



## Analyze Learners

### I. General Characteristics:

**Approximate Age:** Students are approximately 10-11 years old.

**Education and Ability Levels:** Students are in the fifth grade. Various ability levels range from gifted and talented students, to students with learning disabilities.

**Behavior Considerations:** Group is dominantly male, and has a high energy level. Activities need to be changed frequently, and will become disruptive without supervision.

**Previous Experience with the Topic: Students** have had no experience this school year with evaluating web sites.

**Attitudes Toward Content:** Students love to use technology. Many have computers at home and are excited about learning more about them. Home Internet access in the class is 85%.

**Attitudes Toward Content Provider:** Generally, students respond well to the teacher. Positive reinforcement along with a mini-economy system helps teacher motivate students. In the mini-economy system, the students earn money for completing classroom jobs, and meeting classroom expectations. Students lose money for breaking rules, not having materials, etc. At the end of each nine weeks, there is an auction where the students spend their money on small treats.

## **II. Entry Competencies:**

Prior to the start of instruction, students should be able to:

- ✓ Successful log in to the school's network computer system.
- ✓ Start Microsoft Explorer
- ✓ Navigate a web site
  - Scroll
  - Open links
  - Use back/forward buttons

## **III. Learning Styles**

### **Successful Instructional Strategies:**

- ✓ Students need models before working on their own.
- ✓ Visual images help students grasp concepts more readily.
- ✓ Clear expectations given before activity help students stay focused.
  - ✓ Rubrics help this process.
- ✓ Students enjoy working in pairs, and are productive in pair grouping.
- ✓ Students need to change activity every 20 to 25 minutes.

## **IV. Instructional Strategies to Avoid:**

- ✓ Grouping students in groups of three or more-production is minimal.
- ✓ Long periods of time without a break make students "restless."
- ✓ Lectures without visuals are not heard.

## Objectives

1. As the result of direct instruction, the fifth grade students will be able to define, on a quiz, the words associated with website evaluations with an eighty-five percent accuracy.
2. Through the use of a checklist or rubric, students will evaluate the reliability of websites and present their findings to the class in an oral presentation.
3. By using a Venn Diagram, or a chart, students will compare and contrast two historical website information. Each part of the diagram must have at least five facts.
4. Through a research project assignment, students will prove the reliability of their online sources by including their rubric and a paragraph explaining why they chose their sources.

## Learning Process

### **Preview the Material:**

The teacher will preview all materials prior to instruction. Materials to be previewed include:

- Vocabulary words: check to see that all words can be defined from student's dictionaries
- Authenticity of vocabulary quiz
- Evaluation rubric
- All websites from the entire unit.
- Venn diagrams
- Kid-friendly search engines

### **Prepare the Materials:**

- All parts of the lesson will be put on the daily agenda board.
- Create bulletin board word and definition cards.
- Create evaluation rubric and kid-friendly search engine sheet
- Copy at least 5 copies of the rubric for each student
- Copy 1 copy per students of the vocabulary quiz, kid-friendly search engine sheet, and Venn Diagram
- Create historical website scavenger hunt, and store on the local drive at school

### **Prepare the Environment:**

- Insure all students are seated so that they can clearly see the overhead projector and television screen
- Reserve computer lab for all times needed to complete the activities

### **Prepare the Learners:**

- Teacher will give students an overview of what is expected of them throughout the unit
- Students will brainstorm a list of website evaluation terms as the anticipatory set
- Teacher will give students copies of all materials needed to successfully complete the assignments

**Provide the Learning Experience:**

1. List words on the chalkboard for the students to define from dictionaries. (20 mins.)
2. Teacher goes over words and definitions orally with class daily. (5-10 mins. daily)
3. Interactive bulletin board with words and definitions for the students to practice matching words and definitions.(on-going)
4. Quiz over words after a period of at least one-week. (20 mins.)
5. Teacher will model the use of an evaluation rubric on the overhead projector. (10 mins.)
6. Using the computer-television, students will evaluate, as a group, a website. (15 mins.)
7. Discuss as a class the evaluation rubric. (5 mins)
8. Using selected websites, students will evaluate one website on their own. (30 mins)
9. Students will give an oral presentation discussing the pros and cons of the website they evaluated. (3-4 mins. per presentation)
10. Using a scavenger hunt, students will select two websites to compare and contrast.(30 mins.)
11. After evaluating the sites, students will use a diagram to show their findings. (20 mins.)
12. Diagrams will be displayed on a bulletin board. (ongoing)
13. Class discussion about what makes a website good and useful. (5 mins.)
14. Assign students history fair project. (Separate assignment)
15. Each student researches his or her topic on the Internet, using a kid-friendly search engine from the sheet provided. (as long as students need, in and out of school)
16. Using the rubric from earlier in the unit, students evaluate any site they will be using as a part of their research. (as long as students need, in and out of school)
17. The rubrics and a paragraph with a summary of why they chose their sources will be turned in with their final report copy. (no time needed)

## Participation Checklist

Objective	Activity	Learner Participation
1	List the words on the chalkboard for the students to define from dictionaries	Requires learner to actively define words
1	Teacher goes over words and definitions orally with class daily	Requires learner participation through discussion
1	Quiz over vocabulary	Requires learner to apply knowledge gained from unit
2	Teacher will model the use of an evaluation rubric on the overhead	Requires active listening from learners
2	Using the computer-television, students will evaluate, as a class, a website	Requires individual participation in a group activity
2	Discuss as a class the evaluation rubric	Requires learner participation through discussion
2	Using selected websites, students will evaluate one website on their own	Requires learner to individually evaluate a site
2	Students will give an oral presentation discussing the pros and cons of the website they evaluated	Requires active listening, and the learner to share information to the entire class
3	Using a scavenger hunt, students will select two websites to compare and contrast	Requires learner to actively participate in evaluation of websites
3	Students will use a Venn Diagram to show their findings	Requires active participation in creating Venn Diagram
3	Class discussion about what makes a website good and useful	Requires learner participation through discussion
4	Students will research History Fair projects	Requires active participation in searching
4	Students will evaluate any site they will be using as a part of their research	Requires active participation

