Unit 08 Introduction to Inquiry Research

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 3**
Length: **9 sessions**
Status: **Published**

Brief Summary of Unit

Students, with assistance, locate, access, evaluate, and use information effectively and efficiently to conduct research and solve problems. Students will read a fairy tale in it's original version, than read additional fractured fairy tales versions, in addition they will learn about and demonstrate their understanding of the inquiry research method, and end the unit with a STEM activity where they will build/construct a structure using the knowledge they've gained in their research.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: July 2026

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

Information Literacy: This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

Information Literacy for Elementary Educators

LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
RI.CI.K.2	With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
RI.IT.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RL.TS.K.4	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
RI.PP.K.5	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RL.MF.K.6	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RI.MF.K.6	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.AA.K.7	With prompting and support, identify the reasons an author gives to support points in a text.
RL.CT.K.8	With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
RI.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is…).
W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
W.IW.K.2.A	Introduce a topic.
W.IW.K.2.B	Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined

	experience or events.
W.NW.K.3.A	Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
W.NW.K.3.B	Provide limited details of experiences, events, or characters.
W.NW.K.3.C	Provide a reaction to the experiences or events.
W.WP.K.4	With prompts and support from adults, recognize that writing carries a message and should make sense to others.
W.SE.K.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.PE.K.1.B	Continue a conversation through multiple exchanges.
SL.II.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
I	Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
I.A.1	Formulating questions about a personal interest or a curricular topic.
I.A.2	Recalling prior and background knowledge as context for new meaning.
I.B	Learners engage with new knowledge by following a process that includes:
I.B.1	Using evidence to investigate questions.
I.B.3	Generating products that illustrate learning
I.C	Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
I.C.1	Interacting with content presented by others.
I.C.4	Sharing products with an authentic audience
I.D	Learners participate in an ongoing inquiry-based process by:
I.D.1	Continually seeking knowledge.
I.D.2	Engaging in sustained inquiry.
I.D.3	Enacting new understanding through real-world connections.
I.D.4	Using reflection to guide informed decisions.
V	Explore: Discover and innovate in a growth mindset developed through experience and reflection.
V.A.3	Engaging in inquiry-based processes for personal growth.

V.B	Learners construct new knowledge by:
V.B.1	Problem solving through cycles of design, implementation, and reflection.
V.B.2	Persisting through self-directed pursuits by tinkering and making.
IV.B	Learners gather information appropriate to the task by:
IV.B.1	Seeking a variety of sources.
IV.B.2	Collecting information representing diverse perspectives.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
III	Collaborate: Work effectively with others to broaden perspectives and work toward common goals.
III.A.1	Demonstrating their desire to broaden and deepen understandings.
III.A.2	Developing new understandings through engagement in a learning group.
III.A.3	Deciding to solve problems informed by group interaction.
III.B	Learners participate in personal, social, and intellectual networks by:
III.B.2	Establishing connections with other learners to build on their own prior knowledge and create new knowledge
III.D	Learners actively participate with others in learning situations by:
III.D.1	Actively contributing to group discussions.
III.D.2	Recognizing learning as a social responsibility.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
TECH.8.1.2.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.2.2.D	Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.
TECH.8.2.2.D.3	Identify the strengths and weaknesses in a product or system.
TECH.8.2.2.D.CS1	Apply the design process.

Essential Questions

- How are these different versions of The Three Little Pigs different?
- How are these different versions of The Three Little Pigs the same?
- How can we design a strong house?
- How can we use fractured fairy tales to more deeply understand POV, story elements, culture and author's purpose?
- How do different authors tell the same fairy tale in different ways?
- How do guiding questions help us explore topics more deeply?
- How do you effectively research, gather information, and present information using informational and nonfiction texts? Can we use nonfiction text features to know a topic more completely?
- What can we learn from The Three Little Pigs?
- What makes a story a fairy tale?
- What similarities and differences do retold and fractured fairy tales share?
- Which version do you like best? Why?
- Why do authors tell the same story in different ways?

Students Will Know/Students Will Be Skilled At

- Fairy tales often have different versions.
- Independently locating the nonfiction book section of the library media center.
- Informational text provides different information than fictional text.
- Nonfiction books can be used to locate facts and information about a topic.
- Readers compare stories by noticing similarities and differences.
- Recognize the differences between fiction and nonfiction.
- Recognizing that the specialist is ready to help find the answers to questions.
- To apply existing knowledge to generate new ideas or products.
- Understand that the library media center has resources to help with inquiry research.
- What research is and how to conduct research using available tools and digital citizenship skills.
- What similarities and differences the fairy tales read share.
- With assistance, organize and summarize their information.
- With assistance, uses books/ media pre-selected online resources/observations to gather information for a purpose.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in media is evidenced through benchmark assessments as part of the media specialist's Student Growth Objective (SGO). Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

- Benchmark/Alternative: Compare the story to another version by 1. Tell one way the stories are the same or 2. Tell one way they are different.
- Benchmark/Alternative: Which character made the best choice? Why?
- Benchmark/Alternative: Which house would you build? Why?
- Formative: Exit ticket and answer "One thing that was different today was..._____"
- Formative: Gather information using books or observations.
- Formative: Locate relevant nonfiction books.
- Formative: Locate the nonfiction book section of the library media center.
- Formative: Students understand that nonfiction sources give information.
- Formative: With assistance, select appropriate print and digital resources to satisfy an informational need.
- Summative: Create a visual representation of something that they learned from an informational text.
- Summative: Use drawing/writing to record information learned.
- Summative: Within a collaborative group complete an inquiry project.

