**Research Skills**

1. How to ask a question

* Talk about wondering and questions. Give the students two minutes with an elbow buddy to talk about things they wonder or questions they have.
* Each student writes a question or something they wonder about on a sticky note
* Take the questions in and organize according to “Instant Answers” versus “Research Answers”
* Discuss the reasons why they are instant or research questions
* Predict your answer

1. Search for information

* Brainstorm as a class all the different places you can find information
  + The Internet
  + Books (the library at school, and city library)
  + People
  + Places
* Pick an “instant answer” question from last day and model how to find the answer online. Make sure you pick a question that can be answered in a book too, and get a book from the library that will answer it.
* Explain what a search engine is; it is not the source, it is how you FIND the source.
* Search the question on Google and again on Kiddle.co and show the kids the difference and what is best for their age. Explain how adding words like “for kids” helps make better searches
* Walk them through the search engine options – Web, images, videos, news, books
* Show how to bookmark
* If you put something in quotation marks it will show you that exact phrase
* If you want a video but want to find ones you can see you can search “Dinosaurs -youtube”
* Now show them how to answer the question using the book, highlight the index and table of contents. (Fiction & non-fiction)
* Talk about verifying information. Are they the same? Do they agree?

1. How to Evaluate resources

* Show the House Hippo video <https://www.youtube.com/watch?v=TijcoS8qHIE>
* Watch it again and find clues that show you it can’t be real. Share them with the class.
* Discuss fact vs opinion
* Ask them “How do you know something’s true?”
  + More than one source
  + Consider your source (what is their hidden agenda)
  + No Wikipedia unless information is double-checked with another source (anyone can change it any time)
  + People can be sources
  + Is there proof?

1. How to take notes

* Show and explain the Double Entry Journal.
* Write down your source (general name of web site, title of book, teacher name etc)
* Paraphrase/Putting in your own words
  + Point-form – what it is; when to use
  + Read
  + Cover
  + Look away
  + Say in your own words
  + Write your own words
  + Model this process with the question you are answering
  + Have students come up to model as well
  + Print one good page from the website you use to answer the question. Give students the double entry journal and the page with the information. Have them pull out 3 important points using the steps above to record their information in THEIR words.

1. How to share your learning

Brainstorm with your class. Explain to them that they may also want to learn a skill like Hour of Code. Not everything you learn can be held in your hand. Some options may include.

* Power Point
* Photostory
* Poster
* Book
* Pamphlet
* Poster board
* Diorama
* Presentation
* Game
* A Lesson
* Puzzle, Wordsplash (Wordle), Crossword
* Song
* Top 10 List
* Advertisement
* Comic Strip
* Video showing skill

1. Students use the skills taught above to complete their own project for either an “Instant” or “Research” question (teacher’s choice). If students keep coming up with “Instant” type questions, guide them towards more “Research” type questions.
2. Get a list of student topics, and take them to the library to find books for them to use as well as online research.
3. Students self-evaluate themselves on the SECRET Skills throughout the process.