Unit 05: Beginning Inquiry Research

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **8-10 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 using digital and visual media. Inquiry inspires students to become participatory learners uncovering their talents, needs, and interests by making, producing, solving, creating, collaborating and thinking. 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: June 2021

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.

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
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 can a variety of skills and strategies facilitate inquiry research?
- How can informational text features aid in gathering information?
- How can the learner use technology to communicate information and ideas using a variety of digital media and formats?
- How do text features in a nonfiction help a student find information?
- How does the appropriate choice and creative use of media allows us to communicate effectively?
- How does the appropriate choice of media allow for more effective communication?
- What can a student learn from a nonfiction book?
- What kind of information do Nonfiction books provide us?
- What similarities and differences do retold and fractured fairy tales share?
- What skills and strategies are needed to gather information effectively, solve problems, and conduct inquiry research?
- Why should you use questions to guide inquiry research?

Students Will Know/Students Will Be Skilled At

- Differentiating between fiction and nonfiction resources.
- Illustrating and communicating original ideas and stories using digital tools and resources.
- Independently locating the nonfiction book section of the library media center.
- Informational text provides different information than fictional text.
- Locate/use text features in an informational text to identify facts.
- Nonfiction books can be used to gain information about a topic.
- Recognizing that the media specialist is ready to help find the answers to questions.
- To apply existing knowledge to generate new ideas or products.

- Understanding that the library media center has online resources to help with inquiry research.

- Using books/pre-selected online resources/observations to gather information for a purpose.

- What research is.

- What similarities and differences the fairy tales read share.

- What type of age appropriate research resources are available through the library media center.

- Why students conduct research.

- With assistance, organizing and summarizing their information.

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.

- Formative: Locate relevant nonfiction books in the library media center.

- Formative: Students understand that nonfiction sources give information.

- Formative: Use drawing/writing/technology to record information.

- Formative: With guidance, select appropriate print and digital resources and gather information to satisfy an informational need.

- Summative: Create a visual representation of something that learned from an informational text.

- Summative: Use digital art to contribute to a digital book project.

- Summative: Within a collaborative group complete a how to 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.

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Suggested Learning Plan:

Week One: Introduction & Building Materials

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?

Materials: Google Slides: Inquiry:The Three Pigs

Book:The Three Pigs Retold by Kath Jewitt

Week Two: Recall & Introduction of Fractured Fairy Tale

Recall last lesson on pigs houses and building materials used.

Introduce the term "fractured fairy tale". Read another version of Three Little Pigs to group.

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

Week Three: Fractured Fairy Tales Continued

Read another version of Three Little Pigs to group. If time permits show Show Video: Three Little Pigs

The Three Pigs, Disney version 8 min.

http://www.youtube.com/watch?v=mPs6_0g8RHA

Book: The Three Little Fish and the Big Bad Shark

Week Four: Nonfiction

Read nonfiction book. List materials used

Watch video clip of Building A House

Video: Building a House (Gail Gibbons)

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

Week Five: Research with PebbleGo

Define term "research". Explore PebbleGo with group to research "Houses".

Notice building materials used and styles of houses

PebbleGo Database

Week Six: Research with Facts4Me

Explore Facts4Me comparing types of houses and fill out graphic organizer.

Facts4Me database

Graphic organizer

Week Seven: Inquiry & Building

Read book to group that shows building a house with imagination

Book: If I Built A House (Chris Van Dusen)

Week Eight: Build Your Own

Google Slide Presentation of Iggy Peck, Architect. Students plan their house design

Book: Iggy Peck, Architect (Andrea Beaty)

Worksheet for House Plan

Week Nine

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. Wrap up and assess unit.

Various materials tbd

Blow dryer and wolf puppet

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.
- Compare and contrast the elements of the retold and fractured fairy tales read in class comparing events, characters, plot, etc.
- Demonstrate how to access age appropriate pre-selected online resources.
- Guide students to locate appropriate books in the nonfiction section of the LMC.
- Mini lessons may include: Review of fiction and nonfiction, Review of nonfiction text features (heading, diagram, bold words, captions, table of contents, index, glossary), and Modeling note taking.
- Model how to select an appropriate resource to satisfy a specific informational need.
- Preview the essential questions and connect to learning throughout the unit.
- Refer to visual aids displayed in library media center.
- Within a collaborative group, use a variety of technologies to produce a presentation.
- 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:

Surprising Sharks (Davies)

Actual Size, Dogs and Cats, Big and Little (Jenkins)

The Reasons for Seasons (Gibbons)

W*innie The True Story of the Bear Who Inspired Winnie the Pooh* (Walker)

Hippos Are Huge! (London)

Blizzard (Rocco)

BrainPop - [Reading Nonfiction](#)

First Grade Inquiry ([Google Slides](#))

Week One : Three Pigs ([Google Slides](#))

Week Two : Three Tamales ([Google Slides](#))

Week Three : Three Little Fish ([Google Slides](#))

Week Four : How to Build a House ([Google Slides](#))

Video/Book - [How a House Is Built](#) (Gail Gibbons)

- Age appropriate online databases
- Age appropriate websites
- Computer technology (Ipads/Laptops)
- Interactive board technology
- Presentation software
- Quality library media center collection of print and nonprint relevant resources
- Visual aids

Suggested Strategies for Accommodations and Modifications

[Content specific accomodations 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.