



EXPEDITIONARY
LEARNING

Grade 7: Module 4B: Unit 2: Lesson 8

Gathering Information about Water Management: Assessing and Reading Internet Sources, Day 2



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can gather relevant information from a variety of sources. (W.7.8)</p> <p>I can use search terms effectively. (W.7.8)</p> <p>I can evaluate the credibility and accuracy of each source. (W.7.8)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can use search terms effectively to gather information about water management. I can evaluate a source's accuracy and credibility. 	<ul style="list-style-type: none"> Researcher's notebook Assessing Sources document Exit Ticket: Next Steps

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Vocabulary Entry Task (5 minutes) Work Time <ol style="list-style-type: none"> Setting Purpose for Research (5 minutes) Internet Research (30 minutes) Closing and Assessment <ol style="list-style-type: none"> Exit Ticket: Next Steps (2 minutes) Previewing Homework (3 minutes) Homework <ol style="list-style-type: none"> Continue reading your independent reading book for this module. 	<ul style="list-style-type: none"> 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 or social studies teacher) come in to talk about and teach Internet research skills. Post: Learning targets.



Lesson Vocabulary	Materials
student-selected vocabulary	<ul style="list-style-type: none">• Researcher's notebook (begun in Lesson 3; one per student)• Domain-Specific Vocabulary anchor chart (begun in Unit 1)• Assessing Sources document (from Lesson 2; one new copy per student)• Exit Ticket: Next Steps (one per student)• Sticky notes (optional; three per student)

Opening	Meeting Students' Needs
<p>A. Vocabulary Entry Task (5 minutes)</p> <ul style="list-style-type: none">• 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
<p>A. Setting Purpose for Research (5 minutes)</p> <ul style="list-style-type: none">• Ask students to turn their attention to their researcher's notebooks.• Remind them that they have already written many questions that they have about water management. Ask students 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:<ul style="list-style-type: none">* "I can use search terms effectively to gather information about water management."• Ask students to use the Fist to Five protocol 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) today based on this document.• Read aloud the second learning target:<ul style="list-style-type: none">* "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.	<ul style="list-style-type: none">• Consider working individually with students who self-evaluate low during Fist to Five to help them use effective search terms.



Work Time (continued)	Meeting Students' Needs
<p>B. Internet Research (30 minutes)</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
<p>A. Exit Ticket: Next Steps (2 minutes)</p> <ul style="list-style-type: none"> • Read aloud the overarching research questions: <ul style="list-style-type: none"> * "How do industry and agriculture currently manage water? What strategies exist for industry and agriculture to manage water better?" • Ask students to fill out the Exit Ticket: Next Steps: <ul style="list-style-type: none"> * "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. 	<ul style="list-style-type: none"> • Review students' responses on the exit tickets and consider what kind of individual support they might need on their last day of independent research.
<p>B. Previewing Homework (3 minutes)</p> <ul style="list-style-type: none"> • Discuss with students how they will mark domain-specific vocabulary words that pertain to water management or sustainability in their independent reading books. Consider giving them two or three sticky notes to help them mark words that are unfamiliar to them. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Continue reading your independent reading book for this module. 	



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Supporting Materials



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Exit Ticket:
Next Steps

.....
Name:
.....

Date:
.....

Consider the overarching research questions: “How do industry and agriculture currently manage water? What strategies exist for industry and agriculture to manage water better?”

What information do you have that helps you answer the overarching research questions?

What kind of information do you still need?
