"I Search": Saskatchewan Animal Research/Inquiry Project

This project integrates Science(Habitats), Math(graphing and data management), Social Studies (mapping and ecoregions of Saskatchewan) and Art (visual aids and drawings) into our Language Arts program. The assignment is to research, collect, outline and organize information on one of the Saskatchewan animals.
Inquiry question to answer with research:

> How do adaptations allow certain animal species to survive in Saskatchewan?

Pre-planning and Drafting process:

1. CONCEPT MAP :

Select Saskatchewan animal and ask the inquiry question (above)

1. Create a concept map with your inquiry question on the middle and brainstorm what needs to be researched to answer this question
 ➤**Habitat** (describe vegetation or ecoregion like grasslands, tundra, boreal forest and can provide a map of the region or location)
 ➤**Diet and shelter** (food web, niche, food chain)
 ➤**Adaptations,** advantages and special characteristics to help it survive in its habitat
 ➤ **Enemies** (predators, humans)
 ➤**Environmental stress** (pollution, overhunting, loss of habitat etc)
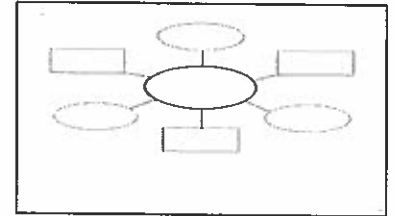
2. PRE-WRITING OGANIZATION: paragraph organizer/Essay Guide
-write the 3 paragraphs topics and the three supporting details for each
-write important vocabulary words in box available
-use linking/ transitional words box as guide and use
   descriptive adjectives, adverbs, and rich language
-refer to essay guide for introduction, 3 supporting
      paragraphs and conclusion
-refer to helpful hints page: for a good topic sentence
     (ask a question) and strong closing sentence
   refer and highlight these for easier reference

## 3. JOT NOTES: (in writing duotang)
Informative Explanatory Writing Organizer
➤write jot notes in introduction paragraph 1 with details
-use templates to print questions, facts,
    statements to support answers
-all original hand written notes should be compiled and
    organized to show the research process
-write down the name of websites, links, books and
    articles you borrowed information on
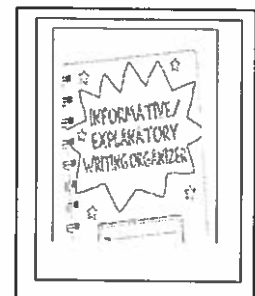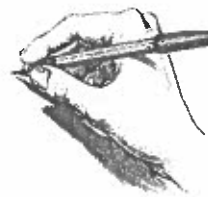
-you can write all the resources on the rough draft page
-rough drafts need to show the editing and revisions (paragraphing, spelling, grammar)
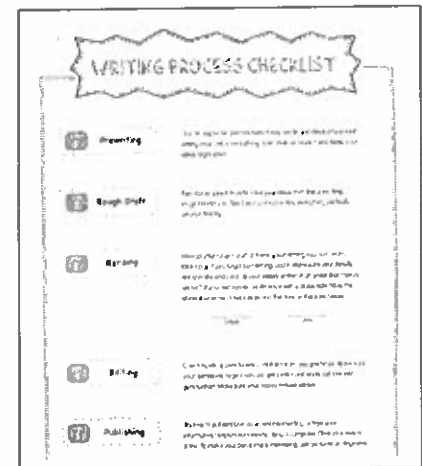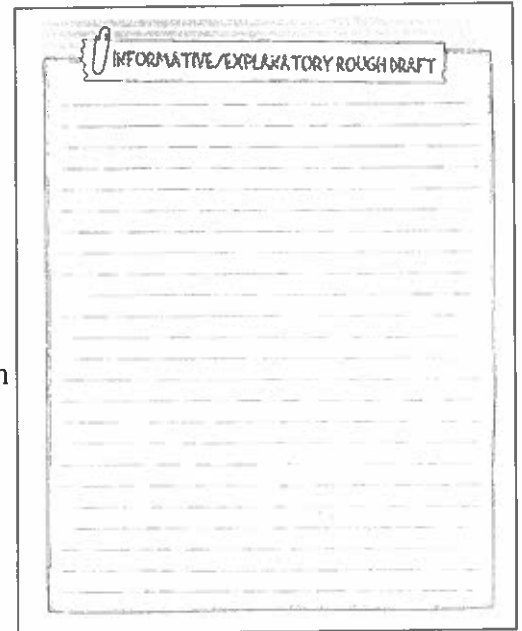-the outline of the essay Though web needs to be included with the pre-writing and rough draft

