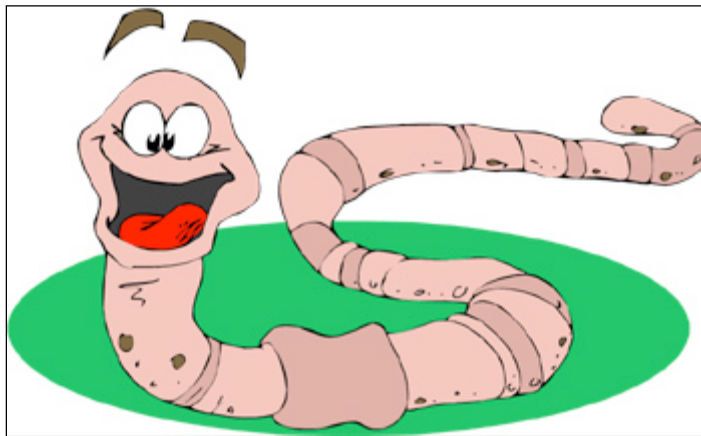


Cecil County Public Schools
Earthworms

Library Media
1st Grade Research Project



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Unit Cover Page “Earthworms”

Unit Title: Earthworms

Grade Level: 1

Subject/Topic Area(s): Research

Timeframe: 5 weeks

Theme:

Informational sources provide facts to answer questions.

Focus:

Recording facts from an informational source.

Unit Overview:

The goal of this unit is for students to be able to recognize and select information that addresses the identified information need. They will be given the scenario:

Farmer Brown found a long and skinny animal with no legs when he was working in the fields on his farm. He has asked us to help him research this animal and help him identify what kind of animal it is. We will gather information and create a booklet to give to farmer Brown so that he will know all about the animal.

Desired Results

Students will understand the following concepts:

- Open questions.
- Closed questions.
- Informational text.
- Citing sources.

Students will understand the following generalizations:

- When conducting a research project, you must form questions before you begin.
- When taking notes, you need to identify the main ideas and supporting details.
- The author and title of a book used to gather information must be identified.

What essential questions will guide the unit and focus teaching/learning?

- Why do we need to use both open and closed questions?
- How do we use informational sources to answer questions?
- How do we give credit to the creators of the informational sources we used?

Desired Results

Content Standards:

- 1.1 Discuss the information problem at hand and relate it to prior knowledge
- 1.2 Distinguish between open and closed questions and articulate at least one appropriate question
- 1.4 Develop successful information seeking strategies
Identify similarities among identified questions

- 3.1 Identify the main ideas
- 3.2 Organize information to achieve clarity
- 3.3.1 Relate new information to prior knowledge
- 3.3.2 Relate new ideas formed to the identified question or information need
- 3.4 Communicate results, discuss audience and purpose
Choose a format

- 4.1 Recognize the importance of sharing access to information
- 4.2 Respect principals of intellectual freedom

- 5.1 List the steps taken to answer an information need or create a product
- 5.2 Suggest basic strategies for improving the information search or final product

- 7.1 Express ideas appropriately when participating in any group situation
- 7.2 Work cooperatively to create and evaluate information products

Following pre-assessment, the teacher may need to revise outcomes or add additional outcomes to meet the needs of students. The unit will then need to be modified accordingly.

Overview of Assessments

Assessment #1 – Questioning Sheet (Lesson #2)

Indicators:

- 1.2 Distinguish between open and closed questions and articulate at least one appropriate question

Task Overview:

- Students create a question about earthworms and classify it as either open or closed

Grading:

- 5 points for creating a quality question and 5 points for correctly classifying it as open or closed for a total of 10 points

Assessment #2 – Brochure – Information Grade (Lesson #4)

Indicators:

- 3.1 Identify the main ideas
- 3.2 Organize information to achieve clarity

Task Overview:

- Students record answers to the questions in the pamphlet

Grading:

- 2 points for each answer and 1 point for each illustration – total of 24 points

Assessment #3 – Brochure – Bibliography Grade (Lesson #5)

Indicators:

- 4.1 Recognize the importance of sharing access to information
- 4.2 Respect principals of intellectual freedom

Grading:

- 2 points for authors name
- 6 points for reasoning
- 2 points for signing the letter – total of 10 points

Student Content Knowledge

Declarative Knowledge (What students will learn)

- Informational text is comprised of main ideas and details.
- Researchers must give credit to the sources they use when gathering information.

