

## Essential Unit of Study

**Title:** Research Round-Up: Gathering and Rewording Basic Information

**Subject:** Language Arts

**Grade:** First

3<sup>rd</sup> 9 weeks (from \_\_\_\_\_ to \_\_\_\_\_)

Approximate Time Frame: 3 Weeks

**Unit Design Status:**

**Initial Draft Date:** 12/01/08

**Revised Draft Date:** 11/20/09

**Important Dates:**

**Unit Summary:**

Research is utilized in many aspects of our lives. It empowers us to seek new information and knowledge and promotes critical thinking. It allows us to deepen our understanding of the world, its people and oneself.

In this unit of study on research, students will be immersed in reading expository and informational texts as they gain an understanding of beginning research skills. As a class and independently, students will pursue information related to their personal interests as they generate a list of topics and questions to research. Students will decide which sources of information would be best to gather the information needed and determine the important facts within the text. They will understand how to use a variety of text features within resources to determine important information. Students will write short expository texts from the information gathered. They will create simple visual displays and present their research in a clear manner. Students will self-assess their research and/or presentation (with teacher assistance) using a class generated student friendly rubric.

Spelling and Phonics instruction continues during this nine weeks as students begin to focus on more complex vowel patterns, decode more complex words, and expand their vocabulary knowledge.

Note: Integration of science and social studies topics fit well with this unit. This unit also lends itself well to the use of technology applications—PowerPoint, Comic Life, Kidspiration, Kidpix. (Ask your Instructional Technology Facilitator for help and support in using these applications.)

## Desired Results

### Big Ideas:

- Inquiry and research guide the discovery of new information, help in formulating questions and promote critical thinking.
- Knowledge of media, materials, and techniques empowers us to make choices and express ourselves.
- Clarity in written and spoken language demonstrates effective communication for a variety of audiences and purpose.

### TEKS:

1.1 Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:

(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).

1.14 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

**(A) restate the main idea, heard or read**

**(B) identify important facts or details in text, heard or read**

**(C) retell the order of events in a text by referring to the words and /or illustrations**

**(D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.**

1.16 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and

1.19 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) write brief compositions about topics of interest to the student;

(C) write brief comments on literary or informational texts.

1.23 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:

(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and

(B) decide what sources of information might be relevant to answer these questions.

1.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:

(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;

(B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and

(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).

1.25 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions.

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| <p><b>Understandings:</b><br/> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Research can be used to answer questions and find information to understand the world.</li> <li>• Research is a process for gathering information.</li> </ul> <p><i>Unit Specific</i></p> <ul style="list-style-type: none"> <li>• Different resources provide new information.</li> <li>• Individual interests guide the discovery of answers to questions.</li> <li>• Sharing learning deepens understanding.</li> </ul>   | <p><b>Essential Questions:</b><br/> <i>Overarching</i></p> <ul style="list-style-type: none"> <li>• Why do people ask questions?</li> <li>• How does asking questions and finding answers help in better understanding the world?</li> <li>• What is research?</li> </ul> <p><i>Unit Specific</i></p> <ul style="list-style-type: none"> <li>• What resources can be used to answer questions?</li> <li>• How are topics chosen to research?</li> <li>• Why is it important to share answers to questions?</li> </ul>  |
| <p><b>Misconceptions:</b><br/> <i>Students may think that...</i></p> <ul style="list-style-type: none"> <li>• Anything written is true.</li> <li>• There is only one right answer.</li> </ul>  |  |
| <p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• topics can be explored to find new learning.</li> <li>• our questions can be answered through research.</li> <li>• media is used for different purposes: to inform or to entertain.</li> <li>• all kinds of media (video, internet, books, magazines, or other reference materials) can be used to find information and answer questions.</li> <li>• research is a process used to gather information.</li> <li>• different parts of a book (title, author, illustrator, table of contents, illustrations) provide us with information.</li> <li>• information can be organized alphabetically in some resource materials (alphabetized index or glossary).</li> <li>• nonfiction text contains important facts and has a main idea.</li> <li>• information can be shared through visual displays.</li> <li>• using a rubric can help in understanding expectations and in creating a quality product.</li> </ul> | <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• choose a topic and generate questions to conduct simple research (with adult assistance).</li> <li>• decide which sources of media will be used to answer questions about topic.</li> <li>• record basic information and organize ideas in a simple format.</li> <li>• share information about topic by creating a visual display or dramatization.</li> <li>• speak clearly when presenting information on the topic.</li> <li>• use the table of contents to answer questions about the text and locate information..</li> <li>• use a picture dictionary, glossary, index or encyclopedia to locate information.</li> <li>• determine important facts from a nonfiction text and identify the main idea.</li> <li>• generate ideas for creating a classroom rubric that is student friendly.</li> <li>• use the rubric to self assess student work.</li> </ul> |

