











**YA NONFICTION**

**READY FOR RESEARCH**

Chow-Miller, Ian. **Integrated Robotics** (Robotics). Cavendish Square, 2017. 128p. LB \$45.64. ISBN: 9781502619365. Grades 7-12. This timely book answers many of the questions of beginning robot builders: “What is a robot?” to “Programming the Robot.” There are photographs of various steps in the building process. A detailed glossary, further information, and an index complete the title.

Cunningham, Anne C., editor. **Critical Perspectives on Fossil Fuels vs. Renewable Energy** (Analyzing the Issues). Enslow, 2017. 229p. LB \$47.93. ISBN: 9780766081314. Grades 7-12. Perfect for a debate team or science class, this title offers opposing positions from the courts and advocacy groups. The extensive bibliography and chapter notes give valuable primary source information. There is a glossary, additional information, and index.

Kavanaugh, Beatric. **Medical Discoveries** (STEM Shaping the Future). Mason Crest, 2017. 80p. LB \$31.93. ISBN: 9781422237144. Grades 7-12. Using a coding of Key Icons, the reader’s attention is drawn to those corresponding items in research, glossary words, and educational videos. Throughout the book there are QR Codes with links to “Third-Party Sites,” and the broad topic of health care is covered with objective points of view making this a strong tool for research projects.

Lusted, Marcia Amidon. **I Am Homeless. Now What?** (Teen Life 411). Rosen, 2017. 112p. LB \$44.33. ISBN: 9781508171874. Grades 7-12. Hopefully the homeless teen will have access to this as it answers practical questions such as “Where to go for help.” This on-going series covers a wide range of sensitive topics with real-world solutions. Helpful organization names are included in the back matter.

**Table 3.** Video Reflection Guide

Your final product must include answers to these questions about your <i>inquiry process</i> and the <i>scientific information</i> that answers your inquiry question.
<b>Introduction</b> What is your inquiry question?
<b>Body</b> Describe how you developed a specific topic within the inquiry question. Which key words did you find to be most effective for your search? Which part(s) of the LibGuide did you use? Identify at least one difficulty you encountered during your inquiry. How did you overcome the difficulty? What specific isotopes relate to answering your question? What scientific information answers your question?
<b>Conclusion</b> Identify any new question(s) about your topic, something that, if you had more time, you’d like to do more research on. Describe how you felt about working on this inquiry project (a) when you first started, (b) as you were gathering information, and (c) as you worked on the final product. What is the one piece of advice that you would give to a student doing this project next semester?
<b>Product Format</b> You must have <b>audio and visual</b> components to your final product.  The <b>visual</b> portion could be created using: Prezi Glogster Piktochart Google Slides (Each slide is limited to supporting images and bulleted ideas that are briefly stated. You will elaborate on images and ideas <i>in words</i> .)

Maniotes, L. K. (Ed.). (2017). *Guided inquiry design in action: High school*. Santa Barbara, CA: Libraries Unlimited.

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