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Internet research skills worksheets pdf

Skill: Evaluating the information found in your resources based on accuracy, validity, suitability for needs, meaning and social and cultural context Challenge: While most children know they don't believe everything they read online, most also don't have time to fully evaluate their resources, according to the John D. and Catherine T. MacArthur Foundation. The same study showed that, on average, children as young as 11 rate themselves as relatively savvy internet users, which can increase their confidence. Solution: As a class, discuss the criteria for evaluating a website: name (Is the information up to date?), security (Does the site ask for too much personal information or a quick warning about viruses?), scope (Is the information in-depth?), and authority (Does the information come from a trusted expert?). Invite partners to find one site that meets these criteria and one site that doesn't. During research projects, encourage students to check the criteria from the list for each of the resources they use. 2. Ask Good Questions Skills: Developing and Perfecting Search Queries to Get Better Research Challenge Results: Students Enter a Search Term for, say, Abraham Lincoln, and comb through pages of results unrelated to their research (think Lincoln Beard, Lincoln Logs), rather than narrow down their original query (Lincoln Assassination). Solution: Name small groups three search terms, from general to specific (e.g. national parks, Yellowstone and Yellowstone found date). Ask groups to record how many results are returned for each expression. Discuss how specificity can narrow your search to the results they need. They will also invite groups to come up with three alternative search terms for the most sparingly timed goods in their lists. (For yellowstone's example, alternative terms may include When was Yellowstone founded? The history of Yellowstone and Who founded Yellowstone?) Compare results to discuss how changing a few words can generate different information. 3. Go Beyond Surface Skill: Display endurance by continuing to search for information to gain a broad perspective Challenge: Studies have shown that when using a search engine, children often stop for the first search result that they consider most trusted. Solution: Invite students to create facts about what they're exploring. The initial question is the root of the tree - for example, how many planets are in the Milky Way? Then, on the branches emanating from the tree, students write facts or information that answer the question (Scientists don't know the exact number, there could be billions). The catch is that each fact must come from a separate documented source. Encourage students to find at least 10 sources of information to complete their fact trees. 4. Be patient Skill: Display emotional resilience by persisting in finding information despite Challenge: Today's students are accustomed to information on demand. So if they can't find answers to their questions after I've spent a few minutes poking around online, they can grow frustrated and throw in the towel. Solution: Challenge teams to come up with a well-researched answer to a question that is not Google-capable. Opinion questions about popular culture work well for this activity. For example, Who is the best actor ever played by James Bond? Which band is better: The Jonas Brothers or Justin Bieber? Encourage teams to use a wide range of resources to answer their questions, including what others have said, cash receipts and valuations. Determine the winner based on which team presents the most compelling case. 5. Respect Ownership Skill: Respecting the Intellectual Property Rights of Creators and Manufacturers Challenge: Increasingly, young people don't see piracy as a steal. One survey found that 86 percent of teens felt musical piracy was morally acceptable. Solution: Make it personal. Invite students to write about what it would be like to get a record store, star in a movie or have a book published. As a class, discuss the emotions involved. Then introduce the idea of piracy. Ask: How would you feel if someone downloaded your music, movie or book without paying for it? You can also talk about what it would be like not to pay for other kinds of work, such as working in an office or school. How is piracy similar? How's it different? 6. Use Your Networking Skill: Using Social Networking and Information Tools to Collect and Share Information Challenge: Some Kids Don't Understand the Line Between Sharing Information and Plagiarizing It. A survey by plagiarism-prevention firm Turnitin found that the most widely used sources for undulating material are sites like Facebook, Wikipedia, and Ask.com. Solution: Talk to your kids about when you could use social sites for research. Provide a list of topics and decide if it would be a good idea to use these tools. Suggested topics: the countries of origin of your family, the life of Alexander the Great and the events of 11. What could the members of your network contribute to each of these discussions? How would they not be useful? How could you include information that friends and family share in your work? Also explain that Wikipedia must be evaluated like any other website. Students in particular should focus on the resources cited in the Wikipedia article and ensure that these resources are legitimate. You can have small groups analyze all resources for a single Wikipedia article for currency, authority,

