Name: Melody Ellison Annual Inquiry/Research Process Instruction Plan

Month	Inquiry/Research Process Stage/Standard (from **Big6**, Guided Inquiry, AASL Nat'l Standards, TX Library Standards, etc.)	Targeted Grade Level(s)	Related TEKS	Possible Learning Activities
Aug/Sep	Overview of Big6	4th	**ELAR** ➢ 27(A) listen attentively to speakers, ***ask relevant questions***, and make pertinent comments ➢ 27(B) follow, ***restate***, and give oral ***instructions that involve a series of related sequences of action***.	➢ Library orientation ➢ Blendspace Big6 overview lesson ➢ Illustrate/model process using the banana split example
Oct	Stage 1: Task definition	4th	**ELAR** ➢ 23(A) ***generate research topics*** from personal interests or by ***brainstorming*** with others, ***narrow to one topic***, and formulate open-ended questions about the major research topic	➢ Introduce the History Fair event through videos and provide rubric ➢ Students work in small groups to generate ideas for projects for the 2020 theme: *Breaking Barriers in History*
Nov	Stage 2: Information seeking strategies	4th	**Technology** ➢ 3(C) validate and ***evaluate the relevance and appropriateness*** of information **Social Studies** ➢ 1(A) explain the possible origins of American Indian groups in Texas and North America	November is Native American heritage month ➢ Brainstorm potential information sources for learning about selected Native American groups ➢ Website/information source evaluation game: can you spot the best source?

Dec	Stage 3: Location and access	4th	**ELAR** ➢ 24(A) follow the research plan to ***collect information*** from multiple sources of information both oral and written ➢ 24(B) use skimming and scanning techniques to ***identify data*** by looking at text features	➢ Direct lesson on navigating the library catalog and databases ➢ Students use the Big6 writing organizer to fill in stages 1-3 and make a plan for acquiring resources/information for their History Fair project
Jan	Stage 4: Use of information	4th	**ELAR** ➢ 24(C) ***take simple notes*** and sort evidence into provided categories or an organizer ➢ 24(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources	➢ Trash/treasure notetaking activity ➢ Appropriate paraphrasing/citing guide ➢ Students work on collecting information for their History Fair projects, evaluating the validity of sources and creating simple citations with teacher support
Feb	Stage 5: Synthesis	4th	**Social Studies** ➢ 22(D) ***create written and visual material*** such as journal entries, reports, graphic organizers, outlines, and bibliographies **Technology** ➢ 1(A) ***create original products*** using a variety of resources ➢ 3(B) collect and ***organize information from a variety of formats***, including text, audio, video, and graphics	➢ Picture organization task ➢ Students create Popplets to organize their information and collect their sources including videos, images, links, etc. ➢ Students use their Popplets to inform the creation of their History Fair presentation in the format of their choice (paper, digital presentation, skit, etc.)

Mar	Stage 6: Evaluation	4th	**ELAR** ➢ 15(E) ***revise final draft in response to feedback*** from peers and teacher and publish written work for a specific audience **Technology** ➢ 2(E) ***evaluate the product*** for relevance to the assignment or task	➢ History Fair practice event ➢ Students/teachers/parents invited to leave feedback slips with a "grow" and a "glow" comment for each presentation ➢ Students use feedback and the project rubric (given in stage 1) to make adjustments to their presentations before the actual event
Apr	Review Big6 stages 1-3	4th	**Science** ➢ 2(A) plan and implement descriptive investigations, including asking ***well defined questions***, making inferences, and ***selecting and using*** appropriate equipment or technology to answer his/her questions	➢ Students begin brainstorming science fair topics and essential questions ➢ Students practice information seeking strategies to find information to help narrow down a topic selection ➢ Students finalize their research question and begin locating sources
May/Jun	Review Big6 stages 4-6	4th	**Science** ➢ 2(B) ***collect and record data by observing*** and measuring, using the metric system, and using descriptive words and numerals such as labeled drawings, writing, and concept maps 2 (D) analyze data and interpret patterns to	➢ Students collect information on their science fair topic and plan/begin experimentation ➢ Students select a graphic organizer to collect and display the information about their topic and results of experimentation ➢ Students create their science fair displays to be

			construct reasonable explanations from data that can be observed and measured ➢ 2(F) ***communicate*** valid oral and written results supported by data	placed in the library for students/teachers/parents to view and leave "glow" and "grow" comments ➢ Student use feedback to make adjustments to their displays for the district science fair