ELA
Effective Research
5th Grade

State Standard(s): W.5.8, W.5.9, W.5.12

Student Learning Objective(s): TSWBAT learn how to research about a topic effectively and credibly.

DAY 1
Materials:
- Effective Research Google Slides Day 1
    - https://docs.google.com/presentation/d/1eFpL5EJ-AUCMN1IVw2Uj_r1H_uDBbRbPFviNBfDaVQc/edit?usp=sharing
- Steps to Effective Research Handout
    - https://docs.google.com/document/d/1aj5qj8TbQsq6fY8Mk36aBI0ZnJ4pukSHjIsgHBpOve8/edit?usp=sharing

ARK:

With their shoulder partner, have students discuss ways that they can make sure they are getting accurate information from the internet. Call on a few students to share their answers.

I do/We do:

Hand out the Steps to Effective Research to each student. **Have these 3-hole punched so students can safely keep this in their binders.**

Use the Google Slides to explain and discuss the steps they should follow in order to conduct their research effectively.

- (slide 6) Discuss as a class what is not right about this website. http://allaboutexplorers.com/explorers/columbus/
- (slide 9) Have the class discuss which words or phrases would provide us with the best information about the California Gold Rush and why.
- (slide 19) Have table groups discuss why personal pages are unreliable. Call on a few students to share their table's answers.

DAY 2
Materials:
- Credible URLs Answer Sheet
    - https://docs.google.com/document/d/18i45tTq7Kbba7dHgU2H4d4gq-Pdx5ObfIpyw14MTVIo/edit?usp=sharing
- Effective Research Google Slides Day 2 (slide 20)
    - https://docs.google.com/presentation/d/1eFpL5EJ-AUCMN1IVw2Uj_r1H_uDBbRbPFviNBfDaVQc/edit?usp=sharing
- Credible vs Non-Credible Sources Checklist
    - https://docs.google.com/document/d/1JX2oDQpuNcrhqXl1RpeHSMBO1XRF_ZCjJD74JnPz94U/edit?usp=sharing
- Literacy Notebooks

- Glue
- Chromebooks
- [Effective Research Practice](#) (in Google Classroom)
  - https://docs.google.com/presentation/d/1UhRvCj74cZVrzyOlDNWHUdgcGO_b11-YxMT8vwP_1PI /edit?usp=sharing

ARK:

Have students share the 5 steps to effective research that we learned about yesterday.

Pass out one [Credible URLs Answer Sheet](#) to each pair of shoulder partners. With their shoulder partner, have the students decide whether or not these URLs are credible/reliable. Show slide 21 to refresh them on how to break up the parts of a URL.

Go over the answers as a class (slide 22).

I do/We do:

Hand out the [Credible vs Non-Credible Sources Checklist](#) to each student and have them glue it into their notebooks. Explain what it means for a website to be deemed credible. Using the links on slide 23, the teacher will model how to follow the items on the checklist one-by-one to determine if each of these sources are credible or not.

Click on each link, go through the checklist while looking at the webpages. Decide if it would be a good source to use in a research paper.

You do/ISS:

On their own, the students will complete the [Effective Research Practice](#) in Google Classroom. The students will look for one credible source and one non-credible source on the topic. They will then copy the URL and link it in the assignment. Once they have finished, they will turn it in.