

Unit Title: Individual Research Project

Grade Level: 4

Subject Area: Writing: Informational Research

Duration/Length/Number of class periods: 3 weeks (1 week research, 1 week project compilation, 1 week project completion)

Description: Students will be learning about the process of gathering information on an independently chosen author and writing an informational paper with the purpose of teaching others what they learned. Students will use this independent research and paper to create a slideshow highlighting important information they have learned.

Established Goals (National, State, Local):

MN Reading Standard: 4.2.7.7 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.

MN Writing Standard: 4.6.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

4.6.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

4.6.7.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

What Enduring Understandings are desired?

- Researchers get information from different kinds of media.
- Writers choose text structures and organize their ideas in a way that fits their purpose
- Writers fully explain their topics using facts, specific words, definitions, concrete details, quotations, or other information and examples.
- Writers use precise language and topic specific vocabulary to teach about a topic.
- Writers use introductions, conclusions, and transition words and phrases to connect ideas together.
- Writers give credit to their sources by making a list that includes the title, author, date, and URL (if from the Internet) for each one.
- Writers revise and edit as they write, and also in a final reread to be sure their work is ready for an audience.

What Essential Questions will be considered?

- How do researchers investigate, organize, and record information about a topic?

- How do writers organize and present information so that readers understand the ideas?
- How do writers fully explain their topics?
- How do writers create polished pieces to share with an audience?

Students will know / be able to:

Students will be able to research their topic using credible sources.

Students will be able to create a researched based paper using notes they have taken from different credible sources.

Students will be able to create a powerpoint highlighting key points from their paper.

Description	<i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Day 1: Using the projector connected to the teacher's computer, students will follow along as the teacher guides them to Pebble Go or PebbleGo Next based on reading level (this information will be given in their Schoology account). From there, they will be instructed to find the biography tab, locate the writers section, and choose the author they would like to write about. The teacher will then pass out the "Author Biography Graphic Organizer" to all students. Students will use this to take notes on their chosen author. Students will spend the remainder of the period researching their author on Pebble Go/Pebble Go Next. At the end of the period, the teacher will collect the graphic organizers. These will be given back to students on day 5. The teacher will check for completion and any potential confusion and follow up with the students the following day.		X		X		iPad	Teacher computer, projector	3a
Day 2: Using the projector connected to the teacher's computer, students will follow along as the teacher guides them to MackinVIA. From there, they will be instructed to find the biography section and search for the author they chose the previous day. The teacher will then pass out a new "Author Biography Graphic Organizer" to all students. Students will use this to take more notes on their chosen author.		X		X		iPad	Teacher computer, projector	3a

Students will spend the remainder of the period researching their author on MackinVIA. At the end of the period, the teacher will collect the graphic organizers. The teacher will check for completion and any potential confusion and follow up with the students the following day.							
Day 3: Using the projector connected to the teacher's computer, students will follow along as the teacher guides them to Britannica School Elementary or Middle based on reading level (again, this information will be given in their Schoology account). They will be instructed to find the biography information and search for the author they have chosen. The teacher will then pass out a new "Author Biography Graphic Organizer" to all students. Students will use this to take new notes on their chosen author. Students will spend the remainder of the period researching their author on Britannica School Elementary or Middle. At the end of the period, the teacher will collect the graphic organizers. The teacher will check for completion and any potential confusion and follow up with the students the following day.	X		X		iPad	Teacher computer, projector	3a
Day 4: Using the projector connected to the teacher's computer, students will follow along as the teacher guides them to Explora. From there, they will be instructed to search for the author they have been writing about. The teacher will then pass out a final "Author Biography Graphic Organizer" to all students. Students will use this to take notes on their chosen author. Students will spend the remainder of the period researching their author on Explora. At the end of the period, the teacher will collect the graphic organizers. The teacher will check for completion and any potential confusion and follow up with the students the following day.	X		X		iPad	Teacher computer, projector	3a
Day 5: The teacher will pass back all graphic organizers students have completed over the previous four days. Students will take this time to fill in	X		X		iPad		3a

any missing information and, if they have time, start organizing their information to begin the paper writing process. The teacher will take this time to connect with student groups to assess how research has progressed.							
(Note: Days 6-9 will be spent writing paper and have been cut for length.) Day 6: Students will be polishing up their completed papers, checking for grammar and spelling, structure, organization, and content. They will check work against the rubric they have received. Once papers are finished, students will turn in their work to the teacher for grading. Papers will be returned for the final project.		X		X			3c
(Note: Days 11-14 will be spent creating a slideshow and have been cut for length.) Day 15: Students will be putting the finishing touches on their completed slideshows. They will check for grammar and spelling, organization, content, and design. They will check this work against the rubric they have received. Once the slideshow is complete, students will turn in their work to the teacher via Schoology for grading.		X		X	iPad		3c,6b ,6d

Materials, tools and resources:

Resources:

PebbleGo: <https://site.pebblego.com/modules>

MackinVIA (Biographies):

<https://spps.mackinvia.com/titles?page=1&limit=15&sort=0&categoryId=6&categoryName=Biographies>

Britannica School Elementary: <https://school-eb-com.content.elibrarymn.org/levels/elementary>

Britannica School Middle: <https://school-eb-com.content.elibrarymn.org/levels/middle>

Explora Kids: <https://web-s-eb-scohost-com.content.elibrarymn.org/web/ehk5/home?preview=false&usrNo=-170882139>

Schoology: https://schoology.spps.org/home#/?_k=njqcs6

Materials:

Paper, pencils, student iPads, teacher computer, projector, [author graphic organizer](#), Google Docs, Google Slides, [Paper Rubric](#), [Slideshow Rubric](#)

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Additional credit given to: SPPS