

The Research Process - Elementary

[FCPS Inquiry Continuum](#)

This [planning form](#) 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.
[Using Keywords \(Grades K-2\)](#)
[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.
[FCPS School Library Catalogs](#)
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.

[CRAAP](#)- Evaluating websites

[Fact Finding](#)

https://www.csuchico.edu/lins/handouts/eval_websites.pdfhttps://www.csuchico.edu/lins/handouts/eval_websites.pdf (Common Sense Media lessons)

[CRAAP Rumble](#) (lesson idea video)

[Inquiry Log](#) (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	
Pre - K	K
1st Grade	2nd Grade
3rd Grade	4th Grade
5th Grade	

- I can use different note taking strategies and avoid plagiarism.
 - [Taking Notes Lesson Ideas](#)
 - [Answering my research question video](#)
 - [Note-taking resources](#)

- I can organize the information I have gathered.
[MindMup](#) (add app to your [Google Drive](#))
[Read, Write, Think webbing tool](#)
- I can work with others.



Create

Once the students have gathered their information and created meaning on the topic, it's time to organize this information into a creative product. Students will be communicating what they have learned so far. Students will need to summarize, interpret, and analyze information. Allow for their creativity, choice and the depth of their knowledge to show in the final product.

- I can use the writing process to organize information and ideas.
[Four Square Organizer](#)
- I can use media ethically by respecting creators and copyright.
[Video on Copyright and Fair Use](#)
- I can use media, technology, and creativity to create a research product.
[Project Idea Web](#)

Tools to Use: WeVideo, Google Slides, Lucidpress, Google Sites, Pear Deck (add apps to your [Google Drive](#)), [Flipgrid](#), [Canva](#), Screencastify (Google extension)

- I can create a list of the sources I used.
[Citation List](#)
Noodle Tools



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.
[10 TED Talks by Brilliant Kids](#)
- I can reflect on the research product and process.
[Feedback Rubric K-2](#)
[Feedback Rubric 3-5](#)