Name:

Grade 4 Date:



Based on the Writing for Understanding Approach, Vermont Writing Collaborative ©2011

My Group Research Project on

Natural Disasters

Research Question:

What hazards can result from \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and what can we do to reduce the impact of \_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Becoming an Expert

**Small Group Research Packet**

*Building Knowledge and Understanding through Research*



|  |
| --- |
| **Becoming an Expert** |
| Date Completed |  Steps |
|  | Where Am I Going? | Text Structure |
|  | First Read Part 1 | Close Read Part 1 |
|  | First Read Part 2 | Close Read Part 2 |
|  | The Fab Five | Rolling Knowledge Journal |
|  | Reading for Evidence |
|  | Recording Evidence |
|  | Additional Evidence | Focus Statement |
|  | Working with Evidence |

Research Question: What hazards can result from \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and what can we do to reduce the impact of \_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Where Am I Going?**

Work with your group to answer the questions below.

**?**

What is your research question?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Skim your source. In one or two sentences describe what this text is mostly about.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How will this source help you answer your research question?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the copyright information for your text to complete the section below.

Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of text: nonfiction book article website excerpt other

Publisher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Publication date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**First Read, Part 1**

With your group, read the text aloud.

With your group, use one of the options below to read pages \_\_-\_\_\_ of your source aloud. Check a box to show the option you chose.

Ideas for a First Read:

* Take turns reading, have each person read a page or paragraph.
* Choose one or two people to read aloud. The rest of the group reads along silently while listening.
* Listen to a recording of your book, reading along silently while you listen.
* Another idea:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do you find confusing or unclear about the text? List any questions about what you have read below. Then see if the other members of your group can help you answer them. Put a star next to those you would like a teacher to help you with.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**First Read, Part 2**

With your group, finish reading the text aloud.

With your group, use one of the options below to read pages \_\_\_-\_\_\_ of your source aloud. Check a box to show the option you chose.

Ideas for a First Read:

* Take turns reading, have each person read a page or paragraph.
* Choose one or two people to read aloud. The rest of the group reads along silently while listening.
* Listen to a recording of your book, reading along silently while you listen.
* Another Idea:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do you find confusing or unclear about the text? List any questions about what you have read below. Then see if the other members of your group can help you answer them. Put a star next to those you would like a teacher to help you with.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**The “Fab Five”**

With a partner, identify 5 important words from the text.

From your source, chose 5 words that are important to understanding the central idea of the text.

Next, use your 5 words to write about the most important idea of the text. Write one sentence for each word that shows you understand the meaning of the word.

|  |  |
| --- | --- |
| **Important Word** | **Sentence about the Central Idea** |
| 1.  |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

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**Rolling Knowledge Journal**

Add this source to your Rolling Knowledge Journal.

1. After you read *each* resource, stop and think about what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
2. Then write, draw, or list how this new resource added to what you learned from the last resource(s). Add pages if needed.

|  |  |
| --- | --- |
|  | **Write, Draw, or List** |
| **Title** | **New and important learning about the topic** | **How does this resource add to what I learned already?** |
|  |  |  |
|  |  |  |
|  |  |  |



**Reading for Evidence**

Work as a group to gather and share information that will help you answer your research question.

Follow these steps to complete the graphic organizer together:

1. First, break into groups. Assign each group a part of the text to reread and search. Record the assignments below.

|  |  |
| --- | --- |
| Section (page numbers) | People responsible |
| **Our Natural Disaster ­\_\_\_\_\_\_\_\_\_****First half of the text.**Find information to add to the “Problems” and “Reduces the Impact” sections of the graphic organizer. |  |
| **Our Natural Disaster ­\_\_\_\_\_\_\_\_\_****Second half of the text.**Find information to add to the “Problems” and “Reduces the Impact” sections of the graphic organizer. |  |
| **Our Natural Disaster ­\_\_\_\_\_\_\_\_\_****Whole text.**Find information to add to the “so what” section of the graphic organizer. Look for a good quote, think about a big idea about this natural disaster. Find a part that shows what might happen in the future. |  |

1. As a group, look at the graphic organizer. Discuss: What is your Research Question? What kinds of information will go in each column?
2. Now reread the part of the text you were assigned. When you find a part of the text that will help you answer your research question **mark it with a sticky note.**

 If the evidence is about problems of your natural disaster, mark the sticky note with a “P.” If the evidence is about solutions to the problems, mark the sticky note with an “S”.

1. Repeat this process until all the important information from this section has been marked.



**Recording Evidence**

Share what you have found with your group to complete the graphic organizer.

Focusing Question:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Write the focusing question above)

1. Meet with your small group again. Take turns sharing one piece of information you found. Talk about what words or phrases to write on the graphic organizer, then fill in the appropriate row on your own organizer. You will need notes on all the information found by the group for your final project.
2. Repeat this process until all the information from this source has been recorded on the graphic organizer below.

|  |
| --- |
| **Our Natural Disaster is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Research Question: *What hazards can result from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and what can we do to reduce the impact of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?* |
| Part 1: What hazards (problems, dangers) can result from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? Why are \_\_\_\_\_\_\_\_\_\_\_\_ so dangerous?  |
|  |
|  |
|  |
|  |
|  |
| Part 2: What can we do to reduce the impact of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and keep ourselves safe? |
|  |
|  |
|  |
|  |
| Part 3: So What? So why is it important to learn as much as we can about this natural disaster? |
| Sources:1.
 |



**Additional Evidence**

On your own or with a partner, add additional information to the graphic organizer.

Read one or more additional sources. Mark information that will help you answer the research question with sticky notes. Add it to your own chart. Use a different colored pencil for each source, so you will remember where your information came from.

Using the same colored pencils, list your additional sources below.

Title:

Author:

Publisher/URL:

Title:

Authors:

Publisher/URL:

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**THE FOCUS STATEMENT!**

Sum up what you have learned.

What is the “big idea”?



Look carefully at all of the evidence you have gathered. What is the “big idea” your evidence shows? Try to state what you have learned in just a sentence or two. Look back at the focus statement for the tornado piece and the volcano model. Use those examples to help you write your own. Your teacher and classmates will help you.

Focus Statement:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**Working with Evidence**

Work with your group to better understand the information you have gathered.

To prepare for the activity:

Review your notes. Your group will lead the activity for the rest of the class.

**Create a Scene!** (a small group activity)

Determine the people that might be involved in your natural disaster.

Each person in your group becomes one of those people. Determine how each person might react, and what they might be doing before, during and/or after your natural disaster.

Then, create a scene to act this out.

The rest of the class watches as you present your scene to the class. Following your scene, discuss the following questions:

1. What did you see that was accurate?
2. What do you know now that you didn’t know before?

Reflect on the scenes presented. How did planning, presenting, and watching the scenarios deepen your understanding of the hazards resulting from tornadoes and what we can do to reduce the impact of tornadoes?

People that might be used in your scene:

meteorologist, child outside, parent, person in a car, paramedic, fire fighter, EMT, child in school, parent on the phone, etc.



**Now you are ready to write!**

Use your Writing Resource Packet to write an informative explanatory piece. Put the date next to each step when you complete it.

**Sharing Your Expertise Record Sheet**

|  |
| --- |
| *Use this record sheet with your Writing Resource Packet to deepen your understanding and communicate what you have learned.* |
| Date | Steps |
|  | Analyze a Model |
|  | Write an Introduction |
|  | Write Proof Paragraph 1 |
|  | Write Proof Paragraph 2 |
|  | Write a Conclusion |
|  | Final Revision and Editing | Add a Visual! |
|  | Share and Celebrate! |