

- ◆ Remind students that note taking is an important part of the research process. Review the following general guidelines by asking for student input. Remind students that following these guidelines will make their research run more smoothly and be better organized. These guidelines include
  - taking time to identify the most relevant source or sources for a topic before beginning to take notes.
  - organizing notes logically so that the main ideas are easy to find.
  - taking notes on only the most important facts. Remind students to use their own words whenever possible. To explain the idea to them, you could say the following: *In my research, I found a quotation that reads, "The Rainforest Conservation fund, who aims to increase public awareness of the dangers of rainforest destruction, raise money to protect endangered rainforests, and suggest practical steps toward conservation of these precious natural resources." To use some of this information, I would put it in my own words. I would write, "One group that resists rain forest destruction is the Rainforest Conservation fund. Its goals are to change the ways that people live so that the rain forests can exist peacefully for as long as possible."*
  - if you are citing quotations from the same source, it is okay to write "same source" instead of citing the source again completely.
  - citing a source for direct quotations and paraphrasing. Remind students to copy any direct quote exactly and enclose it in quotation marks.
  - organizing notes in a logical sequence, using headings as appropriate
  - Also provide an example of nonessential information, such as information about the wildlife found in other areas or examples of endangered species that are not in rain forests, you discovered in the biography. Tell students why you did not take notes about these subjects to help them understand the need to focus on vital information.

## Monitor Progress

### Informal Assessment



## to Differentiate Instruction

**Note Taking** Note the nature of the notes students are taking.

### APPROACHING LEVEL

**IF ...** students are having trouble taking notes,

**THEN ...** have them use a graphic organizer to arrange the notes they are taking.

### ON LEVEL

**IF ...** students are unsure if their notes will be helpful,

**THEN ...** ask them to think about the organization of the text they are reading and model their notes after it.

### ABOVE LEVEL

**IF ...** students have taken notes correctly,

**THEN ...** have them organize their notes in the sequence they will use them for their presentations.



### Leveled Social Studies Readers

To help students support their inquiries or expand their knowledge of a topic, have them read the **Leveled Social Studies Readers** for this unit. If students are working in a group, encourage them to share their information with their group members. Use each student's Oral Fluency Assessment score from the previous lesson assessment to diagnose the appropriate **Leveled Social Studies Reader**.

Lesson

4

## Inquiry Planner

**STEP 5:** Collect information and use new information to reevaluate the problem or question.

### Day 1

Students work as a whole group sharing ideas about gathering information. Students begin to take notes on their Inquiry charts.

### Day 2

Students work in small groups to collect information and write on their Inquiry charts. Students post new information on the **Concept/Question Board**.

### Day 3

Students continue to work in small groups to collect information and post it on the **Concept/Question Board**. Students complete pages 203–204 of **Skills Practice 1**.

### Day 4

Students reevaluate their question or conjecture because of new information collected and complete **Skills Practice 1** page 162.

### Day 5

Students post articles and images on the **Concept/Question Board**. Provide time for students to finish any other Inquiry activities.