

LESSON 4: What Do I Know and Where Do I Go?

MATERIALS:

- Access to library
- Big6™ Research Handbook
- KWL Chart: The Discovery of America
- KWL Chart
- Research Binder
- Formative Assessment 3

OBJECTIVES:



BIG IDEA

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

Values, experiences, and motivation contribute to the development of an explorer's (reader's) perspective and purpose.

Students will be able to:

- Access prior knowledge through discussion
- Compile a comprehensive list of research sources



LANGUAGE

Important Vocabulary:

- Fiction
- Nonfiction

SEQUENCE:

TEACHER NOTES:


NOTE: This lesson may be expanded to cover as many class periods as needed to support the needs of the class as well as individual students.

INSTRUCTION: KWL



TOOLS

Review your research question (*Who really discovered America?* or question about the topic of your choice) with the students and explain that researchers don't blindly wander through the library to find books on a topic of interest; they take time to figure out what they already know in relation to the current investigation. Ask students to help determine what you (and they) already know about the discovery of America (or the alternative topic you

<p>chose).</p> <p>Distribute the <u>KWL Chart: Teacher’s Question</u>.</p>	
<p>Explain the purpose of a KWL chart is to figure out exactly what you already know about a subject and also decide what you want to know or wonder about. Explain to students that at the end of your exploration into the discovery of America (or the alternative topic you chose), you will fill out the last column of this chart by writing what you learned during the investigation.</p> <p>Ask students for their help in determining what they collectively know about the discovery of America (or the alternative topic). Have students share their knowledge. You can create a chart paper KWL using three sheets of chart paper—one for the K, one for the W, and one for the L. Make sure that you add <u>your</u> knowledge to K column as well.</p> <div data-bbox="203 856 397 1066" style="border: 1px solid black; padding: 5px; display: inline-block;"> <p style="font-size: 2em; text-align: center; margin: 0;">I</p> <p style="text-align: center; margin: 0;">INTEREST</p> </div> <p>Instruct students on the purpose of the W column. Ask: <i>If you were studying/researching the discovery of America (or the alternative topic) what would you like to know? Give them an example: After so many years, why can’t historians agree on who discovered America?</i></p> <p>Have students share their questions as you write them on the classroom KWL chart. Explain when the L column will be filled in and ask the students: <i>Now that we know what we know and what we want to know, where do we go from here?</i> Collect student copies of handout.</p>	<div data-bbox="1047 325 1226 514" style="border: 1px solid black; padding: 5px; display: inline-block;">  <p style="text-align: center; margin: 0;">TIP</p> </div> <p>Some students may “know” Columbus discovered America. Be prepared for a discussion of what it means to know something. Prepare examples of things people knew that later turned out to be wrong or is now questioned.</p> <p>Keep the chart-paper KWL on display in the classroom. As you learn important information concerning your investigation, add to the L column. Share these findings with the class. Your excitement and motivation for your investigation will have an impact on your students.</p>
<p>ACTIVITY: KWL—Their Turn!</p> <p>Have students turn to the Task Definition page on the Handout. Explain that you have provided each student with some suggestions or feedback concerning their topics of interest.</p> <p>Explain to students that they helped you create a KWL chart on your topic. Now, they will be creating a KWL for their own research question(s). Students should narrow their research questions to two options at this point.</p>	



COMPREHENSION

Students should reflect on their homework (the interest inventory), along with other brainstorming sessions to determine the final topics for investigation. Your feedback should also help students move in the right direction.

The point of the KWL chart is for students to determine if they have enough questions (W) to launch an inquiry. If not, they may need to switch topics. Your involvement will be critical at this step.

Students will soon have the task of developing a research question from a research topic.

Distribute the KWL Chart and tell students they are responsible for filling out the K and W columns of this chart. As students who already have strong research topics begin work on the KWL, meet with the students who needed a conference based on the previous lesson’s assessment.

Give students sufficient time to complete the first two columns of their KWL chart. Spend about 5 minutes sharing one thing each child wrote on his/her KWL chart. You can do this as a whole class, in pairs, or in small groups. Have students place their completed KWL in their research binder.

INSTRUCTION: Back to Step 2—Information Seeking Strategies



CLASS

Have students return to Step 2 in the Big6 process: Information Seeking Strategies (ISS). Explain to students that multiple sources must be accessed during a research investigation.

Ask: *What do I mean by multiple sources? Why would a researcher look in many different places for the answer to one question?* You can use the Turn-and-Talk strategy here. Share ideas after the brief paired discussion.

Tell students that today they are going to make a master list of all of the sources they can access to respond to their topics. Remember: students do not yet have a final research question. (This is by design!) The KWL and silent search will help students determine if their “topic” and the questions they have posed lend themselves to an inquiry.

Discuss the word *source* and its multiple meanings.

Task Definition:

By investigating various non-fiction resources using the Big6 research method, I will uncover the answer to my research question. I will then share my findings with an audience in the form of a paper, presentation, or performance.



TIP

You may want to invite the school librarian to teach this part of the lesson and you may want to consider adding another day (tomorrow) for the continuation of this lesson. Students are going to need

Prepare a sheet of chart paper, titled “Research Sources.”

In order to compile an accurate and extensive list you will take the students on a Silent Search. Ask students: *Where in our school would you probably find the most sources to answer your research question?* (Answer: Library.)

Tell the students that they will be going on a Silent Search of their school library, and they have a very important goal during this mini-investigation. They will only spend three silent minutes in the library. When they are there, they will jot down all of the possible sources and places researchers can look to find answers to their questions.

You can say, for example: *I will give you the first item you can put on your list right now . . . books! That was an easy one, I know; however, there are many other sources available to you.*



INDEPENDENT

Require students to take their Big6™ Research Handbooks so they can jot down their list on the back of it. Ask if there are questions about this Silent Search. Stress to the students the importance of being quiet in the library and not disturbing any other workers/researchers.



CLASS

Take the class to the library. Then, come back and compile a resource list. Have students write this list in their Big6 Research Handbooks under Information Seeking Strategies. Use chart paper and update the list throughout the unit. You will probably add to it as the students uncover other possible sources.

FORMATIVE ASSESSMENT 3

In their journals or as an exit card, have students answer one of the first two questions listed below. Have all students answer the third question.

1. Before you begin looking for the answers to your research question, what should you do first?
2. What is a source?
3. How does what you already know about a topic (your prior knowledge) influence how you will go about researching it?

significant support in finding the materials they need if they don't have a lot of previous experience using the school library. Your librarian is likely the best resource for teaching students how to access various sources of information.



TIP

Resources found on the Silent Search may include: books, magazines, newspapers,

maps, encyclopedias, computers, the librarian, etc.

Based on student responses to the Computer/Literacy pre-assessment, along with the quick trip to the library in Lesson 3, you may decide to eliminate the Silent Search if your students seem to be comfortable with the resources found there.

If you do not have access to the library you can have students use the internet or a book cart to complete this activity.



TIP

Journal entries will serve as informal assessment tools for you to determine

flexible groups throughout the unit. In addition, you should provide feedback on entries.

Give students written feedback on their responses. Pose questions to further their

	<p>thinking.</p> <p>The third question was not directly taught; however, it will yield important information concerning each student's understanding of the current concepts and principles.</p>
<p>PREPARATION</p> <p>In the next lesson, students will use the Internet. Refer to student responses on the unit pre-assessment to determine their technological needs and know-how. This will help you plan to differentiate for students based on their computer and Internet readiness. You will also need to reserve a computer lab, library, or laptop cart for the next lesson.</p>	