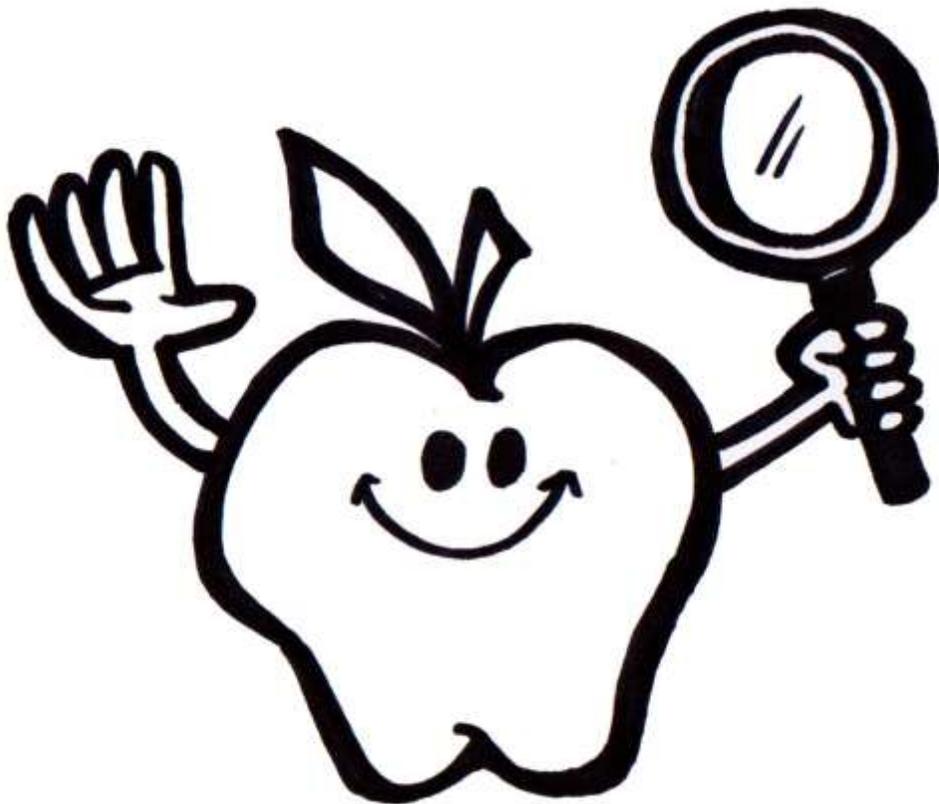


Primary Research

Apple Investigator



Donna Whyte

Illustrations by [DanaToon Studios LLC](#)

View my video discussing Primary Research on [YouTube](#).

The Common Core Standards, along with 21st Century Skills require that children are more active in their own learning. There are frequent references made to students learning to conduct research projects at various grade levels. Some grades add “with guidance and support” but each grade is challenged with developing lessons that incorporate “gathering information”, “project-based questions”, “using multiple sources for relevant information” and “sort and present information learned”. Children are naturally inquisitive and educators should grasp that opportunity for learning by developing “short research projects that build knowledge about a topic”.

This primary research packet was developed to aid children in “learning to learn” and is based upon *Bloom’s Taxonomy of Educational Objectives*. You may choose to use **one page**, **several pages** or the **entire packet** to meet the needs of the children in your class. Challenge your high learners with the entire packet or support lower level learners with basic skills by utilizing just a few of the pages.

The research packet can be used by the *entire class* as a shared project, by a *small collaborative group* or by *each child* in your class could complete the packet individually. All or part of the packet could be used in centers or done with the family at home. Tailor the pages and how you will use the research packet to your classroom needs and the abilities of the children. Each child will need an apple and page 9 will need two different kinds of apples or pictures of apples.

You will find “apple facts” at the back of this packet. You can use them as a resource or challenge the children to use people, books, videos or the internet to investigate apples.

Apple Facts



How many kinds of apples are there?

How many states grow apples?

Which states produce the most apples? _____

How are most apples picked?

