

# Lesson Plan for Woolly Bully

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

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**Time Needed:** Day One—5 minutes, Day Two—Full class period, Day Three—10–15 minutes. **Note:** You may also choose to make Day 3 a full class period by completing the FAcTivity associated with the article.

## Materials Needed:

- *Natural Inquirer* article
  - Pencils
  - A set of four note cards per group. Write one of the following on each set of four note cards: Summarizer, Clarifier, Questioner, Predictor
  - **Optional:** A blank piece of paper per student
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Summarizer

Questioner

Clarifier

Predictor



## Day 1

5 minutes

Introduce the *Natural Inquirer*. Explain how scientists conduct research and write it up using a standard format. The format scientists use to write their research generally, but not always, includes the following:

- **Introduction:** Gives the background of and reasons for the research question or problem, which is almost always found near the end of the introduction.
- **Method:** Gives the method the scientist(s) used to collect and analyze their data.
- **Findings:** Presents the findings. This usually, but not always, includes tables, charts, and graphs.
- **Discussion:** Explains what the findings mean in light of the research question or problem presented in the Introduction.

Explain that the sections they will read for homework were added to give them additional background to better understand the upcoming article, which they will read in class.

## Homework

Have students read the “Glossary.” Then students should read “Meet the Scientists,” “Thinking About Science,” and “Thinking About the Environment.” Students should think about and write a short paragraph summarizing the topic they think the article will address. You may use this paragraph for assessment.

## Day 2

### 5 minutes

Hold a class discussion about their homework assignment. What are some ideas students have about what topic they think the article will address? What words or sentences did they use as clues? You may write these on the whiteboard or blackboard (or have a student do it).

### 40 Minutes

Put students in groups of four. Distribute one note card to each member of the group identifying each person's unique role (Each role is described later in this lesson plan).

#### Summarizer

#### Questioner

#### Clarifier

#### Predictor

In groups, have students read the "Introduction." Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.

At the end of the section, the Summarizer will highlight the key ideas up to this point in the reading. Do not read the Reflection Sections at this time.

The Questioner will then pose questions about the selection:

- **Unclear parts**
- **Puzzling information**
- **Connections to other concepts already learned**
- **Motivations of the scientists**
- **Any other questions**

The Clarifier will address confusing parts and attempt to answer the questions that were just posed by the Questioner.

The Predictor will offer guesses about what might come next in the text.

The roles in the group then switch one person to the right, and the next section is read.

Students repeat the process using their new roles. This continues until the entire article is read. There are four sections to each article. Each student should have an opportunity to play every role.

### 5 minutes

Hold a class discussion that compares and contrasts what the students discovered while playing the various roles.

### Homework

Assign each student a set of Reflection Section questions from the Introduction, Method, Findings, or Discussion sections. Have students write down the answers to their appropriate section. You may use these answers for assessment.

## Day 3

### 10-15 Minutes

Remind the students that they have read the Introduction, Method, Findings, and Discussion sections. Address any questions the students had about the previous day's activity. Review the article by discussing their answers to the Reflection Questions from each section.

Optional: Continue with the FACTivity associated with the article.