## Sample Big 6 Planning Form

<table>
<thead>
<tr>
<th>Topic: Pets</th>
<th>Grade Level: Kindergarten</th>
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### 1. Task Definition

About what do I want to learn more? What do I need to do?

*Students will choose two familiar animal “pets” to compare. How big is the animal? How do they move? What is their body covering? What do they eat? What sound do they make? Where do they live? Make a Venn diagram depicting the pets the children own.*

### 2. Information Seeking Strategies

What resources can I use? How can I find information?

*Students will brainstorm about possible ways they can find information about their animals. (Observe and describe real animals, pet store, Pebble Books on Pets, animal books)*

### 3. Location and Access

Where can I find these resources? Where can I go to look?

*Students will use the library at school. The teacher will send home a letter about the animal project. Parents will be encouraged to make arrangements for bringing pets to school. The teacher will collect options such as a visit to a pet store, field trip, or guest.*

### 4. Use of Information

What can I use from these resources? Will I read, listen, or observe?

*Students will use pictures and information from books and guests, observe animals with their five senses, describe observations, listen to books, and ask visitors questions.*

### 5. Synthesis

How can I share what I have learned? What can I make to show what I have learned?

*Students will perform animal movements, make the animal sounds, and describe their observation of each animal. Children will make illustrations of the animals with attention to detail of colors, texture, and size. They will use the illustrations to create graphs.*

### 6. Evaluation

How will I know if I did my job well?

*Students will orally review self-evaluation with teacher, compare animals (size, home, sound, body covering, food), and illustrate the animal.*
## Sample Big 6 Planning Form

**Topic:** National Symbols  
**Grade Level:** First Grade

1. **Task Definition**

   About what do I want to learn more? What do I need to do?

   Students will identify national symbols and the values they represent.  
   Students will identify three symbols of our country, make representations of them, and write about their meaning.

2. **Information Seeking Strategies**

   What resources can I use? How can I find information?

   Students will brainstorm about possible ways they can find information about national symbols.  
   Students will select three resources from which to read, listen to, and write about (interviews, books, videos, songs, poems, books about national figures). Exemplary Books: We Vote, Fourth of July, My Flag, and This is America by Newbridge, A Look at Lady Liberty by Rosen, America the Beautiful, and The Pledge of Allegiance by Scholastic.

3. **Location and Access**

   Where can I find these resources? Where can I go to look?

   Students will brainstorm about possible places to find resources. Students will use the library and computer lab at school and interview an adult.  
   Students will discuss community resources with their parents (public library, field trip, interview parents, write letters).

4. **Use of Information**

   What can I use from these resources? Will I read, listen, or observe?

   Students will use pictures to make authentic representations. They will collect information and pictures, label pictures, and write descriptions of the symbols. Students will interview an adult about “National Symbols that Mean the Most to Me.” Students may also choose to listen to songs, sing songs, play a recording, or illustrate the words to a patriotic song.

5. **Synthesis**

   How can I share what I have learned? What can I make to show what I have learned?

   Students will make a representation and create a written description of three national symbols. They will describe the values for which the symbols stand.

6. **Evaluation**

   How will I know if I did my job well?

   Did students identify three symbols of our country, make representations of symbols (artwork, written descriptions, songs, or poems), and write about the meaning of symbols?
**Sample Big 6 Planning Form**

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Grade Level:</th>
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<tbody>
<tr>
<td>Animals</td>
<td>Second Grade</td>
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### 1. Task Definition

About what do I want to learn more? What do I need to do?

- Students will choose an animal and create a nonfiction book about the animal’s food, habitat, and five interesting facts about the animal.
- Students will make a visual project depicting their animal (e.g., diorama, paper-mache model, puppet, collage).

### 2. Information Seeking Strategies

What resources can I use? How can I find information?

- Students will brainstorm about possible ways they can find information about their animal. They will select three resources from which to read, listen, and write, and then create their own book.
- Books, videos, pet store, zoo, interviews, observation, internet, encyclopedia, National Geographic, Ranger Rick

### 3. Location and Access

Where can I find these resources? Where can I go to look?

- Students will use the library and the computer lab at school.
- Students will discuss other resources in the community with their parents (e.g., public library, pet store, zoo, internet, interviews).

### 4. Use of Information

What can I use from these resources? Will I read, listen, or observe?

- Use sticky notes to identify interesting facts in the text that they might want to use in their animal reports.
- Students will then write complete sentences about the facts on their sticky notes.
- Observe animals or watch videos and take field notes. Students will observe an animal (or a photograph of an animal) frequently as they make a representation of the animal.

### 5. Synthesis

How can I share what I have learned? What can I make to show what I have learned?

- Students will choose an animal and create a nonfiction book about the animal’s food, habitat, and five interesting facts about the animal.
- Students will choose the format for their book (e.g., foldout, carousel, pop-up book) showing what they have learned.
- Students will display and describe the visual project depicting their animal.

### 6. Evaluation

How will I know if I did my job well?

- Students will fill out a self-evaluation rubric.