scope, and security. To emphasize that it is usually better to return to the original source than to quote directly from Wikipedia. RESEARCH: TECH AND TEEN BRAIN Multitasking Takes a Toll According to research at the University of Michigan, homework can take between 25 and 400 percent longer when teens take breaks to check and download music. They waste time not only on interruptions, but also because they have to reorient when they return to the material. Sleep is still short of Shrift Earlier this year, the National Sleep Foundation released a survey showing that the average teen sleeps just seven and a half hours a night, two hours less than what is recommended for healthy brain development. Culprits? TVs, laptops and mobile phones in the student's bedrooms. Inhibition Losing Ground Psychologists call the result an online anonymity dishibition effect because people of all ages share more than they would in real life. While this effect can lead to bullying, the good news is that there is also benign dishibition - as gay teens find online support. Research skills are important for a person's educational, professional and personal life. Have you ever heard a story, but wasn't sure if it was true? Or maybe you saw a phrase you didn't quite understand. Research helps you find information and then use it logically. It's like solving a problem, and in this case it would be to find out if this story was true/false, or discovering the meaning behind the phrase that you weren't able to understand at first. We provide many printable worksheets to help students with their research skills. Students will learn the benefits of using the Internet as a research tool. We also have pretty cool worksheets to get students interested in the stock market, and to research the insoles and outs of famous Wall Street. It takes a lot of time for students to become proficient in using research tools. This set of printable worksheets helps students focus and hone these skills. The category you are viewing is for members in Finland You are viewing resources for Finland Changing location Browse and download internet Research learning resources for use in the primary school classroom. print this lesson plan page Because the Internet contains a huge amount of information from reliable and unreliable sources, wading through all the materials could prove overwhelming for students. Learning to browse websites with a critical eye will help students become more efficient and efficient researchers. In this lesson, students have a class discussion about internet research, including the differences between this type of research and traditional research and how to cite sources found on the Internet. Students view an interactive PowerPoint presentation that includes Internet search strategies, several search engine features, and Internet resource citations. As students watch, they perform activities related to the topics presented in the presentation. back to top BEST RESOURCES Internet Quote Organizer: Students can use this handout to help them organize bibliographic data sources they find on the Internet. back to top FROM THEORY to PRACTICE Wepner, S., Valmont, W.J., & Thurlow, R. (Eds.). (2000). Linking Literacy and Technology: Classroom Guide K-8. Newark, DE: International Reading Association. Classroom technology should be used to increase literacy, including spelling, reading, writing, and vocabulary. Communication and understanding are two of the most important aspects of using technology. For technology to be an effective improvement for literacy teaching, students must first master the basics of computer use so that students can focus more on literacy tasks than on technology. Students need to learn effective ways to search the Internet. Due to the nature of the site, navigation problems may arise. back to the highest standards of NCTE/IRA national standards for English language arts 3. Students apply a wide range of strategies to understand, interpret, evaluate and appreciate texts. They draw on their previous experience, interactions with other readers and writers, their knowledge of the meaning of the word and other texts, their strategies for identifying words and their understanding of text characteristics (e.g. correspondence of audio letters, sentence structure, context, graphics). 8. Students use various technological and information sources (e.g. libraries, databases, computer networks, video) to collect and synthesize information and to create and communicate knowledge. 11. Students participate as knowledgeable, reflective, creative and critical members of different literacy communities. 12. Students use spoken, written and visual language to achieve their own purposes (e.g. learning, enjoyment, persecution and exchange of information). back to top Resources & Preparing MATERIALS & TECHNOLOGY Chart Paper Color Marks or Highlighters Computers with Internet Access LCD Projector (Optional) Wading Through the Web (PowerPoint Presentation) Back to Top STUDENT INTERACTIVES Grades K - 12 | Student Interactive | Organizing and summing the Venn diagram This interactive tool allows students to create Venn diagrams that contain two or three overlapping circles, allowing them to logically organize their information. back to the beginning of printouts back to the beginning of PREPARATION 1. Make one copy for each student of the Wading Through the Web Student Handout document, the organizer of the Internet citation, and the Internet Citation Checklist. If necessary, make the overhead transparent of these handouts for discussion purposes. 2. Access wade through PowerPoint web presentations and make sure it works correctly on your school's computers. Additionally, make sure that the hyperlinks direct students to the correct locations. 3. Access and get acquainted with the Online Venn Diagram tool if you use it (see Session 1, Step 2). 4. Decide how to display the PowerPoint presentation and the Venn Diagram tool. You can choose to use the LCD projector to move around images as a students to watch together on their own computers. Alternatively, you may feel comfortable allowing students to view the presentation on their own or with a partner. 