

Note: To see this lesson in action, refer to the Literacy & Learning, Science Grade 5 video lesson.

Lesson Plan for a 5th Grade Science Class

SQ3R

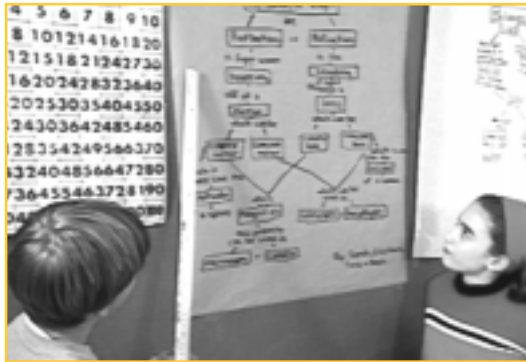
Topic: The behavior of light

Objectives: The student will... (to be completed by the classroom teacher)

Set Induction: Ask students, "What's the first thing you look for when you get lost in a strange place?" (a map!) Briefly discuss the importance of maps

Activities:

1. Pass out the **SQ3R** Literacy Strategy information sheet and review the steps in large group.
2. Students will Survey the assigned section and write Questions in their notebooks along with the answers from the Reading.
3. In a large group discussion, the questions and answers generated will be shared and reviewed for accuracy (Recite step).
4. Instruct students to jot down major and minor concepts during the last Review step on post-it notes in single words or short phrases only.
5. Assign small groups for constructing the **Concept maps**.
6. In small groups, the students will negotiate which concepts will be used and where to place them in the hierarchy. A main idea or organizing concept is agreed upon and placed at the top of the map.
7. Together, the students manipulate the post-its into a rough draft of the concept map. Connecting lines and linking words are decided upon within the groups and added to the rough draft.
8. When the group is happy with the rough draft, a final draft is drawn on large colored paper with markers and taped to the classroom wall.
9. Groups are to prepare a presentation of their maps to the class. During the presentations, other students are to ask questions and make constructive comments on the maps.



Closure: Ask the students to share their ideas and opinions of the value of **concept mapping**.

Evaluation Suggestions: notebook check; group participation; completeness of maps; accuracy of information; presentation; formative evaluation

Resources and Materials: textbook, student notebooks/pens, laminated **SQ3R** information sheets, Post-it slips, large colored poster/butcher paper, markers

Other Applications

Teachers consider several factors as lessons are planned. The student's prior knowledge about a topic, literacy abilities, and interests are a few considerations for instructional decision making to best meet learning needs. Time allocations and the student's experiences are also considered as material is covered in content teaching. Literacy strategies can ensure that individual differences and experiences are recognized and taken advantage of in planning activities for learning in every content area.

Graphic organizers are visual representations of content material that come in many forms. They vary from boxed concepts simply connected with unlabeled lines to varied patterns of selected concepts with complex connecting lines to denote relationships between them. Here, we focus on one type of graphic organizer—the **Concept Map**.

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With teacher guidance, concept maps can be constructed by students individually or students can work together in groups to develop a map. Also, the teacher can develop a concept map in part and have students complete it or use a teacher-constructed map as a teaching tool to guide learning.



The following list explains some additional advantages of integrating concept mapping into lesson planning in any content area and at any grade level:

Concept Maps

- ★ help the student organize complex content material into understandable, smaller chunks of information.
- ★ reduce volumes of information into important concepts or main ideas and supporting details.
- ★ are alternatives to note taking and text outlining.
- ★ minimize redundant information.
- ★ enhance content vocabulary learning.
- ★ facilitate discussion.
- ★ help students retain information.
- ★ clarify relationships.
- ★ help students identify text structure.
- ★ facilitate comprehension by exploring and expanding concepts.

Integrating literacy instruction into content teaching and learning can be exciting for the teacher as well as the students. There are opportunities in every content area for students to develop their own knowledge construction and higher level thinking skills. Literacy instruction can enhance learning!

Reaction Guide		
	Agree	Disagree
1. Literacy is a major component of science instruction.		
2. If students are provided with a purpose for reading, learning from text will increase.		
3. Learning concepts is the primary goal of science teaching.		

Concept Mapping