PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Library & Information Literacy

Curriculum Writing Committee:

Heather Haupt

Grade Level: 2

Date of Board Approval: _____

Course Weighting: Course Name

Gradebook Category - should reflect PLC agreed upon gradebook categories	% or points

Curriculum Map

Overview: This course is designed to ensure that students become information literate. Instruction is provided to foster competence in finding, evaluating and using information in a variety of formats. This program also seeks to stimulate an interest in reading for both pleasure and information.

Our school libraries create inviting, dynamic, 21st century learning environments and services that support information literacy and life-long learning. Students should experience the power and variety of collective resources to become critical thinkers, enthusiastic readers, skillful researchers and ethical users and creators of ideas and information. Our goal is to provide instruction in competent information usage while promoting an interest in and understanding of various resources, ethical usage of ideas and information literacy skills.

Goals:

Marking Period 1 (9 class periods)

1. **Marking Period One -Overview with time range in days:**
   Demonstrating Technology Etiquette and Safety and Behaving as a Digital Citizen – 1 day
   Identify Text Features
   Evaluating Diverse Media
   Selecting Informational Text and Literary Nonfiction
   Preparing Multimedia Presentations
   Identifying Literary Elements
   Selecting Literary Fiction
   Describing Key Ideas and Details

   Marking Period One –Goals:
   Understanding of:

Proper technology etiquette
Importance of safe, legal and responsible use of technology
Proper care of technology and equipment
Text features and search tools
Graphic representations clarify meaning of text
Adding visual displays to clarify ideas, thoughts and feelings
Selecting literary non-fiction and information text
Library index
Characters , setting, and plot
Selecting literary fiction in a variety of genres

- Creating meaning from literary fiction
  Literary fiction to gain meaning, by questions, reflecting, responding and evaluating
  Key ideas from a text

- Library Orientation/Behaviors & Expectations - 1 day
  - Personalizing lifelong learning
  - Developing self-awareness and self-management
- Caldecott Award - 3 days
  - Selecting and reading literary fiction, nonfiction and informational texts
- Folktales, Fairy Tales & Tall Tales - 3 days
  - Selecting and reading literary fiction, nonfiction and informational texts
- Poetry - 2 days
  - Selecting and reading literary fiction, nonfiction and informational texts

2. **Marking Period Two -Overview with time range in days:**

Evaluating Sources – 1 day
Research Process: Effective Inquiry – 3 days
Producing and Publishing with Technology – 2 days
Evaluating Diverse Media

Marking Period Two -Goals:
Understanding of:

- Web browser
- Supporting opinion with reasons
- Choosing a topic to research
- Producing and publishing writing
- Keyboarding skills
  - Online Safety/Digital Citizenship - 4 days
    - Online privacy, cyberbullying, media balance and digital ethics
  - Library Skills - 5 days
    - Fiction/nonfiction
    - Call numbers
    - Introduction to Destiny (library catalog)

Big Ideas:

UNIT: Responsible Citizen Behaviors
Learners Explore

Big Idea # 1: Responsible citizens use information ethically and productively in a global society.
Learners read, discover and innovate with a growth mindset developed through experience and reflection.

Essential Questions:

- How do responsible citizens use information ethically?
- How do responsible citizens use information productively in a global society?
- How do learners develop and satisfy personal curiosity?
- How do learners read widely and deeply in multiple formats and create for a variety of purposes?
- How do learners persevere to solve problems through inquiry, implementation and reflection?
- How do learners organize and synthesize information from various sources?

Concepts:

- Demonstrating technology etiquette and safety
- Behaving as a digital citizen
- Selecting and reading literary fiction, nonfiction and informational texts
- Using and presenting information in different media formats
- Personalizing lifelong learning
- Developing self-awareness and self-management

Competencies:

- With prompting and support, demonstrate proper etiquette while using and handling technology.
- With prompting and support, answer questions about the importance of safe, legal and responsible use of technology.
- With prompting and support, answer questions about the importance of safe, legal and responsible use of technology.
- Demonstrate proper care of technology and equipment.
- Select and read independently grade-level appropriate literature in a variety of genres and formats.
- Explain how graphic representations contribute to and clarify the meaning of a text.
- Define and describe the importance of lifelong learning.
- Identify one's own strengths, needs and preferences.

