

Fifth Grade Research

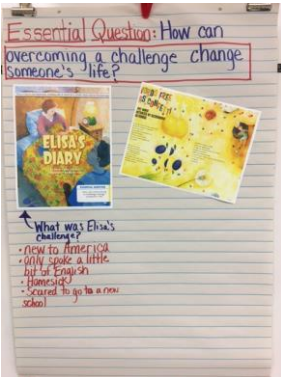
Research at A Glance

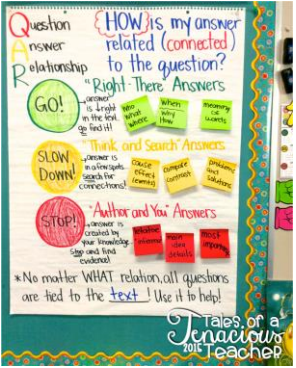
Topics/Essential Questions	Mini-Lessons	Written Component	Required Research Links
<p>How can art and performance enrich one's life? How can being active in sports improve someone's attitude? Why is it important to research and protect endangered animals? What reasons do people have for protecting the environment? How do individual acts of bravery shape history? What events or feelings would lead someone to fight for freedom? How are patriotism and courage related? What role does imagination play in the invention process? Why is it important to be aware of your community needs? What can a person learn by building a relationship with an animal? How can traditions influence a person's thoughts and feelings? How did explorers help America become the country it is today? What lessons can we learn from other cultures? Why are people fascinated by nature?</p>	<p>Lesson 1: Overview of Inquiry-Based Research (2 days) Lesson 2: Introducing Essential Questions (4 days) Lesson 3: Brainstorming & Formulating Research Questions (2 days) Lesson 4: Appropriate Research Websites (2 days) Lesson 5: Close Reading of Research Articles (2 days) Lesson 6: Note Taking and Paraphrasing (3-5 days) Lesson 7: Choice Board (1 day) Lesson 8: Drafting/Writing (3-5 days) Lesson 9: Revising/Editing (3-5 days) Lesson 10: Using Lucidpress to Create an Online Magazine (6 days) Lesson 11: Oral Presentation Skills (2 days)</p>	<p>Magazine (descriptive, narrative, informational)</p> <p style="text-align: center;">Technology</p> <p>Lucidpress Discovery Education Think Central</p>	<p>5-Steps to Inquiry-Based Research Task Overview Sheet Choice Board Resource List KWHL QAR Graphic Organizer Oral Presentation Rubric - ReadWriteThink Informational/Explanatory Rubric Writer's Reflection Think Sheet Research Rubric Lucidpress Tutorial Exemplar Simone Bile's Magazine Website: Lucidpress</p>

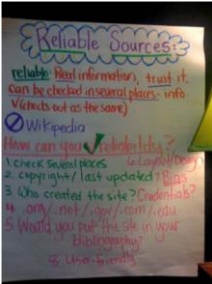
Essential Question Overview

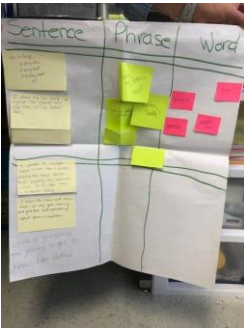
Day Introduced	Journeys Unit	Essential Questions	Journeys Lesson	Anchor/ Paired Text Selections	Online District Resources
Day 1	1	MODEL QUESTION: How can overcoming a challenge change someone's life?	5	"Elisa's Diary"	World Book ThinkCentral HMH Video Discovery Ed.
	1	How can being active in sports improve someone's attitude?	4	"Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood"	
	1	How can art and performance enrich one's life?	2	"A Royal Mystery", "The Princess and the Pea"	
	2	Why is it important to research and protect endangered animals ?	6	"Quest for the Tree Kangaroo", "Why Koala Has No Tail"	
2	2	What reasons do people have for protecting the environment ?	8	"Everglades Forever: Restoring America's Great Wetland", "National Parks of the West"	
	2	How can humans and animals help each other?	10	"Cougars", "Purr-fection"	
	3	How do individual acts of bravery shape history?	13	"They Called Her Molly Pitcher", "A Spy for Freedom"	
3	3	How are patriotism and courage related?	15	"We Were There, Too!", "Patriotic Poetry"	
	3	What events or feelings would lead someone to fight for freedom ?	14	"James Forten", "Modern Minute Man"	
	4	What role does imagination play in the invention process ?	17	"Laff", "From Dreams to Reality"	
	6	What lessons can we learn from other cultures ?	27	"Cave of the Crystals", "Places and Names: A Traveler's Guide, Los libros/Books"	
4	4	Why is it important to be aware of your community needs ?	19	"Darnell Rock Reporting", "Volunteer!"	
	4	How can traditions influence a person's thoughts and feelings?	22	"The Birchbark House", "Four Seasons of Food"	
	5	How did explorers help America become the country it is today	25	"Lewis and Clark", "A Surprise Reunion"	

