

## Trading Cards Lesson Plan

## DOK 3

## Health/PE Example

- To learn/reinforce note-taking, categorizing, summarizing and content knowledge; to develop describing and questioning skills
- May be adapted to any grade level or content area

### OVERVIEW –

- The class designs a trading card template for the topic of study.
- Each student chooses or is assigned a different subject to research to complete the card. The cards are posted on the bulletin board or online class site for all students to review.
- Team game to review topic and practice question skills.
- As a final task, each student is asked to write a summary based on the information on their card.
- The final papers may be collated into a class book on the subject of study to be read to younger students.

### LESSON PLAN –

- **Establish prior knowledge –**
  - Have students use a teacher-created trading card template in an earlier lesson on a different topic, where they searched a text or texts to complete the blanks for the labeled categories to make them familiar with the format.
  - Students will have previously been instructed in note-taking and summarizing skills.

- **Class design a trading card –** Introduce and instruct on the topic. (We will use a 3<sup>rd</sup> grade physical education example: nutrition HE.3.B.5.2 and PE.3.L.4.7).

Then, as a class, analyze the kind of information and format a trading card should include (shape, material, picture, etc.). Tell them they will be creating trading cards on different nutrients.

Ask, what would a trading card look like for today's topic? As students respond, draw or list on the board what they are describing. Support them in using precise, domain-specific language. Categories suggested may include the name of the nutrient, its benefits to health, how much is needed, foods that contain it, any warnings about too much or too little, etc. (If some categories are missing or redundant, that's OK. Part of the process is revision. See next step.)

- **Pilot the design -** Provide a text and have students find the information to complete the class-designed card. Ask, did you find everything asked for on your card? Was there information you think should be included that we didn't put on the card? Let's fix it!
- **Revise** card as a class. This may include formatting (more spaces, reordering categories, rewording for clarity, etc.).
- **Students research topic and make their own cards -** Assign or allow students to choose from a list of groups or subgroups (ex: fats, vitamins, minerals, fiber, etc.) that you know there are resources for. Gather informational books, visit the library, or provide internet access to allow students to select and learn about their assigned topic and complete their cards. Teacher circulates offering support and reminding students to use their note-taking skills. (Teacher reviews cards for accuracy and correctness. Students may be asked to revise.)  
**Extension:** Have advanced students create several cards for a given group, such as different types of fats.
- **Publish cards -** When finished, cards are posted either on the bulletin board or scanned onto a class website where classmates will read them.

- **Practice/review content (optional)** - Divide class in two teams. Team A spins a spinner created for this purpose or rolls dice to determine question category, then must ask Team B a question about their card using that category. (or similar game)
  - With a correct answer, Team B gets 1 point, and it is Team B's turn to spin.
  - With an incorrect answer, Team A gets the point and the same Team A player spins again and asks the next Team B player another question about the topic. This continues until Team B names the correct nutrient.
- **Write summaries and collate** - As a final task, students are asked to write a one-page description of their topic from the notes on their trading card, and include a picture. Final papers will be made into a book that students can read to lower grade students.

## STANDARDS

### 3<sup>rd</sup> Grade Physical Education

HE.3.B.5.2: List healthy options to health-related issues or problems.

Remarks/Examples: Healthy alternatives to unhealthy messages in the media, fear of personal safety, and nutrition options.

PE.3.L.4.7: Read food labels for specific nutrition facts.

### 3<sup>rd</sup> Grade ELA

LAFS.3.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.

LAFS.3.W.2.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LAFS.3.W.2.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

LAFS.3.W.3.7: Conduct short research projects that build knowledge about a topic.

LAFS.3.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

LAFS.3.SL.2.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LAFS.3.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose words and phrases for effect.
- Recognize and observe differences between the conventions of spoken and written standard English.

LAFS.3.L.3.6: Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

LAFS.3.RI.2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

LAFS.3.RI.2.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

LAFS.3.W.2.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)