



Lesson Plan Summary

Magic Tree House Fact Tracker: Dolphins and Sharks

Host a Team Shark / Team Dolphin Debate

A collaborative class project using Dolphins and Sharks

<p style="text-align: center;">EACH STUDENT WILL:</p> <ul style="list-style-type: none"> • Read informational text to gather supporting details • Compare information gathered from multiple informational sources. • Research sharks or dolphins from the Fact Tracker • Organize research through scaffolded note-taking strategies • Create a persuasive argument detailing the strengths of sharks or dolphins • Engage in a class debate 	<p style="text-align: center;">COMMON CORE STANDARDS ADDRESSED:</p> <p>(The standard for one grade level is explained. The codes for applicable grade levels are listed.)</p> <p>READING:</p> <ul style="list-style-type: none"> • KEY IDEAS AND DETAILS (RI1.1, RI2.1, RI3.1, RI4.1, RI5.1) Ask and answer questions about the text. (RI2.1) • INTEGRATION OF KNOWLEDGE AND IDEAS (RI1.9, RI2.9, RI3.9, RI4.9, RI5.9) Compare and contrast the most important points presented by two texts on the same topic. (RI2.9) <p>WRITING:</p> <ul style="list-style-type: none"> • TEXT TYPES AND PURPOSES (WI1.2, WI2.2, WI3.2, WI4.2, WI5.2) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (WI2.2) • RESEARCH TO BUILD AND PRESENT KNOWLEDGE (WI1.7, WI2.7, WI3.7, WI4.7, WI5.7) Participate in shared reading and writing projects. (WI2.7) <p>SPEAKING AND LISTENING:</p> <ul style="list-style-type: none"> • COMPREHENSION AND COLLABORATION (SL1.1, SL2.1, SL3.1, SL4.1, SL5.1) Participate in collaborative conversations with diverse partners. (SL2.1) • COMPREHENSION AND COLLABORATION (SL1.1, SL2.1, SL3.1, SL4.1, SL5.1) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (SL2.2)
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FT9-2S914

Created by: Melissa Summer Wells, Woodland Heights Elementary School, Spartanburg, South Carolina



Lesson Plan

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Host a Team Shark / Team Dolphin Debate

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In this whole-class project, students will work on persuasion skills with a Team Shark/Team Dolphin Debate! Students will work in teams to research either sharks or dolphins and convince the rest of the class why their animal is “better” adapted to ocean life than the other.

Materials:

- Chart paper for dolphin/shark T-chart
- Dolphins and Sharks Research Guides for small groups
- Additional research materials about dolphins and sharks, if needed (*check the library or the Internet!*)
- Research Persuasion Sheets for each student (in Accompanying Materials)

Procedure:

1. Introduce the project with a one-word brainstorm. Post the T-chart with “Dolphins” on one side and “Sharks” on the other. Ask students to share one word for each animal. Do any patterns emerge? Why?
2. Explain that to learn more about sharks and dolphins and their unique adaptations, the class will hold a Team Shark/Team Dolphin Debate. Small groups will choose a side and use research to prove to the class why their animal is better adapted to ocean life. Remind students that a powerful technique in persuasion is to show a weakness of the other side, so they may wish to identify a “weakness” of their opposing animal.
3. Divide students into groups. Determine which animal each group will study. (There should be a 50/50 split in the class between dolphins and sharks for a fair debate.)
4. Distribute research materials and Research Persuasion Sheets to students. Provide time to research and draft persuasive arguments with groups.

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5. As groups are ready, hold mini-lessons about persuasive arguments and writing.
6. When all students are done with their research and persuasive arguments, hold a Team Shark/Team Dolphin Debate!
7. After the debate, discuss which animal won. Was there a clear winner? Why or why not? How did prior conceptions about each animal influence the debate?
8. A rubric for this project is included in the Accompanying Materials.

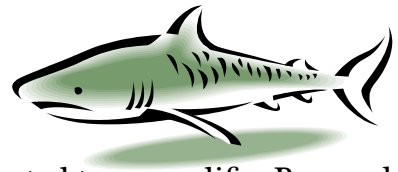
Dolphins and Sharks **Accompanying Materials**



Name: _____ Date: _____



Research Persuasion Sheet



1. Circle the animal you are researching: dolphin or shark
2. Your job is to persuade the class why your animal is better adapted to ocean life. Research answers to these guiding questions:

- What are special physical characteristics/adaptations of your animal?

- _____

- _____

- Draw a detailed diagram of your animal below.

- How does your animal get food? _____

- What are some unique elements of your animal's life style?

- _____

- _____

- Does your animal have any predators? If so, what are they? _____

- List any other facts that prove your animal is better adapted to ocean life.

- _____

- _____

3. Now, take your research and compare with your group. Work together to create a presentation to persuade the class that your animal is better adapted to ocean life. Don't forget visual props!

**Project Rubrics: Use these to grade the Team Shark/Team Dolphin Debate Project.
Multiple are on a page to save paper!**

Team Shark/Team Dolphin Debate Rubric			
Name: _____		Animal: _____	
	3	2	1
Research	Research persuasion sheet is fully completed with details.	Research persuasion sheet is completed with some details.	Research persuasion sheet is incomplete and lacking details.
Writing Process	Student uses research to write a persuasive essay as a group. Argument includes many details.	Student uses research to write a somewhat persuasive essay as a group. Argument includes some details.	Student does not use research to write a persuasive essay as a group. Argument lacks details.
Teamwork	Student works with group to create a detailed, persuasive presentation.	Student usually works with group to create a detailed, persuasive presentation.	Student does not work with group to create a persuasive presentation.
Persuasive Presentation	Presentation is persuasive, detailed, and creative. Includes visual props. All team members are active in the presentation.	Presentation attempts to be persuasive, detailed, and creative. Most team members are active in the presentation.	Presentation is not persuasive, detailed, or creative. A few team members dominate the presentation while others do not participate at all.
Time Management	Time was used wisely throughout the project.	Time was used wisely for most of the project.	Time was rarely used wisely during the project.
Total: _____/15=_____		Comments:	

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