

Standards-Based Unit Planning Template

Lesson Topic/Focus: Introduction to the Big 6 Research Model

Estimated duration of lesson: 30 minutes

Targeted Standards:

Academic Expectations	Program of Studies	Core Content for Assessment
<p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p>	<p>Inquiry and Research</p> <ul style="list-style-type: none"> • the inquiry process is used to investigate topics or questions important to the researcher. Questions are redefined throughout the learning process. The researcher may revise the question, refine a line of query, or go in a direction that the original question did not anticipate • inquiry integrates elements and processes of reading, writing, research, creative and critical thinking, and logic, and involves communicating findings through a product. • collaboration involves sharing new ideas with others. Shared knowledge is a community-building process, and the meaning of research/investigation takes on greater relevance in the context of the learner's society. Comparing notes, discussing conclusions, and sharing experiences are all examples of this process in action. 	<p>WR-EP-1.2.3 In Transactive Writing,</p> <ul style="list-style-type: none"> • Students will communicate relevant information. • Students will develop an angle with support (e.g., facts, examples, reasons, visuals). • Students will apply research to support ideas with facts and opinions.

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Targeted Essential Question(s):

1. What is the Big 6 research model?
2. How do I use the Big 6 research model?

Lesson Summary:

In this lesson, students will be introduced to the Big 6 Research Model through a PowerPoint presentation downloaded from the Internet. Then, students will walk through the first two steps of the Big 6, which are task-definition and information-seeking strategies. They will identify their task, which is to write a persuasive letter to the library media specialist requesting the purchase of a specific book for the library media center, and brainstorm ways to gather the information they need before writing the persuasive letter.

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Instructional Activities/Assessment:

Strategies (check all that apply)

X	Summarizing and note taking	Reinforcing effort and providing recognition
X	Cooperative learning	Generating and testing hypotheses
X	Questions, cues and advanced organizers	Identifying similarities and differences
	Homework and practice	Setting objectives and providing feedback
	Non-linguistic representations	Other

Procedure

1. Before class, the teacher will connect the LCD projector to the computer and pull up the saved PowerPoint presentation about the Big 6 research model.
2. In class, the teacher will explain to students that this year, they will begin completing a lot of research in order to construct projects and write papers. Because students will be expected to locate information and use it to create projects, the teacher is going to introduce them to six steps that will make all of their assignments easier.
3. Distribute the handouts on the Big 6 to the students and ask them to save them in their research folder and always bring them to library.
4. Show students the PowerPoint presentation on the Big 6.
5. Ask for questions and discuss.
6. Write the first step on the board—task definition.
7. Explain that in school, teachers usually give them the task. In the library media center, they will have a task to complete for a collaboration between the library media specialist and their language arts teacher. Throughout the fall, students will learn about persuasive letter writing from their language arts teacher. As they learn about the traits of persuasive letter writing, the library media specialist will teach them to conduct research on specific books and find reviews for that book. Then, the students will take the information they learned in both classes and synthesize it into a persuasive letter written to the library media specialist. They will write a persuasive letter to the library media specialist requesting the purchase of a specific book for the library media center and detail their reasons for requesting the book. The library media specialist will help the language arts teacher read and score all of their letters. From the most persuasive letters, the library media specialist will compile a book order for the library to purchase those books.
8. Now, ask students to summarize that task and write it on the board next to task definition.
9. Write the second step on the board—information seeking strategies.
10. Ask students to brainstorm ways they could find out about books, such as what a book is about or how a book has been reviewed.
11. Discuss the items the students brainstorm. Then, tell the students that one resource that might be used is an online database called Novelist. Novelist is a database that lets readers look about favorite authors, titles, and series OR lets readers research new books by comparing them to their favorites. Readers may also read reviews from library journals to see how the books have been rated. Explain to students that this database will provide them with a lot of credible information and add the resource to the list.
12. Review the Big 6 steps with the students.

Evaluation/Assessment

	Pre-Assessment	Open Response
X	Anecdotal Records	On-Demand
	Checklist	Writing Portfolio Tasks
	Multiple Choice	Quiz/Test
	Open-Ended	Self-Assessment/Reflection
X	Questioning Techniques	Other

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Resources/Technology

Computer
LCD projector
Big 6 PowerPoint presentation
Dry erase board
Dry erase markers
Big 6 Handout (one per student)

Additional Notes/Attachments

[Big 6 PowerPoint Presentation](#)
[Big 6 Handouts](#)