4. Final Written Essay :typed copy on Word document
➢has an introduction paragraph introducing the animal ,
 3-5 paragraphs about animal (diet, food web, shelter
   could be the topic of one paragraph as an example),
   a concluding paragraph
-each paragraph should have a topic sentence, a minimum
   of 3 supporting details , and a closing sentence
   (no copy and paste, has to be jot note information and
    student written rough draft)
➢**Bibliography:** outlining resources that were borrowed from
➢neatly typed and well organized
➢mechanics: correct grammar, paragraphing conventions,
 spelling, punctuation, capitalization and
 use of descriptive language/new vocabulary
-this essay organized in paragraph format: some ideas to
explore and answer your inquiry question:
➢**Habits** (examples: migrates, molts, hibernates, etc)
➢**Interesting Facts**(what makes it distinct
and interesting from other animals)
➢**Population in Saskatchewan**
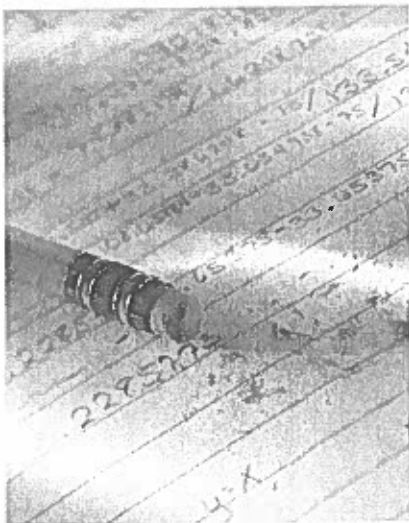(compare decline of numbers over a period of time)
  **5. Present: share with your cohorts
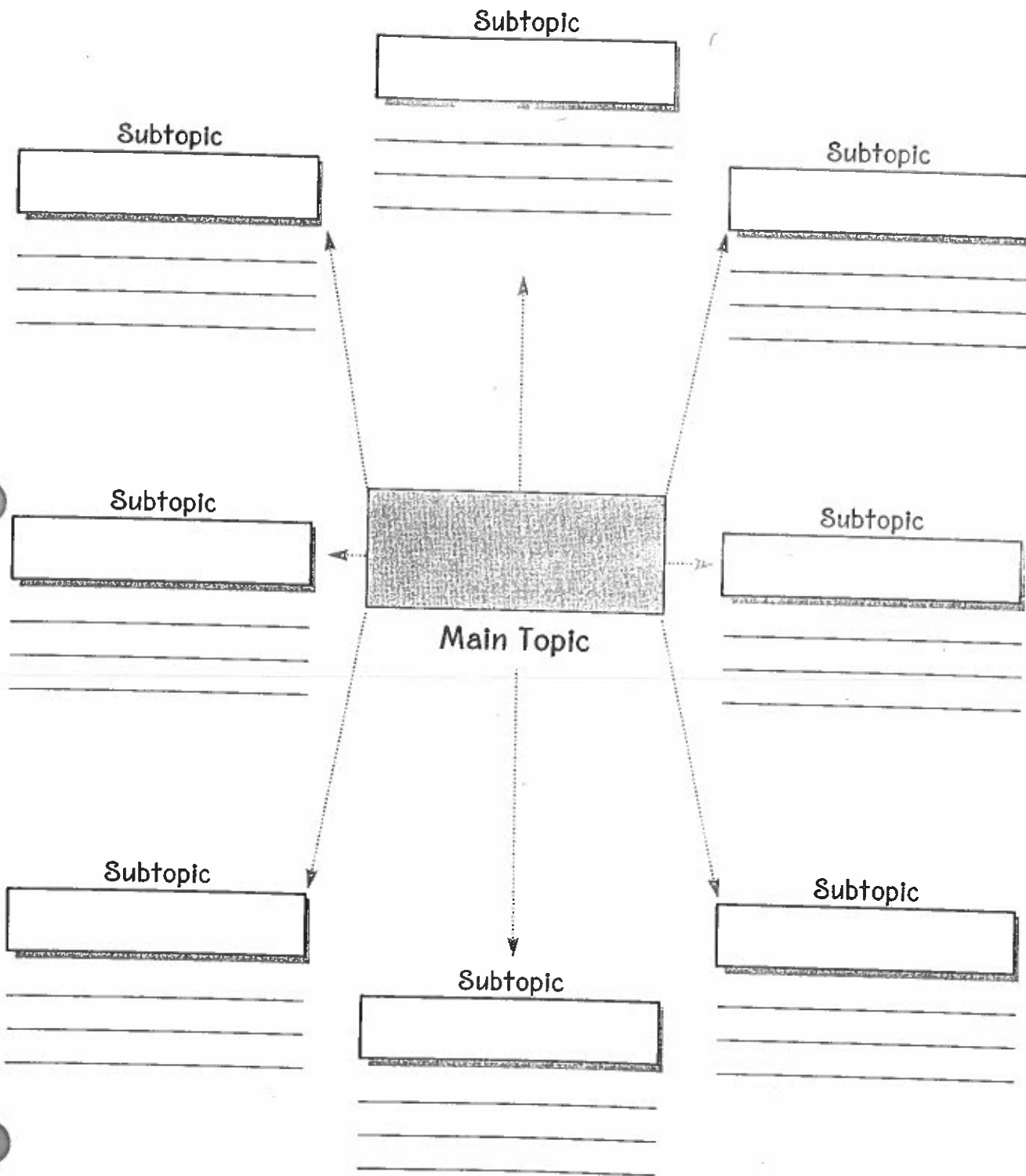   and class**
  6. Self Assessment: checklists and rubric
-use paragraph checklists to revise and edit for better
Paragraph conventions, meaning, and mechanics
-use writing process checklist to check that you followed
all the steps of pre-planning, organizing, researching,
documenting sources
-use rubric to mark yourself on the end product
(I will mark you as well)

