

Elementary Research Skills: Grades 3–5

Teaching isolated research skills to students in grades 3–5 is generally perceived by both the students and the teacher as busywork. The entire picture changes when teachers use student inquiry as a springboard to develop research project ideas. In this scenario, students immediately buy-in to project-based learning when they are tasked to find the answers to their own essential questions.

Although allowing students to plan and execute projects is outside the comfort zone of many teachers and even students, the shift to implement project-based learning helps move the classroom experience towards student-centered learning.

This course provides strategies and tools that educators can use when teaching students research skills. The course begins with an introduction to using K-W-L charts and brainstorming to reach a primary question. It then covers creating and using text sets, applying keyword search strategies, ensuring students have access to the information needed to answer their questions, and using tools and strategies for effective note-taking. The importance of respecting others' work, properly citing sources, and plagiarism are discussed. The course culminates with quality checklists that teachers can use to ensure student success in creating an oral, written, or digital final product all while addressing inquiry and the Common Core State Standards.

Course Objectives

By the end of this course, you will be able to

Module 1

- Develop strategies to encourage student inquiry.
- Use K-W-L techniques to encourage student-generated questioning.
- Support student development of problem-solving and critical-thinking skills.

Module 2

- Describe project-based learning.

- Use graphic organizers to help students plan research.
- Demonstrate how project planning and research questions are fundamental to project-based learning.

Module 3

- Provide opportunities for multimedia research.
- Create a text set that students can use for research and a checklist to help them determine useful resources.
- Teach students how to select useful and reliable research sources.

Module 4

- Modify and/or design graphic organizers to assist students in note-taking.
- Instruct students on how to take two-column notes.

Module 5

- Design guidelines that permit students to properly present information from multiple sources.
- Assist students in using graphic organizers to extract, summarize, and present information properly.

Module 6

- Use a checklist to help students effectively prepare for written, oral, or multimedia presentations.
- Prepare your students for publication or presentation of their research.

<p>Module 1</p>	<p>Inquiry in the Elementary Classroom</p> <ul style="list-style-type: none"> • Module Welcome • Online Video: Structure Learning with K-W-L Charts • Reading 1: Inquiring Minds Want to Know • Online Video: How to Teach Critical-Thinking Skills: Inquiry-Based Learning • Reading 2: <i>EL</i>—The Case for Curiosity • Reading 3: Models of Inquiry (excerpt) • Check for Understanding • Application: Using K-W-L to Encourage Student-Generated Questioning • Module Journal
<p>Module 2</p>	<p>Formulate Research Questions and Plan Projects</p> <ul style="list-style-type: none"> • Module Welcome • Reading 1: <i>EL</i>—Seven Essentials for Project-Based Learning • Reading 2: Project-Based Learning: A Method to Increase Inquiry through Research • Online Video: Project-Based Learning: Explained • Reading 3: <i>EL</i>—Immersed in Inquiry • Check for Understanding • Application: Planning for Research Projects • Module Journal
<p>Module 3</p>	<p>Conduct Research and Analyze Source Material</p> <ul style="list-style-type: none"> • Module Welcome • Reading 1: Helping Students Navigate the Information Highway • Online Video 1: Kid-Friendly Internet Searches • Online Video 2: Finding Reliable Resources on the Internet • Online Reading 2: Teaching Strategies: Text Sets • Check for Understanding • Application: Analyzing Source Material • Module Journal

Module 4	Take Notes and Organize <ul style="list-style-type: none"> • Module Welcome • Reading 1: Taking Notes: Beginning with the End in Mind • Online Video 1: ASCD Express—How to Take Two-Column Notes • Online Video 2: In-Text Citations • Check for Understanding • Application: Teaching the Two-Column Note Strategy to Students • Module Journal
Module 5	Use Evidence to Support Conclusions <ul style="list-style-type: none"> • Module Welcome • Reading 1: Keys to Teaching Component Skills of Writing from Sources • Reading 2: <i>EL</i>—Plagiarism in the Internet Age • Online Video: Keep It or Junk It? • Online Reading 3: Why Inference? • Check for Understanding • Application: Paraphrasing • Module Journal
Module 6	Show What You Know <ul style="list-style-type: none"> • Module Welcome • Reading 1: Creating a Final Product • Optional Online Video 1: Talk Moves: Developing Communication Skills • Reading 2: Multimedia Presentations (excerpt) • Online Video 2: Survey Student Presentations • Online Video 3: Tips on Giving Oral Presentations • Check for Understanding • Application: Preparing for Publication or Presentations • Module Journal

References

Barell, J. (2003). *Developing more curious minds*. Alexandria, VA: ASCD.

Buck Institute for Education. (n.d.). *Project based learning: Explained* [video]. Retrieved from http://bie.org/object/video/project_based_learning_explained

- Clyde, J. A., & Hicks, A. (2008). Immersed in inquiry. *Educational Leadership*, (65). Retrieved from <http://www.ascd.org/publications/educational-leadership/summer08/vol65/num09/Immersed-in-Inquiry.aspx>
- Danticat, E. Na, A., & Laurence, Y. (n.d.). Workshop 4: Research and discovery. Teaching Multicultural Literature. Retrieved from Annenberg Learner website: www.learner.org/workshops/tml/workshop4/teaching.html
- Engel, S. (2013). The case for curiosity. *Educational Leadership*, (70)5, 36–40.
- Howard, R. M., & Davies, L. J. (2009). Plagiarism in the Internet age. *Educational Leadership*, 66(6), 64–67.
- Larmer, J., & Mergendoller, J. R. (2010). Seven essentials for project-based learning. *Educational Leadership*, 68(1), 34–37.
- Metcalf, J. [metcaljf03]. (2010, July 12). Finding reliable resources on the Internet [video]. Retrieved from <https://www.youtube.com/watch?v=2DzD856cplY>
- Metcalf, J. [metcaljf03]. (2010, July 13). Kids friendly Internet searches [video]. Retrieved from <https://www.youtube.com/watch?v=HLtzgeDltko>
- Oxford University Press ELT. (2013, October 9). How to teach critical thinking skills: Inquiry-based learning [video]. Retrieved from <https://www.youtube.com/watch?v=kzREUCgcZ6Y>
- Platt, R., & Wolfe, J. (2013). How to take two-column notes. *ASCD Express*, 9(3). Retrieved from <http://www.ascd.org/ascd-express/vol9/903-video.aspx>
- Pitler, H., Hubbell, E., & Kuhn, M. (2012). *Using Technology with Classroom Instruction That Works* (2nd Ed.). Alexandria, VA: ASCD.
- researchtutorials. (2008, August 21). In-text citations [video]. Retrieved from <https://www.youtube.com/watch?v=XQ8fy7SPotM>