

Subject: ELA—Grade 1

Unit: Research

Part I: Clarity of Learning Targets

What are the grade level indicators that go with this unit? Place a star next to the grade level indicators that are Power Indicators. Are the indicators in student friendly language? Place the level of Bloom’s Taxonomy next to each Power Indicator.

Part I: Clarity of Learning Targets

***1R 1: Discuss ideas for investigation about a topic or area of personal interest** Conceptual/Understanding

I can talk with someone about questions that I have about a topic.

1R 2: Utilize appropriate searching techniques to gather information, with teacher assistance, from a variety of locations.

1R 3: Use books or observations to gather information to explain a topic or unit of study with teacher assistance.

1R 4: Recall important information about a topic with teacher assistance.

1R 5: Report information to others: b) include and sort relevant information and develop topic.

1 COM 1 Use active listening skills, such as making eye contact or asking question. Procedural/Apply

I can pay attention when someone else is talking.

1Cov 5 Deliver brief informational presentations that

- a) demonstrate an understanding of the topic;
- b) include and sort relevant information and details to develop topic
- c) organize information with a clear beginning and ending
- d) express opinions

What are the Big Ideas that go with this question?

Big Idea:

Doing research means asking questions about a topic and finding the answers.

Big Idea:

Information can be shared in many ways.

Big Idea:

Using active listening strategies helps me gain information.

What are the Essential Questions that go with this unit?

How do you research a topic?

How can we present the information that we learned?

What do good listeners do?

What strategies will we use in order to make learning targets clearer for all students, before, during and after instruction? How will you communicate the learning indicators to students?

Rubric

Common Research Questions based on Science and Social Studies indicators

(Science:1 ES3, 1 LS 4, 1 LS 3, 1 ES 1 and Social Studies 1 SM 1)

Communicating learning targets, Big Ideas, Essential Questions

Posting, telling students, discussing, including it on activity papers

Letters to parents

Part II: Feedback and Assessments (Formative and Summative)

How will we provide students with feedback throughout the unit?

What formative assessments will we use? (Non-graded assignments that check for understanding and provide feedback to the students) Incorporate the 7 Strategies of Assessment for Learning [here](#).

-Progress on notes

-observation of discussions, both student-student and student- teacher

-observation of students: utilizing appropriate searching techniques

Communication

Kid-friendly rubric: practice presentation at home, at school

How will students be involved with keeping track of their own learning progress (note—this is different than tracking points for a grade)?

Research:

Discussion with partner about the answers in their notes

Communication:

Kid-Friendly Rubric

What summative assessments will we use? (Graded, evaluative assessments)

The Project that enhances the presentation is the student's choice:

- Poster
- Mobile
- Written report/book
- Power Point Presentation
- Shadow box/diorama
- Clay model
- Stuffed Animal
- Puppets
- Play
- Board Game
- Song
- Any other project that will allow the student to share information.

Rubric:

Research

Project

Rubric:

Presentation

Olmsted Falls Schools: Unit Design Framework
Part III: Instruction and Student Activities

What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.

***1R 1: Discuss ideas for investigation about a topic or area of personal interest** Conceptual/Understanding

I can talk with someone about questions that I have about a topic.

R1:

1. Brainstorming
 - a. list animals individually
 - b. on chart paper
 - c. physical models of sources
 - d. Discussion of reptiles, mammals etc.
 - e. Explore sites in computer lab to help decide
 - f. Independently explore non-fiction books about animals

1R 2: Utilize appropriate searching techniques to gather information, with teacher assistance, from a variety of locations.

1. Invite a librarian to talk about research and doing research in the library.
2. Sorting activity: collection of fiction and non-fiction books, have students choose appropriate books
3. Features of non-fiction and how to use them to find specific information
4. Internet sites: Wren, Marty, Mary accounts
 Rochelle will compile a list of sites to be shared
5. Explore sites in computer lab to help decide
6. In advance, give librarians a list of animals chosen by students. Librarians will help students search for appropriate books.

1R 3: Use books or observations to gather information to explain a topic or unit of study with teacher assistance.

1. Guided Reading lessons: ELA Reading Process Informational Text
2. Features on non-fiction

1R 4: Recall important information about a topic with teacher assistance.

1. Guided Reading: ELA Reading Process Informational Text
2. Graphic Organizers

1R 5: Report information to others: b) include and sort relevant information and develop topic.

1. Note taking guide
2. Fact/opinion sorting
3. Sort : answers to questions and “Fun Facts”
4. Discussion, brainstorming and sorting important facts about your animal

1 COV 1 Use active listening skills, such as making eye contact or asking question. Procedural/Apply

I can pay attention when someone else is talking.

1Cov 5 Deliver brief informational presentations that

- e) demonstrate an understanding of the topic;
- f) include and sort relevant information and details to develop topic
- g) organize information with a clear beginning and ending
- h) express opinions