

Who Was...? A Biography Project

Write an essay about the subject of your book. After you have completed your essay, create a poster to show key points of your person or topic. Include an illustration or picture of your person. Use this graphic organizer to help you plan your writing and keep track of all the important details about this person.

Name: _____

Date: _____

Title of Book: _____

Author: _____

Who was this book about?	Where and how did they grow up? What was their childhood like?	What are some of their greatest accomplishments?
Who are some important people in their lives that helped them to reach their goals?	Why are or were they famous?	What were some of their character qualities and why?
How has this person (or people) inspired you? Have they done something that you hope to do some day?	What lesson can you learn from this person or people?	Would you recommend this book to a friend?

Famous People Research Projects For Third Grade

**Elaine M. Bukowiecki, Marlene P.
Correia**



Famous People Research Projects For Third Grade:

Informational Texts in Pre-Kindergarten through Grade-Three Classrooms Elaine M. Bukowiecki, Marlene P. Correia, 2016-11-14 This book presents a myriad of instructional techniques and critical literacy strategies while serving as a professional resource for inservice and preservice primary grade teachers as they include informational texts in their classrooms In each of the nine chapters there is a particular topic that guides the focus of the chapter These themes include a rationale for incorporating informational texts in the primary grade classroom a discussion of the unique features of informational texts the selection of high quality informational materials for primary readers critical literacy prereading during reading and post reading strategies the writing of informational texts and inquiry projects for the primary classroom This book also contains a preface an introduction and an afterword in which the controversy regarding the Common Core State Standards is discussed Unique features of each chapter are specific standards reflecting the Common Core State Standards strategies for all students to be successful with the Standards transcriptions of lessons from primary grade classrooms examples of pupils work as they interact with informational materials and a Give It a Try section where a lesson plan or a pedagogical suggestion is presented for the reader to try out in his her own classroom

Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts, Volume II James Flood, Shirley Brice Heath, Diane Lapp, 2015-04-22 The Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts Volume II brings together state of the art research and practice on the evolving view of literacy as encompassing not only reading writing speaking and listening but also the multiple ways through which learners gain access to knowledge and skills It forefronts as central to literacy education the visual communicative and performative arts and the extent to which all of the technologies that have vastly expanded the meanings and uses of literacy originate and evolve through the skills and interests of the young A project of the International Reading Association published and distributed by Routledge Taylor Francis Visit <http://www.reading.org> for more information about International Reading Association books membership and other services

The K-3 Guide to Academic Conversations Jeff Zwiers, Sara Hamerla, 2017-10-25 For thousands of years people have been using the skills we describe in this book to engage in conversations with others What isn't as prevalent however is instruction especially in primary grades in which we engage students in productive conversations about academic ideas This book fills that very big need Jeff Zwiers Sara Hamerla Talk about content mastery Primary teachers you won't want to miss this if you're looking for a single resource to foster purposeful content discussions and high quality interpersonal engagement then put Jeff Zwiers and Sara Hamerla's K-3 Guide to Academic Conversations at the top of your reading list Whether your students love to talk or not all must be equipped with key conversation skills such as active listening taking turns posing clarifying supporting with examples and arguing ideas This ready resource comes packed with every imaginable tool you could need to make academic conversations part of your everyday teaching Sample lesson plans and anchor charts

Guidelines for creating effective prompts Applications across content areas with corresponding assessments Rubrics and protocols for listening to student speech Transcripts of conversations and questions for reflection Companion website with video and downloadable resources Tens of thousands of students in the upper grades have reaped the benefits of academic conversations high quality face to face interactions increased motivation stronger collaborative argumentation skills and better understanding and retention of content The K 3 Guide to Academic Conversations is that resource for providing your primary students with the same powerful learning opportunities Rethinking Our Classrooms, Volume 2 ,2001

Research in Education ,1972-05 **Information Literacy and Technology Research Projects** Norma Heller,2001-02-15 When it comes to guiding students through the big end of the term paper or presentation sometimes it s hard to know where to start much less how to keep students on course once you get the ball rolling These long term projects culminate in products or presentations that nurture the information literacy skills students need to become self directed learners Students are educated hands on about the many roles information technology can play in their search for knowledge Brainstorming strategizing writing critiquing and oral communication skills are strengthened through these collaborative problem solving projects In each chapter problems or issued presented for research integrate many curriculum areas Students walk away from each completed task with a greater ability to ask the right questions and locate the best most accurate and timely answers *Teaching Higher-Order Thinking to Young Learners, K-3* Steffen Saifer,2024-09-20 To be truly educated today students need more than knowledge they need higher order thinking skills Critical and creative thinking is required to recognize and counter disinformation to overcome thinking errors and to be successful in school and life To effectively teach these skills we must start early when young minds are still forming While K 3 students are capable of higher order thinking most lessons engage only their lower order thinking In this comprehensive book based on sound science Dr Saifer offers many practical and engaging ways to develop students logical critical and creative thinking skills within nearly every lesson in all subject areas and throughout the day Teaching Higher Order Thinking to Young Learners K 3 How to Develop Sharp Minds for the Disinformation Age is key reading for any early childhood teacher leader or parent

Teaching with the Common Core Standards for English Language Arts, Grades 3-5 Lesley Mandel Morrow,Karen K. Wixson,Timothy Shanahan,2012-12-07 The Common Core State Standards CCSS are the first academic standards to be independently adopted by almost every state in the country The purpose and intent of the Common Core standards for English Language Arts ELA as well as Literacy in History Social Studies and Science education are the focus of this book This volume is aimed at educators administrators graduate students university professors and others who deal with students in grades 3 through 5 Each of the chapters addresses one of the major English Language Arts domains literature informational texts foundational skills writing speaking and listening language technology and assessment They contain invaluable information insight and research from literacy leaders in their respective fields Their objective is twofold to provide a

theoretical background and detailed explanation of each of the CCSS ELA standards as well as practical suggestions classroom vignettes models instructional resources and unit ideas to implement the standards

Getting to the Common Core Sharon L. Spencer, Sandra Vavra, 2015-01-01 The Common Core Standards have recently been adopted in most states across the nation and teachers are in the process of getting to the core of these standards Teaching to standards is not a new concept teachers have adapted to new standards every few years for quite some time And teachers are adaptable as can be seen in this book We are writing this book to demonstrate how teachers use research based strategies to meet Common Core Standards while still focusing on students Our goal is to help teachers visualize students in action as other teachers describe the implementation of research based strategies in their own classrooms show student work samples and provide reflections of student success in achieving the standards Many Common Core Standards books focus on the standards but our approach focuses on strategies that engage the students in the classroom showing how different teachers at varying grade levels have used the strategies to meet the standards With this focus we believe that teachers gain a new and positive perspective on approaching the new standards and see the flexibility of strategies for meeting standards across subject areas We have examined research on the strategies with the purpose of giving teachers a brief description of why these strategies work before giving actual examples from classrooms We also work closely with teachers in the public schools and have our finger on the pulse of what is happening in the public schools one of the current stressors being unpacking the Common Core Standards This book actually focuses on practice We begin by laying out a rationale in our first chapter The Core Values of Education Then each chapter focuses on a strategy including 1 a brief description about the research supporting each strategy and 2 several examples from different grade levels which include a description of how the strategy was used student work samples and a reflection on the use of the strategy The research descriptions are fairly short because while we believe professional educators aka teachers in this case should know the research that supports practice we know they are not typically interested in long diatribes about the research

Common Core State Standards for Grades 4-5 Michelle Manville, 2013-09-19 Common Core State Standards for Grades 4 5 Language Arts Instructional Strategies and Activities is designed to help teachers teach CORE standards using research based effective instructional strategies in combination with ready to use activities These strategies include identifying similarities and differences writing summaries and taking notes creating non linguistic representations and suggestions for homework and practice There are a variety of suggested texts as well as identified text exemplars that can easily be used with the suggested activities The activities accommodate most teaching styles and can be used by the new teacher as well as the experienced teacher with very little advanced preparation required While the activities in each chapter are listed as single suggestions they can be used individually or combined to strengthen your current units as you implement the Common Core State Standards in your daily planning and instruction

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