|  |
| --- |
| **Lesson Title**: **Key Words for Searching****(This lesson requires 2 class periods)** |
| **Driving Question:** **What is a search engine? How do I use it?** |
| **Teacher: C. Holt****Grade: 4****Subject: Language Arts** |
| **Objectives covered**:[5.1](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [7.1](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [7.2](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [7.3](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [10.5](http://choltmasters.weebly.com/english-language-arts-outcomes.html)  |
| **Learning Targets:**1. **Students will experiment with different keyword searches and compare their results.**
2. **Students evaluate and improve their searches by using multiple words, synonyms, and alternative words and phrases.**
3. **Student will analyze search products and draw inferences to explain their search results.**
 |
| **Links: Links:**Google for kids: (<http://www.safesearchkids.com/google-for-kids.html>)  Ask Kids (<http://www.askkids.com/>)KidRex (<http://www.kidrex.org/>) for younger students or students on IPP |
| **Resources:**1. Pre- class learning – flipped [video](https://youtu.be/uvOJY3uYjYQ)
2. [How a Search Engine Works](https://youtu.be/BNHR6IQJGZs) video
3. [PBS Video](https://youtu.be/OqcRxoAnuxg) – for How Search Engines Work
4. [Play Kahoot Quiz](https://play.kahoot.it/#/k/40075e14-6029-4bb0-93c9-b24fcc5388fe)
5. [“Key Words” PowerPoint](http://choltmasters.weebly.com/key-words-power-point.html) – for internet search lesson
6. [“Guess What?” game](http://choltmasters.weebly.com/key-words-power-point.html)
7. [Doggy Data sheet](http://choltmasters.weebly.com/doggy-data-sheet.html)
 |
| **Flipped Video:** Prior to classstudents will watch a [**video**](https://youtu.be/uvOJY3uYjYQ) on what the internet is and how functions.**I do (10 – 15mins.)**1. Activate prior learning – what are the big ideas that you remember from the video about the Internet? What is the Internet?

Record Student responses o the board.Review [How a Search Engine Works](https://youtu.be/BNHR6IQJGZs) video1. Hand out iPads for game and follow up work.
 |
| **We do (10 – 15mins.)**1. Play Kahoot Quiz as a good way to activate their learning on websites.
 |
| **I do (10 – 15mins.)**Explain to the student that we are going to work through a slide show that will help us build on the ideas in the Matt Cutts video we just watched. He explained that KEY WORDS are essential for a search engine, so we have to learn how to choose KEY WORDS to get the information we want. 1. Start [“Key Words” PowerPoint](http://choltmasters.weebly.com/key-words-power-point.html)
2. [“Guess What?” game](http://choltmasters.weebly.com/key-words-power-point.html)
 |
| **We do (40 – 50 mins.):**1. Return to [“Key Words” PowerPoint](http://choltmasters.weebly.com/key-words-power-point.html)
2. Finish **Power Point** with class – students will use their iPads as the class works through the Tyson and succeeding searches presented on the slide show.
 |
| ***Day 2*** **I do (10 – 15mins.)** 1. Explain to students that they are going to work in pairs (or small groups) to complete a [Doggy Data sheet](http://choltmasters.weebly.com/doggy-data-sheet.html) that is on [**Showbie**](http://choltmasters.weebly.com/language-links.html) in their Reading class.
2. Before starting establish some basic Learning Targets. “What do you think I want to see in this lesson?”
* best collaboration skills
* reading and interpreting the questions
* finding the information and recording the answers
* turn in on [**Showbie**](http://choltmasters.weebly.com/language-links.html)
1. Although working in pairs it is best to have the students have their own devices. They will do more sharing and comparing of results that way.
 |
| **We Do (20 – 25 mins)**1. Students work through the [Doggy Data sheet](http://choltmasters.weebly.com/doggy-data-sheet.html)
2. Teacher circulates to check on progress and assess collaborative work skills ([checklist](http://choltmasters.weebly.com/assessment-resources.html)).

***\* Remind students that we will have to carry our work over to the next class so they need to save their work and exit out of their Showbie profile.*** |
| **We Share (20 – 25 mins)**1. After finishing their worksheets, students share answers.
2. **Teacher generates a class discussion**. Is everything on the Web true? Have you ever come across false information? Did you know that people post incorrect or inaccurate information?
3. Now that we know better how to create Key Words, our next lesson will focus on validating the websites we want to use.
 |
| **Adaptations:** **Hearing Impairment** – make sure (student names) have their mics in and you are wearing the transmitter.**ASD** studentscan access assignment from [**Showbie**](http://choltmasters.weebly.com/language-links.html) and work in the break out room (with TA) to create a quiet space. Access the assignment in [**Claro**](http://choltmasters.weebly.com/language-links.html) to use Text to Speech. Speak Select in [**Co:Writer**](http://choltmasters.weebly.com/language-links.html) for the text can be pasted into their document or poster.**LD –** any LD students will be able to access their work in [**Showbie**](http://choltmasters.weebly.com/language-links.html) **,** then[**Claro**](http://choltmasters.weebly.com/language-links.html) to access the Text to Speech. They can use the Speech Select from [**Co:Writer**](http://choltmasters.weebly.com/language-links.html) and paste text in their document or poster. |