What is a group of apple trees called?

How much did the largest apple ever picked, weigh? _____

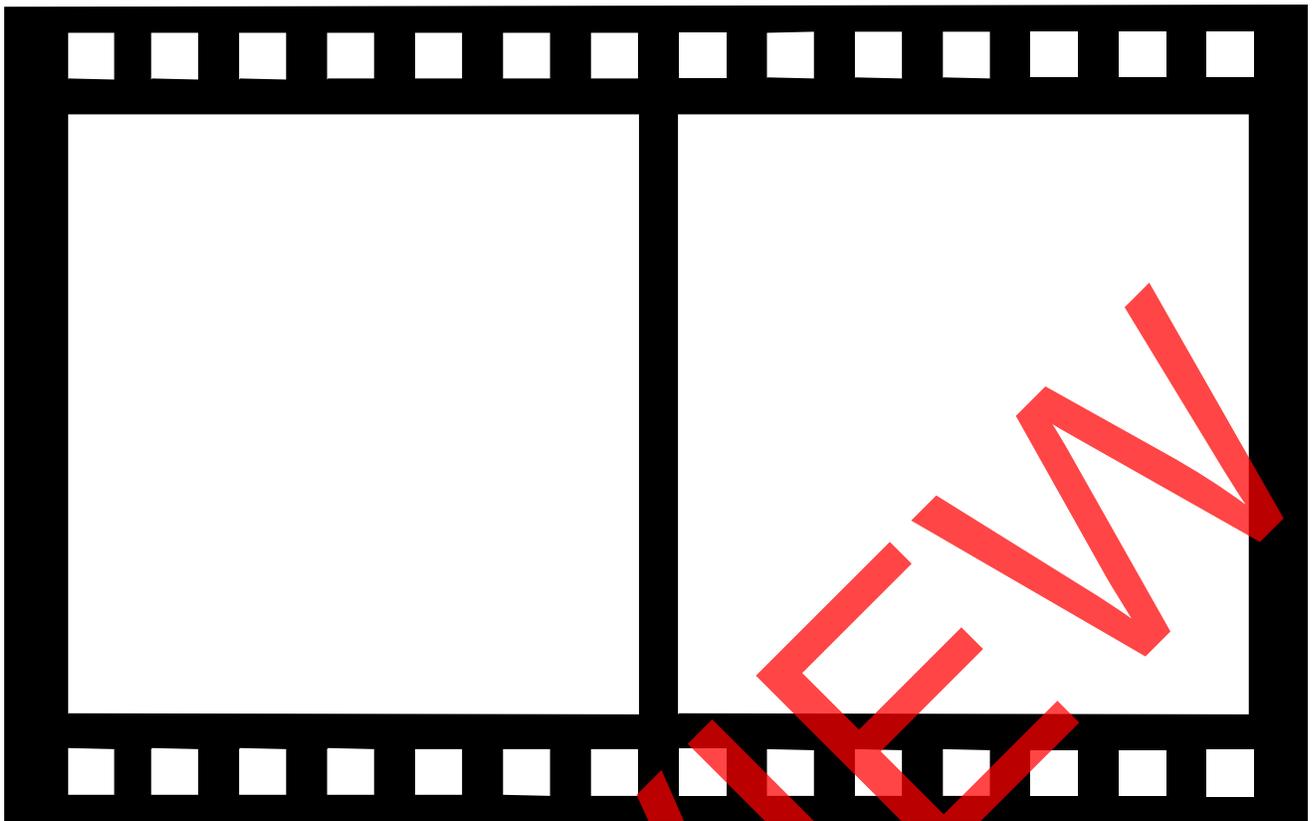
List 5 ingredients from an apple pie recipe

1. _____
2. _____
3. _____
4. _____
5. _____



What do you *like* about apple pie? _____

What do you *dislike* about apple pie?



The filmstrip can be taped together to illustrate the life cycle. Roll the strip and pull through a slit in a 1/2 empty paper towel roll to illustrate the stages of growth.



