

**Teacher:** Diana Albanez  
**Grades:** 3-5  
**Subject:** Science/ Writing  
**Materials:** Device, Art materials

**Objective:** Students will be involved in inquiry in order to become experts on bearded dragons and be able to earn their bearded dragon certification. This certification will allow them to pet and feed the classroom pet, a bearded dragon. Students will demonstrate their expertise through various formats.

### **Common Core Standards**

**RI.4.7** I can figure out, understand and use information from charts, graphs, diagrams, time lines, animations or other internet presentations to help me explain my understanding of informational texts.

**RI.4.10** I can read and understand 4th grade informational texts independently.

**RI.4.9** I can use information from two different informational texts on the same topic to help me write or speak with knowledge about the topic.

**W.4.2** I can write to inform/explain topics or ideas to others clearly.

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### **Bearded Dragon (Dino) HyperDoc**

The lesson will start with directions on how to navigate and use the following hyperdoc:

[Bearded Dragon \(Dino\) HyperDoc](#)

The HyperDoc was used to assist students in learning about bearded dragons through inquiry. They are provided with resources which they must read, watch and interact with in order to become experts on the topic. They will be teaching themselves about bearded dragons.

### **Evaluation:**

To show mastery of the topic (bearded dragons) and their ability to meet 4th grade writing standards, students were able to write an informational book and/or create an art piece that teaches others about bearded dragons.

### **Student Writing Samples:**

Some students decided to show their expertise through writing an informational book. Their book was graded using the Lucy Calkins Writing Workshop Rubric, which i tweaked a bit to meet the needs of my students. Google Docs were used to write the pieces.

[Student Writing Sample 1](#)

[Student Writing Sample 2](#)

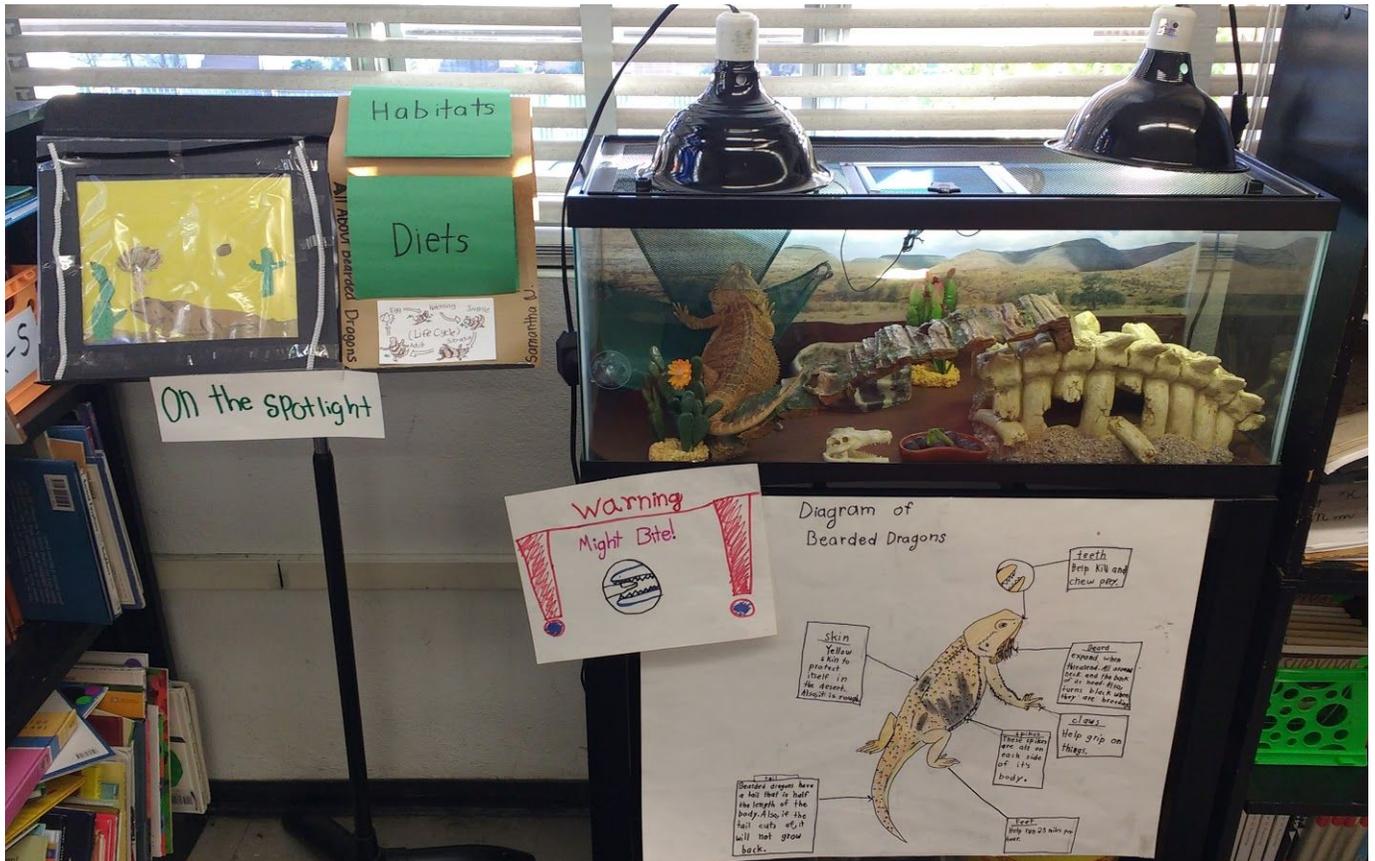
[Student Writing Sample 3](#)