## Evidence (Assessment For and Of)

### Performance Tasks:

In the third nine week common assessment students will use their phonemic awareness skills to isolate the final sound in a spoken word to create a new word. They will alphabetize a short list of words to the first letter. Students will continue to increase their knowledge of sight words and can read 100 high frequency words.

After being read a short passage students can determine whether the text is true or fantasy. When read a nonfiction text, students can identify the main idea, important facts and details, and use the text features to find important information. When read a fiction text, students can determine the plot/problem and solution, identify the characters in the story and the reasons for their actions. They will use the comprehension skill of inferencing to answer questions implied in the text.

Students will be able to write each lowercase and uppercase letter of the alphabet, forming each letter accurately. Students are beginning to write longer stories that use transition words and effective word choice to help sequence their thoughts that focus on one idea or topic. Their story clearly has a beginning, middle and an end and is written in complete sentences using correct capitalization, punctuation, and spacing. They are starting to use a variety of sentence lengths and are experimenting with more than just simple sentences. Students are able to spell first grade priority words with accuracy in their everyday writing.

### Other Evidence:

(e.g., tests, quizzes, prompts, work samples, observations, journals, dialogue)

When brainstorming topics or ideas, model using Kidspiration and graphics to group ideas and come up with a list of class generated questions to research.

Research project / presentation (scored using a kid friendly, class generated rubric)

- PowerPoint, Kid Pix, Kidspiration, Comic Life, Garage Band (for recording oral presentation) or creating a Pod Cast track, Quick Time Movie with graphics and voice recording, Photo Booth Movie with voice recording (students can show drawn pictures or references used when gathering information)
- Poster
- Diorama
- Model
- Student created book (mini-book or big book), bookmark,
- Puppet
- Dramatization

Teacher observation/anecdotal notes

### Self Assessment and Reflection:

(e.g., student data notebooks, journals)

Self reflection on research project—After using the student friendly, class generated rubric students can reflect on their learning:

- What did I learn during the research unit?
- In thinking about my presentation or final product, what could I have done better?

## Learning Plan

### Pre-assessments:

Why do people ask questions? How will asking questions help understand the world?

What is research?

What is the difference between a research question and an investigable question?

**Differentiation:** *Regard learner differences as inevitable, important, and valuable in teaching and learning.*

- What level of **background knowledge** does the student bring to this experience?
- What level of English **language proficiency** does the student bring to this experience?
- What **learning style** or multiple intelligence preference does the student bring to this experience?
- What level of **interest** does the student bring to this experience?

### Learning Experiences:

*See Sample Lesson Plan:*

*Introduction to Research Process*

*Sample Movie: Who Am I?*

### Vocabulary:

research

media

topic

information

presentation

idea

resources

glossary

index

table of context

encyclopedia

internet

dictionary

alphabetize (abc order)

visual display

### Professional Resources:

Calkins, Lucy *Nonfiction Writing: Procedures and Reports*

Dorfman & Cappelli *Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8*

Harker & Putonti *Library Research with Emergent Readers: Meeting Standards through Collaboration*

Heard & McDonough *A Place for Wonder*

Hoyt, Linda *Revisit Reflect Retell: Time Tested Strategies for Teaching Reading Comprehension*

Rogovin, Paula *The Research Workshop: Bringing the World Into Your Classroom*

### Campus Librarian:

Super 3 Research Lessons

<http://www.kn.pacbell.com/wired/21stcent/gradelevel.html>

Loewen, Nancy *Just the Facts Writing Your Own Research Report*

### Campus Instructional Technology Facilitators:

[http://classroom.leanderisd.org/webs/k12/print\\_cut\\_fold.htm](http://classroom.leanderisd.org/webs/k12/print_cut_fold.htm)

Who Am I? (Garage Band Pod Cast attached)

### Web Resources:

<http://discoveryeducation.com>

<http://www.starfall.com/n/level-c/index/load.htm?f>

### Notes/Reflections: