

Trivia Question Research

Library Center

3rd grade & up



SCROLL
to take a look inside!

Research Center

Trivia Questions ???

I am learning...to use keywords to search in a resource.
...to find an answer to a question.
...to write citations for the resources I use.

I will **choose** a question to answer from the

Name: _____ Teacher: _____

Answer: _____

Resource: _____

Created by Mrs. J in the Library

Printable

Digital

with any Research
Question & any Resources

LIBRARY CENTER

to teach and review research skills

- ★ Step-by-step directions
- ★ Differentiated for multiple grade levels
- ★ Perfect for guided or independent practice

Research Center

Trivia Questions

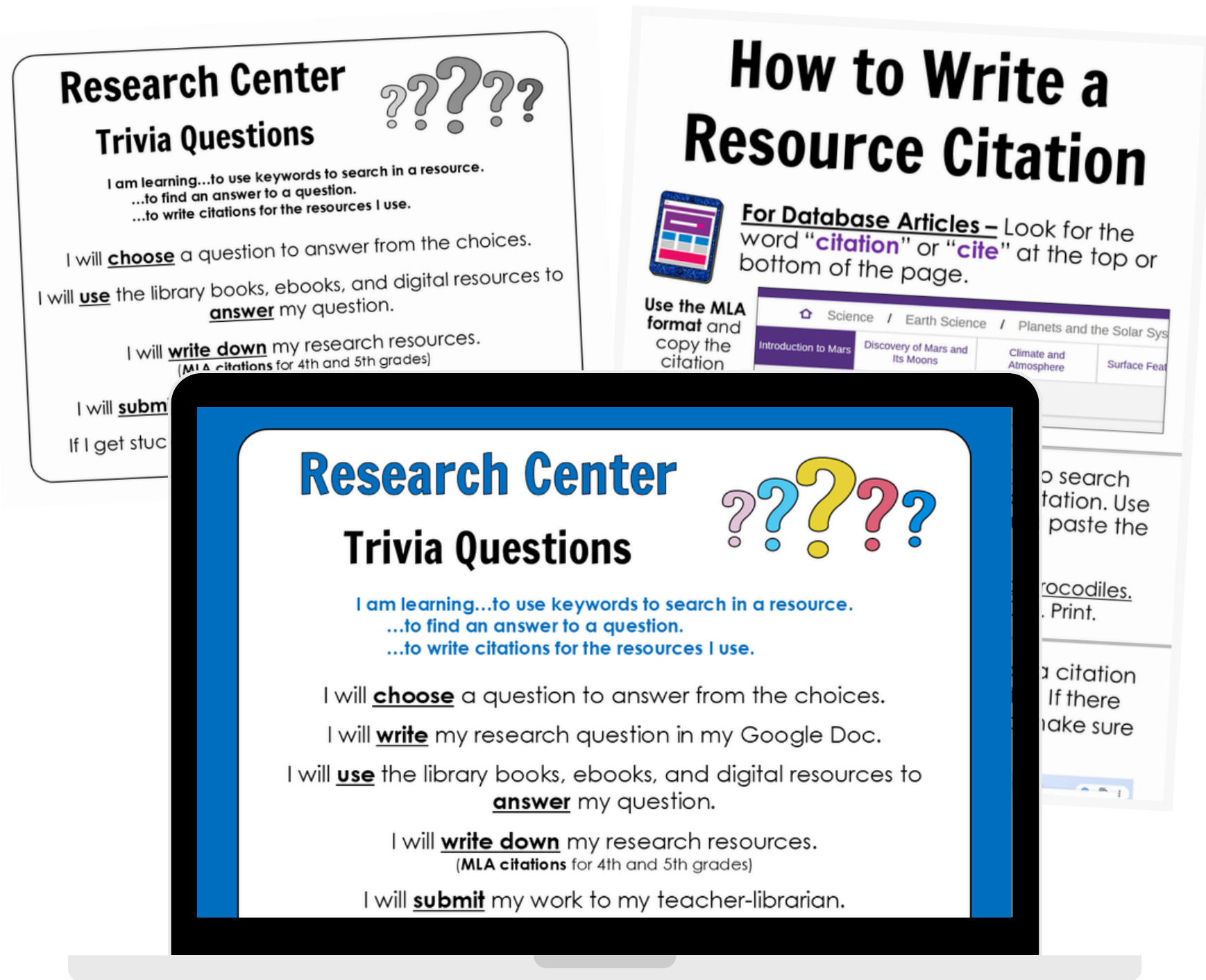


I am learning...to use keywords to search in a resource.
...to find an answer to a question.
...to write citations for the resources I use.

