*English Instructional Plan – Research: Grades 2-3*

**Primary Strand: Research 2.12, 3.10**

**Integrated Strand/s: Communication and Multimodal Literacies 2.1, 3.1, Reading 2.8, 3.6**

**Essential Understanding:**

All students should:

* understand that research can be used to answer questions or solve problems
* understand that various sources can help provide information
* understand how information should be collected, analyzed, organized, and presented

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

* work collaboratively to generate questions to gather information
* use graphic organizers to organize information
* use provided sources to gather information, answer questions, or solve problems
* make decisions about which resource is best for locating a given type of information

**Primary SOL:**

2.12 b) Generate questions to gather information.

d) Find information from provided sources.

e) Organize information in writing or a visual display.

f) Describe difference between plagiarism and using own words.

3.10 a) Construct questions about the topic.

b) Access appropriate resources.

c) Collect and organize information about the topic.

e) Avoid plagiarism and use own words.

f) Demonstrate ethical use of the Internet.

**Reinforced (Related Standard) SOL:**

**Academic Background/Language:**

The research standards in grades 2-3 build upon what students have learned in K-1, specifically generating questions. Encouraging questions builds wonder and curiosity needed for all learners. In grades 2-3, the emphasis moves to creating quality questions. For learners who need further guidance in asking questions, teachers may want to incorporate the teaching method of providing an answer and having learners create a question to go along with it.

The Question Formulation Technique can be used to create a step by step process for learners who are still building a foundation for asking quality questions. Some learners may be new to graphic organizers, especially graphic organizers that rely heavily on open-ended question stems. Teachers may choose to use graphic organizers that are more explicit and less open-ended.

## Materials

* Projection System
* Technology access for teachers and/or students
* Highlighters
* Paper/pencil
* Printable Graphic Organizers

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. The teacher will ask students to draw a picture of a hero.
2. Provide time for students to share their images.
3. Have students work in small groups to answer the following question, “Do all heroes have superpowers?”
4. With the class, read this article in [Wonderopolis](https://www.wonderopolis.org/wonder/do-all-heroes-have-superpowers). The teacher may want to share the opening video/pictures as an anticipatory set for students.
5. Revisit the question, “Do all heroes have superpowers?”
6. Have students brainstorm a list of characteristics that make up a hero. What adjectives can be used to describe a hero? Then, have students revisit their list and come up with an action that would show that characteristic. For example, if the characteristic is brave, an action would be helping someone out of danger. This will help students match characteristics or beliefs with actions or achievements.
7. Reread this quote from the article, “Even though superpowers might make being a hero easier, every day there are people who selflessly volunteer their time and skills-and sometimes even put themselves in harm’s way- to protect and defend others. These everyday heroes might not have superpowers, but they’re still superheroes to those they help.” Helping is a big part of being a hero. We may already know about some heroes who have made history. Some of them have holidays named after them, books written about them, or movies made about them.
8. Allow the class to create a list of real-life heroes. The teacher may also decide to provide a list of heroes that fit a certain category, such as Civil Rights Heroes or Inventors/Scientists. Second grade teachers may want to utilize the list of individuals who have changed the lives of Americans as provided in the second grade History standards. Third grade teachers may want to focus on those heroes that meet the standards of a good citizen as described in the Civics standards.
9. Assign one scribe per group. In small groups, have students choose one person from the class or teacher generated list. Establish the guidelines that students will ask as many questions as they can and that students are not to stop to discuss, answer, or judge any questions. Set a timer and have students brainstorm a list of questions that they would like to know about the person.
10. Afterwards, provide a mini-lesson on closed-ended and open-ended questions. Open-ended questions often involve explanations or lots of details to answer. They often begin with “Why...” “What if…” or “How…” Closed-ended questions are often specific and can be answered in only a few words. Closed-ended questions often begin with, “Who..” or “Where was..” Explain to students that most questions for research are open-ended questions. Closed-ended questions can be useful to help answer open-ended questions. Ask students to look through their questions and put a **C** next to closed-ended questions and an **O** next to open-ended questions.
11. Have students choose 2-3 questions from their list that will provide answers about who their hero was. Have students highlight these questions in one color. These questions will probably be the closed-ended questions such as, “Where did he live?” or “What was her job?” For example, “Dr. Martin Luther King Jr. was born in Atlanta, Georgia and was a preacher in a church. He then became a leader for civil rights.”
12. Have students choose one question that will provide information on what the hero believed. Have students highlight this question in another color. These questions should be open-ended questions such as, “What did this person believe?” or “How did this person feel about the problems around them?” For example, “Dr. King believed that people should not be violent. He believed that all people should have the same rights.”
13. Have students choose 1 question that will provide information on what the hero achieved. Have students highlight this question in another color. These questions may be a mix of open-ended and closed-ended questions. Examples include, “Why is this person now called a hero?” or “How was this person successful?” For example, “Because of Dr. Martin Luther King’s leadership, laws were passed to give African-Americans the right to vote.”
14. If possible, provide print resources from your school or local library about the chosen heroes. Students can also use sites such as [Ducksters](https://www.ducksters.com/) ,(the biography section has an easily searched list of people) [People in American History](https://www.readworks.org/article/People-in-American-History/6f8b3de9-1f06-42f5-ab57-be76baaf7dac#!articleTab:content/contentSection:8827e66c-6dd8-45b4-9a04-4122cffe77e3/) , [Influential People](https://www.readworks.org/article/Important-and-Influential-People/27c0e38a-02c6-4697-9cd8-edef774f0e7e#!articleTab:content/contentSection:ef719283-5797-49d6-a0b4-c9efa5124da8/) or [Kids Infobits](https://go.galegroup.com/ps/start.do?p=ITKE&u=virginia_main) to help answer the questions. Students can also use the [EBSCO K-8 Collection](http://finditva.com/k-5/) for additional resources.
15. Provide time for students to use resources to answer questions. Students can organize information on the attached sentence stem organizers or a form of your choosing. Before students begin writing, let students know that when we write information to answer our questions, we write it in our own words so we don’t steal someone else’s work. It can be helpful to fill out the graphic organizer after students read a source.
16. Once students have had a chance to collect and organize information, lead students through a review of their notes. If a student has written something they don’t understand, this may be a clue that the notes are not paraphrased and is a good opportunity to practice putting it in their own words. Specifically, third grade students are asked to demonstrate ethical use of the internet and paraphrasing is one way to do so.

**Assessment (Diagnostic, Formative, Summative)**

* Monitor student responses to oral questions
* Student generated question lists
* Research notes in response to answer questions
* Completed sentence stem organizers or other graphic organizer

**Writing Connections:**

* Students will organize their information in a graphic organizer.
* Students will create a list of characteristics and actions that create a hero.
* Extension activities can provide a variety of writing connections based on the needs of the learners.

**Extensions and Connections (for all students)**

* Students can create a holiday for their chosen hero. What day would it be and why? How would this day be celebrated?
* Create a Hero Hallway of Fame as a final product and way to share research.
* Teachers can visit and utilize this site, [My Hero](http://www.myhero.com/) as a means for further research or to share student work.
* Allow students to compare their researched hero with a popular superhero.

**Strategies for Differentiation**

* The whole class can research the same person. This allows more opportunities for teacher modeling.
* Have a list/chart of characteristics for students. Have students circle 5 characteristics that describe a hero.
* Provide print materials of various lexiles to meet the needs of all readers.
* Provide a list of Close-Ended and Open-Ended Questions for students.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