Subtopic

Subtopic

Subtopic

Subtopic

Main Topic

Subtopic

Subtopic

Subtopic

Subtopic

Write A Super Paragraph

Topic: _____   /10

Name: _____

☐ Does the paragraph only introduce one topic and idea?

☐ Does the paragraph have a strong topic/introductory sentence?

☐ Does the sentences add details and support the topic sentence? Do all the sentences directly relate to the topic?

☐ Has mistakes, spelling errors, punctuation flaws, or misuse of capitals been corrected (revisions and editing)?

☐ Is the paragraph properly indented (topic sentence starts 5 spaces in)?

☐ Does the paragraph have appropriate length: too short (lacking details) or too long?

☐ Does all the sentences make sense and has information placed in proper sequence or order?

☐ Is the paragraph neatly aligned with the body of sentences by the margin? Is space used appropriately?

☐ Is the printing neat, organized and legible?

☐ Is there quality of detail, description and examples?

Comments: _____

_____

_____

_____

_____

_____

Write An Explanatory Paragraph

Topic: _____   /10

Name: _____

☐ Does the paragraph only introduce one topic and idea?

☐ Does the paragraph have a strong topic/introductory sentence?

☐ Does the sentences add details and support the topic sentence? Do all the sentences directly relate to the topic?

☐ Has mistakes, spelling errors, punctuation flaws, or misuse of capitals been corrected (revisions and editing)?

☐ Is the paragraph properly indented (topic sentence starts 5 spaces in)?

☐ Does the paragraph have appropriate length: too short (lacking details) or too long?

☐ Does all the sentences make sense and has information placed in proper sequence or order?

☐ Is the paragraph neatly aligned with the body of sentences by the margin? Is space used appropriately?

☐ Is the printing neat, organized and legible?

☐ Is there quality of detail, description and examples?

Comments: _____

_____

_____

_____

_____

Name: _____

BIBLIOGRAPHY

(Examples in MLA Style)

Book With One Author

Author. <u>Title</u>. Place of Publication: Publisher, Publication date.

Baker, John. <u>Great Wildlife Stories</u>. Washington: TEI Publishing, 2006.

Internet/Web site

Author or Web master. "Article title." Medium. Address/URL. Date accessed.

Carlson, Lee. "Critters of the World." Internet. <http://www.argus.com>.
13 July 2007.