UNIT: Effective Readers Learners Engage

Big Idea # 1: Effective readers use appropriate strategies to construct meaning. Learners demonstrate safe, legal and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

Essential Questions:

- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- How do readers know what to believe?
- How does what readers read influence how they should read it?
- How does a reader's purpose influence how text should be read?
- How do learners follow ethical, responsible, safe and legal guidelines for gathering, creating and sharing information, technology and media?
- How do learners use valid information and reasoned conclusions to make ethical decisions in creating new knowledge?
- How do learners personalize their use of information and information technologies?
- How do learners engage with information to extend their personal learning?

Concepts:

- Identifying text features
- Evaluating Diverse Media
- Selecting informational text and literary non-fiction
- Identifying literary elements
- Selecting literary fiction
- Developing digital skills
- Demonstrating etiquette in using technology
- Using information and technology safely and responsibly

Competencies:

- Use text features and search tools to locate key facts or information in text efficiently in print and digital sources.
- Explain how graphic representations contribute to and clarify meaning of text.
- Independently, locate and select literary non-fiction and informational texts on grade level.
- With support, use library index to locate non-fiction and informational texts.
- Identify characteristics and settings in a story and understanding their impact on story (either in text or digital form) by using information from illustrations and words in text.
- Explain plot in story (either in text or digital form) by using information from illustrations and words in text.
- Independently, select grade level appropriate literature in a variety of genres.
- Apply strategies to create meaning from literature.
- Read literature presented in any format to gain meaning by questioning, reflecting, responding and evaluating.

- Use digital tools to produce and publish writing, with guidance and support.
- Demonstrate proper care of technology and equipment.
- Answer questions about the importance of safe, legal and responsible use of technology, with prompting and support.

Big Idea # 2: Effective speakers prepare and communicate messages to address the audience and purpose.

Essential Questions:
How do task, purpose, and audience influence how speakers craft and deliver a message?
How do speakers employ and utilize resources to effectively communicate a message?

Concepts:
Preparing Multimedia Presentations

Competencies:
Add drawings, clipart, or other visual display to presentation to clarify ideas, thoughts and feelings.
Big Idea # 3: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Essential Questions:
What do good listeners do?
How do active listeners make meaning?
How do active listeners know what to believe in what they hear?

Concepts:
Describing Key Ideas and Details

Competencies:
Describe key ideas from text read aloud or presented orally or in another media format.

UNIT: Evaluating Sources and Research Process Learners Inquire

Big Idea # 1: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information. Learners build new knowledge by inquiring, reading, thinking critically, identifying problems and developing strategies for solving problems.

Essential Questions:

- How do readers know what to believe in what they read, hear, and view?
- How does interaction with text provoke thinking and response?
- How do learners display curiosity and initiative?
- How do learners engage with and create meaning from information and text?
- How do learners participate in an inquiry-based process?

Concepts:

- Evaluating Sources
- Identifying and Using Text Features
- Applying Strategies to Create Meaning from Literary Fiction
- Summarizing Main Idea & Details
- Identifying Elements of a Story

Competencies:

- Support opinion with reasons.
- With help and support, use a web browser to locate content-specific websites.
- Use various text features and search tools to locate key facts or information in text efficiently in print and digital sources.
- Apply strategies to create meaning from literature by questioning, reflecting, responding and evaluating.
- Describe key ideas from text read aloud or presented orally or presented in another media format.
- Identify and explain characters, plot and settings in a story told either in text or digital form and understand their impact on a story by using information from illustrations and words in text.

Big Idea # 2: Effective research requires the use of varied resources to gain or expand knowledge.

Essential Questions:

- What does a reader look for and how can s/he find it?
- How does a reader know a source can be trusted?
- How does one organize and synthesize information from various sources?
- How does one best present findings?

Concepts:

- Research process: Effective Inquiry

Competencies:

- Participate in individual or shared research

Big Idea # 3: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Essential Questions:

- What makes clear and effective writing?
- Why do writers write? What is the purpose?
- Who is the audience? What will work best for the audience?

Concepts:

- Producing and Publishing with Technology

Competencies:

- With guidance and support, use digital tools to produce and publish writing in collaboration with peers.

Big Idea # 4: Effect readers use appropriate strategies to construct meaning.

Essential Questions:

- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- How do readers know what to believe?
- How does what readers read influence how they should read it?
- How does a reader's purpose influence how text should be read?

Concepts:

- Evaluating Diverse Media

Competencies:

- Explain how graphic representations contribute to and clarify meaning of text.