Learning Plan

Media Specialists may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Media Specialists at the elementary level design their own unique lesson plans in order to incorporate the essential questions provided in this unit. The order in which this information is presented is dependent upon the variables specific to each elementary school community. For example, students may be called to the carpet for a lesson followed by guided practice, then independent practice. After the lesson, students will check out books. Library Media time ends with an electronic story or students going to a makerspace station.

Students, with assistance, locate, access, evaluate, and use information effectively and efficiently to conduct research and solve problems. Students will read a fairy tale in it's original version, than read additional fractured fairy tales versions, in addition they will learn about and demonstrate their understanding of the inquiry research method, and end the unit with a STEM activity where they will build/construct a structure

using the knowledge they've gained in their research. Suggested activites are listed below for this unit:

Suggested Learning Plan:

All files are in the Kindergarten Folder on Shared Drive

Week One: Introduction to Inquiry & Building Materials

Focus Question: How do building materials affect the strength of a house?

Show group straw/sticks/brick and inquiry “Do you know of a story where 3 characters use these building material?”

Read book to group. Discuss the building materials of each house.

Questions to ask: Why was the wolf able to blow down the first 2 pig’s houses?

How would the story been different if all the pigs had but brick houses?

Book:The Three Pigs Retold by Kath Jewitt

Week Two: Introducing Fractured Fairy Tales

Focus Question: How can an author change a familiar story?

Review the previous week's discussion about building materials.

Intro term “fractured fairy tale”.

Read another version of Three Little Pigs to group.

Book:Three Little Tamales by Eric Kimmel (available on vimeo)

Compare it to the original story.

Week Three: Comparing Fairy Tale Versions

Focus Question: How are Fractured fairy tales similar to and different from the original story?

Read another fractured fairy tale of Three Little Pigs

Book: Three Little Gators by Helen Kettman

Week Four: Continue Comparing Fairy Tale Versions

Focus Question: How are Fractured fairy tales similar to and different from the original story?

Book: The Three Little Fish and the Big Bad Shark

Compare characters, setting, problem, and solution from the different versions of the story.

Week Five: Continue Comparing Fairy Tale Versions and introduce Point of View

Focus Question: How are Fractured fairy tales similar to and different from the original story?

How does the wolf's version of the story change the fairy tale?

Read another fractured fairy tale of Three Little Pigs

Book: The True Story of the Three Little Pigs

Week Six: Exploring Nonfiction

Focus Question: What can nonfiction teach us about building houses?

Read nonfiction text about homes.

Identify and list building materials.

Compare real houses to the houses in the different versions of the fairy tales we read.

Watch video clip of Building A House

Building a House (Gail Gibbons)

Video: Knockdown & Rebuilt with Porter Davis (3.70 minutes)

Week Seven: Research with PebbleGo

Focus Question: How can we use research tools to answer our questions?

Introduce the term research.

Explore PebbleGo with class to learn about houses

Notice building materials used and styles of houses

Resource: PebbleGo Database

Week Eight: Imagine & Design

Focus Question: How can Imagination help us solve problems?

Read a story about designing a unique home

Book: If I Built a House by Chris Van Dusen

Discuss creative ideas for building houses.

Have students to plan and sketch a room they would design to add to their house.

Week Nine: Design Challenge

Focus Question: Which building materials make the strongest house?

Using materials provided, build a house for pig that the wolf can't blow down.

After students build house, test house strength using wolf puppet/blow dryer.

Reflect on what students learned about strong structures and building materials.

Ask students what they would do differently to build a structure next time.

Suggested Inquiry Projects:

- Collaboration with classroom teacher for a unit of study.
- Create a How To presentation using various digital tools such as Google Slides (How To Use A Shelf marker).
- Research as a group the animal, Brown Bears, after reading W*innie The True Story of the Bear Who Inspired Winnie the Pooh* (Walker).
- Research as a group the animal, Hippopotamuses or other large mammals, after reading *Hippos Are Huge!* (London).
- Research in small groups a weather topic after reading *Blizzard* (Rocco).

- Communicate with teachers and parents how to access online resources.
- Complete a student generated inquiry project.
- Demonstrate how to access age appropriate pre-selected online resources.
- Guide students to locate the nonfiction section of the library media center.
- Model how to select an appropriate resource to satisfy a specific informational need.
- Ongoing collaboration with teachers regarding units taught within the classroom.
- Refer to visual aids displayed in library media center.
- Suggested Inquiry Projects: Explore a number of books by a favorite author and express opinions about them, or make a web of facts learned about an animal using age appropriate resources, or collaborate with classroom teacher on a topic to further explore.
- Within the library media center have materials available for inquiry activities.

Materials

The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Suggested Supplemental Materials:

Select this link to view the Kindergarten Google Folder under media in the Grades K-5 folder.

All files are in the Kindergarten Folder

Week One: Three Pigs (Google Slides)

Week Two: Three Tamales (Google Slides)

Week Three: The Three Little Gators (Google Slides)

Week Four: Three Little Sharks (Google Slides)

Week Five: True Story of the Three Little Pigs Read Aloud (Google Slides)

Week 6 & 7: How to Build a House and Pebble Go (Google Slides)

Week 8: If I Built a House Read Aloud (Google Slides)

Book: The Three Pigs Retold by Kath Jewitt

Book: Three Little Tamales by Eric Kimmel (available on vimeo)

Book: The Three Little Fish and the Big Bad Shark

Video: Knockdown & Rebuilt with Porter Davis (YouTube)

Video/Book: How a House Is Built (Gail Gibbons)

- Age appropriate online databases
- Age appropriate websites
- Computer technology (Ipads/Chromebooks/Tablets)
- Interactive board technology
- Presentation software
- Quality LMC collection of print and nonprint relevant resources
- Visual aids

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.