Encyclopedia

Author of Article. "Article title." <u>Title of Encyclopedia</u>. Publication date.

Jones, Cindy. "Animal Facts." <u>Mindful Encyclopedia</u>. 2007.

Newspaper or Magazine Article

Author of article. "Article title." <u>Title of Newspaper</u> Copyright date: Section
Pages.

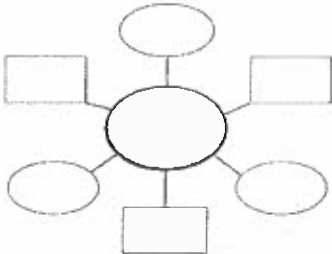Smithson, James. "Leopard Spots." <u>The Minnesota Times</u> 17 Apr. 2008: E3+.
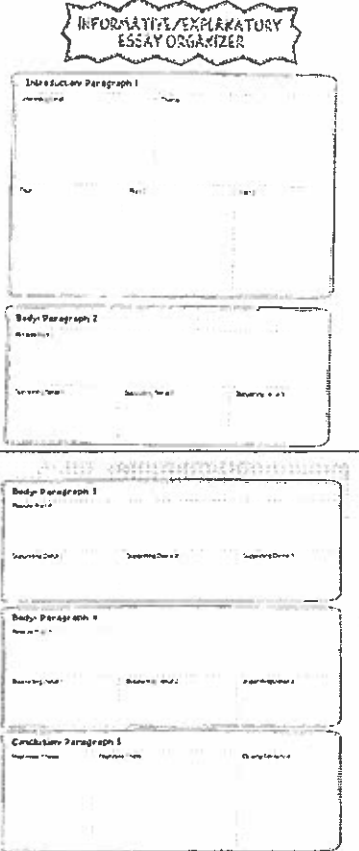

Interview
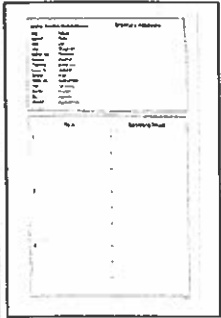
Name of Interviewee. Medium. Date of interview.

Wong, Kim. Personal interview. 01 May 2008.

Saskatchewan Animal Inquiry Project Rubric

Teacher Name: **Ms. Cuming**

Student Name: _____

CATEGORY	4 Strong or excels expectations	3 Meeting expectations	Beginning to 2 meet	1 Needs Work
Pre-writing: concept web	Concept map: -has a very detailed graphic organizer that outlines 5 detailed inquiry questions to guide inquiry/research -has outlined a strong introduction and conclusion paragraph (two points in complete sentences) -all parts of the graphic organizer are thorough with detailed inquiry questions outlined in 5 or more sentences	Concept map: -has an introduction, 3 inquiry topics and a conclusion outlined. -has 3 general points or facts to support each paragraph topic written in point form -has outlined 3 points for introduction and for conclusion -information is very organized with well-constructed, pre-planned writing for paragraphs and subheadings	Concept map: -has a one-word topic for each heading of the graphic organizer -has a few ideas written for each in point form -details are very vague but show a brief brainstorm of what each paragraph is about -parts of organizer only have 1 point under each	Concept map: -no questions or topics are outlined -concept map partially complete, just a word to indicate what is being searched -graphic organizer is not done -organizer just has headings -organizer is hard to understand or doesn't support topic
Pre-Writing: Paragraph Outline	Pre-writing outline is completed thoroughly from beginning, middle to end: - the introduction paragraphs asks/answers detailed inquiry questions (6+ sentences) -has a strong conclusion paragraph (6+ sentences that ends in a summary) -has 4 or more supporting paragraphs to answer the inquiry question -each paragraph: *have a strong topic sentence * have 4 or more supporting details written in complete sentences that are organized in a logical sequence *has a strong summarizing closing end sentence	Pre-writing outline is completed: beginning, middle to end: -all information clearly relates to the main topic -each paragraph *has a topic sentence introducing the main idea *has 3 supporting details in complete sentences -has a closing sentence to end paragraph -has a plan for both introduction and conclusion paragraph outlined	Pre-writing outline is partially completed: beginning, middle to end: -information is vague, not a lot of detail is outlined, or any research was required -some paragraphs: -has a weak topic sentence ex. "this paragraph is about features." or "now I will talk about..." -provides 1 supporting details and/or examples that support main idea -has an ending sentence that doesn't close paragraph	Pre-writing outline is incomplete or done without effort: -information has little or nothing to do with the main topic -there is no details to support ideas -incomplete or not finished -did not have jot notes done to create outline -copied directly from text- word for word -there is no rough draft organized into sentences or paragraphs