I will **choose** a question to answer from the choices.

I will **use** the library books, ebooks, and

LIBRARY CENTER CONTENTS



Center Sign to print or post in your LMS



Answer Slips



Citation Help Sheets



Complete Lesson Plan



Teacher Notes

Center Sign to Print or Post

Research Center
Trivia Questions ?????

I am learning...to use keywords to search in a resource.
...to find an answer to a question.
...to write citations for the resources I use.

I will **choose** a question to answer from the choices.

I will **use** the library books, ebooks, and digital resources to **answer** my question.

I will **write down** my research resources.
(MLA citations for 4th and 5th grades)

I will **submit** my answer and citation to my librarian.

If I get stuck, I will **ask** a friend or my librarian for help.

Flip Over for Standards Addressed

Editable, full color and black + white versions in portrait and landscape

Learning goals in simple, clear language

"I will" statements for directions & expectations

Research Center
Trivia Questions ?????

I am learning...to use keywords to search in a resource.
...to find an answer to a question.
...to write citations for the resources I use.

I will **choose** a question to answer from the choices.

I will **use** the library books, ebooks, and digital resources to **answer** my question.

I will **write down** my research resources.
(Citations for 4th and 5th grades)

I will **submit** my answer to my librarian.

If I get stuck, I will **ask a friend** or my librarian for help.

5 Printable Answer Slips

5th Grade

Name: _____ Teacher: _____

Answer: _____

Resource #1 Citation: _____

Resource #2 (no citation needed) – Book / Ebook Database Website

Title & Author / Website Address: _____

How do you know you can trust these resources? _____

Full citations
or simple
resource info

Resource / website
evaluation

3rd

Name: _____ Teacher: _____

Answer: _____

Resource: _____

2nd

Name: _____ Teacher: _____

Answer: _____

Resource: _____

K-1st

Name: _____

Teacher: _____

Answer: _____

Resource: _____

Text is editable,
including grade
levels

4th

Name: _____ Teacher: _____

Answer: _____

Resource Citation: _____

Reverse of Center Signs

Research Center – Trivia Question Choices

Library Curriculum Competencies

- Locate nonfiction and information texts using a variety of tools (e.g. library catalog, database index) independently.
- Use text features and search tools to locate and interpret information in print and digital sources.
- Use various print and digital references sources independently
- Locate information from sources, including both print and digital, to answer a question or solve a problem.
- Discuss and apply criteria for evaluation a resource: authority, bias, accuracy, relevancy, readability, and currency of information.
- Identify bibliographic information to create a list of sources used.

AASL National School Library Standards for Learners

- ???** I. INQUIRE – Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
- B. Create** - Learners engage with new knowledge by following a process that includes:
1. Using evidence to investigate questions.
- D. Grow** – Learners participate in an ongoing inquiry-based process by:
1. Continually seeking knowledge.
 2. Engaging in sustained inquiry.

- II. INCLUDE** – Demonstrate an understanding and commitment to inclusiveness and respect for diversity in the learning community.
- B. Create** - Learners adjust their awareness of the global learning community by:
1. Interacting with learners who reflect a range of perspectives.
 2. Evaluating a variety of perspectives during learning activities.

- III. COLLABORATE** – Work effectively with others to broaden perspectives and work toward common goals.
- A. Think** - Learners identify collaborative opportunities by:
2. Developing new understandings through engagement in a learning group.
- B. Create** - Learners participate in personal, social, and intellectual networks by:
1. Using a variety of communication tools and resources.
- D. Grow** – Learners actively participate with others in learning situations by:
1. Actively contributing to group discussions.

- IV. CURATE** – Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

- A. Think** – Learners act on an information need by:
2. Identifying possible sources of information.
 3. Making critical choices about information sources to use.
- B. Create** - Learners gather information appropriate to the task by:
1. Seeking a variety of sources.
 3. Systematically questioning and assessing the validity and accuracy of information.
- C. Share** – Learners exchange information resources within and beyond their learning community by:
1. Accessing and evaluating collaboratively constructed information sites.

- VI. ENGAGE** – Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
- A. Think** – Learners follow ethical and legal guidelines for gathering and using information by:
3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
- B. Create** - Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:
1. Ethically using and reproducing others' work.
 2. Acknowledging authorship and demonstrating respect for the intellectual property of others.
 3. Including elements in personal-knowledge products that allow others to credit content appropriately.

