

LESSON 10: Working as Researchers—Re-Exploring Texts and Re-Organizing Ideas

MATERIALS:

- Index cards (1 per student)
- Research Binder
- Access to library
- Anecdotal Record Form (Teacher copy)

OBJECTIVES:



BIG IDEA

Research is an organized and systematic way of finding answers to questions.

Students will be able to:

- Locate and access various library materials
- Identify an area of improvement

SEQUENCE:

CHECK IN

Remind students that in the previous lesson they worked with paraphrasing.

Ask them to think about their experience in the previous lesson. What was difficult for them? Where did they struggle? Assure them that it is normal to have some difficulty and that they will continue to have some difficulty, because researching like this is a new skill for them.



WRITING

Pass out one index card to each student. Ask them to write their independent research goal for today.

Collect index cards. Tell students that they will soon learn, if they haven't already, that researching requires patience, dedication, and perseverance. They will have to tackle their research questions repeatedly, until they are sure they have uncovered enough quality information to successfully address the questions.

TEACHER NOTES:






If a student was absent for the plagiarism lesson, you may consider working with them independently or reviewing plagiarism before going on to the check-in.

You can use this index card strategy in other lessons, even if it isn't listed in the lesson plan.



TIP

At this time, it would be a good idea to bring in a speaker who does research for his or her work—a newspaper reporter, a magazine writer, a person who works to make exhibits in a museum, a writer, etc. This person should be asked to do two things: (1) explain how he

 <p>Remind them of the challenging process of research and how new tasks, as well as uncovering new knowledge, may often appear challenging at first. However, the only way we may improve and expand upon what we know is to put in the effort required of us and to keep trying. Finally, remind them that there is no limit to how much we can grow, so even though it might be hard at first, our efforts will never go to waste.</p>	<p>or she conducts research and (2) discuss how he or she avoids plagiarism.</p>  <p>Remind students of the discussion they had in Lesson 3, specifically about how we can't expect to avoid challenges along the way if we want to use research to explore the world.</p>
<p>LIBRARY</p> <p>Take students to the library to conduct independent research.</p>  <p>As soon as you get students settled, quickly read over the index cards students completed in the previous lesson. Meet with students on a one-on-one basis to make sure they are making progress. Start with the students who seem to be having the most difficulty just getting started.</p>  <p>Record the “happenings” in these short conferences on the <u>Anecdotal Record Form</u>.</p>	
<p>CLOSURE: Class Discussion</p>  <p>Ask: <i>Did you meet your goals for today? Why or why not? What qualities would you like to add to our class list of the qualities of good researchers? Why?</i></p>	
<p>PREPARATION</p> <p>You will check the contents of students' Research Binders up to this point:</p> <ul style="list-style-type: none"> ▪ Anticipation Guide (returned with comments) ▪ Big6 Research Handbook ▪ KWL chart ▪ Nonfiction evaluation form (returned with comments) 	

- Researcher's Notebook Cards
- Materials the researcher added that are pertinent to the research question

As you review the students' Research Binders, you will most likely find that some students are struggling with putting information in their own words. Conduct mini-lessons on paraphrasing with small groups of students as needed. First, read aloud a piece of non-fiction text. Then, have the students try to rephrase the text in only 2-3 sentences. Repeat as needed.