3rd-5th grade

Research Unit

Big 6

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Research Unit Plan featuring the Big 6

By Katie Douglas

3rd-5th grade

50 minutes each class

Time of Unit Depends on Grade Level

Main Goal: (To add on to each technology skill each year)

3rd grade: To develop research skills and learn how to create power point presentations.

4th grade: To develop research skills, review how to create a PowerPoint presentation, and learn how to scan pictures and use photo story.

5th grade: To master research skills, review PowerPoint, and learn how to use Microsoft word to write a research paper using citations.

Media VSC Objectives:

5b1a. Use technology tools independently or with assistance, to support note-taking.

5b1b. Use technology tools independently or with assistance to support data collection.

3a7a. Practice recording relevant information in formats that help organize facts to facilitate generation of final products.

7a1b. Continue to practice and independently apply strategies for complying with fair use and Copyright laws.

7a1a. Continue to practice and apply strategies for avoiding plagiarism.

6a2a. Continue practicing and applying strategies for designing layouts that communicate content effectively.

6a1a. a. Continue to practice presenting findings in oral, written, visual, and multimedia formats.

3a9a. Practice using an accepted style sheet for formatting required citations.

3a6b Apply strategies for determining relevance of information collected in relationship to what is asked for in the question.

3a4a. Apply criteria related to determining authority of author, accuracy, and currency of information to select appropriate print resources to meet current need.

3a3b. Continue generating and applying search terminology and strategies for using computer/online/digital resources.

Technology VSC Objectives:

2b2a. Comply with copyright laws and fair use provisions when using digital content

2b2b. Use electronic resources appropriately (such as paraphrasing)

3c1a. Explain why the selected technology tools are being used to accomplish tasks efficiently

3c1b. Create new documents to complete learning assignments and demonstrate new understanding

3c1d. Use suitable electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions, such as capitalization, punctuation, spelling, and pronunciation

3c1e. Use word processing technology when appropriate

4b1b. Present ideas and information in formats such as electronic presentations, web pages, graphic organizers, or spreadsheets that are appropriate

4b1a. Select and use the appropriate multimedia and publishing tools to express original ideas with print, drawings, digital

images, video, sounds, and/or personal recording

5a1c. Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use)

5a1e. Understand search strategies for age appropriate Web search engines/directories

6a2a. Share information in age appropriate oral, visual, written and multimedia presentations.

Reading VSC Objectives:

2a1a. Read, use, and identify the characteristics of nonfiction materials such as textbooks, appropriate reference materials, research and historical documents, personal narratives, diaries, and journals, biographies, newspapers, letters, articles, web sites and other online materials, other appropriate content-specific texts to gain information and content knowledge

4a7a. Identify, evaluate, and use sources of information on a self-selected and/or given topic

4a7b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic

4a7c. Select appropriate information for note taking and organizing information (Practice appropriate strategies for organizing information and/or taking notes)

4a7d. Use information from two or more sources to fulfill a given purpose

4a7e. Credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism

Research Topics:

3rd grade: Dinosaurs

4th grade: Biographies

5th grade: Biographies

Preparation/Materials:

* Computer Lab
* Printer
* LCD projector
* “When Marion Copied”, by Laura Berg
* Folders with four different color note cards

Teaching Strategies:

Grade 3-5

**1. Task Definition**  
1.1 Define the information problem  
1.2 Identify information needed

1. Share with them the PowerPoint presentation on the assignment and what is expected of them. The PowerPoint presentation explains about the grading system and what is expected.
2. Read to students “When Marion Copied” to explain why it is important to copy notes in your own words. Show examples of non-fiction text and how you would write it on your index card to take notes.

**2. Information Seeking Strategies**  
2.1 Determine all possible sources  
2.2 Select the best sources

1. Share research websites with students that are found on HES favorites and discuss the different ways to find research (books, encyclopedia, and internet)
2. Discuss the reliability of different websites and how to tell if it is reliable or not. If it is written by a student do not use.
3. Have students work on research using the assigned websites.
4. Introduce [www.encyclopedia.com](http://www.encyclopedia.com) and how to use it to find research for many different topics. Also, share how to use the encyclopedia to look up information.

**3. Location and Access**  
3.1 Locate sources (intellectually and physically)  
3.2 Find information within sources

1. Allow students time to research using the encyclopedia on the internet and in the reference section.
2. Show students how to use a yahoo kids search and remind them how to check the reliability of the website.

**4. Use of Information**  
4.1 Engage (e.g., read, hear, view, touch)  
4.2 Extract relevant information

1. Have students complete their research folder. Make sure that they draw the picture of their dinosaur on the front of the folder for full credit.