Procedural Knowledge (What students should be able to do)

- Students will be able to identify main ideas in informational text.
- Students will be able to identify details that support main ideas.
- Students will be able to distinguish between open and closed questions.

Lesson Plan

Lesson 1

Content Standards/Indicators:

- 1.2 Distinguish between open and closed questions and articulate at least one appropriate question

Assessments:

- Teacher observation

Dimensions of Learning:

- Dimension 2 – Acquire and integrate knowledge

Resources/Materials:

- Question Sort Activity (Appendix 1)

Activities:

Whole Group:

- ◇ Have students list the “W” question words (and the informational “hows” such as “how many,” “how long” etc.) keeping a list on the board during the brainstorming session. Introduce the idea of open and closed questions. For the following questions, model your thinking out loud as you classify them into the two categories.
 - Why are grasshoppers green?
 - How many legs does a dog have?
 - Why do farmers have cows?
 - How do owls hunt for food?

Small Group:

- ◇ Groups should work with activity sheet to sort questions into open and closed.

Whole Group:

- ◇ Groups share and discuss answers.

Closure:

Explain that when we are doing research, we’ll need to ask both open and closed questions so we can learn as much as possible about our topic.

Needs groups:

Enrichment:

- ◇ Provide higher level questions for students to sort.

Correctives:

- ◇ Give students an open/closed question t-chart listing common question starters for each type of question.

Lesson Plan

Lesson Two

Content Standards/Indicators:

- 1.2 Distinguish between open and closed questions and articulate at least one appropriate question

Assessments:

- Question Creation Activity (Appendix 2)

Dimensions of Learning:

- Dimension 2 Acquire and integrate knowledge

Resources/Materials:

- earthworm pictures
- scenario for students about farmer
- KWL chart – paper or electronic version

Activities:

Whole Group:

- ◇ Share project scenario
- ◇ Introduce KWL – display pictures of earthworms and record student responses for the “K” column
- ◇ Review open/closed questions from last class
- ◇ Have students create earthworm questions for the “W” column. As you record their questions, have students identify the questions as open or closed

Small Group:

- ◇ Think-Pair-Share – Have students think of an open question they could ask about earthworms. Then turn to a partner and share. Repeat with a closed question

Individual:

- ◇ Students will write a question about earthworms and identify whether it is open or closed

Closure:

Explain that after all the first graders create their questions, we will select a few and begin researching for answers next week.

Needs groups:

Enrichment:

- ◇ Provide question matrix and encourage students to create higher level questions.

Correctives:

- ◇ Provide students with question starters, allow students to verbalize questions before writing, scribe for students if necessary.

Lesson Plan

Lesson Three

Content Standards/Indicators:

- 1.4 Develop successful information seeking strategies. Identify similarities among identified questions
- 3.1 Identify the main ideas
- 3.2 Organize information to achieve clarity
- 3.4 communicate results, discuss audience and purpose, choose a format

Assessments:

- Earthworm brochure (Information Grade) (Appendix 3 or on Wiki)

Dimensions of Learning:

- Dimension 2 Acquire and integrate knowledge

Resources/Materials:

- Brochures (available on the wiki so you can download the file and put in the information for the earthworm books you used with your students)
- Non-fiction earthworm books
- Crayons
- List of earthworm questions (generated from student work in lesson 2)

Activities:

Whole Group:

- ◇ Review scenario
- ◇ Introduce the concept of audience and identify Farmer Brown as our audience and the person we want to inform
- ◇ Share list of earthworm questions from lesson 2
- ◇ Introduce pamphlet – read questions and note similarities to the questions we created last week
- ◇ Tell students to listen for answers to the questions as you read an earthworm book
- ◇ After reading, have students verbalize the answers to questions from the pamphlet

Independent:

- ◇ Have students begin writing answers in their pamphlet

Closure:

Have students share a fact they recorded in their pamphlet. Ask students what questions they still need to answer, and tell them we'll finish next time.

Needs groups:

Enrichment:

- ◇ Modified pamphlet without sentence starters, provide higher reading level earthworm books for additional information.

