
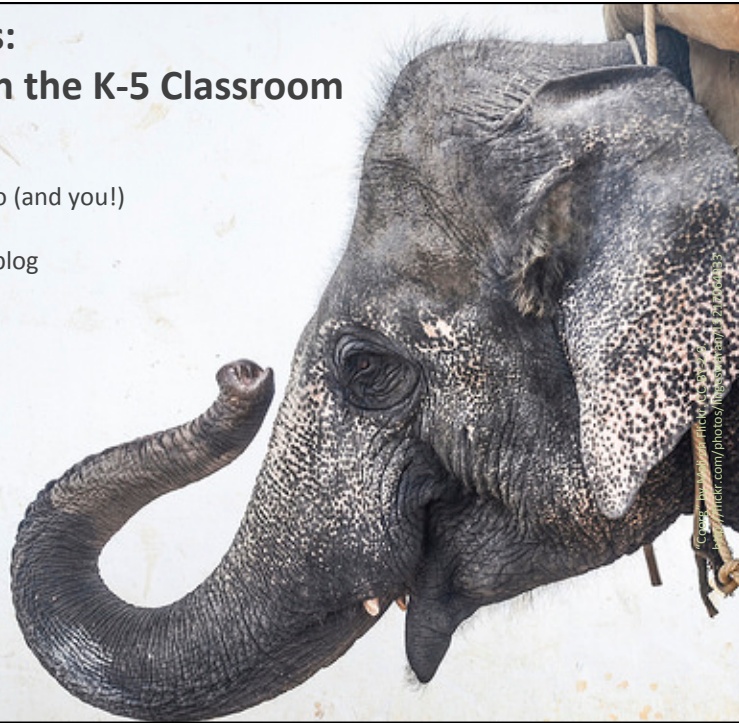


Small Bites: Research in the K-5 Classroom

Presenter:
Kristin Fontichiaro (and you!)
@activelearning
<http://bit.ly/fontblog>

An anatomical illustration showing the skeletons of an elephant and a human. The elephant skeleton is on the right, and the human skeleton is on the left, standing next to the elephant's trunk. The illustration is in a classic, detailed style with a light brown background.

The “bare bones” of tonight’s webinar

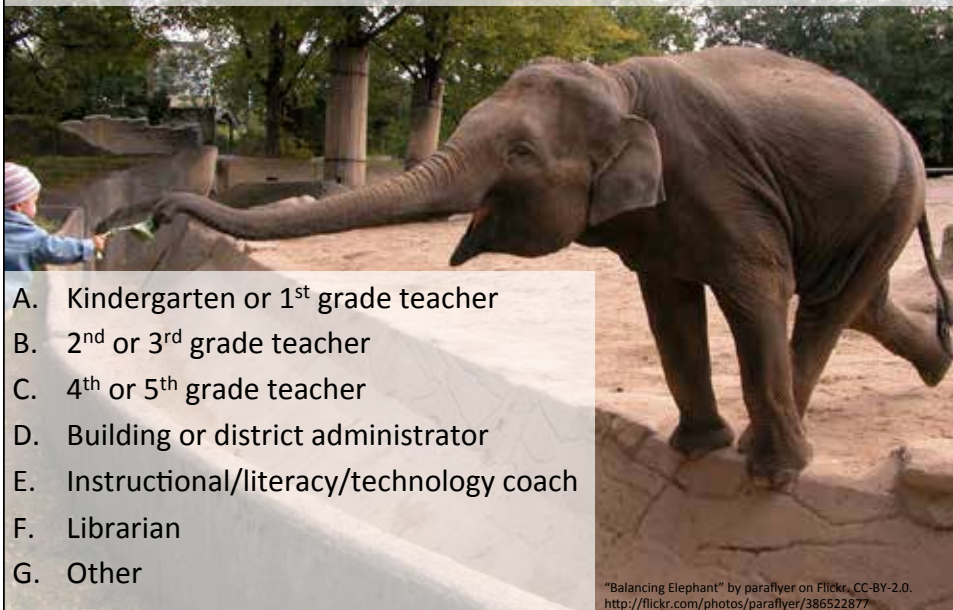
- Talk about our own research experiences
- Explore how CCSS and easy digital answers have changed the elementary research landscape
- Get real about possible projects to raise the bar
- Have some time for you to swap ideas, ask questions

Image: Public domain. <http://www.wikiwand.com/en/Anatomy>

**First, let's
learn a bit
about who's
in the room
today in a
series of
polls ...**



Poll: Hello! Who are you?