5. During session 3 of this lesson, students will have at their disposal independent research time. If they are currently working on a project, they can use the allocated time to research the project. Otherwise, you will need to assign a topic, or allow students to choose their own topics, before session 3. back to the beginning of the instructional plan STUDENT GOALS Students will consider and discuss the nature of the Internet, compare with more traditional information sources Explore and practice effective ways to search the Internet Learn the importance of ascribe Internet resources, and practice the format for quoting resources back to the beginning of session 1 : Nature of Internet Research 1. Lead a class discussion on research and the Internet. Use the following focus questions: Where can you find information about the research report? How does the Internet differ from other sources of information? What is your favorite place to search for information and why? Explain to students that in the next few days, they will learn more effective ways to do research using the Internet. 2. Guide classes in creating a Venn diagram to compare the Internet with more traditional information sources. Write the students' answers on board and discuss. If you choose, you can use the LCD projector to display the interactive Venn Diagram tool. The text boxes in this tool have a character limit of 10; so if you choose to use them, keep in mind that items must be short and usually limited to one word. For example: convenient, up to date, edited, current, portable, reviewed, fast, accessible. Note: Another alternative would be for students to work with partners or in small groups to create a list of similarities and differences between different types of research materials. This activity can include using the Online Venn Diagram tool if you have multiple computers in a class that has Internet access. 3. Explain to students that they will learn about the different types of search engines available on the Internet, and about effective ways to search for information and narrow their search. 4. Introduce the terms bibliography and citations. If your students are already familiar with what bibliography is, you can quickly check it out. If not, explain to students that bibliography is a list of citations that tell you where your information is. It contains all the books, encyclopedias, websites, and so on that you used to write the report. Explain to students that the format for quoting a website on the Internet is different from the format for quoting a book. Tell them they will learn how to quote an internet source. back to the beginning of Session 2: Internet Search 1. Before students arrive, set up a classroom or lab to view the Wading Through the Web PowerPoint presentation. 2. Get started with students in ways that make the Internet different from more traditional information sources. Show comments created in a previous session discussion in a chart or transparency. 3. Explain to students that they will be viewing a presentation that will go through the research process on the Internet, and that this presentation is intended to serve as a leap from a point for their own research on an associated topic. If you've already assigned a research topic to students, remind them to keep their subject in mind when viewing your presentation. 4. Unlock copies of Wading through Web Student Handouts. Make sure that all students have access to wading through a Web PowerPoint presentation. Ask them to view slides 1 through 21 and complete related activities on the handout. These images introduce different types of search engines and show you how to search smarter on the internet. If you've chosen to show your presentation to a class on an LCD projector, you can discuss each slide. Make sure students understand how to navigate through your presentation and go to linked websites. Orbit and watch to make sure students stay on task and complete handouts as they go along. 5. When students are finished, discuss what they learned during the presentation. You can use the following questions to guide the discussion: Which search engine did you find most useful and why? What about other online resources? Which one do you think you could use in the future? What was the most surprising thing you learned? What was the most useful thing you learned? back to the beginning of session 3: Quote Resources and Independent Research Time 1. Start by reviewing what students learned during the previous session. One way to do this may be to use an LCD projector to quickly switch slides from 1 to 21 powerpoint presentations again and control how you go. 2. Briefly examine the concept of citation sources in bibliography. Provide each student with a copy of the Organizer of the Internet Citation and Citation Checklist on the Internet, and make sure that students have copies of the student handouts on the web that began in the previous session. 3. Direct students to view the remaining parts of a PowerPoint presentation (Slides 22-27), which includes quoting Internet resources. If you have enough computers, students can do it independently. However, depending on the needs and abilities of your students, you may want to continue together as a class, or have students work with partners. As they go through the presentation, students should finish wading through Web Student Handouts. 4. When students have completed the presentation and handouts, tell them to use the remaining time to start independent research on their assigned topic. Remind them that they will need to record citation information for their bibliography, and instruct them to use internet quotes for this purpose. 