Jot notes: Quality of Information	-has thorough jot note information collected on each topic that is all new information and clearly supports the topics being researched -five to seven supporting details and/or examples that were reframed in the writer's own words -thoroughly answers the big question "How do adaptations allow their animal to survive in Saskatchewan?" for each topic	-student sums up main ideas from resources in three to four jot notes per topic -jot notes answers both inquiry big questions and smaller questions about the Saskatchewan animal selected -writes most jot notes word for word from text in bullet form before putting into their own words -documents what reference was used for each jot note	-direct quotes from a text as jot notes -doesn't reference what resource quote comes from -puts jot notes in a few paragraphs to answer each question –jot notes formed into paragraphs briefly answer questions, lack detail or more research -jot notes are off topic and do not support the big question -rough draft jot notes are not organized into detailed sentences	-does not collect any jot notes -has half the questions somewhat answered but does not answer the big question -does not research any new data and record using jot notes
Rough Draft:	-organizes jot notes into well-formed paragraphs with excellent explanations in their own words -rough draft has been revised for better more descriptive language choices -has had writing edited by 2 peers and an adult (parent or teacher) -has multiple rough drafts of paragraph writing to include edits, revisions, and feedback	-organizes jot notes into well sequenced paragraphs -self edits draft writing for better word choices, meaning, and mechanical errors -writes a second draft to include all the changes, fixes, edits, and revisions -revises by using edit keys, circled words for better word choices, and underlined for spelling	-rough drafts are missing topic sentences or do not have a natural flow from one idea to the next -rough draft is mostly simple sentences -has not been edited for better sentence beginnings or stronger vocabulary choices	-has half of a rough draft completed -rough draft has not been edited -rough draft is flawed with errors -rough draft is incomplete
Final Draft: **Mechanics**	No errors in: -grammar -capitalization -spelling -punctuation errors -paragraph conventions (indenting or margins)	Only one or two errors: -grammar - capitalization -spelling -punctuation errors -paragraph conventions	3-5 errors: -grammar -spelling - capitalization -punctuation errors -paragraph conventions	Many errors in: -grammar -spelling - capitalization -punctuation errors -paragraph conventions
New Word Forms used: Thesaurus	-writing uses a lot of new, dynamic and descriptive vocabulary properly -used a thesaurus to replace common everyday words to make writing vibrant -writing has an exciting tone or voice which uses new forms of punctuation ( ), ; or " "	-writing makes sense and is easy for others to understand -is beginning to use more new vocabulary and some descriptive words to enrich writing -uses favourite, high frequency and regular words correctly and in an interesting way	-writing makes sense but sometimes uses hard words from text (without explaining meaning or in own words). -attempts to use new vocabulary but uses improperly	-takes new words directly from resource and doesn't know what it means - no details, descriptions, new vocabulary and/or examples are given -final copy is incomplete
Bibliography: Resources documented	-there is a reference page added to final draft writing: with title that documents all the resources used -bibliography follows conventional standards: books, encyclopedias, websites, videos, magazines etc. -multiple sources (5+) and references were used to gather information	-sources are neatly recorded title/website name and author/publisher -internet links are recorded in full -uses at least 3-4 different sources for gathering information -all sources used are written in drafts	-some resources used are documented with title/website name -no links are written for internet searches -uses only 1 or 2 resources -puts information in own words but does not give reference to resources used	-there is very little evidence of resources used for research -copy or paste directly from a website (plagiarism alert) -does not write or document sources used

Self Assessment: *checklists *rubric	-uses the paragraph checklist to edit final draft writing for each paragraph -marks self on each rubric category and subcategory honestly	.-refers to paragraph checklist when editing for final copy writing and fixes some mistakes -marks whole box for self-assessment, which not be accurate	-marks some areas on rubric and leaves others blank -does not accurately use criteria to assess own work (ex. marks self as excelling when writing does not match criteria outlines)	-did not use checklists to check final copy writing. -rubric is not done

☐ Student assessment

☐ Teacher assessment