

LESSON 8: A Return Expedition: Working as Researchers

MATERIALS:

- Research Binders
- Access to library
- Big6™ Research Handbook
- Nonfiction Text Evaluation Form (1 per student)
- Big6™ Research Process poster (displayed in the classroom)
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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

SEQUENCE:

WARM-UP: Class Discussion



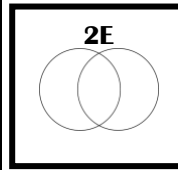
WRITING

Yesterday, we went to the library and you began locating and accessing sources to help you answer your research question. Take a few minutes to write about this experience. Consider these questions:

- *Did you learn any important research tips that you could share with your fellow researchers?*
- *When you go back to the library today, what is your plan of attack?*

Allow 5-10 minutes for students to share their responses and provide feedback and suggestions to one another.

TEACHER NOTES:






For those who struggle with written expression, consider discussing these questions orally.

Using the Class Discussion:

Take notes during the class discussion on student responses. It will give you information that you will not be able to visually observe. It will also give you a good idea of students you could pair to conduct research together.

For example:

- Pair two students with similar research questions.
- Pair strong researchers to work in independent teams and create a small group of struggling researchers for

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| | <p>you and another small group for the librarian.</p> <p>Just do your best to get a good idea of the progress each child is making. One day a child may be a very successful researcher and the next they could become very frustrated.</p> |
| <p>REVIEW: The Concept of Research and the Research Process</p> <p> CLASS</p> <p>Talk with the students about how research is a process and the researcher will often spend days, weeks, months, and even years researching a question. It all depends on the amount of existing information on a particular topic.</p> <p>Share with the students that some of them have topics that lots and lots of people have written about and have extensively researched—they will find what seems like endless resources. Others have much narrower topics that few people have written about and/or researched. This may require them to dig deeper.</p> <p> BIG IDEA</p> <p>Explain to the students that they (and you, too) are going back to the library to RE-search (e.g., to search again). Remind them that researchers, just like historians, scientists, teachers, mathematicians, etc., have a plan. Discuss with students what might happen if researchers began researching without a plan. <i>What if we go into the library today without an understanding of the Big6 process and without specific daily goals? What do you think would happen to our research?</i></p> <p>Guide students to recognize that they could do myriad things: (1) wander around and never find valuable sources, (2) get caught up in one text, (3) read without a purpose, etc.</p> <p> COMPREHENSION</p> <p>Help the students determine what step of the Big6 research process they have accomplished, and help them determine their research goals for today. Explain to students that because they are all different people and all have different research questions, they may be on different steps and have different goals. However, it is</p> | |

still early in the research process and they may still be working on accomplishing the same tasks.

Refer to the Big6 poster in the classroom and ask: *Do we all know what our task is? Who can define the task?*

Call on a student who will either paraphrase the task or read it verbatim from his/her Big6 Research Handbook.

Pose questions like: *Who would like to share his or her question? Have we determined all the possible sources we can access to find answers to our questions? What are some of those sources? Will we all access the same types of sources? Why or why not?*

Think aloud for the students: *So the way I see it is we know our task and we know what kinds of sources we need to seek to complete our task. Is it safe to say that now we are all locating and accessing sources? Good. Tomorrow we are going to talk about how to use the information we find.*

EVALUATION: Nonfiction Text



TOOLS

Explain to students that today when they find a book or other resource such as a magazine, they need to critically analyze the value of the resource. Ask students to share in what ways could a book or other resource they found on their topic NOT be helpful to their research?

Examples:

- Too hard to read
- Too out of date for this topic (discuss when an older resource may be valuable)
- Not written by an expert in the field
- Seems to contain wrong information

Project a copy of the Nonfiction Text Evaluation Form.

Model filling out the Nonfiction Text Evaluation Form, using a book from the Explorer’s Cart. Ask if there are questions. Make sure students know how to locate the information for this form. Your modeling should cover this.




Tell students they are required to fill out only one of these forms today when they are working in the library, but they should always think about these questions as they select

If your library does not have current books on a student’s research topic, they may have to use literature that is outdated. Keep this in mind when explaining the copyright date and what it means for student’s research.



TIP

Use the completed evaluation forms as informal assessment and monitor student progress and understanding.

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| <p>sources. If time allows, give students an opportunity to practice with a book from the cart prior to evaluating their own sources.</p> | |
| <p>LIBRARY: Review of Goals/Research</p> <p>Make sure all students are aware of their goals in the library today:</p> <ul style="list-style-type: none"> • Evaluate a selected non-fiction text. Hand the evaluation form to your teacher when complete. • Select a computer source, book, or magazine to check out and keep in the classroom. Find a helpful reference text to keep on the Reference Cart. <p>Ask: <i>Any questions? Concerns? Comments?</i></p> <div data-bbox="207 730 380 940">  <p>INDEPENDENT</p> </div> <p>Escort students to the library, making sure to instruct them to work independently.</p> <p>Monitor students as they conduct their independent research, reminding them to complete their <u>Nonfiction Text Evaluation Forms</u> as needed. Instruct students to leave the evaluation forms under the Portfolio tab in their Research Binder.</p> | <div data-bbox="1175 327 1360 529">  <p>TIP</p> </div> <p>Make sure you schedule the library visit ahead of time. If possible, make sure the librarian is available to assist students.</p> <p>If the library is unavailable, you can provide non-fiction texts for your students to evaluate in the classroom.</p> |
| <p>CLOSURE</p> <p>Ask: <i>Now that you've had a chance to work as researchers, what do you think are some qualities a good researcher must have? Why?</i> Create a class list that can be posted and added to throughout the unit.</p> | |
| <p>PREPARATION</p> <div data-bbox="207 1381 380 1583">  <p>READINESS</p> </div> <p>During the next lesson, students will be grouped in small groups of 3-4 for an activity in which they discuss a journal prompt. Group students together who appear to have a similar capacity for high-level, conceptual thinking in relation to the unit content. Determine these groups in advance by using your anecdotal records from research observations and past journal entries.</p> <p>Select a passage from a text you are using for your research and make sure you can project it on the board during the next lesson. Pick a short passage to use for a model lesson. Be sure you fully review Lesson 9 in its entirety to understand what you will be doing with this passage.</p> | |

Visit this Website on plagiarism before you teach the next lesson:

<https://www.educationworld.com/teachers/5-ways-teach-students-about-plagiarism>

How to Paraphrase in 5 Easy Steps (Scribber):

<https://www.youtube.com/watch?v=oiM0x0ApVL8>

Visit this website on Creating a Bibliography for Your Report:

<https://www.sciencebuddies.org/science-fair-projects/science-fair/writing-a-bibliography-apa-format>