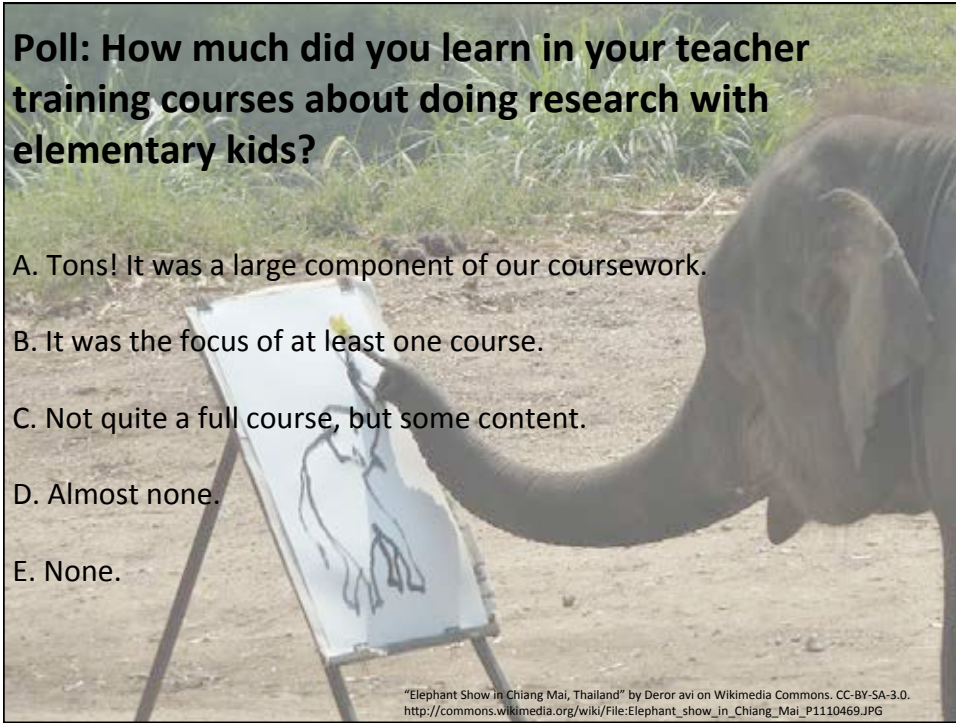


- A. Kindergarten or 1st grade teacher
- B. 2nd or 3rd grade teacher
- C. 4th or 5th grade teacher
- D. Building or district administrator
- E. Instructional/literacy/technology coach
- F. Librarian
- G. Other

"Balancing Elephant" by paraflyer on Flickr. CC-BY-2.0.
<http://flickr.com/photos/paraflyer/386522877>