© Collette J. / Mrs. J in the Library – Images by Pixabay



Skills learned and standards addressed for admin walkthroughs & observations

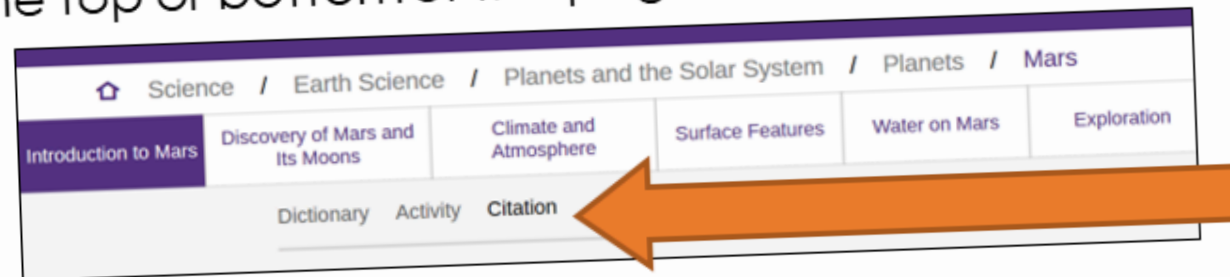
2 additional versions have Common Core Standards or Pennsylvania Core Standards

Citation Help Sheets & Poster

How to Write a Resource Citation



For Database Articles – Look for the word “**citation**” or “**cite**” at the top or bottom of the page.



Use the **MLA format** and copy the citation exactly like you see it.

Text and screenshots for finding citations online



For Books – Use [MyBib.com](https://www.mybib.com) to search for the book and create a citation. Use the MLA style, and copy and paste the citation.

Example:

Gibbons, Gail. *Alligators and crocodiles*. New York: Holiday House, 2010. Print.

Uses MyBib.com website for creating citations from scratch with examples.



For Other Websites – Check for a citation in MLA style to copy and paste. If there isn't one, use [MyBib.com](https://www.mybib.com), and make sure to **add the author's name**.



Copy the “**bibliography entry**” from [MyBib.com](https://www.mybib.com) and paste it into your research notes or document.

2 paper sizes to print
8.5" x 11" letter paper
11" x 17" mini poster

Comprehensive Lesson Plan

Editable, complete lesson plan, aligned to:

- AASL Standards for Learners
- Common Core ELA Standards
- Pennsylvania Core Standards for ELA

Trivia Question Research Library Center Lesson Plan
2nd, 3rd, 4th, and 5th Grades
Trivia Question Research Center

Library Lessons	Lesson Title Objective(s) At this center, students will be able to use the library resources (both print and digital) to find the answer to a trivia question. Students will be able to write and submit their answer and resource. Every library class Students will be able to independently use the online library catalog to locate nonfiction and informational texts. Students will be able to independently locate and select literary nonfiction and informational text on grade level. Students will be able to independently select grade level appropriate literary fiction in a variety of genres. Students will be able to independently select grade level appropriate literary fiction in a variety of genres.
Big Ideas & Essential Questions from the Pennsylvania Library Model Curriculum (2019)	Big Idea 1: Inquire - Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems. and developing strategies for solving problems? • How do learners display curiosity and initiative? • How do learners engage with and create meaning from information and text? • How do learners participate in an inquiry-based process? Big Idea 4: Curate - Learners make meaning for themselves and others by collection, organizing, and sharing resources of personal relevance. resources of personal relevance? • How do learners act on an information need? • How do learners gather information? • How do learners gather information? Big Idea 6: Engage - Learners demonstrate independently while engaging in a community. • How do learners follow ethical, responsible, and legal information, technology and media practices? • How do learners follow ethical, responsible, and legal information, technology and media practices?
AASL National School Library Standards for Learners (2018)	1. INQUIRE - Build new knowledge by inquiring, identifying problems, and developing strategies B. Create - Learners engage with new knowledge includes: 1. Using evidence to investigate questions. 2. Generating products that illustrate learning. C. Share - Learners adapt, communicate, and work with others in a cycle that includes: 1. Interacting with content presented by others. D. Grow - Learners participate in an ongoing cycle of learning. 1. Continually seeking knowledge. 2. Engaging in sustained inquiry.