Lesson	Duration	Learning Intention	Success Criteria	Mini-Lesson Activities	Materials/Resources
Lesson 1: Overview of Inquiry-Based Research and Magazine Scavenger Hunt	2 days	We are learning to examine and find text features	I can: <ul style="list-style-type: none"> Locate text features in magazines 	Introduce Research Project using 5th Grade Task Overview Sheet. <ul style="list-style-type: none"> Introduce 5-Steps of Inquiry- Based Research Present Exemplar Magazine Review text features using Informational Text Features Guide Borrow magazines from the library so that you have one for every two students Students will go on a scavenger hunt through the magazines, searching for text features. Using Post-Its, tag as many different text features as possible Students will work in pairs to complete scavenger hunt chart with magazine of their choice 	Teacher Resources: <ul style="list-style-type: none"> 5-Steps to Inquiry-Based Research Website: Lucidpress Student Resources: <ul style="list-style-type: none"> Task Overview Sheet Website: LucidPress Choice Board Informational Text Features Guide Nonfiction Scavenger Hunt Recording Sheet Materials: <ul style="list-style-type: none"> Post-Its Magazines (any magazines you may have from home)

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<p>Lesson 2: Introducing Essential Questions</p>	4 days	We are learning to analyze choices in research questions to determine essential question choice	<p>I can:</p> <ul style="list-style-type: none"> Analyze the different research questions Complete the Think Sheet Choose my research question 	<ul style="list-style-type: none"> Post Essential Question Anchor Chart: <i>How can overcoming a challenge change someone's life?</i> Teacher will model how to create the anchor chart for the essential question: <i>How can overcoming a challenge change someone's life?</i> (Refer to model anchor chart under visual materials) Have students use Post-Its to tag Journeys and anchor texts that coincide with the Essential Question Use chart paper to develop an anchor chart for each of the three or four questions daily The anchor chart should include the essential question and a picture of the anchor text(s) from Journeys Using the Gallery Walk approach, have students add key words, phrases, concepts and ideas related to the essential questions Teacher will conduct a whole class share in which students discuss the information on each chart Students will complete the "Think Sheet" and will select one question daily to possibly research and explain why they selected it 	<p>Anchor Chart:</p>  <p>Student Resource:</p> <ul style="list-style-type: none"> Think Sheet <p>Materials:</p> <ul style="list-style-type: none"> Post-Its Chart Paper Journeys Student Readers

Lesson	Duration	Learning Intention	Success Criteria	Mini-Lesson Activities	Materials/Resources
<p>Lesson 3:</p> <p>Brainstorming and Formulation of Research Questions</p>	2 days	We are brainstorming using a KWHL Chart and formulating research questions.	<p>I can:</p> <ul style="list-style-type: none"> Use a KWHL chart to brainstorm about my essential question and tap into prior knowledge. Develop 3-5 research questions focused on your essential question (Refer to QAR Question Sheet) 	<p>Day 1:</p> <p>Teacher</p> <ul style="list-style-type: none"> Will use the “Teacher Exemplar” KWHL Chart to model for the students how to use the chart to brainstorm and tap into prior knowledge about the ideas associated with their chosen essential question <p>Students</p> <ul style="list-style-type: none"> complete their own KWHL Chart using their chosen Essential Question from Lesson 2 <p>Day 2:</p> <p>Teacher:</p> <ul style="list-style-type: none"> Explain to students that their questions in their “W” column will be a start to developing their research questions. Explain to students that there are four types of questions they will encounter. Define each type of question and give an example.(QAR) Teacher models how to transfer research questions from their KWHL chart to the QAR Question Sheet. <p>For more information on QAR please see “Explanation of QAR” under teacher resources.</p>	<p>Anchor Chart:</p>  <p>Teacher Resources:</p> <ul style="list-style-type: none"> Exemplar KWHL Chart Explanation of QAR Exemplar QAR Questions Sheet <p>Student Resources:</p> <ul style="list-style-type: none"> KWHL QAR Question Sheet QAR Question Stems QAR Bookmarks

