



Respiratory and Circulatory Research Project¹

Elementary: Grade 4

Objectives:	Using computers and other resources to research diseases that deal with the circulatory and respiratory systems students will be able to... (1) Download and implement SMUB.IT bookmarking technology. (2) Write a report on the disease they choose. (3) Give a report to the class about their disease... With all at least 90% accuracy
Concepts Taught:	Students will use internet (bookmarking informational sites with SMUB.IT) and books to research and write a report on different diseases.
Standards²:	<u>Standard 2: Scientific Thinking</u> - Students use a variety of skills and techniques when attempting to answer questions and solve problems. They describe their observations accurately and clearly, using numbers, words, and sketches, and are able to communicate their thinking to others. They compare, explain, and justify both information and numerical functions. <ul style="list-style-type: none">• 4.2.5: Communication-Write descriptions of investigations, using observations and other evidence as support for explanations.• 4.2.6: Critical Response Skills- Support statements with facts found in print and electronic media, identify the sources used, and expect others to do the same.
Procedures:	1. In preparation: <ul style="list-style-type: none">• Find books relating to their disease.• Show students' ways to research their topic.• Students will download SMUB.IT toolbar and watch tutorial on how to use it.• Look up many diseases that deal with the respiratory and circulatory system for the students to choose from. 2. First day,

¹ Adopted from: <http://www.lessonplanspage.com/>

² Adopted from: <http://www.indianastandards.org/>

- List all the diseases on the board.
- Students pick three diseases they would want to research and order them 1-3 (one being their most requested, three their least).
- The students number off and teacher writes all their numbers on a piece of paper and put them into a hat. When student's number is pulled, the student picks their disease, the day they want to present and the day they want to use the internet.

3. Days of research:

- Students find out the following facts about their disease: what system it effects, how it affects that system, and three interesting facts.
- Find and SMUB at least one website with a picture showing their disease.

The students begin their research by coming up with ten questions they want to find out about their disease. The questions had to be approved by me before they could start using books and the internet.

The students get five days to research their topic using the library books and the internet. Teacher SMUB a few pages for them to get students started and do a quick mini-lesson on how to use yahoo.com and google.com and SMUB toolbar.

- The students will use this time to find the answers to their questions and pictures to include in their report.

Once they have found all their research, the students will begin their research paper by making an outline. They may do this by using a flow map. It is important that they use the five paragraph outline to organize their report. In their outline they needed to write their opening paragraph, topic sentences for each body paragraph, and their closing paragraph. They also needed to include which information they would put under each body paragraph. This is their flow map. (They were stressed that they must grab the readers attention in their first paragraph)

When outlines are approved by teacher, they begin to write their draft of the paper.

4. Papers/ Presentations: Their papers are due when presentations begin.

- For our presentations, the students must explain their disease to the class, tell them what system it affects, tell them at least three interesting facts and show a picture to the class. The students will use their creativity to portray this information to the class. They may use posters, put on a skit, use overheads, show pamphlets, or use any other creative method they wish.

Evaluation:

1. The students receive a daily grade for finishing ten creative and interesting questions dealing with their disease.
2. Use rubric for grading the research papers and presentations.
3. Observe the students in the daily tasks making sure they stayed on task and were on track with their research.

Research Rubric

Ten Questions answered in paper: /20

Introduce and explain disease: /10

Five paragraphs: /10

Cover Page: /10

Minimal Errors: /5

Picture: /5

Total Points: /60

Presentation Rubric

Told the system it affected: /10

Told three interesting facts: /10

Kept audience's attention: /5

Made eye-contact: /5

Spoke clearly: /5

Showed picture: /5

Total points /40