Terrarium students built and the informational art piece with the lifecycle of bearded dragons drawn and labeled by students OR a labeled diagram of a bearded dragon. Each flap had a label of “habitat,” “diet,” and “characteristics.”

The terrarium students put together showed students’ understanding of the habitat that bearded dragons need to survive in.

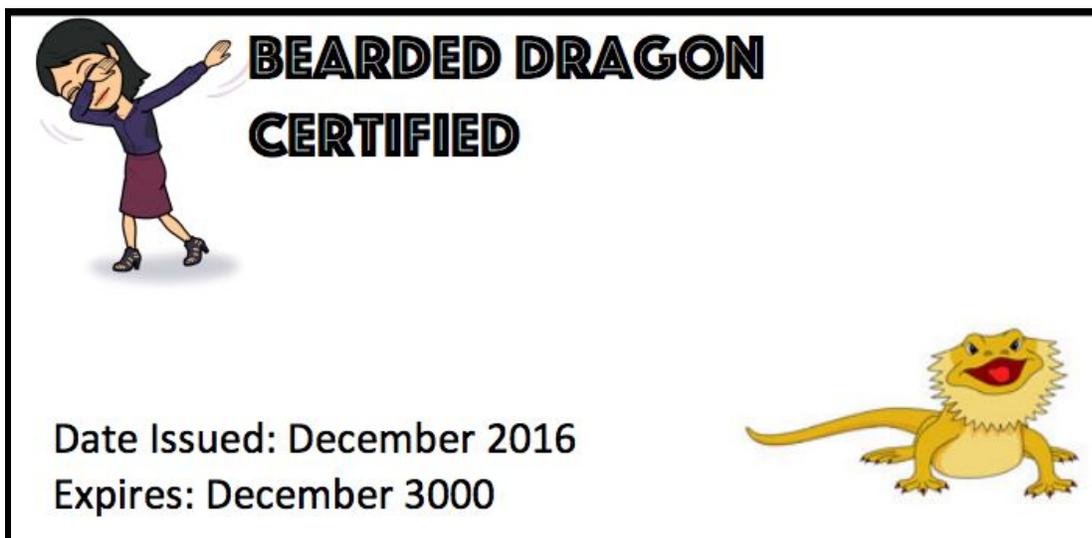
Students took these two pieces home to share with their families and teach them all about bearded dragons. Those students that wrote books, published them in the classroom and took a copy home to share with their family.





