

Lesson Plan



Note: This lesson plan was adapted from the *Next Time You See* book series lesson plans. For more information, visit <http://nexttimeyousee.com/>.

Note: This lesson plan may be used with this any *Natural Inquirer* Reader.

Time Needed

2 class periods

Materials (for each student or group of students):

- *Natural Inquirer* Reader
- OWL graphic organizer
- Writing utensil
- Item for observation (optional)

In this lesson plan, you will use the Observations-Wonderings-Learnings (OWL) strategy to engage students with a topic associated with a *Natural Inquirer* Reader.

Methods:

Prep

Educators should choose one *Natural Inquirer* Reader. Read the Reader fully.

Choose something from the Reader which you feel students will connect to the story and also connect to in their personal lives. Some examples include:

- fish (Meet Dr. Flitcroft)
- water (Meet Dr. Flitcroft, Meet Ms. Laseter)
- weather (Meet Dr. Goodrick, Meet Ms. Laseter, Meet Dr. Sun)
- school setting (Meet Dr. Mercer)

Day One

30-40 minutes

Display the item you chose for the class to observe. Alternatively, if you chose something that is outside the classroom (i.e., weather, school setting) bring

the class somewhere to experience the setting.

Hand out the OWL graphic organizer, and have students make notes in the "Observings" section. Students can draw what they are seeing if that helps them connect to the topic. Make quantitative observations (i.e., temperature) if possible.

If it's better for your students, have a class discussion about the "Observings" and take notes based on the class discussion. Ask:

1. What do you notice?
2. How does it look? How does it feel?
3. What do I already know about the item or experience? (i.e., "I can't breathe under water, but fish can.")

Next, in the "Wonderings" section, have students write down questions they have about the item or experience. Again, record the class discussion on one sheet if it's best for your class. If students complete the "Wonderings" section alone, have students share some of their questions. Try to determine if the students have overlapping interests to explore later.

Day Two

30-40 minutes

Provide each student with a copy of the chosen *Natural Inquirer* Reader, and have the students read it fully. Alternatively, read the Reader to the students. If you have time, complete the Critical Thinking Questions and the Try This! section. Review the glossary with students to ensure they have a grasp on both the general academic vocabulary, as well as the domain specific vocabulary.

Lesson Plan continued

Provide students with their copy of the OWL graphic organizer and have them begin working on the "Learnings" section. Direct students to think about the item or experience they discussed in the previous class, have students write things that they learned about that item or experience from the text. Again, if you prefer to have a class discussion, write the student comments in the "Learnings" section.

5-10 minutes

Wrap up class with a discussion about questions that are still outstanding, even after reading the text. About what do students want to learn more? This can help direct future activities.

OWL Graphic Organizer

Observings

Wonderings

Learnings