Trivia Question Research Library Center Lesson Plan

Assessment	CC.1.4.5.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. CC.1.4.5.W. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. CC.1.4.5.X. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. Answer slip or Google Form/Classroom submission (exit ticket), Circulation, Students' selection of age-appropriate reading material Optional - Library centers observation checklist with list of student names or printable Library Centers tracking booklet or Digital Library Centers Guide/Menu Self-inking stamp or stickers for printable centers tracking booklet (optional) Small prizes for correct answers (optional)
Materials	Center signs with "I will" statement directions Choice of research questions for students to answer, or 1 question for each week/class Printable answer slips or digital Trivia Question Research Notebook (1 per student) Access to age-appropriate databases or research websites such as World Book Online, Britannica, InfoBits/Gale Elementary, PebbleGo, PebbleGo Next, National Geographic Kids, etc. Optional - Printable Library Centers tracking booklet and badge stickers or Digital Library Centers Guide/Menu

Trivia Question Research Library Center Lesson Plan

	chosen slip may win a small prize (sparkly pencil, scratch and sniff bookmark, extra book checkout coupon, etc.). 12. Briefly point out other available centers, and remind students that they are expected to stay at the center they choose. 13. Answer any questions, and dismiss for book exchange. 14. Book exchange procedure - Allow about 10 minutes for students to choose new books. ALL STUDENTS WHO ARE GETTING A LIBRARY BOOK MUST USE A BOOK LOOKER! 15. Students who didn't return a book (forgetters) should go straight to the circulation desk to check their card. Then, they may choose a center to work at. After book exchange, all students may choose a center to work at. 16. As students work at the centers, circulate the room to document who is working at each center on the Centers Observation Checklist. Redirect students who are off-task, as needed. 17. 3-5 minutes before end of class, flicker lights for attention, and dismiss students to clean up their center materials and line up at the door.
Reflection	Glows - Grows -
Bibliography of Resources Used	American Association of School Librarians. (2018). National School Library Standards for Learners, School Librarians, and School Libraries. Chicago, IL: American Library Association. Print. Available at https://standards.aasl.org/framework/ . National Governors' Association Center for Best Practices, Council of Chief State School Officers. (2010). Common Core State Standards (English Language Arts). Washington D.C.: National Governors' Association Center for Best Practices, Council of Chief State School Officers. Retrieved from http://www.corestandards.org/ELA-Literacy . Office of Commonwealth Libraries, PA Department of Education. (2019). A Model Curriculum for Learners in Pennsylvania School Libraries. Retrieved from http://ndesas.org/CMap/CFramework/ (under the Library tab). Pennsylvania Department of Education. (2014). Academic standards for English language arts, PreK-5: PA Core Standards. Retrieved from http://ndesas.org/Page/Viewer/ViewPage/11 .

2nd

Name: _____

Answer: _____

Resource: _____

3rd

Name: _____

Answer: _____

Resource: _____

5th Grad

Answer: _____

Resource #1 Cit

Resource #2 (no

Title & Author /

How do you know

4th

Name: _____

Teacher: _____

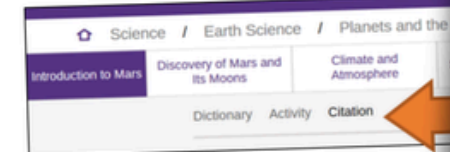
Answer: _____

Resource Citation: _____

My students love this! I connect it to a bit of a weekly raffle. They are **very motivated** to find the answers and then check the bulletin board next week to see if they were correct. - Joanne L.

How to Write a Resource Citation

For Database Articles – Look for the word “**citation**” or “**cite**” at the top or bottom of the page.



Use MyBib.com to create the citation in the MLA style, and copy and paste it into your document.

Alligators and crocodiles

websites – Check for a citation. If there isn't one, use MyBib.com.

Example: Gibbons, Gail. Alligators and crocodiles. Holiday House, 2010. Princeton, NJ: Holiday House.

'bibliography entry and paste it into your document.

From MyBib.com and paste it into your research notes or document.

How to Write a Resource Citation



For Database Articles – Look for the word “**citation**” or “**cite**” at the top or bottom of the page.

Use the MLA format and copy the citation exactly like you see it.



For Books – Use MyBib.com to search for the book and create a citation in the MLA style, and copy and paste it into your document.

Example: Gibbons, Gail. Alligators and crocodiles. Holiday House, 2010. Princeton, NJ: Holiday House.



For Other Websites – Copy the “bibliography entry” from MyBib.com and paste it into your research notes or document.

Copy the “bibliography entry” from MyBib.com and paste it into your research notes or document.

I love how professional the display items look, and that I can edit as needed. The learning targets and standards cover my professional expectations...which makes working with my administrators **so much easier**. - Heather R.