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/

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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Authors