Teacher can allow students to cut out labels, to use the labels as a reference or cut off the labels and challenge children to label on their own.

seedling

bud

fruit

tree

seed

flower

Finish this "old saying"

An apple a day...



Three sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line. A large red watermark reading 'PREVIEW' is diagonally overlaid across these lines.

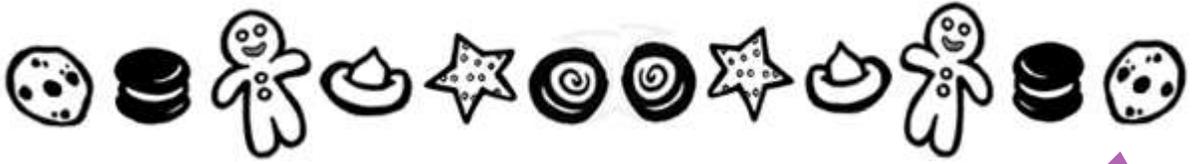
A large rounded rectangular box with a black border. Inside the box, the word 'PREVIEW' is written in large, bold, red, slanted capital letters. Below the watermark, the text 'Illustrate your saying' is centered.

Illustrate your saying

Official Apple Investigator Badge

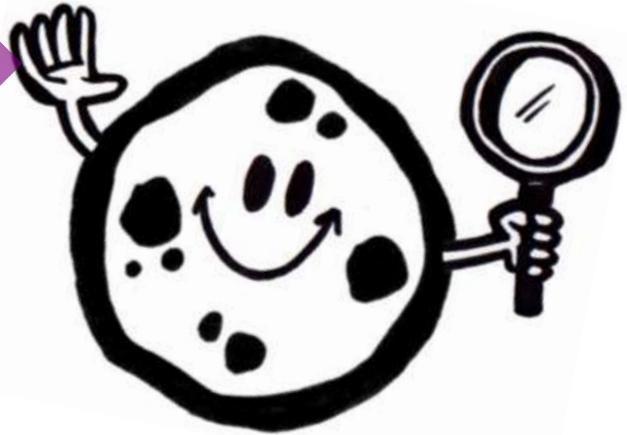
Cut out the badge below, punch a hole at the top and put a piece of string through the hole to make a necklace.





Primary Research

The Great Cookie Caper



Donna Whyte

Illustrations by [DanaToon Studios LLC](#)

View my video discussing Primary Research on [YouTube](#).

This research packet was developed to aid children in “learning to learn” and is based upon *Bloom’s Taxonomy of Educational Objectives*. You may choose to use one page, several pages or the entire packet to meet the needs of the children in your class. Challenge your high learners with the entire packet or support lower level learners with basic skills by utilizing just a few of the pages.

The research packet can be used by the *entire class* as a shared project, by a *small collaborative group* or *each child* in your class could complete the packet individually.

All or part of the packet could be used in centers or done with the family at home. Tailor the pages and how you will use the research packet to your classroom needs and the abilities of the children.

You will find “cookie facts” at the back of this packet. You can use them as a resource or challenge the children to use people, books, videos or the internet to investigate cookies.

What is your favorite cookie?



Estimate how many times you have eaten your favorite kind of cookie: _____ times per _____ (day, week, month or year)

Do you buy them? _____ If yes, where do you buy them? _____

Has someone made them for you? _____

If yes, who made them?

How many cookies will the recipe make? _____
Is that enough for the whole class? _____



What temperature will the oven be set to bake your cookies? _____
How long does it take for the cookies to bake? _____

Which part of the recipe is the easiest?

Have you ever used cookie cutters? _____
Which shapes?



How many shapes of cookies can you find using your resource(s)? _____

PREVIEW

Draw or trace a cookie cutter shape here

Compare the Cookies

	Cookie A	Cookie B
Which recipe makes more cookies?		
Which recipe has the most interesting ingredient? Name it and tell why.		
Which recipe bakes longer?		
Which recipe takes more sugar?		
Which recipe is easier?		
Which recipe has the most ingredients?		

