

It's Elementary, My Dear Researcher

Welcome! We're going to spend some time investigating some tricks and tips for planning, teaching, and assessing research with elementary students. Think about your last project you did with students. Share what went well and what maybe could have gone a little better with those sitting around you.



CAUTION:
RESEARCH SCENE

Procedures



Detectives Notebook

Sounds



CAUTION:
RESEARCH SCENE


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Agenda 

CAUTION: RESEARCH SCENE

- Top Brass Meeting
- Begin the Investigation
- Organize the Evidence
- Solve the Crime
- Evaluations from the Chief
- Examples
- Tips and Tricks
Tricks

CAUTION: RESEARCH SCENE



Monday	Tuesday	Wednesday	Thursday	Friday
7:30am - 4G Grade Planning	7:30am - 4G Grade Planning			
	8:15am - Specials PLC		10:30am - 4th Grade PLC	
		11:00am - 1st Grade PLC		
			11:00pm - 8th PLC	
1:30 - 3:15 - 1st Grade PLC	3:15pm - 2nd Grade PLC	3:15pm - 2nd Grade Planning		
4:00pm - 1st Grade Planning	4:00pm - 4th Planning			

School Community

Reading Message	Student Reading	Shared Reading	Word Work	Writing Block	Math	Self Study
<p>Week 1</p> <p>8/28</p> <p>8/29</p> <p>8/30</p> <p>8/31</p>	<p>Readers Theater</p> <ul style="list-style-type: none"> Reading Language Writing Listening Speaking Thinking Working together Using technology Using resources Using space Using time Using materials Using tools Using equipment Using facilities Using services Using information Using communication Using transportation Using energy Using power Using heat Using light Using sound Using smell Using taste Using touch Using sight Using hearing Using feeling Using thinking Using imagination Using creativity Using innovation Using discovery Using invention Using development Using growth Using change Using progress Using success Using achievement Using excellence Using quality Using quantity Using value Using price Using cost Using benefit Using risk Using reward Using punishment Using consequence Using cause Using effect Using result Using outcome Using impact Using influence Using power Using authority Using control Using influence Using impact Using effect Using result Using outcome Using impact Using influence Using power Using authority Using control 	<p>Readers Theater</p> <p>Pages: Theme 1</p> <p>Comprehension</p>	<p>Word Work</p> <p>Words: Theme 1</p> <p>Spelling</p> <p>Handwriting</p>	<p>Writing Block</p> <p>Long Box Writing</p> <p>Writing</p> <p>Handwriting</p>	<p>Math</p> <p>Math</p> <p>Math</p> <p>Math</p>	<p>Self Study</p> <p>Self Study</p> <p>Self Study</p> <p>Self Study</p>
<p>Week 2</p> <p>9/1</p> <p>9/2</p> <p>9/3</p> <p>9/4</p>	<p>Readers Theater</p> <p>Pages: Theme 1</p> <p>Comprehension</p>	<p>Word Work</p> <p>Words: Theme 1</p> <p>Spelling</p> <p>Handwriting</p>	<p>Writing Block</p> <p>Long Box Writing</p> <p>Writing</p> <p>Handwriting</p>	<p>Math</p> <p>Math</p> <p>Math</p> <p>Math</p>	<p>Self Study</p> <p>Self Study</p> <p>Self Study</p> <p>Self Study</p>	

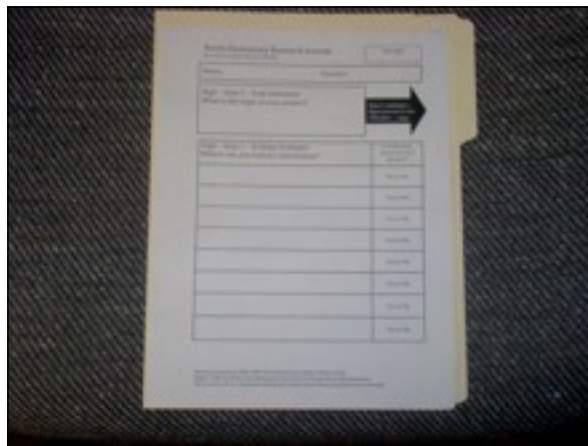
State Academic Content Standards

- ### Organizing the Evidence:
- The Big6
 - Wm and Mary Research Model
 - AGOPP
 - Research Cycle
 - Kids Connect Toolbox
 - Information Search Process
 - Savvy Seven
 - 8 W's of Information Inquiry
 - Stripling Pitts Research Process

