



## 4.12: Research on the Internet

### Prerequisite Skills and Knowledge

- ∞ Students should have an author in mind that they can use for author study.
- ∞ Some suggested authors could include: Jan Brett, Beverly Cleary, E.B.White, Gary Soto, Marc Brown, Eric Carle

### Time Required

- ∞ This lesson is meant to be presented in stages, first is research, second is organizing information, and last is creating a powerpoint presentation to display student work. The mini lesson and guided practice for the research gathering is 20 minutes.

### Materials

- ∞ Computer Lab, Internet Access, Notepaper/Pencil or Microsoft Word for copying/pasting information, LCD projector

### Intended Learning

- ∞ Students will use the Internet to find out biographical as well as background information about the author of their choice

### District Technology Standards Uses Technology Effectively

- ∞ Internet Tools
- ∞ Effectively uses search skills

### Big Ideas from Literacy Guide - Unit 6, Reading & Writing

- ∞ Gather information from electronic and print sources
- ∞ Read information for specific purposes
- ∞ Identify and summarize main ideas
- ∞ Summarize information in own words
- ∞ Organize and develop facts and details in a way that helps readers learn about topics
- ∞ Support topics with important facts and interesting details
- ∞ Use organizational structure and report text features to locate information and answer questions

### Mini-Lesson

Connection - preparing students' thinking

Authors of some of the books we have been using in Literature studies have been influenced by many events in their lives. How can we create a biographical sketch of these authors using the internet? What keywords would we be using?

Teaching - Mini Lesson

### Notes

With students at computers, display on the LCD projector an internet search engine such as Ask.com or Google. Show students how to enter a keyword search for a children’s book author such as Johanna Hurwitz.

Remind students that in order to access specific information, we need to add the “+” sign to our search and type in extra search info such as birthplace, biography, etc. Model how to select websites that could yield the best search results.

Tell students that they can use their note book paper to take notes or that they can open up Microsoft Word, create a Note page, and minimize the window in order to multi-task between applications.

**Active Engagement - Guided Practice** Students should first select the author they want to research, then open up Internet Explorer and access Google or Ask.com. They will enter their keyword searches for information about their authors. Using Microsoft Word, they make take notes, and save images they will use later to create a PowerPoint. They can also use the notebook paper to jot down notes, write down websites, etc. Remind students they will need to cite their websites for their Works Cited page.

**Link**

Students should find background information that can be used to write a biography of the author they select. They will need to save their files of notes to use in the next lesson.

**Independent Practice**

**Teacher**

- ∞ Progress monitor students while they are working using a class spreadsheet to record daily participation, and track progress. Help students who are struggling with searches or accessing information.

**Students**

- ∞ Work independently and record information on authors. Save notes to use again in second part of lesson.

**Sharing/Closure**

- ∞ Ask students to pair/share with a person next to them any tips they used in order to find information on an author. Whole class can share out one fact they learned about their author.

**Assessment**

- ∞ Use checksheet data for progress reports showing daily participation/work skills, or need for extra help. Grade will be given for content of

powerpoints created in next classes.