

Citizen Science *Natural Inquirer*

Lesson Plan

Note: This lesson plan may be used with any *Natural Inquirer* article or monograph, or *Investigator* article. This lesson plan was adapted from The Learning Network, <http://www.learning.blogs.nytimes.com>

Time Needed

2 class periods

Materials (for each student or group of students)

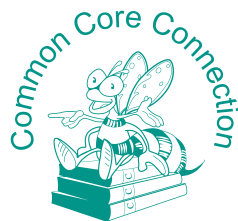
- *Natural Inquirer* article or monograph, or *Investigator* article
- Graphic organizers
- Pencil or pen

In this lesson, students will create a storyboard to graphically represent the main points from the research article they read.

Procedure

Introduce the general format of a *Natural Inquirer* article and the general topic about which students will be learning. The general format for a *Natural Inquirer* article includes the following sections: Meet the Scientists, Thinking About Science, Thinking About the Environment, Introduction, Methods, Findings, and Discussion. A good place to get information regarding the general topic of the journal is at the front of the journal in the “Welcome to” this edition section.

Tell students they will read an article individually and fill out the graphic organizer as they go to help them make sense of the article. Students will share in groups after they finish their graphic organizers.



Day 1

Assign each student an article. For example, if you are using the *Natural Inquirer* Citizen Science edition, there are 4 articles to divide up among the students. Once each student knows what article they are responsible for, then provide them with the Graphic Organizer 1. Each student should complete this graphic organizer as they read.

Day 2

Group the students according to the article they read. Have students fill out Graphic Organizer 2 based on the entire group discussion. Share these graphic organizers with the class as a wrap up activity. The graphic organizers can be used as a formative assessment.



Natural Inquirer Graphic Organizer 1

Name: _____ **Date:** _____

Title of Article Read: _____

In your own words, what are the scientists studying?

What are 3 facts from the article?

1. _____

2. _____

3. _____

What is the most interesting thing you learned from this article?

How do you think this research may apply to you or where you live?



Natural Inquirer Graphic Organizer 2

Title of Article Read: _____

Write a 5 sentence summary of the article based on the information your group wrote down for Graphic Organizer 1.

List the most interesting things your group learned?

Did anyone in your group agree on the most interesting thing that they learned? If so, what was it?

As a group discuss the research and what the scientist found. How does your group feel that this research applies to you or where you live?

How does the article your group read help your group to better understand the larger science topic?
