

# Just Research Skills

From the *Just Turn & Share*, Centers Series

Kathryn Robinson

Grades 3 - 5



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Just Turn & Share™  
Language Arts Centers Series



# Just Research Skills

Volume 2

(Graded 3 - 5)

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Real-World  
Language Arts  
that  
students  
understand

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**Kathryn Robinson**



WriteMath Enterprises  
Valrico, Florida

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- I dedicate this book to a great friend, Vicki Barnett, who gave me the confidence to continue researching and working to find a better way of teaching our hopes for the future.
- Special thanks to my husband, my daughter Christine Francis, and husband Jamie for constantly editing, refining, and supporting my dreams.

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# Introduction

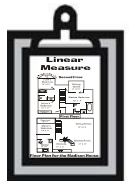
*Just Research Skills* is a great center in the *Just Turn & Share* Series. This series gives students **daily** practice in four language arts areas: grammar, capitalization, conventions, and phonetics. After gradually working in a center-based atmosphere, students can tackle all four centers in less than half an hour. This program can be used in conjunction with any regular language arts series. Some students have difficulty attaining proficiency in specific language arts areas due to the limited practice provided by a textbook. *Just Turn & Share* language arts centers provide real-world practice with a variety of language arts concepts. The scientific information about organisms in this book is accurate. The names and dialogue are fictional to provide practice with quotations, titles, and addresses.

The series is designed for a center-based review of concepts or as whole-group overhead instruction for four days per week. These lessons provide practice for 30 weeks of the school year. Each grammar concept is covered for at least one week before a new area is introduced to the students. Mini-lessons based on the research skills should be conducted weekly.

The new concept for the week is listed in the *Table of Contents*. At the onset of a new concept, we recommend that teachers conduct a mini-lesson before releasing students to work the centers. Each center contains concept-information sheets with student-directions about how to perform individual concepts. These information sheets have a third-grade readability level. I recommend that the information sheets remain at the centers as long as possible to accommodate new students entering the class throughout the year.

## ***Suggestion:***

- Each center sheet should be placed in a plastic protective cover.
- Students provide answers from an actual dictionary, set of encyclopedias, thesaurus, almanac, atlas or telephone book.



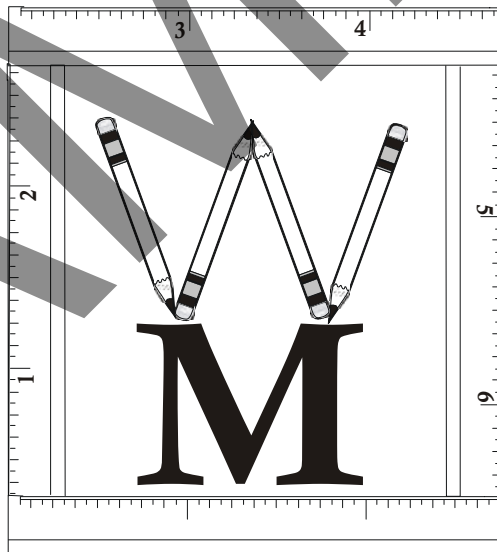
Students self-correct their answer sheets three out of the four days. Self-correction prevents embarrassment and allows students time to seek guidance from the teacher and practice each concept before an assessment. I recommend placing a sign-up sheet in the classroom to allow students to sign up for assistance in their less proficient areas. The teacher can then assist those that have signed up for help during the next day's *Center Time*. The fourth day of each week is teacher-corrected and entered in a grade book. If you have any questions please feel free to e-mail us through our website:

[www.writemath.com](http://www.writemath.com).

I know that you will have as much fun employing this program as I have had designing it. Remember the program is as simple as *turning each page and sharing* the activities with your class. So go ahead just...

# Turn & Share

with your students.



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## Centers in the 'Just Turn & Share' Math Center Series:

1. Just Science Grammar
2. Just Research Skills
3. Just Conventions
4. Just Sounds Like...



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# Research

## Dictionary Work

### (Day #1)

The **guide words** at the top of a dictionary page tells you the first word and the last word on the page. Any word that appears alphabetically between these words will be found on this page.

**A.** If the guidewords are “**insect - invertebrate**”, which of the following words would be found on this page?

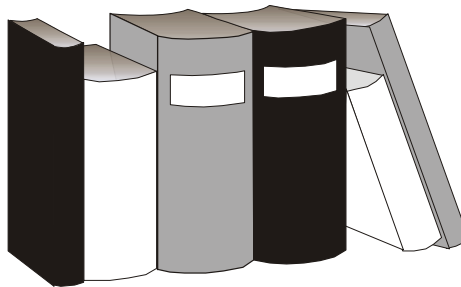
- **invite**
- **inject**
- **inscribe**
- **institution**

Look up the word:

“**energy**”

**B.** What are the guidewords on the page with this word?

**C.** Which part of speech is it? (*noun, verb, adjective, adverb...*)



*BONUS: Use the word energy in a sentence.*

# Research

## Dictionary Work

### (Day #2)

The **guide words** at the top of a dictionary page tells you the first word and the last word on the page. Any word that appears alphabetically between these words will be found on this page.

