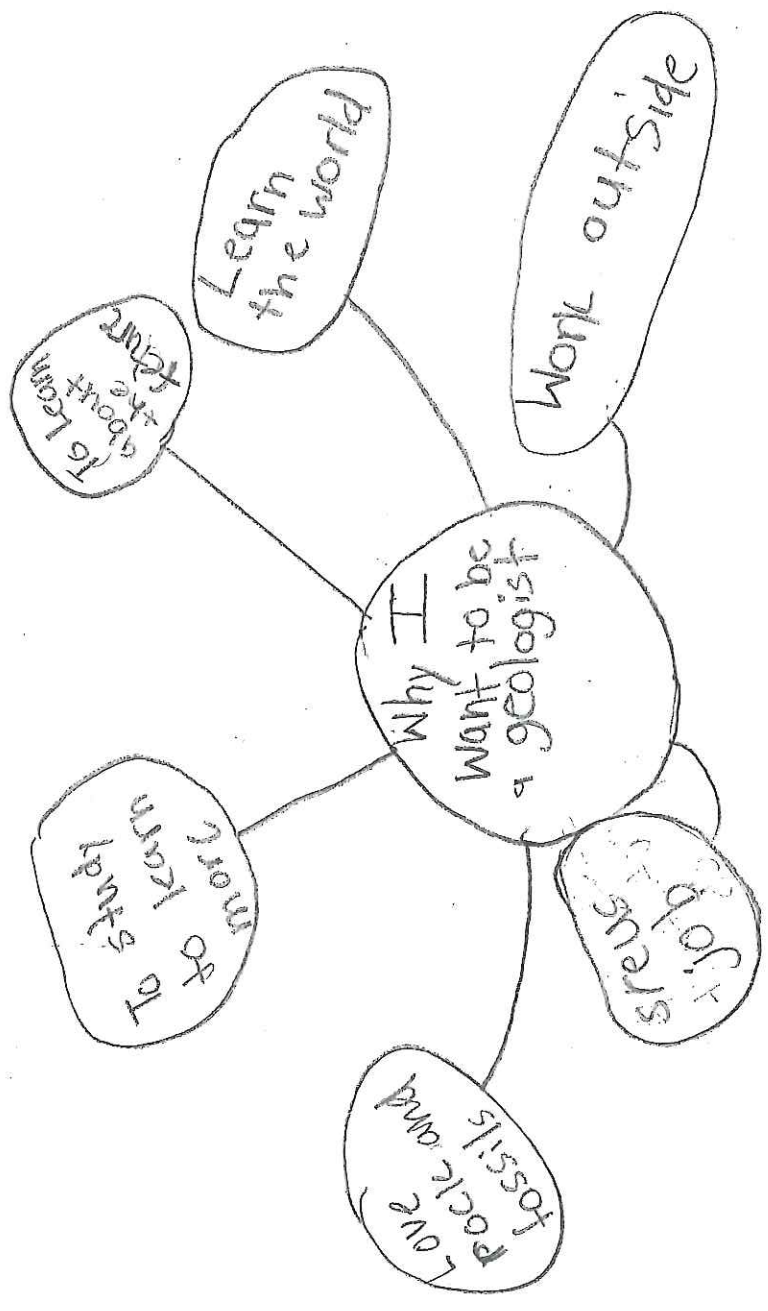
LT: I can create a bubble map explaining why I want to become a geologist.

The students made their own individual bubble maps using their notes from yesterday. Then, the students collaborated to make one big group bubble map.

Next, the students took their collaborative bubble map and sorted their ideas on a tree map. This process helped them come up with three different body paragraphs.

3-2-15







09/02/2010

CLASSIFYING

Why I want to be a Geologist

Study

rocks

fossils

earth

minerals

Dominique Teller

future

predict earthquakes

find new rocks

discover ^{new} types of fuel

Trevyn Justin

fun

outside in nature

travel

instruments

digging rocks

David

LT: I can write an introduction paragraph.

LT: I can write three body paragraphs.

LT: I can write a conclusion paragraph.

On day three, the students wrote their own introduction paragraph. Then, as a group, they wrote an introduction paragraph together.

On day four, the students wrote their own body paragraphs. Then, as a group, they wrote the three body paragraphs together.

On day five, the students wrote their own conclusion paragraphs. Then, as a group, they wrote a conclusion paragraph together.

Hey my name is ~~XXXXXXXXXX~~ and I would like to tell you why I want to be a geologist and I hope you enjoy it and like it.

When you travel it's fun because you get to explore

When you dig up rocks and get dirty that means your having fun

When your outside with nature your just free

I like to use instruments because I like to dig

I would like to study about rocks to learn more. I would like to learn about fossil because you can discover new thing you didn't now about. I would like to study earth because we don't now what is good in our world or bad. I would like to

being a geologist is existing Can I tell you why I want to be a geologist?

I want to be a geologist because I want to study things like rocks and fossils and study the earth. And discover types of fossils and rocks. Find new rocks. and find minerals.

Geologists study the future. they get to discover new rocks and minerals.

Y Can geologist is earth science

The next week, after the students finished writing the essay together, the students followed the same process, this time independently. The following is one student's work samples as she goes through the writing process.

Why I want to be a Paleontologist

Do you know why I want to be a paleontologist? ~~It's~~ fun ~~and you get to do cool things~~ because you get to do ~~cool things~~ ^{want to be a paleontologist because it's}

I want to be a paleontologist because you get to write about your findings and experiments. ~~I~~ I want to be a paleontologist because you get to do fun things and exiting things to. I want to be a paleontologist because you get to ~~learn~~ ^{discover} about ~~new~~ ^{new} things and new species. I want to be a paleontologist because I want to ~~discover~~ ^{land} new things and identifier search. They also get to investigate sites all over the world. I want to be a paleontologist because they get to ~~do~~ ~~other stuff~~ study ~~like~~ plants and even single-cell organisms. You know if my sentences interest you ~~you~~ ^{can} have a life being a paleontologist. ~~and~~ ~~So~~ you go try it out and see how it feels. ~~If~~ If you don't like it go

find a another job that
interest you.

I hope you are enjoyed
speech and I hope you
like the job. ~~But to find
a job that you really like.~~

~~if you
try
out~~

if you don't tell
me go so I can
try your
job out to.

Do you know why I want to be a paleontologist? I want to be a paleontologist because it's fun and you get to do cool things.

I want to be a paleontologist because you get to write about your own findings and experiments. I want to be a paleontologist because you get to do fun things and exiting things to.

I want to be a paleontologist because you get to discover new things and learn about new species.

I want to be a paleontologist because I won't to learn about new things and identifie and research.

They also get to investigate and they can get on any site in the whole world. I want to be a paleontologist

because they get to study more than fossil like plants and single-cell organisms. You know if my senteences

interest you can have a life being a paleontologist. So you go try it out and see how it feels. If you don't like

it go find a another job that in-
terest you.

I hope you enjoyed my
speech about being a paleontologist.
I hope you like the job and if
you don't the the paleontologist
job go find a another so me and
you can go try it out.