

Model Curriculum for Learners in Pennsylvania School Libraries
Learning Plan Template
Based on Understanding by Design (UbD)

Unit/Topic: So Where Do Fortune Cookies Come From?

Grade: 4

Stage 1: Desired Results

What learner outcomes does your learning plan address?

PA Academic Standards

Primary Librarian

Standards:

CC.1.4.W Credibility, Reliability, and Validity of Sources: Recall and gather information

15.3.E Foundations of Communication: Select appropriate print and electronic resources to meet a need 3–12

15.3.I Foundations of Communication: Note-taking and questioning skills

Shared Standards

*CC.1.2.L Range of Reading: Read and comprehend

AASL Standard for Learners

Shared Foundation

Select one: Inquire, Include, Collaborate, **Curate**, Engage, Explore

Domain

Select one: **Think**, Create, Share, Grow

Competency:

Fill in here 1-2 competencies that start with Learners . . .

ISTE Standards for Students

Knowledge Constructor 1.3a and 1.3b

- a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

informational text and literary nonfiction PK–12

PA Core Standards

CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. E04.B-K.1.1.3

CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic. E04.B-C.3.1.2

CC.1.2.4.D Compare and contrast an event or topic told from two different points of view. E04.B-C.2.1.1

**PA Academic History Standards
1.4.C. Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL Standard 1.8.3 Research)**

1. Determining the need to gather information.
3. Making critical choices about information sources to use.

Long-Term Transfer Goal

Explore various perspectives, gain knowledge, and satisfy personal curiosity as readers and critical thinkers. (Think)

Engage in an inquiry process to draw conclusions, make informed decisions, and create new knowledge. (Create)

Big Idea/Essential Question(s)

Big Idea: I. Inquire:
Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.

Essential Questions:
How do learners display curiosity and initiative? How do learners engage with and create meaning from information and text? How do they participate in an inquiry-based process?

Concept(s)

Concept:
Constructing Questions for Research and Inquiry (p. 1)

Concept:
Drawing Evidence from Literature and Nonfiction (p. 3)

Concept:
Summarizing Main Ideas and Details (p.4)

Learner Competency(ies)

Students will know/be able to...

- Choose aspects of a topic to investigate. (p. 1)

- Draw supporting evidence from literature or nonfiction to make a point, express a personal opinion, or meet an information need. (p. 3)

- Paraphrase part of text read aloud or presented orally or in other media formats. (p. 4)

**You can also, but don't have to, build a content-area EQ here:
How did fortune cookies come to be?**

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Stage 2: Assessment Evidence of Learning
Through what authentic performance task(s) will learners demonstrate the desired understanding of the big ideas and competencies?

Performance Task Scenario

In this lesson, the school librarian and fourth grade classroom teacher are co-teaching a mini inquiry project as part of the “hook” to a week long reading unit featuring the nonfiction text entitled *Fortune Cookies for Everyone: The Surprising Story of the Tasty Treat we Love to Eat*. In past reading units, students have been practicing inquiries of disposition and learned to gather information through the reading of a variety of nonfiction texts. In most cases, the initial investigative question has been given. In this lesson, students are given a topic: Fortune Cookies and then asked to generate a series of inquiry questions for mini investigative research prior to reading the nonfiction text with a partner. Because the origin story of the Fortune Cookie is so debated, it makes this investigative process particularly challenging yet intriguing. The purpose of this brief “investigative” stage is for students to practice finding and evaluating information while also practicing paraphrasing and note taking skills. This investigative “hook” will then be compared to the research found through the creation of the book *Fortune Cookies for Everyone*. Students will compare their research findings to the findings in the text and think about the similarities and differences as well as gaps of knowledge they experienced when researching such a topic. For this investigative research beginning, students are using research databases, library books and Open Educational Resources for their findings. In light of a traditional “socratic seminar”

discussion, students will briefly share their findings by summarizing two key takeaways on two separate sticky notes and sticking them to the wall. Because many of the inquiry questions will be interconnected, Affinity Mapping would be a more engaging method of discussion following the investigative process. Students and teachers can then visually see if there are findings/topics/investigations that can be grouped together.

<https://www.cultofpedagogy.com/speaking-listening-techniques/>

Evidence of learning will include a note taking template (concept map) that includes their primary investigative questions, their research findings answering the initial question and the summarizing/paraphrasing of the research contained in the class text *Fortune Cookies for Everyone (in a followup lesson)* The librarian and teacher will review the concept maps and use it as a formative assessment piece for learning. Alternatively, the librarian may ask students to summarize their findings through a brief video on flipgrid. Students will introduce the inquiry question they crafted, the databases or resources they used, the best pieces of information they found regarding their cookie inquiry question and a question they have that was not answered in their research. The Flipgrid self-assessment activity could also be completed once the students have completed both the initial Fortune Cookie investigation AND have read the complete nonfiction text *Fortune Cookies for Everyone*. Having the accurate knowledge reflected in the book may help students to really think about information they were or were not able to find during their initial research process.