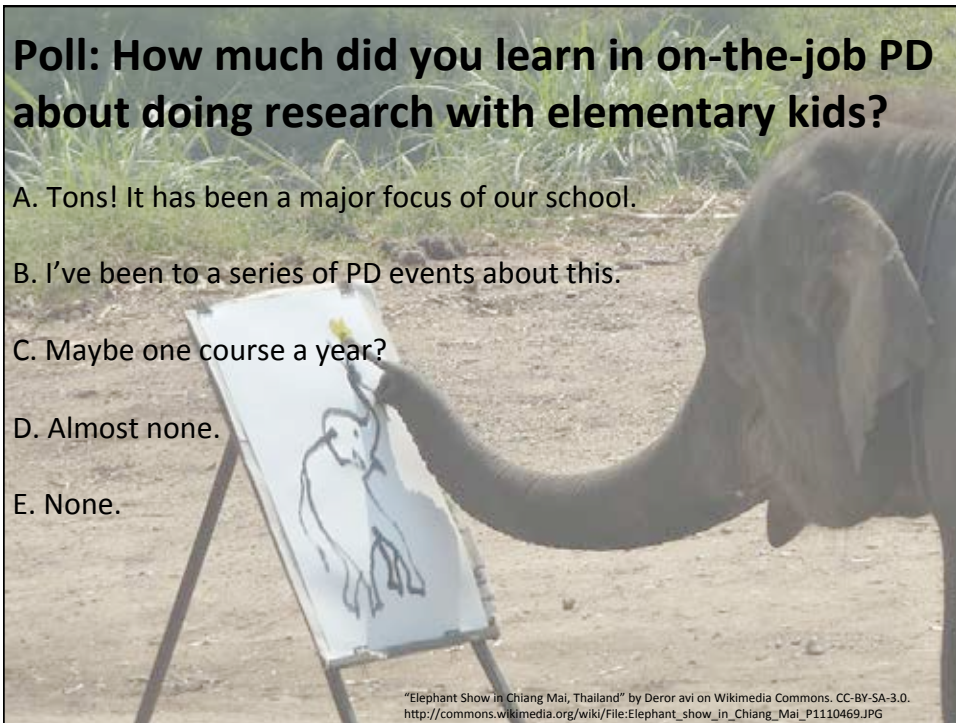
Poll: How much did you learn in your teacher training courses about doing research with elementary kids?

- A. Tons! It was a large component of our coursework.
- B. It was the focus of at least one course.
- C. Not quite a full course, but some content.
- D. Almost none.
- E. None.



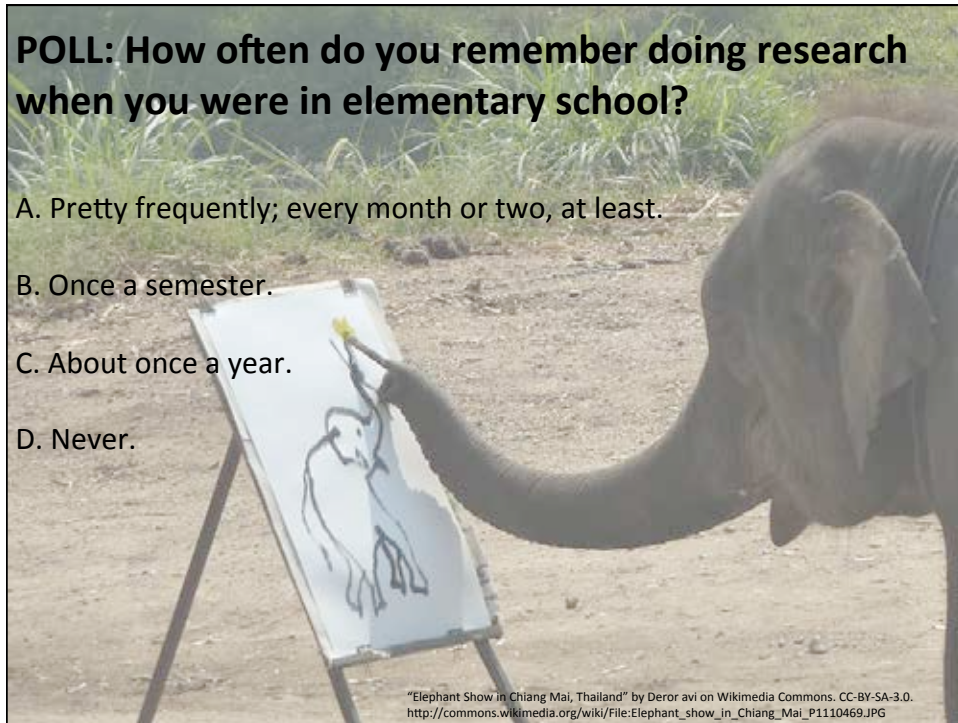
Poll: How much did you learn in on-the-job PD about doing research with elementary kids?

- A. Tons! It has been a major focus of our school.
- B. I've been to a series of PD events about this.
- C. Maybe one course a year?
- D. Almost none.
- E. None.



