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Grade 3 Topic: How can we tell what is a credible and not credible source? Content Area: SS

**INSTRUCTIONAL OBJECTIVE**

After a shared reading of “Mr. Peabody’s Apples”, students will explain the credibility of a text or video, based on relevant sound evidence, this will be evident when students explain a WHIM diagram accurately.

**STANDARDS AND INDICATORS**

New York State English Standards

3rd Grade Reading Standards

Integration of Knowledge and Ideas

3R8: Explain how claims in a text are supported by relevant reasons and evidence.

**Indicator**: This will be evident when students explain whether or not claims are relevant based on sound evidence.

**INQUIRY STANDARDS**

1. Questions - raise questions
2. Eye of discipline
3. Gather information
4. Present information

**SKILLS**

* Gathering Information
* Comparing and contrasting
* Interpreting information

**DEVELOPMENTAL PROCEDURES**

1. Students will be read Mr. Peabody’s Apples aloud by the teacher. (*What happened when the boy started telling people about the apples? How did people’s mindsets change about Mr. Peabody? Was any of it true? How come people believed the boy?)*
2. Students will then be introduced to the WHIM model. The teacher will explain each portion. (*Are there any questions? Be sure to be careful with facts or opinions.)*
3. Students and the teacher will then do a model WHIM together with article 1.
4. Following this, the students will be given out a variety of articles or videos of advertisements and will be asked to construct their own WHIM independently.
5. When finished students with the same article or video will group together and share their WHIM’s with each other. One summative WHIM will be made per group on big paper.
6. After they share together and make the summative WHIM each group will share with the class.

**INSTRUCTIONAL STRATEGIES**

- Teacher modeling

- This will be evident when the teacher models a WHIM diagram.

- Group work

 - This will be evident when the students group up and share ideas to make a summative

WHIM.

**ASSESSMENT**

Formal: Individual WHIM’s will be collected for a grade.

**INDEPENDENT PRACTICE**

For homework, students will be sent home with a different article or video then what they worked on in class and will be asked to create a WHIM for the new article.

**REFERENCES**

[**https://www.ganggreennation.com/2019/12/1/20989300/jets-vs-bengals-five-bold-predictions**](https://www.ganggreennation.com/2019/12/1/20989300/jets-vs-bengals-five-bold-predictions)

[**https://www.youtube.com/watch?v=3DZbSlkFoSU**](https://www.youtube.com/watch?v=3DZbSlkFoSU)

[**https://www.nationalgeographic.com/animals/2019/12/ancient-shark-like-predator-had-jaw-like-buzz-saw-blade/**](https://www.nationalgeographic.com/animals/2019/12/ancient-shark-like-predator-had-jaw-like-buzz-saw-blade/)

**W.H.I.M.**

**W-** Who wrote it?

**H-** How come it was written?

**I-** Is it a fact or an opinion?

**M-** Mean to me? (What does it?)