


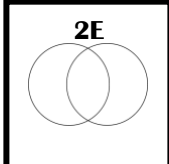


LESSON 12: Researcher as Presenter

<p>MATERIALS:</p> <ul style="list-style-type: none"> • Research Binders • Access to the library or Explorer’s Cart • <u>Teacher Script</u> for mock presentation / evaluation session (Teacher copy) • <u>Do and Don’t Chart</u> (1 per student) • Big6™ Unit /<u>Product Evaluation Form</u> (1 per student) 	
<p>OBJECTIVES:</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Research is an organized and systematic way of finding answers to questions.</p> </div> </div> <p>BIG IDEA</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Determine a set of criteria on which to judge quality research • Conduct independent research 	
<p>SEQUENCE:</p> <p>PREPARATION: Research Gala</p> <p>Collect all <u>Researcher’s Contracts</u>.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Remind students that a researcher doesn’t only look up information; he or she is also a project designer. Tell students that in addition to designing their project, they will stand next to it and answer questions about it.</p> </div> </div> <p>REAL WORLD</p> <p>Explain that at the Research Gala, they all will have their own area to set up. Some will have a paper and their Research Binder, while others will have computers, tri-fold boards, etc.</p> <p>Tell students you are going to give two presentations to them on a research project. Direct students to pay attention to the differences and let them know you will discuss them as a class when you are finished with both presentations.</p> <p>Present your findings as outlined in the sample <u>Teacher Script</u> in the resources or use the sample as a reference to present your own findings, as outlined in the Teacher Notes.</p>	<p>TEACHER NOTES:</p> <p>See the final lesson and summative assessment for more information on the Research Gala.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>We provided a <u>Teacher Script</u> about puppy care. However, you may change these presentations to “Who Really Discovered America?” or a topic of your choice, based on the research you have collected.</p> </div> </div> <p>TIP</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Provide a sheet with columns for Positives and Negatives if students need more support and structure.</p> </div> </div> <p>2E</p>

DISCUSSION: Presentations



GROUP

Project these prompts onto the board and have students discuss them in small groups:

1. *What could I improve on for my first presentation?*
2. *Make a list of characteristics of a successful presenter. Include things to do and things not to do.*
3. *If you had to judge your classmates' presentations, what would you want to see and hear? Make a list of possible project requirements for your classmates.*

When the students have had enough time to discuss (or you feel they are struggling with the tasks), move back to a whole-class group. Share ideas.



TOOLS

Distribute a Do and Don't Chart to each student.

Based on the ideas generated by the questions, complete the Do and Don't Chart and have students keep these in their research portfolios.

This chart should help aid the students in preparing their presentation.

Pass out the Big6 Unit/Product Evaluation Form to each student.

Tell students that this is the form you will have when they see you during the Research Gala. Explain that you are giving this to them ahead of time so they know exactly what you will be looking for. There will be no surprises. Everything is right here on this form.

Carefully review the evaluation form with the students. Ask and answer questions. Tell them to keep this form at hand (in their Research Binder) as they prepare for the gala.

Possible Presenter Characteristics:

- Organized
- Neatly dressed
- Can easily explain his/her research
- Comfortable and confident
- Can answer questions about his/her research

Possible Evaluation Criteria:

- Addressed research question
- Used various sources
- Used a note-taking system
- Product is well organized
- Can easily explain research

LIBRARY



ANCHOR

Take students to the library for independent research and note-taking.

If you have sufficient resources in the classroom at this point, you might choose to facilitate independent research time in the classroom rather than the library.