

MONROE ONE BOCES NYS COMPUTER SCIENCE & DIGITAL FLUENCY ALIGNED LESSON

Grade Level - 4 - 6

ONLINE RESEARCH LESSON

Teacher Name:

Course Name: Writing

Unit/Theme: Informational Writing

Time Frame:

Grade Level: 4-6

CONTENT AND SKILLS
Learning Objectives: Students will be able to locate relevant information using a search engine.
Essential Questions (optional): How can I accurately find information on the internet?
Students I can statements . . . I can use a search engine to find accurate information.
How will you meet the needs of SWD and ENL students? We will fully implement any modifications/accommodations as needed based on students' IEPs and 504 plans. Additionally, we will be sure to incorporate visuals, student friendly and simplified language to further student understanding of directions of how to complete the task.
Content Standards List all standards and how learners will meet the standard 4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic. 4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.
NYS Computer Science and Digital Fluency Standards List all standards and how learners will meet the standard 4-6.DL.1 Type on a keyboard while demonstrating proper keyboarding techniques. 4-6.DL.5 Identify common features of digital technologies.
CASEL COMPETENCIES and/or NYS SEL BENCHMARKS 3B.2a. Identify and apply the steps of systematic decision making.

INSTRUCTIONAL PLAN
List the steps of the lesson, including instructions for the students.

How will you make sure this lesson is culturally responsive?

- Using student interests or classroom connections, pose a question that requires them to find factual information. Ask the students ways they would acquire that information
 - e.g. “We have been studying the American Revolution, how can I find out when the revolutionary war started?”
 - Write responses on the board, so students can reference it
- Using your initial question, model an internet search. Identify differences in internet domains (i.e. .edu, .com, .gov, etc.). This will lead into explicit instruction on the purposes of different domains.
- Domain Sort
 - Provide students with 10 pictures. Have them sort those pictures into various domains.

Example:

.com	.org	.gov	.edu
Amazon Target McDonalds	YMCA Library NAACP	White House NY	Monroe College

Exit Ticket:

- Pose the question “Which domain would choose to obtain accurate information to answer our initial question and why?” on a seesaw.
- Allow for students to answer in a variety of formats based on their needs (ex. dictation, typing, voice recorder, etc.) and submit.

ASSESSMENT(S) / PROJECTS / PRODUCTS

- Sort, Exit ticket

INSTRUCTIONAL TECHNOLOGY INTEGRATION

- Seesaw

MATERIALS / RESOURCES

- Seesaw, Pictures