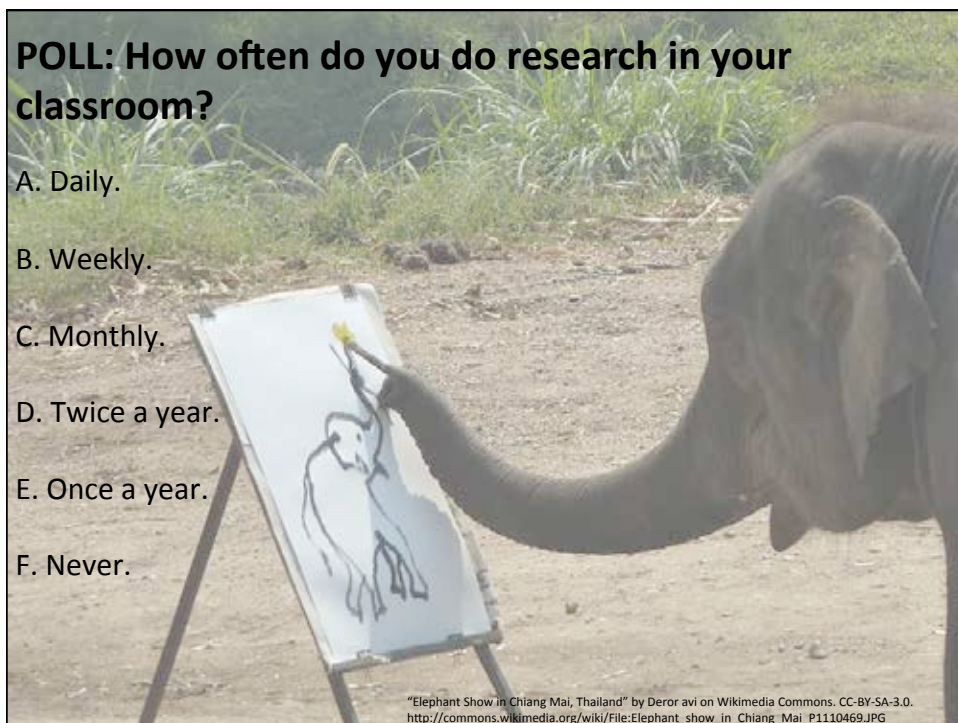
POLL: How often do you remember doing research when you were in elementary school?

- A. Pretty frequently; every month or two, at least.
- B. Once a semester.
- C. About once a year.
- D. Never.



POLL: How often do you do research in your classroom?


- A. Daily.
- B. Weekly.
- C. Monthly.
- D. Twice a year.
- E. Once a year.
- F. Never.





In the chat: What do you love about the research your students do? What do you dislike?

Please preface your answer with (love) or (dislike).

	<p>Animal Research</p> <p>My animal is the <u>ostrich</u>.</p> <p>It is a <u>bird</u>.</p> <p>Its size is <u>7-9 feet</u>.</p> <p>It lives in <u>Africa and zoos</u>.</p> <p>It eats <u>plants, nuts, seeds, insects, lizards, other creatures</u>.</p> <p>Fascinating facts: <u>Its eye is really big.</u> <u>It is taller than a grown-up.</u> <u>Their plumage blends well with the sandy soil.</u></p>  <p>http://animals.nationalgeographic.com/animals/birds/ostrich/</p>	
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**MY OSTRICH
REPORT!!**
By Kristin



The Ostrich

- Bird
- Feathers
- Long legs



Hello Mr. Ostrich!

Lives

- Africa
- Sandy



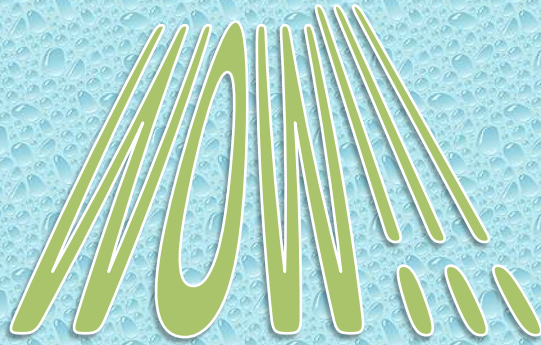
Eats

- Nuts
- Seeds
- Insects (ew!)



Fascinating facts

- Plumage
- Taller than a man!!!!
- Eggs



The End.



