The Research Process - Elementary

FCPS Inquiry Continuum

This <u>planning form</u> can be used for any research project.

K-2 Student Research Rubric

3-5 Student Research Rubric

Student Bookmarks

Prepare The research process should start with topic that sparks curiosity and wonderings. Students' natural curiosities and wonderings should guide their research. It is important that students are able to have choice regarding the topic. Engage students into the inquiry process through the use of artifacts, pictures, or other media sources.
 I can make connections and build background knowledge. Teaching Strategies for Connecting to Prior Knowledge: Talking Drawings Walk Around Survey Two Minute Talks In the Hot Seat I can brainstorm questions to guide my research. Thick vs. Thin Questions I can identify keywords to make a research plan.

The Key to Keywords (Grades 3-5)



Dig

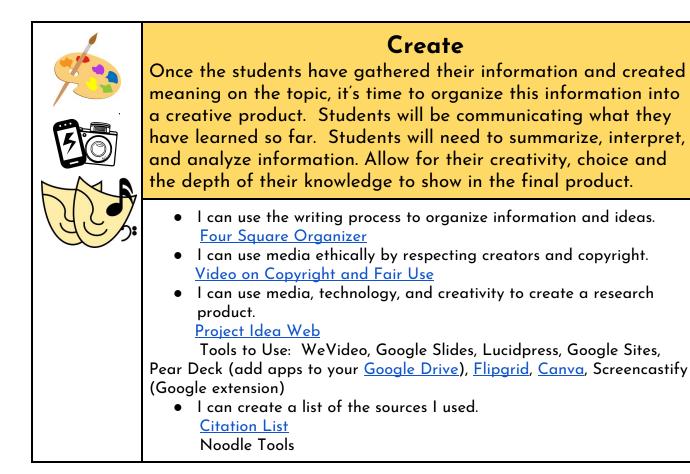
The process continues as students locate and view a variety of resources. It is important to distinguish the difference between fact and opinion. Facts are information presented as true and accurate. Opinions are things believed to be true or a judgment about a person or thing. During this stage students should spend time evaluating the quality of their sources. Sources should also be relevant to the topic and/or research question.

I can use library/media tools to locate resources.
 <u>FCPS School Library Catalogs</u>
 FCPS Databases located on Media Center Homepage

Capstone eBooks (located on Media Center Homepage)
 I can evaluate sources to choose the best ones for my project. <u>CRAAP</u>- Evaluating websites
<u>Fact Finding</u> <u>Dethttps://www.csuchico.edu/lins/handouts/eval_websites.pdfhttps://www.csu chico.edu/lins/handouts/eval_websites.pdfectives</u> (Common Sense Media
lessons) <u>CRAAP Rumble (</u> lesson idea video) <u>Inquiry Log</u> (log to keep track of resources as the student
DIGS for sources)

	Discover In the Discover phase, students will collect information from a wide variety of sources that will deepen their understanding of the topic. Answers will begin to form as they dig into their inquiry. It will be important to cite, quote and summarize information as grade appropriate so that it can be shared in the next step of the research process.		
	 I can use reading strategies to develop my understanding of the topic: I can make predictions I can analyze text structures I can identify main ideas and important ideas I can distinguish between fact and opinions I can make inferences and draw conclusions I can summarize I can identify my sources 		
	Curriculum Now - ELA		
	<u>Pre - K</u>	K	
	<u>Ist Grade</u>	<u>2nd Grade</u>	
	<u>3rd Grade</u>	<u>4th Grade</u>	
<u>5th Grade</u>		<u>Grade</u>	
	 I can use different note taking <u>Taking Notes Lesson Ideas</u> <u>Answering my research question</u> <u>Note-taking resources</u> 		

 I can organize the information I have gathered.
MindMup (add app to your <u>Google Drive</u>)
Read, Write, Think webbing tool
 I can work with others.





Share

The final step in the process has students presenting their new knowledge using their product. An important part of this step is collaborative learning that takes place when students share with others. The discussions that takes place encourages higher level thinking.

- I can present my knowledge to an audience. <u>10 TED Talks by Brilliant Kids</u>
- I can reflect on the research product and process. <u>Feedback Rubric K-2</u> <u>Feedback Rubric 3-5</u>

Adapted from Baltimore County Public Schools All images are from Google (Creative Commons) Created July 2018