

## **Animals Along the Long Trail**

**Grade Level:** 4th

**Topic:** Language Arts

### **Resources Needed:**

- Computers
- Reference / informational books on animals
- Images from the University of Vermont Center for Digital Initiatives:
  - <http://cdi.uvm.edu/collections/item/deanb03028>
  - <http://cdi.uvm.edu/collections/item/deanb03002>
  - <http://cdi.uvm.edu/collections/item/deanb03011>
  - <http://cdi.uvm.edu/collections/item/deanb03054>
  - <http://cdi.uvm.edu/collections/item/deanb03017>

### **Student Learning Objectives:**

Students will be able to answer the question "If you went hiking on the Long Trail, what animal would you hope to see and why?" and be able to explain their choice based on research from at least two different sources.

## **Standards:**

### **USA – Common Core State Standards**

**Subject:** English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

**Grade:** Grade 4

**Content Area:** Informational Text K-5

**Strand:** Reading

**Domain:** Integration of Knowledge and Ideas

**Standard:** 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

## **Differentiation:**

Students may use dictation software, look at texts of varying difficulties, and choose whichever animal they like, as long as it lives near the Long Trail.

## **Procedures:**

Introduction: Students are told that they are about to do research and writing about an animal they would like to see on the Long Trail. They are shown that the Long Trail stretches throughout Vermont and that there are a lot of different animals that live near it. Students view images from the UVM Center for Digital Initiatives collection that depict animals living along the Long Trail. Students are familiarized with the animals and wildlife along the Trail.

### Body:

Students use computers and/or books about Long Trail wildlife. Students need to answer the question "If you went hiking on the Long Trail, what animal would you hope to see the most and why?" in at least

five sentences. In addition, students will use at least two different sources to get their information about their animal. Students can write about what the animal looks like, what it eats, and where it lives, as well as why they would personally like to see this animal. Students can get help from their teacher when needed (e.g. help with credible websites/information).

Closure: When students have finished, they will draw a picture of the animal they have chosen. They can then choose a partner and share their paragraphs with each other. Depending on the amount of time left, students can switch with several different partners to read their paragraphs aloud.

**Time Allotment:** 1 class period of 1 hour

Lesson plan created by Jacquelyn Arndt 5/5/2014 as part of the University of Vermont Education Class: EDEL 157 – Social Education and Social Studies