**In the chat:
What *explicit* evidence
of learning did you see?**



"william rides his bicycle" by Creature Comforts on Flickr. CC-BY-NC-SA-2.0. http://flickr.com/photos/creature_comforts/8052631880

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Key Design Considerations

CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students entering college and workforce training programs near the end of high school. Grade-specific standards define end-of-year expectations designed to enable students to meet college and career readiness expectations no later than the end of high school. Standards for grades 9–12 work in tandem to define college and career readiness expectations. The former providing broad standards and the latter providing additional specificity. Hence, both should be considered college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in previous years.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students' literacy development

Research and media skills blended into the Standards as a whole

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4 | INTRODUCTION

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

In the chat, which words jump out at you?

standards

document and define general, cross-disciplinary standards that meet for students' workforce training programs read standards define end-of-year expectations on design to enable students to meet conditions no later than the end of high school. (grades 9-12) standards work in tandem to define reading standards—the former providing broad standards additional specificity. Hence, both should be considered college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered

Research and media skills blended into the Standards as a whole

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4 | INTRODUCTION

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Fact-based reports are no longer enough. We need research projects that are ...

- Frequent
- Do more than list facts
- Build toward understanding (e.g., construct an argument)
- Use multiple sources



"Hattie" the elephant and Bill Swaine. Provided by Library of Congress. https://www.flickr.com/photos/library_of_congress/364076105/



And maybe that means they're harder on us to organize.

They'll require more time on comprehension and synthesis and less time on creating a product.

{gulp}

"Like a Sprite ad" by twowaystairs on Flickr. CC-BY-NC-SA-2.0. <http://flickr.com/photos/75628938@N00/6940355952>



"Lunch" by TeryKats on Flickr. CC-BY-NC. <http://flickr.com/photos/terykats/5936415727>

That's a lot to swallow.

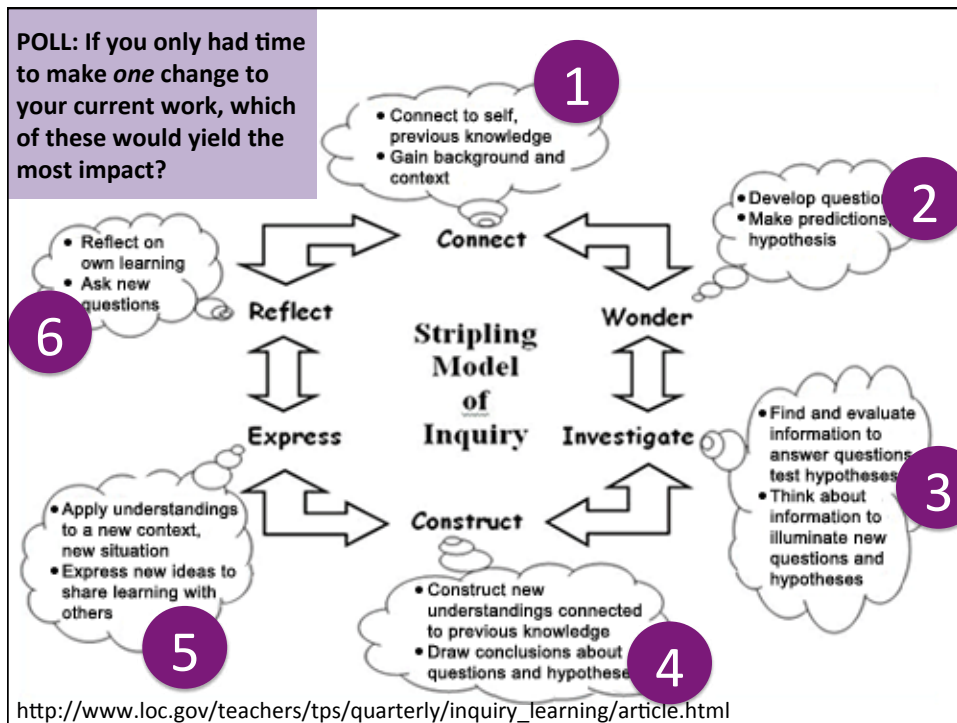
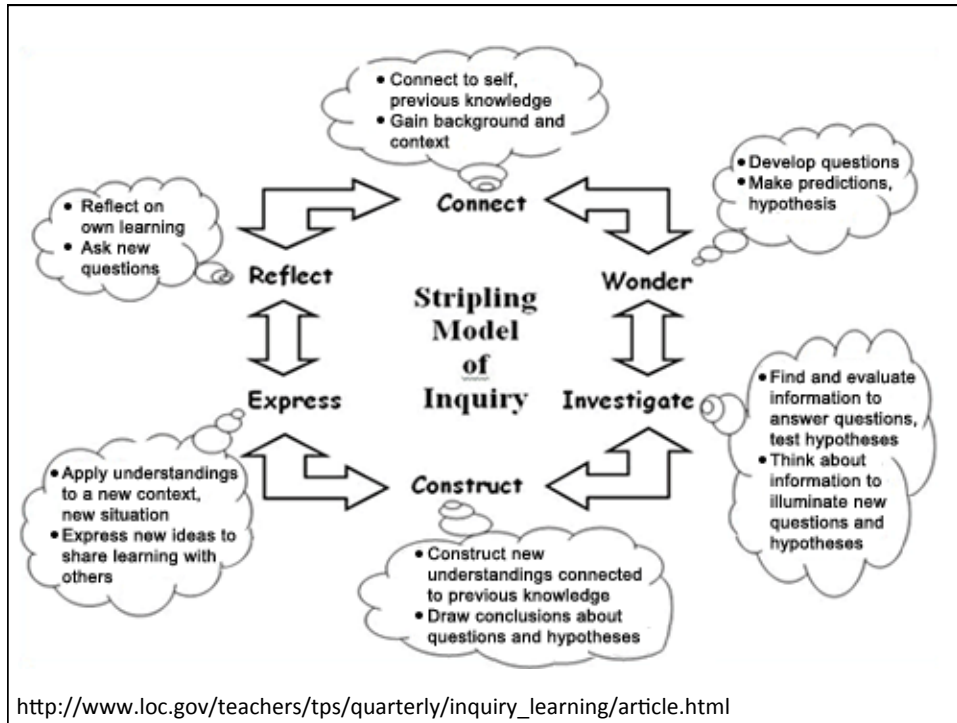