**“A prophet is not
recognized in his
own land”**

-- Proverb quotes

10

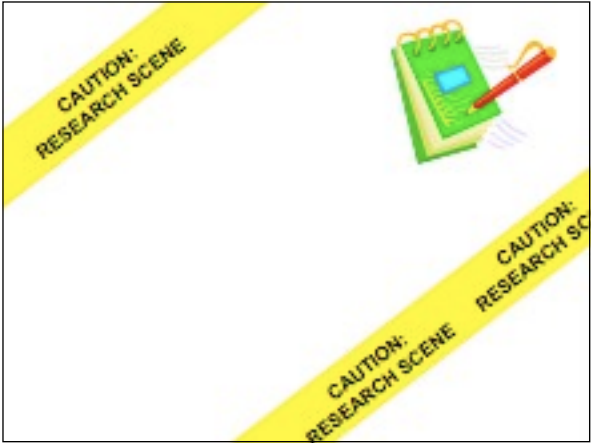


Welcome Message

Today we are going to start work on our research project. Please take the sentence strips below and working with your learning club to put the steps in the Big 5 in order.

Today we are going to work on the final project. What step in the Big 5 is where we work with the information we've found. Write the number on your dry erase board?

Today we are going to brainstorm some "I Wonder" questions for our project. With your learning club, decide which step in the Big 5 is where we brainstorm "I Wonder" questions.



North Elementary Research Journal
 The Top
 Name: _____ Teacher: _____

Step 1 - Step 1 - Task Definition
 What is the topic of your project?

Step 2 - Step 2 - Building Strategies
 Where can you look for information?

What do	How do you know this is good?
How do	
How do	
How do	
How do	
How do	
How do	
How do	
How do	
How do	

Handwritten example:

Topic: _____
 Step 1: _____
 Step 2: _____
 Step 3: _____
 Step 4: _____
 Step 5: _____
 Step 6: _____
 Step 7: _____
 Step 8: _____
 Step 9: _____
 Step 10: _____

North Elementary Research Journal
 The Top

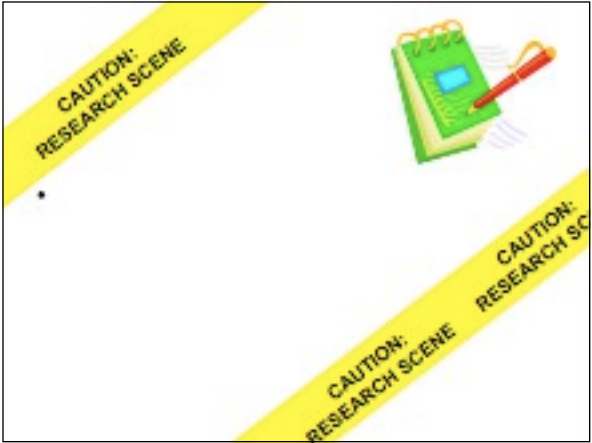
I Wonder ... Step 1 - Step 1 - Task Definition
 Determine what I want to find out.

Topic: _____

Questions	How do you know this is good?
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

Handwritten example:

Topic: _____
 Step 1: _____
 Step 2: _____
 Step 3: _____
 Step 4: _____
 Step 5: _____
 Step 6: _____
 Step 7: _____
 Step 8: _____
 Step 9: _____
 Step 10: _____



Health Elementary Research Journal
 Name: _____ Teacher: _____

Step 1 - Task Definition
 What is the topic of your project?

Step 2 - Seeking Strategies
 Where can you look for information?

