ePresentation

Project Portfolio

Research

TIP: A background video about searching the Internet is available in the *FLEXWorks* Resource Library. This video provides an introduction to how search engines work and strategies for finding key information quickly.

Reading Connection 🔗

CCSS

Interpreting Information: Websites

Display a website you chose for today's instruction. Tell students that before they use information found on the Internet, they should evaluate the websites to determine which sites are good starting points for research.

Then model asking the following evaluation questions:
- Is the website written so I can understand it?
- Does the website answer my questions?
- Is the information useful?
- Is the information detailed?

Discuss the answer to each question with students, and then lead them to conclude whether the website is useful.

PROJECT TEAM · 5 Mins

1. Explore Animal Choices

Have project teams review the animal choices for research. Have them decide as a group the animal they will research. Tell them to write the animal choice on the appropriate line of the **Project Action Plan** (P Project Portfolio, p. 3).

INDIVIDUAL · 10 Mins

2. Create Research Organizer

Distribute copies of the **Research Organizer** (p. 45). Have each student create one Research Organizer. Review the research questions with students.
1. What animal did you choose?
2. What type of animal is it?
3. What are the animal's habits and behaviors?
4. What is the animal's diet?
5. What does the animal need for its habitat?
6. What safety concerns are there with this animal?
7. How much will it cost to care for this animal for one year?
8. What makes this the best animal for your classroom?

FOLDABLES

Explain to students that they will use this organizer to record the answers to the provided questions as they research. The information collected will provide factual support for their presentations. Have students attach the Research Organizer to page 6 of their P Project Portfolios.

WHOLE CLASS · 10 Mins

3. Introduce Research Log

Distribute copies of the **Research Log** (p. 46) or show students where to access the Research Log files that you saved on their computers. Explain to students the importance of keeping track of where they find information so they can credit their sources at the end of the project.

Display a website that provides facts and details about animals. Model how to copy the web address to list the source, and model how to record information. Model for students how to read and summarize information from the site. Point out that they can discuss information with their team to improve understanding, and discourage them from copying information they do not understand.

PROJECT TEAM · 10 Mins

🔗 Have students evaluate the websites to determine which sites are good starting points for research.

4. Conduct Internet Search

Brainstorm key Internet search terms related to the animal choices with students. Use suggested search terms on page 9 as a starting point or generate your own. Tell students that when they find a website they would like to return to again, they can bookmark it.

Ask students to record the key search terms on their **Research Log**. Then have the project teams conduct an Internet search using the generated search terms and to bookmark potentially helpful sites for research. Students will store the Research Log on page 5 of their P Project Portfolios.

☑ **PROGRESS CHECK** While students are conducting their Internet search, check in with each team. Have them report on their progress identifying potentially helpful sites for research. Ask if students have had any difficulties; if so, have them discuss problems and brainstorm possible solutions.

PREPARE FOR DAY 4
Preview the Day 4 *Writing Connection • Supporting an Opinion* to familiarize yourself with the concept that you will be modeling for students.