

Unit Title: Research with Wonder - informational writing unit

Grade Level: 4th and 5th grade

Subject Area: Language Arts - research/informational writing

Duration/Length/Number of class periods: 2-2 ½ weeks (1 week to research 1 week to create research project & present)

Description:

After the completion of the class read aloud “Wonder”, 4th and 5th graders will research, write, and present a project based on a childhood medical condition.

Established Goals (National, State, Local):

4.6.2.2. and 5.6.2.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly

4.6.4.4 and 5.6.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

4.6.5.5 and 5.6.5.5 - With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.

4.6.7.7 and 5.6.7.7 - Conduct short research projects (that use several sources) that build knowledge through investigation of different aspects of a topic.

4.8.7.7. and 5.8.7.7. - Distinguish among, understand, and use different types of print, digital, and multimodal media.

4.8.8.8. and 5.8.8.8 - Create an individual, or shared multimedia work (or digital text) for a specific purpose.

What Enduring Understandings are desired?

- There are many medical conditions that affect children/adolescents
- People rely on a variety of resources to gather information

What Essential Questions will be considered?

- What medical conditions affect babies, children and youth?
- How do researchers investigate a topic?
- How do researchers know if a source is reliable?
- How is information organized?
- Why is it important to convey information accurately?
- How can we be inclusive and accepting of all (children/people) despite their disability/condition?

Students will know / be able to:

- 4th and 5th grade scholars will be able to select a childhood condition (from the [Gillette Children's Website](#)) and research information about the selected condition
- 4th and 5th grade scholars will be able to take notes with paper/pencil or ipad/digital notetaker
- 4th and 5th grade scholars will be able to find several sources related to their selected topic
- 4th and 5th grade scholars will be able to produce a final writing project that is organized and cohesive

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Day 1. Read the book “Just Ask” by Sonia Sotomayor. Discuss differences in the book and what makes everyone unique. Start to brainstorm what makes our classroom community unique and different. - Introduce the https://bighugelabs.com/deck.php website and give instructions for scholars to create a trading card of themselves, including specifically what makes them different, brave, and themselves. (Project and student share if able, or do gallery walk) *2nd option would be using https://www.yourcover.com/ to make a magazine cover with same end result			x		ipads		
Day 2. Mini-lesson on note-taking. Show video 1 and/or video 2 then have a discussion about note taking and how to do it. Practice whole group with a template/worksheet. Worksheet to go with video 1 (here) - Students explore the Gillette website and select their top 2 conditions that they want to research. Decide as the teacher which from their top 2 they will do so there is a variety among the class. - Begin note taking as they research on the Gillette website only today, along with pamphlets/brochures when on hand. - Observe & check scholar’s note taking sheets to make sure they are taking appropriate notes and understand the process.	x			x	ipads	computer/ipad with ability to project whole group	3b
Day 3. Introduce Kathy Schrock’s 5 W’s of Website Evaluation Model for scholar’s using the topic Treacher Collins Syndrome (connect to “Wonder” read aloud) and one of the websites from elibrarymn.org				x	ipads		3a 3b
Day 4-6. Scholars spend time researching and taking notes. Allow teacher time for individual check-ins and student conferencing.				x	ipads		3a
Day 7. Introduce and explain project options for presenting their research - Keynote - Canva (brochure/presentation) - Google Slide Flipsnack Show a quick example of each before scholars decide and start exploring which option they would like to use. *find video tutorials possibly			x	x	ipads	computer/ipad with ability to project whole group	6a

Day 8-10. Scholars spend time working on and creating their research project using the notes they took and information they have from the week prior. Allow teacher time for student check-ins and conferring with individual scholars.				x	ipads		6b
Day 10. Scholars fill out Google form reflection as a self-rubric on how they feel they did on the project and requirements meeting standard.		x			ipads		
Day 11. Presentation day publishing party • Invite employees from Gillette Children's hospital		x					

Materials, tools and resources:

Book - "Just Ask"

Brochures/pamphlets from Gillette Children's hospital

Student iPads

Keynote app

Pebble GoNext app

Student resources - [Gillette Children's Specialty Healthcare](#)

- [Research sites](#)

Teacher resources - [Research rubric](#) for final project

- [Teaching students notetaking](#)
- [Note taking ideas/template](#)

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Additional credit given to: