

Standards-Based Unit Planning Template

Lesson Topic/Focus: Using Information

Estimated duration of lesson: two 30 minute class sessions

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>5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.</p> <p>6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</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. <p>WR-EP-2.3.3 In Transactive Writing,</p> <ul style="list-style-type: none"> • Students will establish a context for reading. • Students will apply the accepted format of the genre. <p>Students will develop text structure (e.g., problem/ solution, question/answer, description, sequence) to achieve purpose.</p>

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Targeted Essential Question(s):

1. Can I use the Big 6 research model for any assignment I'm given?
2. Why is locating and using information important to me?

Lesson Summary:

In this lesson, students will review the steps of the Big 6 Research Model. Then, students will use the information they gathered in the previous lesson. Students will sort through their pictures before assembling their *I Spy* pages.

Instructional Activities/Assessment:

Strategies (check all that apply)

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

Procedure

1. Review with students the steps of the Big 6 research model.
2. Explain to students that they have already completed step 1—task definition, and step 2—information seeking strategies, and step 3—location and access.
3. Now, students are working on step 4—using information, and step 5—synthesizing information.
4. Explain to students that not all information they gather has to be used. Researchers only want to use the information that is necessary to their project. The rest will not be helpful.
5. Give each group their Ziploc bag of pictures, glue, and white construction paper.
6. Have students sort through pictures to discard ones that are inappropriate for the task, not eye-appealing, etc.
7. After students select the pictures to use, they should glue them in a collage to their group's white construction paper.
8. Then, each group should make a list of the items readers should look for on their page.
9. Each group will type up their list, print it out and glue it to their collage.
10. After class, the teacher will scan each page or take a digital photograph of it. Then, each digital image of the *I Spy* pages will be placed in a PowerPoint presentation. These PowerPoint presentations will be added to the library media center website and a note will be sent home to parents in the following class session about accessing their child's work.

Evaluation/Assessment

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

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Resources/Technology

Pictures from previous lesson
White construction paper
Glue
Computers
Printer
PowerPoint
Scanner or digital camera