

Rank and Defend

Summary

The teacher will read ***But I Heard it on the Internet!*** by Toni Buzzeo to the class. Then, students, working in groups of three, will use the "Gizmo" criteria discussed in the book to evaluate three pre-selected websites. Students will then rank the websites as Good, Better, or Best and write statements to support their ranking choice using vocabulary from the Gizmo.

Main Core Tie

Elementary Library Media (K-5)

[Strand 5 Standard 2](#)

Additional Core Ties

Elementary Library Media (K-5)

[Strand 7 Standard 2](#)

Time Frame

3 class periods of 30 minutes each

Group Size

Small Groups

Life Skills

Thinking & Reasoning, Communication

Materials

- ***But I Heard it on the Internet!***
by Toni Buzzeo
- Evaluation Handouts
- Pencil and Paper

Background for Teachers

Teacher needs a copy of the book, review website evaluation criteria used and preview Google Forms YouTube Video.

Student Prior Knowledge

Vocabulary:

Rank - Good, Better, Best
Criteria
Evaluate
Defend

Intended Learning Outcomes

Students will be able to evaluate websites based on Mrs. Skorupski's Evaluation Gizmo (informative, easy to use and accurate).

Instructional Procedures

Read ***But I Read It on the Internet!*** (Mrs. Skorupski Story) Hardcover -- February 14, 2013 by Toni Buzzeo (Author), Sachiko Yoshikawa (Illustrator)

Direct students to work in groups of three to decide which of the three sites is Good, Better, and Best and have them record on the template. Demonstrate how to change the words in a sentence from the criteria into a statement about the specific website. Second Graders write one statement about each website. Third Graders write two statements about each website. Fourth and Fifth Graders write three statements about each website. E.g. I ranked this site the Best because it's content was the most relevant.

Use Google Forms, or other method to collect data on conclusions in a visual format for discussion. While projecting results, call on groups to report how they ranked the sites and read their statements to defend their choice of Good, Better, or Best. ***DOK Alert*** Is there a question or group of questions that would eliminate a website? Are some questions more important?

Sets of Student Websites to Use

5th Grade: Biomes:

<https://www.nwf.org/Wildlife/Wildlife-Library/Mammals/Polar-Bear.aspx>

<http://a-z-animals.com/animals/arctic-hare/>

<http://www.nhptv.org/natureworks/arcticfox.htm>

4th Grade: Animal Defenses:

<http://www.rainforest-alliance.org/kids/species-profiles/okapi>

<http://www.arkive.org/lowland-tapir/tapirus-terrestris/>

http://www.theanimalfiles.com/reptiles/snakes/viper_eyelash.html

3rd Grade: Simple Machines

<http://sunshine.chpc.utah.edu/Labs/Machines/>

http://idahoptv.org/sciencetrek/topics/simple_machines/index.cfm

<http://legacy.mos.org/sln/Leonardo/InventorsToolbox.html>

2nd Grade: Biographies

http://www.ducksters.com/biography/women_leaders/marie_curie.php

<http://mrnussbaum.com/ansel-adams/>

<http://www.factmonster.com/encyclopedia/people/chavez-cesar-estrada.html>

Strategies for Diverse Learners

High Ability: Add two more websites and/or reasons.

Language Learners: Provide a word bank or highlight key words on the "Gizmo" or "5 W's".

Attached is a criteria sheet in Spanish

Extensions

Share the two criteria sheets with teachers in your school so they know how students have been taught to evaluate websites.

When doing a research project have them use the Gizmo while finding their sources.

Assessment Plan

Students will write an exit ticket answering:

List three or more parts that make a website useful.

Bibliography

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