Cookie Preference

Survey 10 people (including you) and record their favorite cookie by marking one spot above their choice.

Oreo	Chocolate Chip	Other

How many people like:

Oreo _____ Chocolate Chip _____ Other _____

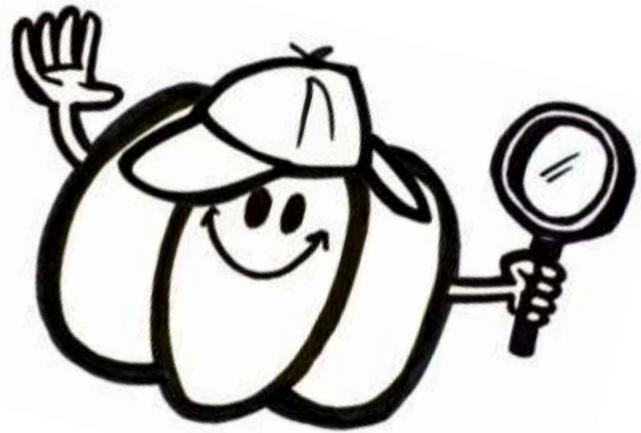
How many people like the same kind as you? _____

Create a word problem using the information in the graph above

Primary Research

Private

Eye



Pumpkin

Donna Whyte

Illustrations by DanaToon Studios LLC

View my video discussing Primary Research on [YouTube](#).

The Common Core Standards, along with 21st Century Skills require that children are more active in their own learning. There are frequent references made to students learning to conduct research projects at various grade levels. Some grades add “with guidance and support” but each grade is challenged with developing lessons that incorporate “gathering information”, “project-based questions”, “using multiple sources for relevant information” and “sort and present information learned”. Children are naturally inquisitive and educators should grasp that opportunity for learning by developing “short research projects that build knowledge about a topic”.

This primary research packet was developed to aid children in “learning to learn” and is based upon *Bloom’s Taxonomy of Educational Objectives*. You may choose to use **one page**, **several pages** or the **entire packet** to meet the needs of the children in your class. Challenge your high learners with the entire packet or support lower level learners with basic skills by utilizing just a few of the pages.

The research packet can be used by the *entire class* as a shared project, by a *small collaborative group* or *each child* in your class could complete the packet individually. If you will be using the packets with each individual child, there are several ways to acquire pumpkins. Send a note home asking for small “pumpkin donations”, call local farms (if they exist in your area), ask large grocery store chains to order and/or donate them. Several years ago in my classroom, we ended up with more pumpkins than we could give away. While you could use one large pumpkin, students love to have a small one of their own.

All or part of the packet could be used in centers or done with the family at home. In the past the class has often taken the pumpkin home for the “Time for carving” page. Tailor the pages and how you will use the research packet to your classroom needs and the abilities of the children.

You will find “pumpkin facts” at the back of this packet. You can use them as a resource or challenge the children to use people, books, videos or the internet to investigate pumpkins.

3 words that describe my
pumpkin are:

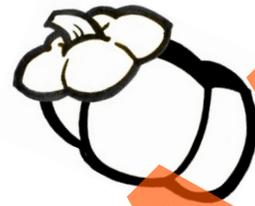
_____, _____ and
_____.

My pumpkin has/does not have
a stem.

I would describe my pumpkin's
shape as a/an _____.



What types of products can be made with pumpkin?



Draw 2 items from the list above inside the pumpkin outlines below and add two describing words



Draw a Jack O' Lantern Face on your Pumpkin

Describe the face to a classmate and have him/her draw the face on the first pumpkin below. Draw the actual face on the second pumpkin. Compare and contrast the created face to the actual face.



How were the faces the **same**?

Face #1 & #2

How were the faces **different**?

Face #1

Face #2

Official Private Eye Pumpkin Hat

Cut out the front of your hat below. Add a piece of construction paper to each side and measure the overlap to fit on your head. Staple in place.