Student created posters and informational pieces about bearded dragons.

When students demonstrated that they were very knowledgeable about bearded dragons and are prepared to take care of one, they were awarded this card that said they were “Bearded Dragon Certified.” Their name was written on the middle of the card and the cards were laminated.

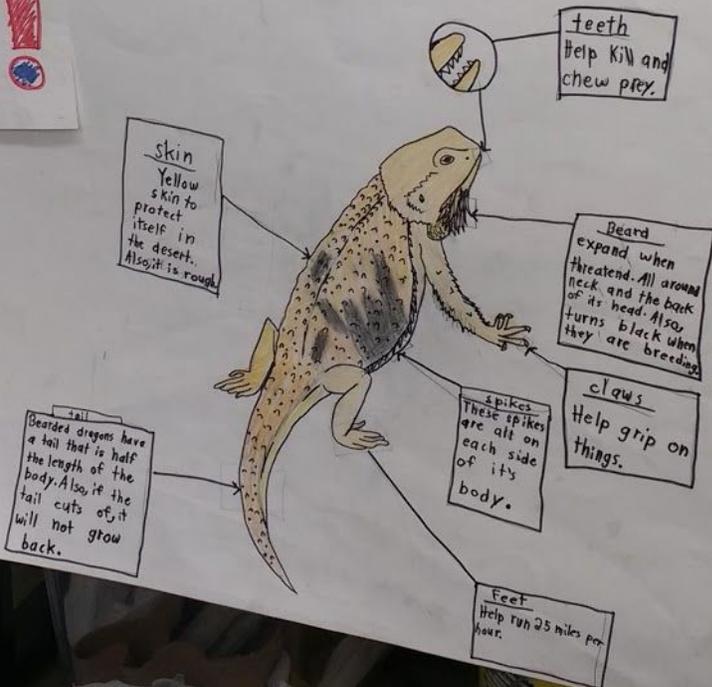




Warning  
Might Bite!



### Diagram of Bearded Dragons



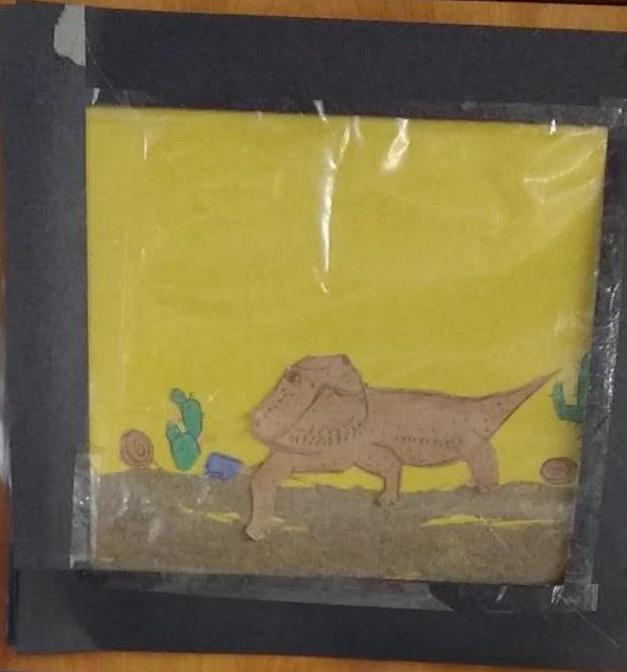
More student work

Habitat

Diet

Characteristics

All about A Bearded Dragon



# Diet

# Habitat

# Habitat

# Diet

If some bearded dragons can act same or different. Some bearded dragons can get mud. When they get mud their beards pull up and turn black.

# Characteristics



about bearded dragon

## All about A Bearded Dragon