Textbook and Supplemental Resources:

- **Supplemental Resources:**

Unit: Learners Explore - Access to library collection (Caldecott Award winners, Folktales, Fairy Tales & Tall Tales, Poetry anthologies)

Unit: Learners Engage - Faux Paw Slideshow (videos included): Internet Safety with Faux Paw; NetSmartz Kids: NetSmartzKids.org;
Common Sense Education Gr. 2 Curriculum: https://www.commonsense.org/education/digital-citizenship?grades=2

Unit: Learners Inquire - Access to library collection (grade-appropriate fiction and nonfiction titles); books to help teach story elements: https://www.getepic.com/collection/580757/realistic-fictionliterary-elements-unit ; story elements video - Story Elements Song | Character, Setting, Problem, Resolution | Reading Mini-Lesson

Nonfiction text features video - Nonfiction Text Features, example call number cards, Destiny (library catalog)

Curriculum Plan

Unit : Responsible Citizen Behaviors
Learners Explore

Time Range in Days: 9 class periods

Standards:

PA Business, Computer and Information Technology Standards
PA Academic Standards - English Language Arts
AASL Standards for Learners
ISTE Standards for Students

Standards Addressed: 15.4.2.B

Standards Addressed:

PA CC ELA-
1.3.2.K - Read and comprehend literature on grade-level, reading independently and proficiently.
1.2.2.G - Explain how graphic representations contribute to and clarify a text.

AASL -
V.A.1 - Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
I.D.3 - Learners participate in an ongoing inquiry-based process by enacting new understanding through real-world connections.

ISTE -
3d Students build knowledge by exploring real-world issues and gain experience in applying their learning in authentic settings.
1a Students take an active role in setting their own learning goals, developing strategies to achieve them and reflecting on the process.

Overview: Responsible citizens use information ethically and productively in a global society.

Focus Question(s):

1. What information is considered private?

Goals:

1. Demonstrate technology etiquette and safety.
2. Behave as a digital citizen.

Objectives:

1. Students will be able to tell the three main risks of internet safety. (DOK 1)
2. Students will be able to differentiate right from wrong behaviors online. (DOK 3)
3. Students will be able to relate lesson skills to everyday life. (DOK 2)

   1. Students will be able to demonstrate expected behaviors in the library (proper use of materials, checkout/checkin procedures, etc.) (DOK 1)
   2. Students will become familiar with the Caldecott Award (its history, notable winners, etc.) and select/read them independently. (DOK 1 & 2)
   3. Students will become familiar with Folktales, Fairy Tales and Tall Tales genres, their characteristics, and select/read them independently. (DOK 1 & 2)
   4. Students will become familiar with several grade-level appropriate poems and poets. (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Librarian will demonstrate the process of logging in to district computers. Students will have library cards with ID numbers and passwords.
1. Librarian will identify criteria of fiction and nonfiction books to the class. Students will list concepts/topics that are considered fiction and nonfiction. Librarian will show students a series of books. Students will identify the books as fiction or nonfiction.
2. Direct instruction on location of materials (fiction and nonfiction) in the library.
3. Direct instruction on reading and assigning call numbers for books.
4. Direct instruction on how to search by title, author, series, keyword, and subject with Destiny and Follett Shelf.
5. Using Destiny, students will search for books with various titles.
6. Direct instruction on downloading and saving internet images.
7. Direct instruction on the use of Paint software, Microsoft Photo Editor, and downloaded digital imagery to enhance story, text, or information.
8. Direct instruction on a word processor (Google Doc, Microsoft Word, etc.). As the teacher is demonstrating, students will mimic the teacher and perform the same tasks on individual computers. The teacher will cover the basic functions of Word Processing (toolbar, formatting, saving, etc). Have students copy a short paragraph after setting formatting. Students will print the final copy for evaluation, learning proper printing procedures.

9. Teacher-led discussion on the Caldecott Award and its history. Teacher will discuss the selection process for the award and give examples of current and past Caldecott Award winners.
10. Direct instruction on the origins and characteristics of folktales, fairytales and tall tales that include: traditions, cultures, locations, characteristics, and various versions.
11. Share various texts or digitally formatted versions of fairytales, folktales, and tall tales.
12. Direct discussion on differences of shared stories.

1. Direct instruction/review of library procedures, behaviors and expectations. Focus on book care, using shelf markers, checking in/out, library organization/layout, etc.

2. Teacher-led discussion on the Caldecott Award and its history. The librarian will discuss the selection process for the award and give examples of current and past Caldecott Award winners.

