Unit 08: Beginning Inquiry Research

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 3**
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: 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.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.
L.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.1.2	Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
L.VI.1.3	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
RI.IT.1.3	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RL.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
RI.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
RI.PP.1.5	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
RL.CT.1.8	Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
W.WR.1.5	With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
W.SE.1.6	With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.PE.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.PE.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.PE.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.UM.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.1.6	Produce complete sentences when appropriate to task and situation.
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 technology help us learn and share what we know?
- How can we use fractured fairy tales to more deeply understand POV, story elements, culture and author's purpose?
- How do guiding questions help us explore topics more deeply?
- How do we choose the best way to share our ideas?
- 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?

Students Will Know/Students Will Be Skilled At

- By reading and exploring frctured fairy tales, understanding that these texts help develop awareness of story elements, POV, inferencing and author's craft.
- Illustrating and communicating original ideas and stories using digital tools and resources.
- Independently locating the nonfiction book section of the library media center.
- The difference in author's purpose when it comes to reading and understanding informational & nonfiction texts versus fictional texts.
- To apply existing knowledge to generate new ideas or products.
- Using decoding, fluency and comprehension skills gained in order to ask and answer inquiry-based questions within nonfiction and informational texts.
- What research is and how to conduct research using available tools and digital citizenship skills.
- With assistance, organizing and summarizing their information.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative, summative and benchmark 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: Use digital art to contribute to a digital book project.
- Summative: Within a collaborative group complete a how to project.
- Summative/Benchmark/Alternative: Create a visual representation of something that learned from an informational text.

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 1: Introduction to Inquiry & Building Materials

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

Learning Activities

- Display straw, sticks, and bricks.
- Ask students:

  Can you think of a story where three characters used these materials to build houses?

- Read The Three Pigs.
- Discuss the building materials used for each house.

Discussion Questions

- Why was the wolf able to blow down the first two pigs' houses?
- How would the story have been different if all three pigs had built with bricks?

Resources

- Google Slides: Inquiry: The Three Pigs
- Book: The Three Pigs by Kath Jewitt

Week 2: Introducing Fractured Fairy Tales

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

Learning Activities

- Review the previous week's discussion about building materials.
- Introduce the term fractured fairy tale.

- Read a new version of The Three Little Pigs.
- Compare it to the original story.

Resource

- Book: The Three Little Tamales by Eric Kimmel (Vimeo read-aloud available)

Week 3: Comparing Fairy Tale Versions

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

Learning Activities

- Read another fractured fairy tale based on The Three Little Pigs.
- Compare characters, setting, problem, and solution.
- If time permits, watch Disney's The Three Little Pigs.

Resources

- Book: The Three Little Fish and the Big Bad Shark
- Video: The Three Little Pigs (Disney, approximately 8 minutes)

Week 4: Exploring Nonfiction

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

Learning Activities

- Read a nonfiction text about homes.
- Identify and list building materials.
- Compare real houses to the houses in fairy tales.
- Watch videos about home construction.

Resources

- Book: Nonfiction text about houses
- Video: Building a House (Gail Gibbons)
- Video: Knockdown & Rebuilt with Porter Davis

Week 5: Research with PebbleGo

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

Learning Activities

- Introduce the term research.
- Explore PebbleGo to learn about houses.
- Identify different house styles and building materials.

Resource

- PebbleGo Database

Week 6: Research with Facts4Me

Focus Question: How can we organize information we learn?

Learning Activities

- Research different types of houses using Facts4Me.
- Complete a graphic organizer comparing house types.

Resources

- Facts4Me Database
- Graphic Organizer

Week 7: Imagine & Design

Focus Question: How can imagination help us solve problems?

Learning Activities

- Read a story about designing a unique home.
- Discuss creative ideas for building houses.

Resource

- Book: If I Built a House by Chris Van Dusen

Week 8: Planning Like an Architect

Focus Question: How do architects plan before they build?

Learning Activities

- Read Iggy Peck, Architect.
- Discuss the role of architects.
- Plan and sketch an original house design.

Resources

- Book: Iggy Peck, Architect by Andrea Beaty
- House Design Planning Worksheet

Week 9: Design Challenge

Focus Question: Which building materials make the strongest house?

Learning Activities

- Build a house that can withstand the Big Bad Wolf.
- Test each house using a wolf puppet or blow dryer.
- Reflect on what students learned about strong structures and building materials.

Materials

- Assorted building materials
- Blow dryer
- Wolf puppet

Suggested Inquiry Projects

Possible collaborative inquiry experiences with classroom teachers include:

- Create a "How-To" Presentation
  - Students create a digital presentation (e.g., Google Slides) explaining a classroom or library procedure, such as How to Use a Shelf Marker.
- Animal Inquiry: Brown Bears
  - Read Winnie: The True Story of the Bear Who Inspired Winnie-the-Pooh by Sally M. Walker.
  - Research brown bears together using age-appropriate databases.
- Animal Inquiry: Hippopotamuses
  - Read Hippos Are Huge! by Jonathan London.
  - Conduct research on hippopotamuses or another large mammal.
- Weather Inquiry
  - Read Blizzard by John Rocco.
  - In small groups, research a weather topic (e.g., blizzards, hurricanes, tornadoes, floods) and share findings with the class.

- 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:

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

Books, Websites and Slide Decks to keep handy:

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 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.