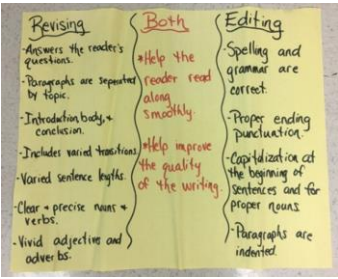
Lesson	Duration	Learning Intention	Success Criteria	Mini-Lesson Activities	Materials/Resources
Lesson 4: Appropriate Research and Websites	2 days	We are learning to distinguish between reliable and unreliable sources and gathering research articles for our project	I can: <ul style="list-style-type: none"> • Generate a list of appropriate websites for my topic using the Resource List Graphic Organizer • Choose three research articles that come from appropriate and reliable resources 	<ul style="list-style-type: none"> • Use KWHL as a “Do Now”. Students will complete the “H” column (How am I going to learn this?) as a Do Now. Use it as a transition into Lesson 5. • Discuss URL codes which are appropriate for school: .org, .gov, .edu. • Brainstorm helpful website: news sites, encyclopedia sites, biography.com, history.com, worldbookonline.com. • Show video • Model use of Resource List Graphic Organizer to deem importance of website. • Select at least three articles/resources from reliable sources based on research questions. See completed graphic organizer from lesson 3. 	Anchor Chart:  Student Resources: <ul style="list-style-type: none"> • Video: Credible Websites • Resource List Materials: <ul style="list-style-type: none"> • Computer

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<p>Lesson 5: Close Reading of Research Articles</p>	2 days	We are using the close reading and text rendering to build background knowledge about our research questions.	<p>I can:</p> <ul style="list-style-type: none"> Identify a meaningful sentence, phrase, and word in the article that better helps me understand the text. 	<p>Day 1:</p> <ul style="list-style-type: none"> Model Text Rendering Protocol using the Simone Biles article entitled, “Simone Biles: I went from foster care to the Olympics” under Lesson 5 teacher resources. The article is divided into three parts. (“I do, We do, You do”) <ol style="list-style-type: none"> Review the text that you have read and select: <ol style="list-style-type: none"> A sentence that was meaningful to you and helped you gain a deeper understanding of the text. A phrase that moved, engaged, provoked or was in some way meaningful to you. A word that captured your attention or struck you as powerful. It is useful to have students write their sentence, phrase and word on three separate post-it notes. In a group, briefly share your responses and explain why you selected the sentence, phrase, and word that you chose. As the group is sharing have one member of the group act as a recorder. Or if using post-it notes, post the notes for each response in a chart under the headings sentence, phrase, and word. Have each group member reflect briefly on their current understanding of the text and how the protocol process contributed to his or her current understanding. <p>Day 2:</p> <ul style="list-style-type: none"> Allow students to utilize this strategy with a resource/article of their own. Students may work with students who share the same essential question. 	<p>Anchor Chart:</p>  <p>Teacher Resource:</p> <ul style="list-style-type: none"> Simone Bile's Article Text Rendering Protocol <p>Student Resource:</p> <p>Materials:</p> <ul style="list-style-type: none"> Chart Paper Post Its

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Lesson 6: Note-Taking and Paraphrasing	3-5 days	We are learning to summarize information from our articles and resources.	I can: <ul style="list-style-type: none"> Paraphrase articles about my area of research using the Cornell Note-Taking Model 	<ul style="list-style-type: none"> Students watch youtube video on “Cornell Note-Taking Model” Teacher models “I do” Cornell Note- Taking Model using a section from the Simone Biles article entitled, “What Makes Simone Biles Unlike Any Other Gymnast in the World” (see link to the article in materials/resources) Jigsaw: Spilt the class into three groups, assign each group a section of the article for Cornell Notetaking (already chunked for you). Groups share out results. 	Anchor Chart: Teacher Resource: <ul style="list-style-type: none"> Video: Cornell Note-Taking Model Teacher Exemplar: Cornell Notes on Simone Bile’s Article Student Resources: <ul style="list-style-type: none"> Simone Bile’s Article Video: Cornell Note-Taking Model Cornell Model Graphic Organizer

Lesson	Duration	Learning Intention	Success Criteria	Mini-Lesson Activities	Visual/ Materials
Lesson 7: Choice Board	1 day	We are learning to determine options for magazine from Choice Board and how to write an "About the Author" descriptive piece.	I can: <ul style="list-style-type: none"> • Make appropriate choices to enhance my magazine • Organize and write an "About the Author" descriptive writing piece. 	<ul style="list-style-type: none"> • Review Choice Board (Must Dos, Choices, Optional Extension Activities) • Students will complete the daily Planning Calendar Mini-Lesson <ul style="list-style-type: none"> • Show an "About the Author" in the Lucidpress Exemplar Magazine" • Students look through Journeys text to find a "Meet the Author" exemplar. • Students use "About the author" Graphic Organizer to organize and write their descriptive "About the author" piece for their magazine. 	Student Resources: <ul style="list-style-type: none"> • Choice Board • About the author Graphic Organizer • Planning Calendar