What do	How do
What do	How do
What do	How do
What do	How do
What do	How do
What do	How do
What do	How do
What do	How do
What do	How do

Handwritten notes on a separate sheet:

Topic: _____
 Question: _____
 Search Strategy: _____
 Source: _____
 Date: _____

Category

Keywords
Keywords

FACT CARD TIPS

- Use your own words.**
- Do not write in complete sentences.**
- Write all the details.**
- One fact per card.**
- File your card in the category envelopes.**

North Elementary Research Journal

Category	Keywords	Fact
BOOKS		
Author Name		
Book Title		
Copyright Year		
Page Number		
Fact		
ENCYCLOPEDIA		
Author Name		
Book Title		
Copyright Year		
Page Number		
Fact		

Information Center



Station #1 Online Resources

Procedures

1. Click on FireFox
 - Click on your Grade Level
 - Click on Topic
 - Use a keyword from your "I Wonder" sheet to look up information.
 - Make sure to pull out all the information from one webpage before going to another webpage.
 - Write one fact on each card.
 - Make sure to write down the website address in your Research Journal.

Research Station #2 Encyclopedias

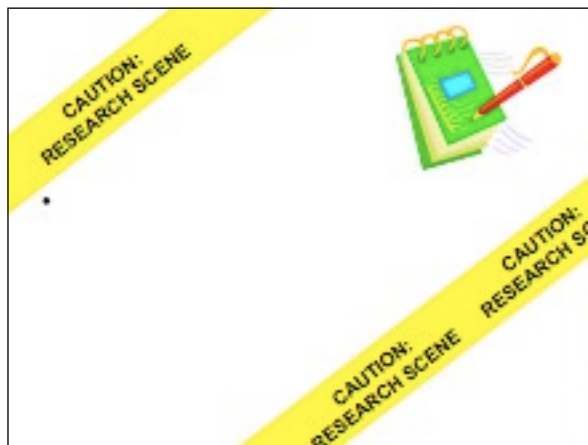
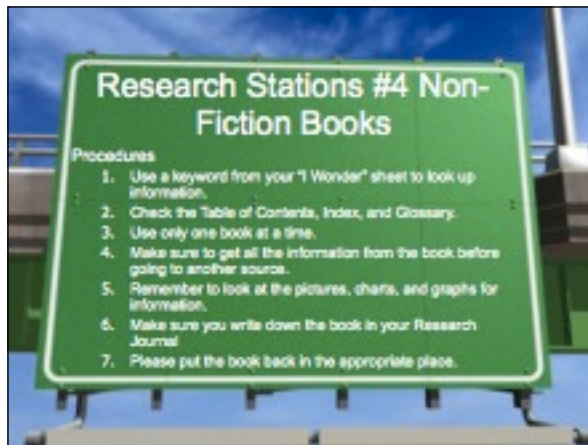
Procedures

1. Use a keyword from your "I Wonder" sheet to look up information.
2. If you looking up a person, use their last name.
3. Use only one encyclopedia at a time.
4. Make sure to get all the information from the encyclopedia before going to another source.
5. Remember to look at the pictures, charts, and graphs for information.
6. Please put the encyclopedia back in ABC order on the shelf.

Research Station #3 Special Reference

Procedures

1. Use a keyword from your "I Wonder" sheet to look up information.
2. If you looking up a person, use their last name.
3. Check the Table of Contents, Index, and Glossary.
4. Use only one special reference book at a time.
5. Make sure to get all the information from the special reference book before going to another source.
6. Remember to look at the pictures, charts, and graphs for information.
7. Please put the special reference book back in ABC order on the shelf.



North Elementary Research Journal

Step 1 - Synthesis

What is your final product? (a display, a skit, a paper, etc.)
How are you going to organize your information?

Step 4 - Evaluation

On what part of your project do you think you did a good job?

What did you think you could have done better?

What was the hardest part of this project?

What was the best place you found information (give a title of a book or the URL of a website)?

What did you already know that was proven to be correct?

What did you think you knew that was proven to be wrong?

North Elementary Research Journal

Step 1 - Research

What is your topic? (Write about the topic in the notebook, but write on a "research paper" only if you need to show a picture or take additional notes.)