5. After all the students in the class have finished with the PowerPoint presentation, quickly share and explore what they learned about effective Internet research. back to the top of STUDENT ASSESSMENT/CONSIDERATION During Sessions 2 and 3, observe and question students on how to interact with a PowerPoint presentation to see if they are understanding the concepts. Check Wading through Web Student Handouts completed by students during wading through web powerpoint presentations. Read the information collected by students during Session 3 on their web citation organizer's background. If and when students are completing independent research projects, make sure they correctly quote their internet resources. Students can use a checklist of citations on the Internet for this purpose. back to top Related Resources LESSON PLANS Grades 6 - 8 | Curriculum | Unit Scaffolding Methods for Researching Book Writing In this lesson, students use scaffolding to help them compile information to write a solid research paper. Grades 6-12 | Curriculum | Unit twenty-first century information literacy: Integrating research techniques and technologies Students develop their reading, writing, research and technological skills using graphic novels. As a final activity, students create their own graphic novels using comical software. Grades 6-12 | Curriculum | Standard Lesson Making History Come Alive Through Poetry and Song Students compare the sinking of the Edmund Fitzgerald with the song, The Wreck of the Edmund Fitzgerald, then create their own poetry about a historical event. back to top STUDENT INTERACTIVES Grades K - 12 | Student Interactive | Organizing and summarizing the Venn diagram This interactive tool allows students to create Venn diagrams that contain two or three overlapping circles, allowing them to logically organize their information. back to the beginning of the ACTIVITY CALENDAR class 5 - 12 | Calendar activity | September 4 Google was formally incorporated this week in 1998. Students are guided in the search engine survey and have a discussion about the purposes, advantages and disadvantages of each one. back to the beginning of PRINTOUTS Class 9-12 | Copy | Graphic organizer of the I-Search Process Reflection Chart This chart asks students to consider their challenges and achievements throughout the entire research process, from the formulation of questions to the final write-up. Grades 9-12 | Copy | Graphic Organizer I-Search Chart As part of the I-Search writing process, this handout makes it easier to create meaningful questions and subcategories for the student question. back to top STRATEGY GUIDES Class 8-12 | Strategy Guide Support Student-Directed Inquiry with I-Search Paper feeling curiosity about writing research gets lost in some school-based tasks. This strategic guide provides the basis for cultivating interests and authority through writing I-Search, including publishing online. back to top comments by Jim March 29, 2014 Adapts this lesson to teaching my ten graders who need strategies, but most information about metasearch engines is coming a decade. The UC Berkeley Library has a decent empor objection on its site: as with anything, your mileage may vary. Jan Edwards February 27, 2013 Thank you for sharing this! Wonderful lesson! Rikki Ray November 2, 2012 With common core standards, I was eager to explore research with my students. The problem is, I don't feel confident with internet resources. I found PowerPoint useful, although many of the search engines were blocked by the school firewall. I will try some of the others mentioned in the comments. Wonderful lesson! It was a big help, thanks for sahring! Wonderful lesson! It was a big help, thanks for sharing! Jennifer Persson February 27, 2012 too many firewalls at Allyson Morgan School August 13, 2011 How do I download handouts? I must have missed that link somewhere. @Abbi Brenoel: I checked PowerPoint on the web and it worked just fine for me. If you could provide us with more information about your system, we might be able to solve your problem. My first suggestion is to make sure all your plug-ins are up to date in your web browser. You can check that on our technical assistance page: let me know if it helps. Wes Ford Associate Editor Abbi Brenoel May 9, 2011 The PowerPoint presentation will not open. Please fix it! Cheryl Edwards February 28, 2011 Magic Lesson! I've used it several times. However, it needs to be updated to this point because some of the websites have been redesigned or cancelled now. FYI - Clusty is now Yippy.com, Kartoo no longer works - although I did show it from an image posted on Wikipedia to show how different it was from other search engines. I haven't found a similar search engine on it though. Anser.com performs the same role as boost.com did. I've also added several search engines to let students see different ways to have their searches presented to them. Some I demonstrate search-cube.com, redz.com, exalead.fr, quintura.com, sorfix.com, spezify.com. A little reworking of powerpoint and handouts you should have a good go. Lisa Hines April 20, 2010 I look forward to using this lesson with my students definitely seems to be well organized. I had problems with some of the later links (i.e. vivisimo.com is now, clusty.com, boost.com it doesn't work, nor kartoo.com), yet I've made some adjustments and I'm ready to go! Thanks for sharing! Elizabeth LaMertha April 16, 2010 Thank you so much for creating this lesson. My fellow English teacher and I found it amazingly useful, especially the Powerpoint presentation. Sharon Love March 12, 2010 Magic Lesson, and so useful. Thanks! Carla Jones January 13th, 2010 Awesome Lesson! Thanks for Sharing! Sharing!

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