

Freedom Elementary School

Library Media // Lupton

Month: April (Unit 9)

Kindergarten

| Standards | Instruction/Activity/Delivery Method |
|--|---|
| <p>21st Century Learner Standards: 2.1.1 Continue an inquiry-based research process by applying critical thinking skills to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>ELA Standards: <u>CCSS.ELA-LITERACY.RI.K.3</u> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> | <p>Monday: <i>FLEX DAY//Class Check Out Time (School-Wide)</i></p> <p>Tuesday:</p> <ul style="list-style-type: none"> - Analyze the Learning Target - Introduction of the Super3 Research Process - Explanation of Inquiry (Questioning) Research and connection to real life - Students share examples of how they have used each of the 3 steps - CHECK OUT <p>Wednesday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review Super3 - Read fictional story - Complete Beautiful Butterfly activity and connect art process to Super3 - Share ideas (Review) with classmates <p>Thursday:</p> <ul style="list-style-type: none"> - Review Learning Target - Reading of nonfiction text - Discussion of patterns (shape, color, etc.) - Individual completion of Crazy Caterpillar activity - Review work. |
| <i>Learning Target</i> | |
| I will be able to connect ideas and information from the text by using the Super3. | |
| <i>Vocabulary</i> | |
| Super3, Research, Inquiry | <p>Friday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review Super3 and explain how it will be used in today's lesson - Students go on "Bug Hunt" in library - Students will complete the Super3 through exploration, action, and reflection. |

1st Grade

| <i>Standards</i> | <i>Instruction/Activity/Delivery Method</i> |
|--|---|
| <p>21st Century Learner Standards:</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>ELA Standards:</p> <p><u>CCSS.ELA-LITERACY.RI.1.3</u> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> | <p>Monday: <i>FLEX DAY//Class Check Out Time (School-Wide)</i></p> <p>Tuesday:</p> <ul style="list-style-type: none"> - Analyze the Learning Target - Introduction of the Super3 Research Process - Explanation of Inquiry (Questioning) Research and connection to real life - Students share examples of how they have used each of the 3 steps - CHECK OUT <p>Wednesday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review Super3 - Read fictional story - Complete Beautiful Butterfly activity and connect art process to Super3 - Share ideas (Review) with classmates <p>Thursday:</p> <ul style="list-style-type: none"> - Review Learning Target - Reading of nonfiction text - Discussion of patterns (shape, color, etc.) - Individual completion of Crazy Caterpillar activity - Review work. <p>Friday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review Super3 and explain how it will be used in today's lesson - Students go on "Bug Hunt" in library - Students will complete the Super3 through exploration, action, and reflection. |
| <i>Learning Target</i> | |
| I will be able to connect ideas and information from the text by using the Super3. | |
| <i>Vocabulary</i> | |
| Super3, Research, Inquiry | |

2nd Grade

| Standards | Instruction/Activity/Delivery Method |
|---|---|
| <p>21st Century Learner Standards:</p> <p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make real-world connection for using this process in own life.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>ELA Standards:</p> <p><u>CCSS.ELA-LITERACY.RI.2.5</u> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> | <p>Monday: <i>FLEX DAY//Class Check Out Time (School-Wide)</i></p> <p>Tuesday:</p> <ul style="list-style-type: none"> - Analyze the Learning Target - Introduction of the Super3 Research Process - Explanation of Inquiry (Questioning) Research and connection to real life - Students share examples of how they have used each of the 3 steps - CHECK OUT <p>Wednesday:</p> <ul style="list-style-type: none"> - Review Learning Target - Learn about various online resources for research from Mrs. Turbeville - Complete activity given by Mrs. Turbeville - Connection to learning target and Super3 Step 2: Do <p>Thursday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review Super3 - Discuss Step 1: Plan. Connect to previous lesson. - Students generate research questions and focus in on keywords. - Review of learning target |
| <p><i>Learning Target</i></p> | <p>Friday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review Super3 - Discuss Step 3: Review - Apply new learning to real life and complete activity - Students share their thoughts with classmates. |
| <p>I will be able to locate relevant information that supports my topic while following the Super3 process.</p> | |
| <p><i>Vocabulary</i></p> | |
| <p>Super3, Research, Inquiry</p> | |

