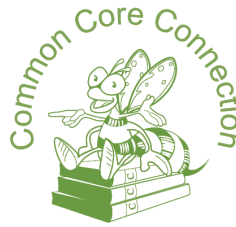


Lesson Plan



Note: This lesson plan may be used with any *Natural Inquirer* monograph or article.

Time Needed:

2 class periods

Materials (for each student or group of students):

- *Natural Inquirer* monograph or article
- Blank paper (unlined)
- Blank paper (lined)
- Writing utensil

In this lesson plan, students will create a KWL Graphic Organizer to outline their prior knowledge, expectations, and learning outcomes.

Methods:

Prep

Educators should choose one *Natural Inquirer* monograph or article. Read the text fully.

Day One

Introduce *Natural Inquirer* and the concept of scientific journals. Scientists write scientific articles to share their research with the public and their colleagues in the science field. *Natural Inquirer* articles are written for students, but they are based on content directly from real scientific articles.

Provide both types of blank paper. On the unlined paper, students should make three columns. The three columns should be labeled “K,” “W,” and “L.” Write on the board what each of those three letters means in this exercise. They mean:

- K – What do you already know about the topic?
- W – What do you think you will learn by reading the monograph or article? What do you want to learn in this topic?
- L – What did you learn by reading the monograph or article?

Give students an overview of the monograph or article the class will read. Provide students some time to complete the “K”

section of their graphic organizer using the information you just provided about the monograph or article. If students do have prior knowledge, they can write vocabulary, phrases, or ideas. If the topic is new, students can write about things they think sound similar or analogous.

Provide students with their copy of the text. Using only what they can glean from the cover, ask students to write what they think they will learn or what. This should be written in the “W” section.

For homework, direct students to read the entirety of the article, except the Reflection Section questions and FACTivity. After reading the article, students should complete the “L” section of the graphic organizer and bring that completed graphic organizer to class.

Day Two

Pair or group students and provide students blank, lined paper. Ask students to fold the paper in half, creating four sections. Each section should be labeled with one of the four main sections of the text., including Introduction, Methods, Findings, and Discussion. Together, students should answer the Reflection Section questions in the corresponding section of their folded paper.

Hold a discussion that focuses on the differences in knowledge on the topic before and after reading the text. Questions include:

- What are some misconceptions you had at the beginning? From where did those misconceptions come?
- Did you learn what you thought you were going to learn?
- What did the cover images and title tell you about the topic? Was that accurate to what you feel you learned?