Note: Make sure 5th grade fills out forms on the back of their folder of their sources.

PowerPoint: (3-5) -Index cards will be labeled different for 4th and 5th grades (Family/Early Life, Major Accomplishments, Interesting Facts, Life Events)

**5. Synthesis**  
5.1 Organize from multiple sources  
5.2 Present the information

1. Share with students past examples of PowerPoint presentations. Remind them that they will not be adding pictures or animations until all research has been typed.
2. Using the LCD projector as a class, create the cover page which should have the dinosaur name and their name.
3. The next page will be for the index card labeled habitat. Have them type their information on that page. Share how to do this on the screen.
4. The next page will be for the index card labeled anatomy/behavior.
5. Complete the final two pages of interesting facts and diet.
6. Share with students how to search and insert clip art.
7. Allow students to complete this.
8. Share with students how to add themes and change the presentation.

**6. Evaluation**  
6.1 Judge the product (effectiveness)  
6.2 Judge the process (efficiency)

1. Have students take turns sharing them with the class.

Microsoft Word: 5th grade only

1. Explain to students that they will be writing their first research paper and how it is important to use the index cards to help them organize their paper.
2. Share with students how important an introduction is for a research paper. This should include why this person is so important.
3. Have students write their introduction paragraph and choose some students to share.
4. Then have students begin writing their paragraphs keeping the main idea of their index card for each paragraph.
5. Share with students how to write a concluding paragraph that summarizes their research.
6. Model for students how to use Citation Machine to create a bibliography page of their resources. Use this to copy and paste them in the text.

Photo Story: (4th grade) and 5th grade if time allows

1. Explain to students that they will be creating a book about their dinosaur. It should be five pages long. The first page will be a title page and the remaining pages will be about each index card.
2. Students will first type each page on Microsoft Word. It should be written in complete sentences. They will then print out their story after it has been proof read by me.
3. They will then illustrate their story making sure it is done in darker colors.
4. As a class I will share with them how to use the digital camera making sure they are following the correct procedures. They will then take digital pictures of each page of their story.
5. I will share with them how to download it onto photo story and they will then explore how to set it to music and create their presentation.
6. We will take turns sharing these with the class.

Source: Encyclopedia

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| Top of Form  Byline last name | |  |  |  | | --- | --- | --- | |  |  |  | |
| Byline first name initial | |  |  |  | | --- | --- | --- | | include middle name initial where available [A. B.] |  |  | |
| Title of Article -- if no byline | |  |  |  | | --- | --- | --- | | Include title of article here only if there is no byline author |  |  | |
| Date of publication | |  |  |  | | --- | --- | --- | | Year |  |  | |
| Title of article | |  |  |  | | --- | --- | --- | | Include here if not already listed |  |  | |
| Name of encyclopedia | |  |  |  | | --- | --- | --- | |  |  |  | |
| Publishing city | |  |  |  | | --- | --- | --- | |  |  |  | |
| Publishing company | |  |  |  | | --- | --- | --- | |  |  |  |   Bottom of Form |

Source: Online Encyclopedia

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| Top of Form  Byline last name | |  |  |  | | --- | --- | --- | |  |  |  | |
| Byline first name initial | |  |  |  | | --- | --- | --- | | include middle name initial where available [A. B.] |  |  | |
| Title of Article -- if no byline | |  |  |  | | --- | --- | --- | | Include title of article here only if there is no byline author |  |  | |
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Source: Book

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| Top of Form  Author's last name | |  |  |  | | --- | --- | --- | |  |  |  | |
| Author's first name initial | |  |  |  | | --- | --- | --- | | include middle name initial where available [A. B.]. Also include first & middle name initials and last names of addtional authors, separated by commas (,) and the last name preceeded with "&" |  |  | |
| Year of publication | |  |  |  | | --- | --- | --- | | YYYY |  |  | |
| Title of Book | |  |  |  | | --- | --- | --- | | Capitalize only the first letter of the first word of the title and subtitle and seperate title from subtitle with a colon (:) |  |  | |
| Publishing City & state | |  |  |  | | --- | --- | --- | | Separate city and state initials with a comma ( ,) |  |  | |
| Publishing Company | |  |  |  | | --- | --- | --- | |  |  |  |   Bottom of Form |

Source: Internet Site

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| Author's last name | |  |  |  | | --- | --- | --- | |  |  |  | |
| Author's first name initial | |  |  |  | | --- | --- | --- | | include middle name initial where available [A. B.] |  |  | |
| Date of publication | |  |  |  | | --- | --- | --- | | Year, month, day [or year only] |  |  | |
| Article Title | |  |  |  | | --- | --- | --- | | Capitalize only the first letter of the first word of the title and subtitle |  |  | |
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