

ESOL Bursts: Research for the 21st Century Learner

Skill	Example	Example	Example	New Idea
Note Taking/ Paraphrasing	<i>Climate Synthesis</i> Students are given a general topic and asked to narrow it down (Ex: given a topic of climate , they could narrow it to a specific country's climate.) Students search in 3 different sources for information and select and copy one quotation from each source into a graphic organizer . Students then paraphrase the quotes and use the passages to write a paragraph explaining what they learned.	<i>Quote Paraphrase</i> Given a paragraph from a level appropriate database, teacher models note taking directly underneath the paragraph. Students use the notes to write a summary sentence . Students then find their own paragraph and write notes. Depending on the class, students could work together or independently. Students will share their new summary sentence with the class. This could be done a few times together and then used regularly as a warm up or homework assignment.	<i>Highlighting the Important Stuff</i> Using a basic article (Ex: Amelia Earhart), students will be split into small groups to read together. Each group will get a question and be responsible for locating the information in the article that relates to their specific question. Information is recorded on a graphic organizer .	
Navigating Nonfiction Texts	<i>Accessing Cool Nonfiction Online</i> Take advantage of the county's subscriptions to MyOn and TumbleBooks to access useful electronic texts . Both fiction and nonfiction titles are available, and features include options to read aloud, highlight text, define words, and ask questions.	<i>Text Features Scavenger Hunt</i> Use external text features (bold, italics, charts) to create a scavenger hunt for students. Students can work independently or in pairs, accessing a cart of nonfiction books and a chart with text features. Students must find and record an example of each feature and explain its purpose.	<i>Video Vocab</i> Students will watch a short video and record ten important words/phrases. Pause the video periodically to give students enough time to work. Then students form small groups to determine consensus on the top 10 key words or phrases from the video. They can submit their list via Google Form , which the teacher will collect to create a Wordle . Take 10 largest words from Wordle and students write definitions, record what they know, or expand into text. Could be adapted to other types of media, such as a brief article or infographic.	
Citing Sources	<i>Citation Races</i> Pairs of students race to correctly complete a citation. Using Google Docs projected on a screen allows everyone to see the citations as they are built. Citation Races can also be completed physical manipulatives or written out with traditional pen and paper.	<i>Persuasive Images</i> During a persuasive writing assignment, students find three pictures that help to defend or prove their argument . The librarian teaches a brief lesson on citing online photos and also reviews proper search term creation. Students record the citation of the image and write a brief explanation of how image improves their argument.	<i>Book Spine Poetry</i> Focusing on writing mini autobiographies , students create book spine poetry, including the citation for each book used.	

Search Strategies	<i>Intro to Database Research</i> Create an assignment using only one electronic resource . Librarian provides a brief overview of research and plagiarism issues. Then provide instruction on using the selected database, including how to find citation information. Students will use a graphic organizer to collect the information they've found.	<i>Database Treasure Hunt</i> Use a treasure hunt activity to engage students while learning about different database features . Students are given a series of activities that take them on many searches throughout databases. This could be tailored into any curriculum area as it is being taught.	<i>Gallery Walk</i> Using the idea of a traditional gallery walk , students present an image that summarizes the general topic of their research question. The teacher places these images throughout the classroom, and students are able to respond to the image/topic by adding additional words and phrases. The words/phrases can be used for further research or to help students focus their topic.	
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For more information, please visit our web site:

www.inquirybursts.com