Correctives:

- ◇ Provide access to book that was read aloud, scribe for students as necessary

Lesson Plan

Lesson Four

Content Standards/Indicators:

- 3.1 Identify the main ideas
- 3.2 Organize information to achieve clarity

Assessments:

- Earthworm brochure (Information Grade)

Dimensions of Learning:

- Dimension 2 Acquire and integrate knowledge

Resources/Materials:

- Brochures
- Non-fiction earthworm books
- Earthworm video clip –*Discovery United Streaming*
- Crayons

Activities:

Whole Group:

- ◇ Review scenario and work done the previous week with the pamphlet
- ◇ Have students share the questions they still need to answer
- ◇ Picture walk with the informational text – have students verbalize facts they remember
- ◇ Share short earthworm video clip

Independent:

- ◇ Have students finish writing answers in their pamphlet and illustrate their answers

Closure:

Have students share a fact they recorded in their pamphlet. Direct students' attention to the bibliography page of the pamphlet and tell them we will work on that next time

Needs groups:

Enrichment:

- ◇ Modified pamphlet without sentence starters, provide higher reading level earthworm books for additional information

Correctives:

- ◇ Provide access to book that was read aloud, scribe for students as necessary

Lesson Plan

Lesson Five

Content Standards/Indicators:

- 4.1 Recognize the importance of sharing access to information
- 4.2 Respect principals of intellectual freedom
- 5.1 List steps taken to meet an information need
- 5.2 Suggest strategies for improving the process

Assessments:

- Earthworm Pamphlet (Bibliography Grade)

Dimensions of Learning:

- Dimension 2 Acquire and integrate knowledge
- Dimension 3 Extend and refine knowledge

Resources/Materials:

- Brochures
- Non-fiction earthworm books
- Selection of non-fiction books with bibliographies
- Evaluation checklist (Appendix 4)

Activities:

Whole Group:

- ◇ Have students identify where in books we can find out the author's name
- ◇ Explain the purposes of the spine, cover and title page
- ◇ Explain that we need to give the authors credit for sharing their knowledge with us

Small Group:

- ◇ Hand each group a pile of non-fiction books with different style bibliographies – see if they can find where the authors give credit to the different places they got information
- ◇ Have students share the names of different pages – “Read More” “Find Out More” “Works Cited” “Bibliography.”
- ◇ Discuss and relate to the concept of synonyms

Whole Group:

- ◇ Point out the last page we need to complete in the pamphlet – the one where we thank the authors for sharing their information
- ◇ Have students verbalize different ways we could word our notes to the different authors
- ◇ Model how to fill out the bibliography page

Independent:

- ◇ Students complete bibliography page

Whole Group:

- ◇ Explain that now that we are done with our project, we need to evaluate our work
- ◇ Work through checklist for evaluation

Closure:

Explain that we have completed a research project and that we will continue to follow these steps as they get older.

Needs Groups:

Enrichment:

- ◇ Extend answer by giving a reason how the book assisted you in the earthworm research

Correctives:

- ◇ Have students verbalize answers before writing, scribe their answers if necessary

1st Grade Earthworm Unit - Lesson 1
Sorting Open & Closed Questions

Teacher Directions: Run off this sheet for each group and cut the questions and titles apart. Give each group the questions and titles during their small group sort time.

Open

Closed

1. What do earthworms eat?
2. Should animals live in zoo?
3. Where do lions live?
4. What animals do tigers hunt?
5. Why do bears hibernate?
6. How do eagles hunt?
7. Why are owls eyes so large?
8. How many types of butterflies live in the world?
9. What do tadpoles turn into?
10. Who takes care of animals at a zoo?

CCPS Media Indicator 1.2: Distinguish between open and closed questions and articulate at least on appropriate question.

Appendix 2

Name _____ Class _____

1st Grade Earthworm Unit - Lesson 2
Writing Questions

Directions: On the lines below, create a question about earthworms. Remember to use one of the question words we talked about! Then circle the correct choice in the sentence at the bottom.

Circle the statement that describes your question:

My question is an OPEN question.

My question is a CLOSED question.

CCPS Media Indicator #1.2 - Distinguish between open and closed questions and articulate at least one appropriate que

1st Grade Earthworm Unit - Lesson 5

Evaluation Checklist

How did we do?

	Yes	No
Did we answer all of our questions?	<input type="checkbox"/>	<input type="checkbox"/>
Did we use our own words?	<input type="checkbox"/>	<input type="checkbox"/>
Did we thank the authors of the books and videos we used?	<input type="checkbox"/>	<input type="checkbox"/>
Do our pictures go with our writing?	<input type="checkbox"/>	<input type="checkbox"/>
Is our work neat enough for others to read and understand?	<input type="checkbox"/>	<input type="checkbox"/>

CCPS Media Indicator 5.1: Evaluate one's own information seeking process and pr