3rd Grade

| Standards | Instruction/Activity/Delivery Method |
|---|--|
| <p>21st Century Learner Standards:</p> <p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make real-world connection for using this process in own life.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>ELA Standards:</p> <p>CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> | <p>Monday: <i>FLEX DAY//Class Check Out Time (School-Wide)</i></p> <p>Tuesday:</p> <ul style="list-style-type: none"> - Analyze the Learning Target - Introduction of the Super3 Research Process - Explanation of Inquiry (Questioning) Research and connection to real life - Students share examples of how they have used each of the 3 steps - CHECK OUT <p>Wednesday:</p> <ul style="list-style-type: none"> - Review Learning Target - Learn about various online resources for research from Mrs. Turbeville - Complete activity given by Mrs. Turbeville - Connection to learning target and Super3 Step 2: Do <p>Thursday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review Super3 - Discuss Step 1: Plan. Connect to previous lesson. - Students generate research questions and focus in on keywords. - Review of learning target <p>Friday:</p> <ul style="list-style-type: none"> - Review Learning Target - Review Super3 - Discuss Step 3: Review - Apply new learning to real life and complete activity - Students share their thoughts with classmates. |
| <i>Learning Target</i> | |
| I will be able to locate relevant information that supports my topic while following the Super3 process. | |
| <i>Vocabulary</i> | |
| Super3, Research, Inquiry | |

4th Grade

| <i>Standards</i> | <i>Instruction/Activity/Delivery Method</i> |
|--|--|
| <p>21st Century Learner Standards:</p> <p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make real-world connection for using this process in own life.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>ELA Standards: <u>CCSS.ELA-LITERACY.RI.4.7</u> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> | <p>Monday: <i>FLEX DAY//Class Check Out Time (School-Wide)</i></p> <p>Tuesday:</p> <ul style="list-style-type: none"> - Analyze the Learning Target - Introduction of the Big6 Research Process and each of the stages - Explanation of Inquiry (Questioning) Research and connection to real life - Students work in small groups to match each stage to it's definition - CHECK OUT <p>Wednesday:</p> <ul style="list-style-type: none"> - Review Learning Target - Learn about various online resources for research from Mrs. Turbeville - Complete activity given by Mrs. Turbeville - Connection to learning target and all applicable Big6 stages <p>Thursday:</p> <ul style="list-style-type: none"> - Review Learning Target and Big6 stages - Explanation of stations - Students work both independently and in small groups to complete activities at each station - Group discussion of stations - Connection to learning target <p>Friday:</p> <ul style="list-style-type: none"> - Review Learning Target and Big6 stages - Review of stations - Students work both independently and in small groups to complete activities at each station - Students complete post assessment (Big6 Quiz) - Connect activities to learning target |
| <i>Learning Target</i> | |
| I will be able to interpret and evaluate various forms of information that support my topic while following the Big6 process. | |
| <i>Vocabulary</i> | |
| Big6, Research, Inquiry, Synthesis, Reflection | |

5th Grade

| <i>Standards</i> | <i>Instruction/Activity/Delivery Method</i> |
|---|--|
| <p>21st Century Learner Standards:</p> <p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make real-world connection for using this process in own life.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>ELA Standards:</p> <p><u>CCSS.ELA-LITERACY.RI.5.7</u> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> | <p>Monday: <i>FLEX DAY//Class Check Out Time (School-Wide)</i></p> <p>Tuesday: Analyze the Learning Target - Introduction of the Big6 Research Process and each of the stages - Explanation of Inquiry (Questioning) Research and connection to real life - Students work in small groups to match each stage to it's definition - CHECK OUT</p> <p>Wednesday: - Review Learning Target - Learn about various online resources for research from Mrs. Turbeville - Complete activity given by Mrs. Turbeville - Connection to learning target</p> <p>Thursday: - Review Learning Target and Big6 stages - Explanation of stations - Students work both independently and in small groups to complete activities at each station - Group discussion of stations - Connection to learning target</p> |
| <i>Learning Target</i> | |
| I will be able to interpret and evaluate various forms of information that support my topic while following the Big6 process. | <p>Friday: - Review Learning Target and Big6 stages - Review of stations - Students work both independently and in small groups to complete activities at each station</p> |
| <i>Vocabulary</i> | - Students complete post assessment (Big6 Quiz) |
| Big6, Research, Inquiry, Synthesis, Reflection | - Connect activities to learning target |