Exit Slips

<p>Did the researcher provide you with their research on their topic?</p> <p><input type="checkbox"/> Yes, they provided me with their research on their topic.</p> <p><input type="checkbox"/> I need help with.</p>	<p>Did the researcher provide you with their research on their topic?</p> <p><input type="checkbox"/> Yes, they provided me with their research on their topic.</p> <p><input type="checkbox"/> I need help with.</p>
<p>Did the researcher provide you with their research on their topic?</p> <p><input type="checkbox"/> Yes, they provided me with their research on their topic.</p> <p><input type="checkbox"/> I need help with.</p>	<p>Did the researcher provide you with their research on their topic?</p> <p><input type="checkbox"/> Yes, they provided me with their research on their topic.</p> <p><input type="checkbox"/> I need help with.</p>

North Elementary Research Journal

Step 2 - Synthesis

What is your final product? (a display, a diorama, a paper, etc.) How will you organize your information?

Step 3 - Evaluation

On what part of your project do you think you did a good job?

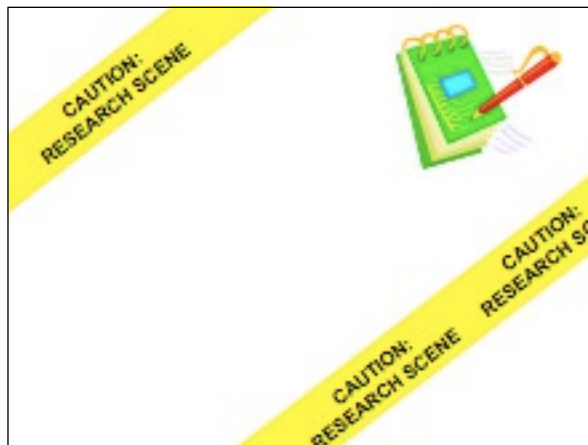
What did you think you could have done better?

What was the hardest part of this project?

What was the best place you found information (give a title of a book or the URL of a website)?

What did you already know that was proven to be correct?

What did you think you knew that was proven to be wrong?

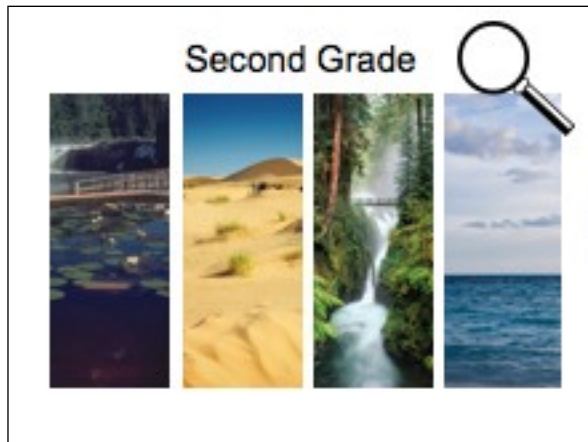
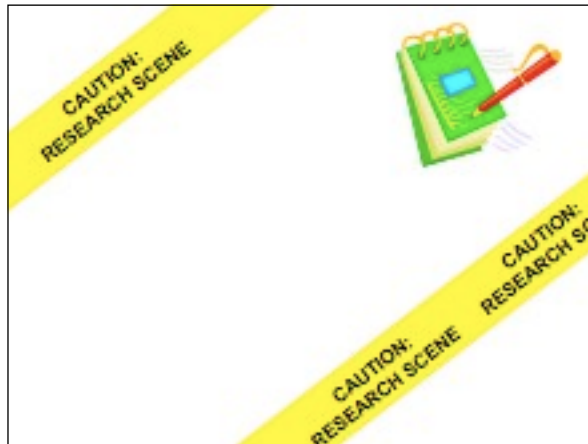



North Elementary Research Journal
 How often do you use it? _____ The Date _____

Assessment Checklist

Step	Yes	No
Step 1: Student writes on the topic.		
Step 2: Student creates a list of "Wonder..." questions.		
Step 3: Student lists possible places to find information.		
Step 4: Student looked to more than one place for information.		
Step 5: The student recorded all the information (date, author, title) about their research.		
Step 6: The student used reliable and accurate resources for their research.		
Step 7: The student used notes from their research. Notes were written on index cards.		
Step 8: The student recorded notes for each card.		
Step 9: The student used their notes while making their poster.		
Step 10: The student found the answer to their "Wonder..." question.		
Step 11: The student had notes for category overlaps.		
Step 12: The student wrote the title for their project in the conference box.		
Step 13: The student completely answered all of the conference questions.		
Step 14: The student answered "I don't know" everything in talking to the person by the evaluation questions.		

