

|                                     |   |   |
|-------------------------------------|---|---|
| Grade: 8                            | Strand: Reading   | Concept: Using a K-W-L chart to plan a research project |
| Description of Task:                | <p>Students use a K-W-L chart to plan a research project by formulating a question and locating resources.<br/>         (This activity may be completed as a component of a series of activities that support the research process:<br/>         8R6 (Creating a K-W-L Chart)<br/>         8W8 (Essay writing – organizing body paragraphs)<br/>         8W9 (Organizing research to draft a report essay)<br/>         8OVC4 (Presenting a research project).)</p>   |   |
| Expectations:                       | <p>8e28 • decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;<br/>         8e35 – select appropriate reading strategies (e.g., skim text for specific information; scan text to determine the purpose of the text or the type of material; monitor their own comprehension);<br/>         8e36 – plan a research project and carry out the research;<br/>         8e38 – use their knowledge of the characteristics of different forms of writing to help them select appropriate materials for a specific purpose;<br/>         8e45 – use a variety of conventions of formal texts to locate information they need (e.g., footnotes, endnotes, lists).</p> <p>Depending on the choice of topic, a number of expectations from various curriculum areas can be addressed. E.g.</p> <ul style="list-style-type: none"> <li>• formulate questions to guide research on issues and problems (e.g., Why did Nova Scotia join Confederation in 1867 while Prince Edward Island did not? What qualities made Louis Riel a good leader?);</li> <li>• use a variety of primary and secondary sources to locate relevant information about the regional interests of each colony/ province before and after joining the Dominion of Canada (e.g., primary sources: artefacts, journals, letters, statistics, field trips, period documents and maps; secondary sources: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);</li> <li>• construct and use a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., a decision-making chart showing the advantages and disadvantages of joining Confederation for each colony);</li> </ul> <p><i>The Ontario Curriculum Social Studies, History, Geography, Revised 2004</i></p> |   |
| Software Type:                      | Word Processing   |   |
| Computer Skills Prerequisite        | <p>Students must be able to:</p> <ul style="list-style-type: none"> <li>• Access and run a word processing program</li> <li>• Create a table with a specified number of rows and columns</li> <li>• Enter text into a table</li> <li>• Print and save their work.</li> </ul>  |   |
| Student Instructions: (for teacher) | <ol style="list-style-type: none"> <li>1. At the outset of the research assignment, once a topic has been determined, ask students to complete the “What We Know” (K) and “What We Want to Find Out” (W) columns of their charts in pairs to help them generate ideas.</li> <li>2. In the “W” column, encourage students to formulate a number of questions they have on the topic (suggest 5 – 7).</li> <li>3. Have students conference with peers and/or teacher to review the questions. A checklist for the question review could include:             <ul style="list-style-type: none"> <li>• Does the question elicit information, or can it be simply answered with “Yes” or “No”?</li> <li>• Does the question begin with a question word such as “How” or “Why”?</li> <li>• Does the question invite discussion and elaboration?</li> </ul> </li> </ol>   |   |

|                |  |
|----------------|--|
|                | <ul style="list-style-type: none"> <li>• Do people have strong opinions about the question?</li> <li>• Are teachers and classmates interested in the question?</li> </ul> <ol style="list-style-type: none"> <li>4. Students may wish to edit or refine their questions after this review based on the feedback they receive.</li> <li>5. Once the questions have been formulated, students can begin to identify resources and keywords that can be used to search for information. Have students record their resources and keywords on the chart in the applicable fields.</li> <li>6. Ensure that they record bibliographic information about their resources in an appropriate format.</li> </ol>   |
| Teacher Notes: | <p>A K-W-L chart is a visual organizer that permits us to outline what we know, what we want to find out, and what we have learned. It can be used before, during and after the research process to organize ideas and assist students in focusing their research.</p> <p>Teachers may ask students to create their own charts, or they may use the template provided with this activity.</p> <p>The research process:</p> <ul style="list-style-type: none"> <li>• is best supported by coordination among teachers and the teacher-librarian who provides a coordinated, cross-curricular program of research instruction and application and access to appropriate resources and programs;</li> <li>• requires differentiated supervision of students as they mature and accept responsibility for research goals and choices for the research;</li> <li>• requires coordination among teachers to monitor student overload;</li> <li>• requires coordination with information sources (e.g. print, media, human and electronic) in the school and community to facilitate access to information.</li> </ul> <p>(<i>Teaching/Learning Strategies Teach Companion, Ontario Curriculum Unit Planner, Ontario Ministry of Education, 2002</i>)</p> <p>This activity can be used as one in a series of activities supporting the research process. See 8W#8 (Essay writing – organizing body paragraphs), and 8W#9 (Organizing research to draft a report or essay), and 8OVC#4 (Presenting a research project).</p> <p>Related offline activities:<br/>Students can print their K-W-L charts at any point in the process, and then continue to record information by hand.<br/>Review the appropriate format for bibliographic references.</p> |
|                | Activity Template File: Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Student Instruction BLM: Y <input checked="" type="checkbox"/> N <input type="checkbox"/>   |
| Assessment:    | <p>Does the student generate appropriate, relevant questions? (curriculum)</p> <p>Does the student identify relevant keywords to assist in locating information? (curriculum)</p> <p>Does the student identify a suitable number and a variety of relevant resources? (curriculum)</p> <p>Does the student identify a variety of sources and resources to collect information? (learning skills)</p> <p>Does the student effectively use a variety of information-gathering techniques and different information sources? (learning skills)</p> <p>Does the student assume responsibilities in groups? (learning skills)</p> <p>When working with others, does the student respects the rights, responsibilities and contributions of self and others? (Catholic Graduate Expectations)</p>  |