

"Just Google It"

Author's Name: Lindsey Nakashima **Coach Name:** Ken Amunrud

Host Organization: Silicon Valley Leadership Group

ETP Type: Enhancing existing curriculum **Subject/Grade:** 4



[ETP Instructions for each section](#)

[ETP Rubric](#)

[ETP Prompts](#)

[Active Stem Learning](#)

Abstract

Students will learn how to research and identify reliable internet resources. To show their skills, the students will create a culminating project about a California region. They will collaborate in an assigned group to find information using focused questions. Moreover, they will communicate and collaborate on creating a Google Slides presentation demonstrating the various aspects of their region. The goal of this project is to acquire the necessary skill to research using technology, collaborate, and engage in conversations that enhance their learning as well as others. Students will demonstrate their understanding of the topic under investigation and their ability to research through their culminating project.

Focal Standard(s)

4.CCSS.W.4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Measurable Objective(s)

Students will research one region of California to find various aspects of their region such as the geography, weather, and California Historic Landmarks.

Students will organize information into a final live Google Slides presentation.

Formative Assessment(s)

Survey through Google Forms to assess how much the students know about what it means to "google" information, what is a reliable source, and how can they go about finding the necessary information.

Summative Assessment

Google Slides presentation including a bibliography.

21st Century Skills and Applications

Manage the flow of information from a wide variety of sources.

Use technology as a tool to research, organize, evaluate and communicate information.

Fellowship Description

The Silicon Valley Leadership Group is a public policy trade association that represents over 400 member companies. They advocate for policies that affect the economic health and quality of life in Silicon Valley, including education, energy, environment, health, housing, tax policies, tech and innovation and transportation. My position with them this summer is preparing data sheets on Cap and Trade auction funds for the regions around the state represented by R.E.A.L. Coalition partners. This project required me to research and gather information about Cap and Trade policies including the state auctions that create the Greenhouse Gas Reduction Fund and how the funds are distributed around the state.

Fellowship Connection to School/Classroom

Clear communication, collaboration, and researching skills are requirements for a Silicon Valley Leadership Group employee. Many of them are working on policies and researching their benefits or drawbacks. It is vital that young students are given the proper foundation for them to build upon as they mature in their educational career. Students need the foundational skills to support "digging deeper", collaborating with others on group and individual projects, and communicating their results. As they develop, they need to be able to cite and justify their sources. Being able to do a simple internet search is a vital skill that needs to be properly taught considering there are billions of resources on the "world wide web".

Instructional Plan

Prior: (Done prior to beginning of lesson - possibly as Pre-homework) Survey through Google Forms to assess how much the students know about what it means to "google" information, what is a reliable source, and how can they go about finding the necessary information.

Instructional Sequence:

Time 10 mins	Set or introduction: <i>How will you begin the lesson? How will you engage and motivate learners, connect to prior experience, activate prior knowledge and/or share learning outcomes?</i> Play "Digital Literacy and Research - Elementary" Kahoot https://play.kahoot.it/#/k/9e3e1e30-075c-4078-b097-b51fe4b2d346 Discuss what was easy/difficult? What were they surprised by? What did they all know? Share the learning objective with the students: 1. I can identify parts of the internet 2. I can efficiently and effectively research using the internet 3. I can use reliable resources to build knowledge about a topic
	Developing Content/Body of Lesson: <i>What instructional strategies and learning tasks will you use in the main part of the lesson?</i> I have, who has vocabulary (partner students - See file) Quick Video on Parts of Internet (If students don't already know)

15-20 mins	http://gizmodo.com/the-simplest-explanation-of-what-the-world-wide-web-is-1575541504 Teach how to use a search engine effectively Today, we are going to use the internet to research the four different regions of California. In order to do this we need to know how to do this. What is reliable? How do we cross-check information? How do we simply "Google it"? First, we need a graphic organizer to help us gather our notes and track our sources (websites). As a class, we are going to learn together by researching the west coast of the United States; this is the region of the US that California is located in. Talk and teach keyword searches. What are we truly researching? • Geography • Climate (not weather) • Indigenous people • History • Natural resources How to verify sources • Date • Author • Fact check multiple resources Show how to use "wikipedia" as a resource for one topic, but how to cross check the information to make sure it is "reliable". Once "we do" is done as a class and sufficient information is gathered, start group project research. Students begin research with groups on their assigned region. Start with a required topic (suggested geography). Students need to use graphic organizer to brainstorm keywords. Verify it with the teacher. Students then work in pairs to search, each choose a different website to find the information. one group should use a Worldbook article if available. Then, teams need to get back together to compare research and notes. Teacher will conference with teams as they are regrouping.
	Checks for Understanding / On-going informal assessment: <i>How will you know what students are understanding? (questioning and observing throughout the lesson)</i> Approve the keywords for each group to start researching. Conference with teams as they are regrouping to talk about what they discovered in their research.
5 mins	Closure: <i>How will learners summarize or reflect on what they learned (for example, share work, share a strategy, share a process, discuss what they learned, raise a new question)?</i>

	Every work session: "One thing you learned? One thing you want to continue to research?" Exit Tickets (Use template or write on a post-it note) One thing you learned can be about Internet Research or about their topic (for the first research session/lesson, I would encourage scripting something around one thing they learned about Internet Research) Students will continue to work on their projects. After the research, students will create a 5 Slide Google slide show to show their research.
--	---

Supply List

- [I have, Who Has Cards](#)
- Multiple Graphic Organizers (for students to use freely)
- Exit tickets or post-it notes
- 2-to-1 access to a device (Chromebooks or computer would be the best; iPads are an option but won't give the students the same experience due to mobile site views of certain sites)

Bibliography

--

Keywords

Google, ed tech, research, search, internet, website, technology
--

Links to Files in this ETP

https://www.youtube.com/watch?v=BNHR6IQJGZs
