1st Grade Inquiry

Topic: Mice Inquiry
Objective: Students can engage in inquiry to learn about the traits, habitat, and behaviors of mice..
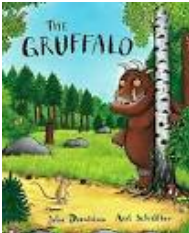**Demonstration of Learning**: A: Students will C: use information from their research to share their learning about mice by B: creating a Google slide that includes D: at least one written paragraph and one illustration.
Academic Vocabulary: Inquiry, Resource, Paraphrasing
Your Essential Question: What do fictional characters teach us about the natural world?

Standards

TEKS: 2.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
a. generate questions for formal and informal inquiry with adult assistance;
b. develop and follow a research plan with adult assistance;
c. identify and gather relevant sources and information to answer the questions;
e. demonstrate understanding of information gathered;
f. cite sources appropriately; and
g. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

AASL: I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
Think - curiosity
Create - new knowledge
Share - learning products
Grow - ongoing inquiry

Objectives: Can Do

Students can:
Determine a research topic and questions
Engage with resources to answer questions
Share learning from research in a shared slide. Including:
- Illustration
- Text
- Source citation

This lesson may take place over several library visits, or start in the library and continue in the classroom, depending on the outcome of the collaboration.

Hook

Fiction or Fable Read Aloud Using [Nearpod (sample)](#)
Gruffalo, The Mouse and The Lion, Lily's Plastic Purse, Chester
During read aloud, discuss fact from fiction
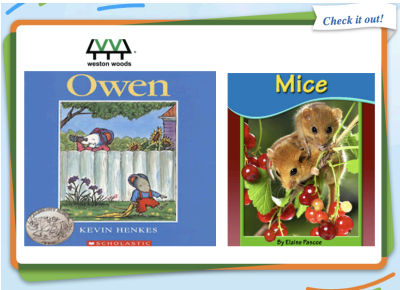After read aloud:

What character traits do authors often give mice?
Answers may vary: meak, small, prey
Could a mouse really _____?
(Choose an example from the story.)

Mini-Lesson

Distinguishing Fact from Fiction
1. We read a story about a mouse doing things that humans usually do. What can mice really do? List student responses on white board.
2. What are some questions we have about mice? (Model generating questions.) Write responses on white board.
3. Show students how to access PebbleGo, demonstrate the format of PebbleGo, the read aloud feature, etc.
4. Provide students with research organizer from PebbleGo. (For scaffolding, complete the organizer together if this isi the first inquiry lesson.)
5. Show students how to access eBooks in Capstone Interactive. Students can locate nonfiction eBooks and print books about mice. Demonstrate how to paraphrase information from learning, paraphrase, and write into the organizer. (Paraphrasing is a precursor lesson). (K-2 and 3-5 sample paraphrasing lesson.
6. Show students how they will take the information from their organizer and share on their own Google slide to show their learning.
7. Alternative to Google Slide: Have students share their learning on FlipGrid by holding up their organizer and verbally sharing their learning.

Application

Students begin learning about mice using resources provided. Students will create product(s) to share their learning.

Teacher and librarian guide inquiry, provide support during the paraphrasing, and student product creation.

Reflect

Provide an opportunity for students to reflect on their learning. Provide sentence stem and opportunity for students to rate their learning/creating experience. Such as:

	During my research, I learned _____ _____.
	The information I was most surprised to learn about mice. is_____ _____.

	# Extend
	Activities and online resources to **extend** the learning.
	Bookflix Featured Pairs
	[IISD holdings](#)
	Explora database World Books Kids
	LIBRARIES IRVING ISD Created by IISD Librarians