

# PEBBLEGO RESEARCH CHALLENGE



**Time:** Introduction—approximately 30-45 minutes  
Independent work time will vary by student

## Instructional Goals:

- The student will independently log into and out of PebbleGo.
- The student will independently choose a topic to research using PebbleGo.
- The student will independently navigate PebbleGo to learn about a chosen topic.

## Integrated Content Standards:

- AASL Standards Framework for Learners (<http://standards.aasl.org/wp-content/uploads/2017/11/AASL-Learner-Framework-Spread.pdf>)
- Common Core English Language Arts/Literacy Standards ([www.corestandards.org/ELA-Literacy/](http://www.corestandards.org/ELA-Literacy/))
- National Curriculum Standards for Social Studies (<http://www.socialstudies.org/standards>)
- National Educational Technology Standards for Students (<https://www.iste.org/standards/for-students>)
- NCTE/IRA Standards for English Language Arts ([www.ncte.org/standards/ncte-ira](http://www.ncte.org/standards/ncte-ira))
- Next Generation Science Standards ([www.nextgenscience.org/](http://www.nextgenscience.org/))

## Materials/Resources:

- PebbleGo online database
- PebbleGo Research Challenge page for each student, with appropriate username and password information filled in by the teacher
- PebbleGo Research Challenge Badges
- PebbleGo Photo Frame, if desired

## Procedures/Lesson Activities:

### Focus

1. Tell students that you like to learn new facts and information about the world around you. For example, you might like to learn about
  - animals—where they live and what they look like
  - people in history—what they have done to help the world
  - weather—how and where it happens
  - holidays around the world—where and how they are celebrated
2. Ask students what they like to learn about. Write down their ideas for everyone to reference later.

### Teach/Model

3. Brainstorm with students what they can use to help them learn new information. Ideas may include reading a book, going on the Internet, or asking an expert.



4. Tell students that looking up information in a source such as a book or on the Internet is called research.
5. Explain to students that one source for researching is PebbleGo, an online database that has facts and information about many different topics.
6. Tell students that a topic is the main idea, or subject, of what they are researching and learning about. For example, if you wanted to research where otters live, your topic would be otters. Point out that the list brainstormed during the Focus activity is a list of topics the class wanted to learn more about.
7. Tell students that they can use PebbleGo to research those topics and learn more about them.

## Guided Practice

8. Model using PebbleGo to research otters or another one of the topics discussed.
9. Walk students through the log in process step-by-step.
10. Using the example topic, demonstrate how to navigate PebbleGo using the subject directory links and read aloud feature to find information.
11. Show how you can type your topic into the search box at the top of the screen. Explain that searching for otters in the search box gives you two article choices—River Otters and Sea Otters. Discuss with students what having two articles might mean. (There are at least two types of otters in the world. You can choose to learn just about one of the otters, or you could research both.)
12. After navigating to the topic's article, show students how you can click on the tabs at the top of the article to learn different information about your topic.
13. Demonstrate the read aloud feature by clicking the speaker icon.
14. Show where the media section is below the article and play a portion of the video and/or sound. Explain that some articles do not have video and/or sound. (For example, a dinosaur article would not have a video or sound because dinosaurs became extinct millions of years ago.)
15. Show the Related Articles tab. Explain these articles are about topics related to what you are currently researching.
16. Demonstrate how to work backwards using the breadcrumb trail above the article to find other articles. Explain you can also start back at the home screen by clicking on the home icon.

## Independent Practice

17. Introduce the PebbleGo Research Challenge page to students. Explain that there are five steps to becoming a Star PebbleGo Researcher.
18. Explain the five steps. Show where you will post the brainstormed list of topics created during the Focus activity. Tell students they may choose a topic from the list or a different topic.
19. As students complete a step independently, they earn the appropriate PebbleGo Research Challenge badge. Students may paste their badges on their PebbleGo Research Challenge page to track their progress.

## Closure

20. After students complete the PebbleGo Research Challenge page and earn all of the badges, have them share with the class the information they learned about their topic. They may share in a variety of ways, such as an oral presentation, a poster, or a video.
21. If desired, take a digital photo of the student when they earn the Star PebbleGo Researcher badge. Use the PebbleGo Photo Frame to frame the picture and print it to create a display of independent class researchers.



Example 1 PebbleGo Photo Frame

# PebbleGo Research Challenge

**1**

I can log in to PebbleGo by myself.

Researcher's Name

Username:

Password:



**2**

I can pick a topic I want to learn about.

My Topic

**4**

I can watch a video or hear sounds related to my topic.

What I Saw or Heard

**3**

I can listen to facts about my topic.

A Fact I Learned

**5**

I can log out of PebbleGo by myself.

I am a Star PebbleGo Researcher!

PebbleGo Research Challenge Badges #1-5



