

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

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- g) organize information with a clear beginning and ending
- h) express opinions