Lesson	Duration	Learning Intention	Success Criteria	Activities	Materials/Resources
Lesson 8: Organizing Information and Drafting Written Pieces	3-5 Days	We are learning to organize our information and draft our written components for our magazine.	I can: <ul style="list-style-type: none"> • Review my notes and determine the important information from my research that I want to include and begin drafting my written pieces • Select text features to organize my information in written and visual form 	Teacher: <ul style="list-style-type: none"> • Show written pieces in the exemplar lucidpress magazine and match them up to the “Must-Dos” on the Choice Board Students: <ul style="list-style-type: none"> • Work independently to organize and Draft written pieces to include in their Magazine using Lucidpress.com 	Teacher Resources: <ul style="list-style-type: none"> • Exemplar Lucidpress Magazine Student Resources: <ul style="list-style-type: none"> • Cornell Notes • Articles/Resources • All Graphic Organizers • Choice Board

Lesson	Duration	Learning Intention	Success Criteria	Activities	Materials/Resources
Lesson 9: Revising and Editing	3-5 days	We are learning how to revise and edit our work	I can: <ul style="list-style-type: none"> Understand the difference between revising my work and editing my work Revise my writing for content Edit my writing for mechanics 	Day 1: Revise for word choice <ul style="list-style-type: none"> Teacher models with Simone Biles essay, revising for word choice using the rubric trait strip Next, students will work independently revising their own work for word choice Day 2: Revise for sentence fluency <ul style="list-style-type: none"> Teacher models with Simone Biles essay, revising for sentence fluency using the rubric trait strips Next, students will independently revise their work using the rubric trait strips for sentence fluency <p><i>Editing will be done after the magazine is completed.</i></p> <p><i>Teacher will conduct revision conferences throughout the writing process.</i></p>	Anchor Chart:  Teacher Resources: <ul style="list-style-type: none"> Revision Exemplar Essay for Word Choice Revision Exemplar Essay for Sentence Fluency Student Resources: <ul style="list-style-type: none"> Revision Exemplar Essay for Word Choice Revision Exemplar Essay for Sentence Fluency Informational/Explanatory Rubric Rubric Trait Strips

Lesson	Duration	Learning Intention	Success Criteria	Mini-Lesson Activities	Materials/Resources
Lesson 10: Using Lucidpress to Create an Online Magazine	6 days	We are learning to create a magazine in Lucidpress	I can: <ul style="list-style-type: none"> • Create a magazine in Lucidpress • Include all the features of a magazine • Make a checklist that all of my magazine components are included • Reflect on what I have learned 	<ul style="list-style-type: none"> • Teacher presents Lucidpress Magazine Exemplar • Allow students to log in to accounts and allow time for students to become familiar with the website • Have students view the Lucidpress Tutorial video • Students will utilize materials in their research project folders and begin compiling their final Lucidpress magazine project • Teacher will provide self-selected mini-lesson sign-ups for skills as needed (How to create a bibliography, table of contents, hyperlinking, text features, graphic features, how-to embed a video, how to use Lucidpress) • Teacher will conference with students • Students will revisit KWHL chart and complete “Learned” column in KWHL • Students will complete self-reflection 	Student Resources: <ul style="list-style-type: none"> • Video: Lucidpress Tutorial • Website: Lucidpress • Website: Citation Machine • Video: Lucidpress Tutorial • Hyperlink How-To • Bibliography How-To • Writer's Reflection • About the Author Graphic Organizer Materials: <ul style="list-style-type: none"> • Website: Lucidpress

Lesson	Duration	Learning Intention	Success Criteria	Mini-Lesson Activities	Materials/Resources
Lesson 11: Oral Presentation Skills	2 days	We are learning to present a research project	I can: <ul style="list-style-type: none"> • Present my research with proper voice and eye contact • Listen and speak while having discussion in small groups • Offer helpful suggestions and positive feedback 	<ul style="list-style-type: none"> • Watch “5 Tips to Public Speaking” Video • Use video to guide instruction on “presenting” • Students prepare and practice presentation • Classmates fill out rubrics for small group presentations 	5 Tips to Public Speaking Presentation Peer Checklist Oral Presentation Rubric - ReadWriteThink Research Rubric