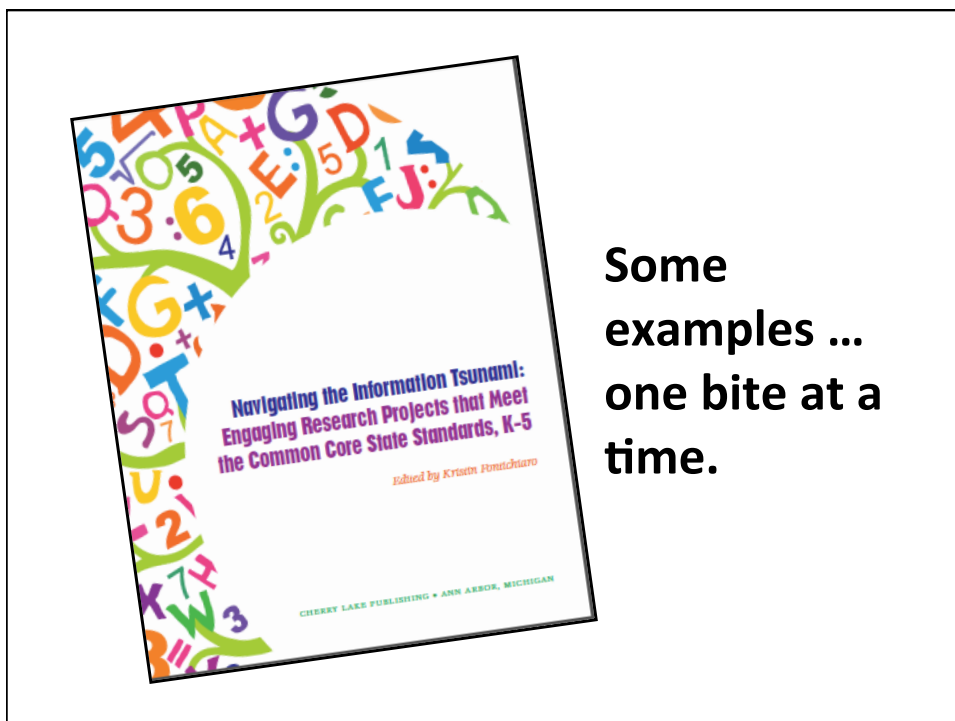
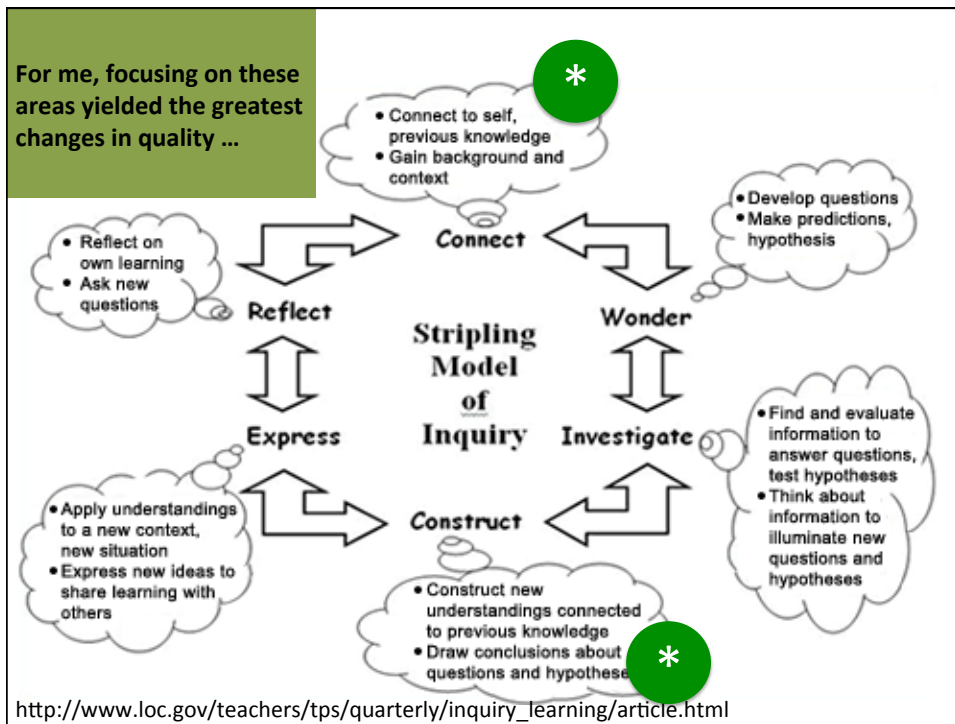
Big Picture Strategy: Bring more of what we know about reading comprehension and writing to research tasks.

