

## Song

### “When You Research, Cite Your Source”

by Toni Buzzeo, MA, MLIS

(Sing to the tune of “Twinkle Twinkle Little Star”)



When you research, cite your source—  
quotes and ideas, both of course.  
You use others’ words and thoughts  
as you have been wisely taught.

**When you research, cite your source—  
quotes and ideas, both of course.**

When you search for special facts  
in the library, mark your tracks.  
You’ll discover what you seek.  
Open books and take a peek.

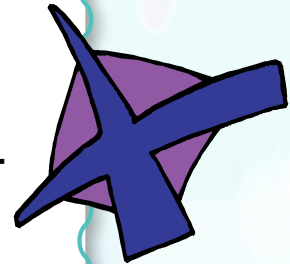
**When you research, cite your source—  
quotes and ideas, both of course.**

Don’t forget the reference books.  
Spend some time and have a look.  
Magazines can help you too.  
Databases give you clues.

**When you research, cite your source—  
quotes and ideas, both of course.**

Online you’ll find more to read.  
Check Web pages for your needs.  
You’ll find information there.  
Answer questions and compare.

**When you research, cite your source—  
quotes and ideas, both of course.**



## Activities

### Discussion: Who Owns It?

Even the youngest students (kindergartners and first graders) understand the concept of ownership as applied to physical goods. Begin this activity with a discussion of ownership. Ask students to define the verb “to own.” List their definitions on chart paper or your board. Next, read and discuss the definition from an age-appropriate dictionary.

Once you have defined ownership, ask each student to name one object she owns and treasures. After the child names her object, ask her to state how she would feel if someone took it without permission and used it as though it were her own. Once students have expressed sadness, frustration, or anger, introduce the idea of intellectual property ownership for print, electronic, and media creations. Discuss the ways we have devised to use intellectual property in appropriate ways (by citing our sources).

### Quote or Paraphrase?

This activity is especially helpful when you are first teaching students to take notes. Choose a brief nonfiction book (or a chapter from a longer book) related to a topic that students are studying in either science or social studies or related to a topic they will soon be researching. Read the book or the chapter aloud to students, stopping to emphasize the voice and tone of the text.

Next, pass out a set of note cards (3x5" cards are fine for grades three and up, but be sure to use larger cards for younger students in first and second grade) on which you have copied sentences word for word, one sentence per card, or on which you have written a paraphrased sentence in your own words. Ask students to read the sentences on their cards to themselves and then to divide into two groups—one group who thinks its sentences are direct quotes, and one group who thinks its sentences are paraphrasing. Ask students to defend their choices. Now, share the original sentences in the books to verify their accuracy. (Note: A document camera is helpful for this activity.)

### Says Who?

Follow up the Quote or Paraphrase? activity above by supplying pairs or groups of three students with word-for-word quotes from a Web site about a topic they are currently studying. Project the Web page using a data projector so that students can see the original text in context. Ensure that students clearly understand that the quotes they have been given come directly from the online source.

Now, ask student teams to extract the most essential information from their quoted text. For instance: “Raccoons are mammals that grow to a length of approximately three feet, including a bushy tail that is nearly a foot long.” This quote might become a note that reads: mammal, 3 feet long, including 12-inch bushy tail.

Discuss whether that extracted material needs to appear in quotation marks. Next, discuss whether the source of the information must still be credited, even if it is not a direct quote.

### Building a Bibliography

Review as many of the sources mentioned in the song as your students will reference when they conduct their own research (including nonfiction and reference books, magazines, articles from databases, and Web sites). Next, share the bibliography included in one of the nonfiction books you have been working with (again, use a document camera if you have one). Ask students to note the differences in elements, organization, and punctuation between different types of references. Finally, ask students, individually or in groups, to create their own bibliography entries using the bibliography forms available in the Library Lessons for *Our Librarian Won't Tell Us Anything* by Toni Buzzeo at [www.tonibuzzeo.com/ourlibrariancurriculumguide.pdf](http://www.tonibuzzeo.com/ourlibrariancurriculumguide.pdf)