Comments _____



Third Grade



Fourth Grade



First Grade



Step 1: Read the text. What are the characters?

Step 2: Read the text. What are the characters? What are the characters? What are the characters?

Step 3: Read the text. What are the characters? What are the characters? What are the characters?

Step 4: Read the text. What are the characters? What are the characters? What are the characters?

Step 5: Read the text. What are the characters? What are the characters? What are the characters?

Step 6: Read the text. What are the characters? What are the characters? What are the characters?

Step 7: Read the text. What are the characters? What are the characters? What are the characters?

Step 8: Read the text. What are the characters? What are the characters? What are the characters?

Step 9: Read the text. What are the characters? What are the characters? What are the characters?

Step 10: Read the text. What are the characters? What are the characters? What are the characters?



Step 11: Read the text. What are the characters? What are the characters? What are the characters?

Step 12: Read the text. What are the characters? What are the characters? What are the characters?

Step 13: Read the text. What are the characters? What are the characters? What are the characters?

Step 14: Read the text. What are the characters? What are the characters? What are the characters?

Step 15: Read the text. What are the characters? What are the characters? What are the characters?

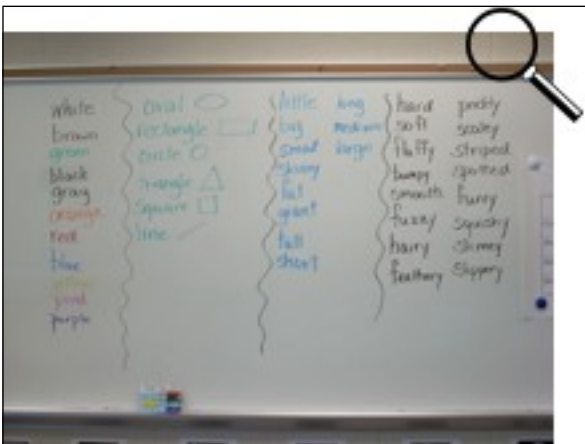
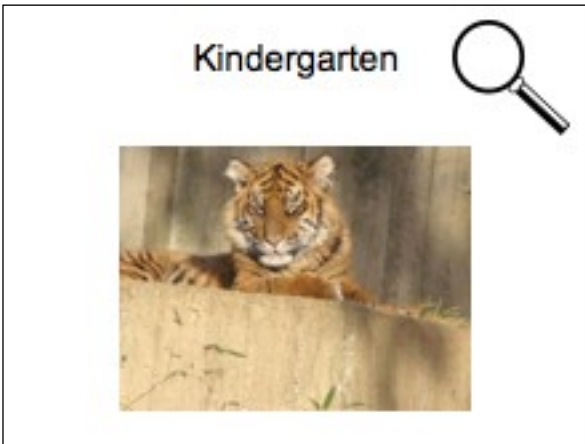
Step 16: Read the text. What are the characters? What are the characters? What are the characters?

Step 17: Read the text. What are the characters? What are the characters? What are the characters?

Step 18: Read the text. What are the characters? What are the characters? What are the characters?

Step 19: Read the text. What are the characters? What are the characters? What are the characters?

Step 20: Read the text. What are the characters? What are the characters? What are the characters?



Partner Share



	My animal is a _____	My friend's animal is a _____	Are they the same or different?
Color			Same or Different
Shape			Same or Different
Size			Same or Different
Skin			Same or Different

CAUTION:
RESEARCH SCENE



CAUTION:
RESEARCH SCENE

CAUTION:
RESEARCH SCENE

Always Improving



- Synthesis

- Keep working on those higher level thinking skills.
- Working on incorporating more Web 2.0 tools.
- As good as we are, we can always get better.

CAUTION:
RESEARCH SCENE

CAUTION: RESEARCH SCENE

Tips and Tricks

- Flexibility
- Mini-Lessons (Teachable Moments)
- Consistency
- Plastic Tubs
- Resources
 - *The Blue Book of Inquiry*
by Daniel Callison
and Leslie Preddy
 - *The Big6*
by Bob Berkowitz
and Michael Eisenberg

CAUTION: RESEARCH SCENE

Q&A



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