How do you eat an elephant?



"Plate" by Brennan Novak for TheNounProject.com. Public Domain. <http://thenounproject.com/term/plate/12611/>.
"Elephant" by Sean Henderson for TheNounProject.com. CC-BY-3.0. <http://thenounproject.com/term/elephant/12446/>





Kindergarten

Key Standard

Writing K.7—Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

To achieve this standard, students will need to be able to

- with prompting and support, ask and answer questions about key details in a text (Reading Literature K.1);
- name the author and illustrator of a text, and define the role of each in telling the story (Reading Literature K.6);
- actively engage in group reading activities with purpose and understanding (Reading Literature K.10); and
- with prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text (Reading Informational Text K.3).

KINDERGARTEN

Name _____

One thing good writers do is _____

Tomie showed us this in his book _____

when he _____

From Navigating the Information Tsunami: Engaging Research Projects That Meet the Common Core State Standards, K-5. Cherry Lake Publishing, 2013.

Grade 1

Key Standard

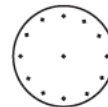
Writing 1.7—Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).

To achieve this standard, students will need to be able to

- use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships, e.g., "because" (Language 1.6);
- identify the main topic and retell key details of a text (Reading Informational Text 1.2);
- identify basic similarities in and differences between two texts on the same topic, e.g., in illustrations, descriptions, or procedures (Reading Informational Text 1.9);
- participate in collaborative conversations with diverse partners about grade 1 topics and texts, with peers and adults in small and larger groups (Speaking and Listening 1.1);
- add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings (Speaking and Listening 1.5);
- with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question (Writing 1.8); and
- tell and write time in hours and half hours (Measurement and Data 1.3).

