Grade 7: Module 4A: Unit 2: Lesson 10

Gathering Information about Screen Time:

Assessing and Reading Internet Sources, Day 2

EXPEDITIONARY
LEARNING

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can gather relevant information from a variety of sources. (W.7.8) I can use search terms effectively. (W.7.8) I can evaluate the credibility and accuracy of each source. (W.7.8)

Supporting Learning Targets	Ongoing Assessment
• I can use search terms effectively to gather information about screen time. • I can evaluate a source's accuracy and credibility.	• Researcher's notebook, sections 7-9 • Assessing Sources document • Exit Ticket: Next Steps

Agenda	Teaching Notes

1. Opening
   A. Vocabulary Entry Task (5 minutes)
2. Work Time
   A. Setting Purpose for Research (5 minutes)
   B. Internet Research (30 minutes)
3. Closing and Assessment
   A. Exit Ticket: Next Steps (5 minutes)
4. Homework
   A. Continue reading your independent reading book.
	• This is students' second day of conducting independent Internet research. In this lesson, they continue working to research supporting questions. This lesson is written assuming the use of computers to search the Internet and recommends the use of a student-friendly search engine, such as Sweet Search.
	
	• If computer or Internet access is not possible in your classroom, consider arranging a visit to your school's library or computer lab or a public library. You may wish to have a research specialist (such as a school or public librarian/media specialist or social studies teacher) come in to talk about and teach Internet research skills.
	
	• In advance: The mid-unit assessment begins in Lesson 11. Be sure you have prepared the necessary materials.
	
	• Post: Learning targets.

Lesson Vocabulary	Materials
student-selected vocabulary	• Researcher's notebook (begun in Lesson 4)
	• Domain-Specific Vocabulary anchor chart (begun in Unit 1, Lesson 1)
	• Assessing Sources document (from Lesson 1; one new blank copy per student)
	• Exit Ticket: Next Steps (one per student)

Opening	Meeting Students' Needs
A. Vocabulary Entry Task (5 minutes) • Return **researcher's notebooks**, if you have not done so already. • Ask students to look through their researcher's notebook to identify any domain-specific vocabulary words they have encountered. Invite them to raise their hand when they find a word that should be added to the **Domain-Specific Vocabulary anchor chart**. Encourage as many students as time allows to add to the anchor chart.	

Work Time	Meeting Students' Needs

A. Setting Purpose for Research (5 minutes)
• Ask students to turn their attention back to their researcher's notebooks.
 	
• Remind them that they have already written many questions that they have about screen time. Ask them to look through their researcher's notebook and star two questions that they may want to research further today.
 	
• Give them 2 minutes to reread their questions. Then, ask them to turn and talk with a partner about their supporting research questions and choose one question they will try to understand during this class.
 	
• Call on a student to report the question he or she will research today. Ask the class to turn and talk to a partner and discuss what might be effective search terms to use when searching the Internet for an answer to their questions. Cold call several students to share their answers.
 	
• Repeat this process with two or three students, asking them to explain why their search terms are effective. Listen for them to say that the words are "specific" or "unique" and "use context terms appropriately."
 	
• Read aloud the first learning target:
 	
   * "I can use search terms effectively to gather information about screen time."
 	
• Ask students to use Fist to Five to evaluate how well they think they can use search terms.
 	
• Distribute a new **Assessing Sources document** for today's work. Remind students that they have used this document previously, and they will need to again evaluate their source(s) based on this document.
 	
• Read aloud the second learning target:
 	
   * "I can evaluate a source's accuracy and credibility."
 	
• Ask students to turn and talk to a partner about what makes a source accurate and credible.
 	
• Then ask the class to popcorn-share ideas that will help determine a source's accuracy and credibility.
	• Consider working individually with students who self-evaluate low during Fist to Five to help them use effective search terms.

EXPEDITIONARY LEARNING

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Work Time (continued)	Meeting Students' Needs
B. Internet Research (30 minutes) • Tell students that they will have the next 30 minutes to find an article that answers their chosen research question, to read the article, and to add information to their researcher's notebook. • Remind them that they should paraphrase their reading and keep all the information about their source in their researcher's notebook so they can properly cite it later using the MLA format. • Remind students that sources can differ in the information they give students about their publications. Students may find this to be the case especially regarding Web articles and websites. Assure them that for the moment, they only need to put forth their best effort to find the citation information in such a case.	• During this work time, you may want to pull out a small group of students to support in finding, assessing, and reading sources. Some students will need more guided practice before they are ready for independent work.

Closing and Assessment	Meeting Students' Needs
A. Exit Ticket: Next Steps (5 minutes) • Distribute the **Exit Ticket: Next Steps**. Read aloud the overarching research question. • Ask students to fill out the exit ticket: * "What information do you have that helps you answer the overarching research question? What kind of information do you still need?" • Collect the exit ticket for review before the next lesson. • Tell students that tomorrow will be the mid-unit assessment. Assure them there will be no tricks on the assessment. It will be on the research skills and text analysis and comparisons they have been practicing throughout Unit 2.	• Review students' responses on the exit tickets and consider what kind of individual support they might need on their last day of independent research.
Homework	**Meeting Students' Needs**
• Continue reading your independent reading book.	

Grade 7: Module 4A: Unit 2: Lesson 10
Supporting Materials

Name:

Date:

Consider the overarching research question: "What are the potential benefits and risks of entertainment screen time, particularly to the development of teenagers?"

What kind of information do you have that helps you answer the overarching research question?

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What kind of information do you still need?

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