

1. What is our research question?

Do you use the same words when you explain something to a toddler and when you explain something to a child from grade 7?

2. How does this research fit the theme of the project?

Talking and choosing certain words is part of communication. It's about the ways in which we do or do not understand each other.

3. What do we think will be the answer to the research question? And why do we think this will be the answer?

[Researchers call this a 'hypothesis']

4. Which persons or what materials are we researching?

Children from kindergarten and children from grade 5.

5. What is it that we will measure exactly?

[Measuring can mean: measuring length, distance or weight.

Measuring can also mean: asking people in your research the same question and comparing the answers.]

We will measure if children from our class use the same words when explaining something to a child from grade 5 as they do when explaining something to a child from kindergarten.

6. In what way will we do the measuring?

[For example with a test, with a question or with interviews]

We take a test. A child from our class has to explain a concept to a child from grade 5 and to a child from kindergarten. We write down what is said. First we look into what words are used with the explanation to grade 5. Second we look into what words are used with the explanation to the kindergarten. Then, we compare how many of the same words are used by the person who explains. We only count the words that belong to the concept (thus not 'the', 'it', 'in', etc.).

7. How many times or with how many people do we need to repeat our measuring to really know the answer to the question?

Ten children from our class will explain something to a child from grade 5 and a child from kindergarten.

8. How will we record the results while we conduct our research?

[For example: make a table, keep a tally or write down the answers.]

During the explanation we write down the words that are being used in a table. If a word is used more often, we will note stripes behind this word. We write down the words of the explanation to toddlers and the words of the explanation to grade 5 in a different table.

9. What should stay the same in our research and what should change?

The same:

- The concept that is being explained
- The children who explain to grade 5 and to the toddlers
- The children that give explanations have to be around the same age

Different:

- The age of the child that is given an explanation.
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10. Make a plan: when will you do the different research activities.

Activiteit:	Plaats/locatie:	Dag:	Tijd:

11. What help and which materials do we need?

- A concept that can be explained
- Ten children who will give explanations
- Children from kindergarten and children from grade 5
- Two tables and a pen to write down the words

12. From whom do we need permission, apart from the teacher?

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13. Who will do what in preparation and conducting our research?

Naam:	Taken:	Wanneer af: