

RESEARCH

NATURAL SCIENCE

In an effort to safeguard the research process for Challenge A students so that they may research topics in a safe environment, consider the following websites and/or filtering software:

1. <http://www.safesearchkids.com>
2. <http://www.netnanny.com/1/focusonthefamily/>

Filter for use with multiple browsers

Tailoring

The focus of the research seminar is for students to practice researching using source documents that are below their reading level, notate sources used, write a bibliography and short report, and present their research in class.

When families have time for more:

- Increase the number of sources used or facts for the Key Word Outline (KWO).
- Increase the length of the written report.
- Challenge students to memorize their presentation.
- Read from the appropriate Science Snippet on CC Connected®, Challenge Tier > At Home Sharing Center.

When families have a busy week:

- Decrease the number of facts for the KWO for each source.
- Decrease or do not assign the written report.
- Allow student to read their report for their presentation.

RESEARCH

AT HOME

- Select a science topic of choice from the following options: something observed outdoors, a topic of interest, or the topic suggested in the weekly assignment.
- Research organism using at least two resources. Students may use a variety of print sources for their research, such as the encyclopedia, science books, and magazines. Classical Conversations *Classical Acts & Facts*® *Science Cards* are an excellent resource for this seminar. Depth of research is determined by teaching parent.
- Record observations, notes, outlines, and a hand-drawn sketch or picture (coloring optional) in the *Nature Sketch Journal*.
- Choose between writing a bibliography or works cited for the sources in the *Nature Sketch Journal* and record the sources.
- Using the five canons of rhetoric as a guide, collect facts, organize them in outlines, and compose a report. Length of report is determined by teaching parent.
- Practice presenting research. Use *Trivium Tables*®: *Rhetoric* for a list of presentation skills. Student presentations may vary from reading a written report to using a notecard to a memorized presentation with visual aids. The form of the presentation is determined by the teaching parent.

IN COMMUNITY

- Introduce the new research topic by asking the students what they already know about the topic, using five common topic questions from the Science Snippets available on CC Connected®, or sharing information from the *Classical Acts & Facts*® *Science Cards*.
- Encourage each student to present his or her research.
- Encourage self, peer, and adult assessment of presentations as appropriate, providing clear assessment parameters. Individuals providing assessment should state what the presenter did well in the presentation and one way the presenter could grow in future presentations within the given parameters.
- Discuss science topics with students using the five common topics or a topic wheel as time allows.

BEGIN THE CONVERSATION

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INVENTION:
5 COMMON TOPICS