GRADE 1

Name _____



__ : 00

First, _____

From Navigating the Information Tsunami: Engaging Research Projects That Meet the Common Core State Standards, K-5. Cherry Lake Publishing, 2013.

Grade 2

Key Standard
Writing 2.1—Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

- To accomplish this standard, students will need to be able to
- navigate Web content;
 - draw conclusions from informational text;
 - use conventions effectively; and
 - weigh evidence against a set of criteria.

Qualities of an Outstanding President—Wiki Template

President	Did he set a good example for others?	Well liked?	Improved the lives of others?	Fair?	Improved our country?
John Adams		No, because he was <ul style="list-style-type: none"> • stubborn • had lots of enemies 			
Lincoln		Yes, because everyone wore / like like buttons.	Yes, because he ended the war in Korea.	Yes, because he protected black children who wanted to go to school with white children.	Yes, because he built highways to make it easier for people to travel.
			Yes, because he helped the poor by starting the Peace Corps.		
				Yes, because he wanted the United States to be a place where anyone could get an education.	

Grade 3

Key Standards
Writing 3.4—With guidance and support from adults, produce writing in which development and organization are appropriate to the task and purpose.
Writing 3.5—With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Writing 3.7—Conduct short research projects that build knowledge about a topic.

- To accomplish these standards, students will need to be able to
- extract information and images from digital resources;
 - scan documents or take digital photos;
 - import digital images into a wiki page; and
 - sequence a story.

- Team: Research biome
- Solo: Research animal from that biome
- Solo: Review research from another team about their biome
- Solo: Construct adventure narrative: your animal in a new biome

Grade 4

Key Standards

Writing 4.7—Conduct short research projects that build knowledge through investigation of different aspects of a topic.
Writing 4.8—Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

To accomplish these standards, students will need to be able to

- paraphrase informational text;
- synthesize information to decide what is most relevant and persuasive in order to define a problem and suggest potential solutions to the problem; and
- search an online encyclopedia and/or database, then both read and skim for relevant information.

Topic	Endangered animal		
Background information	Life cycle	How is this affected by threat to the animal?	→
	Natural habitat (ideal ecosystem)		→
	Food web (including both predators and prey)		→
Focus on endangered status	How many of this species are left? Compare to numbers in the past.		
	What is the biggest threat to this animal's survival as a species?		
	Why does this threat exist?		
	What can be done to protect this animal from extinction?		

Grade 5

Be a History Detective!

All good detectives follow a process during their investigation. Your job is to investigate the clues left behind by the people of the Great Depression and Dust Bowl era. Use this organizer to help you analyze, understand, and interpret the photograph's clues.

Observe	Background Knowledge	Deductions
What do you see in this photograph? Make a list of the details you see.	What do you know about this time period from previous classes, reading, research, or your own experiences?	What conclusions can you draw or inferences can you make based on what you see in the photograph and your background knowledge? Make a list of your conclusions or inferences.

Key Standards

Writing 5.1—Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Writing 5.4—Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
Writing 5.5—With guidance and support from peers and adults, develop and part from texts and audio, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Writing 5.7—Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
Writing 5.8—Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

To accomplish these standards, students will need to be able to

- Use primary and secondary sources
- make inferences and draw conclusions;
- Sequence events using outlining or storyboarding;
- use narrative techniques, such as dialogue, description, and pacing;
- use rich vocabulary and sensory details to enliven narrative;
- demonstrate oral speaking skills;

Plus ... tips for downloading YouTube, using Creative Commons licenses to avoid the plagiarism problem, note-taking, discussion ideas, search strategies, etc.

The screenshot shows the Cherry Lake Publishing website. The main title is "Navigating The Information Tsunami". The book cover features a colorful tree with letters and numbers. The price options are: Paperback (\$29.95), PDF (\$29.95), and Heated ebook (\$42.79). A purple diagonal watermark reads "http://bit.ly/tsunami-book".