Stage 3: Learning Plan

What is the value of performing this performance task to learners?

Learning to display curiosity about an open-ended question such as “How did fortune cookies come to be?” as well as collecting, sharing and evaluating sources pertaining to an inquiry question.

How will you “hook and hold” learners to engage them in the learning activities?

A fortune cookie will be placed in front of the classroom and inquiries of disposition will be utilized.

Curious: I wonder...Who created the fortune cookie? When was it created? Where?

Strategic: What are my facts? My thoughts? My questions?

Investigative: What more do I need to know?

Skeptical: Was the fortune cookie created by _____? How can I be sure?

How will you differentiate and individualize your plan for all learners?

Prior to having the students begin the research process, the teacher will use a “model” group (that perhaps needs a bit more help or direction) in order to demonstrate the research process, how to access the sample resources and databases as well as how to paraphrase/summarize notes within the concept map. An example concept map will be on the Smartboard such that the teacher can model summarizing in real time (based on the model team’s inquiry question of interest!)

During the investigative research process, students can access resources and use accessibility features in digital resources such as language translation, read-aloud and text size. Some databases also offer varied reading levels for differentiated access. The research process and then reading/note-taking of our central piece of literature (Fortune Cookies for Everyone) will occur in partner pairs. Students who may struggle with reading or writing will be placed with a partner who may assist in taking notes as well as reading. As an option, students may utilize the “read to” feature when accessing articles as well as the audiobook version of *Fortune Cookies for Everyone* if the reading level is too challenging.

Stage 3: Suggested Resources for Librarian and Teacher to Use in Instruction

Select resources at varied reading levels and formats according to student learning needs and preferences.

Though a portion of this lesson is for students to find sources that help to answer their inquiry questions about the fortune cookie and the origin, the following resources will be utilized as a follow up to the investigative portion of this lesson or during the investigation (as a guide)

Format	Resources
Books (e.g., fiction, informational texts, narrative nonfiction, drama, poetry)	<p><i>Fortune Cookies for Everyone: The Surprising Story of the Tasty Treat we Love to Eat</i></p> <p><i>Fortune Cookies for Everyone: The Surprising Story of the Tasty Treat we Love to Eat (audio version for ESL students and students who struggle with on grade level reading)</i></p>
Primary Sources	<p>A Physical Fortune Cookie</p>
Databases	
Periodicals/Periodical Articles	<p><i>Title: The Surprising Origins of the Fortune Cookie</i> https://www.history.com/articles/fortune-cookies-invented-chinese-japanese</p> <p><i>Title: Cracking Open the History of Fortune Cookies</i> https://www.smithsonianmag.com/arts-culture/cracking-open-the-history-of-fortune-cookies-28538557/</p>

Websites	<p><i>Title: Fortune Cookie-Institution of Culinary Education</i> https://www.ice.edu/blog/fortune-cookie</p> <p><i>Title: Class Discussion Strategies</i> https://www.cultofpedagogy.com/speaking-listening-techniques/</p> <p><i>Fortune Cookie Daily-used for brain break</i> https://www.fortunecookiedaily.com/</p>
Music/Songs/Spoken Word	<p><i>Title: Fortune Cookie by Emma Bale</i> https://genius.com/Emma-bale-fortune-cookie-lyrics</p>
Video/Film	<p><i>Title: A Brief History of Fortune Cookies “Food for Thought”</i> https://www.youtube.com/watch?v=W4GSOVI300c</p>
Photos/Art Work	
Apps	<p><i>The Daily Fortune Cookie App</i> https://play.google.com/store/apps/details?id=com.OyunErbabi.DailyFortuneCookie</p>
Social Media	
Community, Human & Professional Association Resources	

Teaching Equipment, Technology, Supplies, & Consumables

- Smartboard for displaying inquiry questions, discussion of dispositions and then research found
- Notetaking books or concept map template
- Pencil and sticky notes for summarizing
- Note taking visual infographic so that students can remember the steps to summarize and/or paraphrase based on the mini lesson given by teacher and teacher-librarian

- Anchor chart paper and color-coded markers
- Personal computers (at least one per pair of students) for flipgrid assessment
- A list of working databases for research purposes and key words students can use to help guide their research findings.
- Exit ticket copies