First Grade Technology Course
Lessons P-1-9, A-1-9
Online Research and Report Writing

*ELA Common Core Standards*
*RI.1.5; RI.1.10; RF.1.4a; W.1.2; W.1.5; W.1.6; W.1.7; W.1.8*

*2014 Science Standards*
*Life Science:  Living things have basic needs, which are met by obtaining materials from the physical environment.*
*Earth has many different environmental conditions that support living things. The emphasis of this content statement is that living things meet their basic needs for survival by obtaining necessary materials from the environment. This includes, but is not limited to, temperature range, amount of water, amount of sunlight and available food sources. The environment includes both living (plants and animals) and nonliving (e.g., water, air, sunlight, nutrients) things.*
*Life Science:  Living things survive only in environments that meet their needs.*
*Animals require basic habitat components, including food, water, cover and space. The amount and distribution of the basic components will influence the types of animals that can survive in an area. Food sources might include insects, plants, seeds or other animals. Water sources may be as small as drops of dew found on grass or as large as a lake or river. Animals need cover for many life functions, including nesting, escaping from predators, seeking shelter from the elements on a cold winter day and resting. Animals also need space in which to perform necessary activities such as feeding or raising young. Seasonal changes affect the resources available to living things (e.g., grasses are not as available in winter as they are in summer).*

Classroom Introduction

Describe the research process using the Research PowerPoint in the Technology Course Resources section on the Mayfield website.

Computer/Mobile Lab

Exploring the websites
Visit a variety of websites and show students how to navigate through them. Exploring may take three or more sessions.   The following are recommended sites which are in a Symbaloo.  The Symbaloo can be found in the First Grade Links section on the Student Technology Courses webpage.

     Early World of Learning Know It:  http://www.worldbookonline.com/ewol/knowit/home

     World Book Kids World of Animals:  http://www.worldbookonline.com/kids/animalsworld

     San Diego Zoo:  http://kids.sandiegozoo.org/

     Glossopedia Animals:  http://old.glossopedia.org/glossopedia/default.aspx

     National Geographic Education:
     http://education.nationalgeographic.com/education/topics/animals/?ar_a=1

     Bookflix e-books:  http://www.infohio.org/ER/secure/BookFlix.asp

     National Geographic Young Explorer: http://ngexplorer.cengage.com/ngyoungexplorer/moreissues.html

Note:  If preferred, use an alternative Social Studies or Science topic.  If assistance is needed to locate child-friendly, safe websites, contact one of the Tech Integration team members.  A new graphic organizer will need to be created.

Researching and writing
1. Assist the students in choosing their topic.  Pair up students for the research portion.
   May want to use animals for which books are available in the classroom.
2. Review the graphic organizer the students need to complete making sure they understand the terminology.
3. Remind the students where the websites are located.
4. Direct the students in their searching and recording of information.  May be helpful to have all students use the same website to start.
   *Note:  In the lab, they can locate information on the websites.  In the classroom, they can use books on their topics.*
5. As students finish their graphic organizers, direct them to type their reports in Word.  Students should save to and retrieve from their H: drives.
6. Direct the students to edit and format the documents as well as insert images.  Assist them as needed. Remind them to save their work.
7. As students finish, direct them to further explore the websites while others are completing their reports.

## Classroom Station(s)

Exploring the websites – this may take three or more weeks
1. In order to save time, log into computer(s) with generic classroom login.
2. Demonstrate how to find Symbaloo with animal websites.
3. Visit website(s) and demonstrate how to navigate through site(s)
4. Direct students to rotate through computer station(s) exploring the demonstrated sites.  Student should close Symbaloo and Internet Explorer when he is done.

Researching and writing
1. Assist the students in choosing their topic.
   Note:  Pair up students for the research portion.  May want to use animals for which books are available in the classroom.
2. Review the graphic organizer the students need to complete making sure they understand the terminology.
3. Remind the students where the websites are located.
4. Demonstrate how to find information on a website then add it to the graphic organizer.
5. Direct the students to rotate through the computer station(s), locating the information for their graphic organizers.
6. Upon completion of graphic organizers, remind students how to open Word and begin a document. Also, demonstrate how to save to the H: drive. As students progress through typing reports, demonstrate how to retrieve from H: drive and how to edit, format, and insert image.
7. Direct the students to rotate through the computer stations, typing their reports in Word.

## Home

1. Email Symbaloo with animal websites to parents and encourage them to explore these websites with their children.
2. Assign graphic organizer as homework giving the students sufficient amount of time to complete.