**A.** If the guidewords are “**relieve - resort**”, which of the following words would be found on this page?

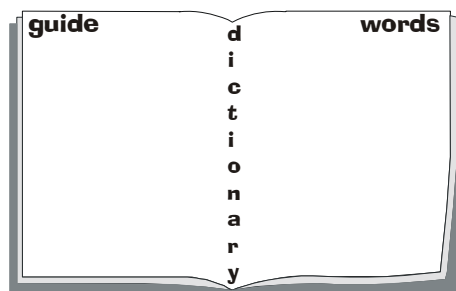
- **release**
- **relative**
- **rental**
- **resources**

**Look up the word:**

“ooze”

**B.** What are the guidewords on the page with this word?

**C.** Which part of speech is it? (*noun, verb, adjective, adverb...*)



**BONUS:** Use the word ooze in a sentence.

# Research

## Dictionary Work

### (Day #3)

The **guide words** at the top of a dictionary page tells you the first word and the last word on the page. Any word that appears alphabetically between these words will be found on this page.

**A.** If the guidewords are “fall - fawn”, which of the following words would be found on this page?

- fake
- false
- fib
- fax

Look up the word:

“distinct”

**B.** What are the guidewords on the page with this word?

**C.** Which part of speech is it? (*noun, verb, adjective, adverb...*)

# dictionary

*BONUS: Use the word distinct in a sentence.*

# Research

## Dictionary Work

### (Day #4)

The **guide words** at the top of a dictionary page tells you the first word and the last word on the page. Any word that appears alphabetically between these words will be found on this page.

**A.** If the guidewords are “**graze -grid**”, which of the following words would be found on this page?

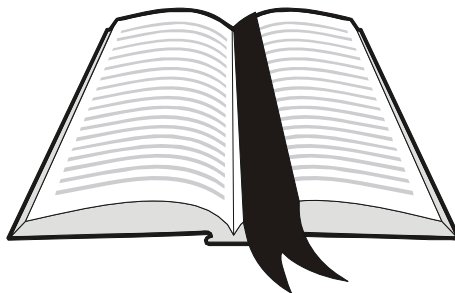
- **greed**
- **grasshopper**
- **grip**
- **groom**

Look up the word:

“**genuine**”

**B.** What are the guidewords on the page with this word?

**C.** Which part of speech is it? (*noun, verb, adjective, adverb...*)



*BONUS: Use the word **genuine** in a sentence.*

# Research

## Atlas Work

### (Day #1)

Refer to the **Table of Contents** in the beginning of an **Atlas** or *page 88* for the following questions:

- A.** What is the name of an area of information listed in the Table of Contents that is not a continent's name?
- B.** On which page does information about Asia begin?
- C.** Look in the section referred to in question “**B**”. Name a country listed in Asia.
- D.** Which of the following research materials would you use to look up information about *volcanoes*?
- **dictionary**
  - **encyclopedia**
  - **thesaurus**
  - **almanac**
  - **atlas**

**BONUS:**

*Using information from the atlas write a sentence about “Asia”.*

# Research

## Atlas Work

### (Day #2)

Refer to the **Table of Contents** in the beginning of an **Atlas** or *page 88* for the following questions:

- A.** What is the name of an area of information listed in the Table of Contents related to water?
- B.** On which page does information about Australia/Oceania begin?
- C.** Look in the section referred to in question “**B**”. Name the ocean bordering Australia.
- D.** Which of the following research materials would you use to look up where the country of *Portugal* is located?
- **dictionary**
  - **encyclopedia**
  - **thesaurus**
  - **almanac**
  - **atlas**

**BONUS:**

Using information from the atlas write a sentence about “Australia”.

# Research

## Atlas Work

### (Day #3)

Refer to the **Table of Contents** in the beginning of an **Atlas** or *page 88* for the following questions:

- A.** What is the name of an area of information listed in the Table of Contents related to the Earth or a land mass?
- B.** On which page does information about the North Pole or South Pole begin?
- C.** Look in the section referred to in question “**B**”. Name a body of water surrounding the North Pole.
- D.** Which of the following research materials would you use to look up information about the pronunciation of the word “conqueror”?
- **dictionary**
  - **encyclopedia**
  - **thesaurus**
  - **almanac**
  - **atlas**

**BONUS:**

*Using information from the atlas write a sentence about the “North Pole”.*

# Research

## Atlas Work

### (Day #4)

Refer to the **Table of Contents** in the beginning of an **Atlas** or *page 88* for the following questions:

- A.** Is there a Glossary listed in the Table of Contents?
- B.** On which page does the Index begin?
- C.** Look in the section referred to in question “**B**”. Name the first listing in the Index.
- D.** Which of the following research materials would you use to look up a native language in the country of “**Switzerland**”?

- **dictionary**
- **encyclopedia**
- **thesaurus**
- **almanac**
- **atlas**

**BONUS:** Write a sentence using one of the words in the Glossary.