3. Direct instruction on the origins and characteristics of folktales, fairytales and tall tales that include: traditions, cultures, locations, characteristics, and various versions. Create anchor charts to illustrate the following:

- Folktales: traditional stories passed down orally that often explain customs, teach lessons, or explain natural events; characters are ordinary people or animals; setting can be local or unspecified.
- Fairy tales: feature magical elements, royalty or enchanted beings, and clear problem–solution structures; often begin with phrases like "Once upon a time."
- Tall tales: exaggerated, larger-than-life characters and events told for humor or to show character strength; details are overstated beyond belief (e.g., extremely large, impossible feats).

4. Share various texts or digitally formatted versions of fairytales, folktales, and tall tales.

5. Share various texts or digitally formatted versions of children's poems and some background information about the authors (poets). Examples include Shel Silverstein, Jack Prelutsky, Kenn Nesbitt, Bruce Lansky and Aileen Fisher. Students can join in a choral reading of selected poems.

Assessments:

Diagnostic: Teacher assessment of students' prior knowledge of lesson topics

Formative: Teacher observation of various skills; exit slips, think-pair-share; story maps of selected Caldecott winners and/or folktales, fairy tales and tall tales; students can act out poems or illustrate them

Summative: Librarian observation of student checkouts based upon use of online catalogs, print of manipulated images, evaluation of Microsoft Word product, checkout of

Caldecott Award winners; increased circulation of folktales, fairy tales and tall tales & poetry

Extensions:

Students will explain why examples are fiction or nonfiction.

1. Students will search for higher level books for their reading program (i.e. Reading Counts Accelerated Reader) to further their classroom requirements.
2. Students will complete supplemental imagery at home or in class.
3. Students will write a summary of a book they read using a word processor.
4. Have students design a book jacket for a book they have read to show the details needed for a Caldecott Award book.
5. Have students write a brief folktale, tall tale, and fairytale to check their understanding of each.
6. Conduct a "Mock Caldecott" where students read and discuss potential nominees, and then vote for their favorite book.
7. Librarian-created reading incentive, such as "Caldecott Bingo" or "Folktale, Fairy Tale & Tall Tale Bingo" - requiring students to read 5 titles to earn Bingo.
8. Shared folktales, fairy tales and tall tales can be presented in Reader's Theatre format for group reading.
9. Students can be "Poetry Detectives" and record sounds, imagery, repetition in selected poems.

Correctives:

1. In groups, students will discuss why elements or facts are fiction or nonfiction.
2. With a partner or teacher assistance, students will search and locate a book.
3. Student assistance of identifying different genres for titles.
4. Students can work in pairs to assist in word processing skills.
5. Have Caldecott Award winning books on display for book checkout. Have students present a favorite illustration from an award winning book.
6. Have folktale, fairytale, and tall tales books on display for book checkout.
7. Have poetry books on display for checkout.

Curriculum Plan

Unit: **Effective Readers Learners Engage** **Time Range in Days:** 8 4 days

Standard(s):
PA Common Core Standards for English Language Arts
AASL Standards for Learners
ISTE Standards for Students

Standards Addressed:
CC.1.2.E, CC.1.2.G, CC.1.2.L, CC.1.3.G, CC.1.3.K, CC.1.5.F, CC.1.5.B

PA CC ELA -
1.4.2.U - With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

AASL -
I.C.4 - Learners adapt, communicate, and exchange learning products with others in a cycle that includes sharing products with an authentic audience.
III.B.1 - Learners participate in personal, social and intellectual networks by using a variety of communication tools and resources.
VI.D.1 - Learners engage with information to extend personal learning by personalizing their use of information and information technologies.
VI.A.1 - Learners follow ethical and legal guidelines for gathering and using information by responsibly applying information, technology and media to learning.
VI.C.2 - Learners responsibly, ethically and legally share new information with a global community by sharing information resources in accordance with modification, reuse and remix policies.
VI.D.3 - Learners engage with information to extend personal learning by inspiring others to engage in safe, responsible, ethical and legal information behaviors.
VI.A.2 - Learners follow ethical and legal guidelines for gathering and using information by understanding the ethical use of information, technology and media.

ISTE -
6a - Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
6d - Students publish or present content that customizes the message and medium for their intended audiences.
7c - Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
2b - Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

Overview: Students will learn the layout of the library to find materials efficiently, use digital media effectively, and understand the differences between literary texts.

Focus Question(s):

1. How do you use Delaware Valley School District computers?
2. How do you locate books in a library?
3. How do pictures and digital photography help support a story?
4. What is a Caldecott Award?
5. What are the difference between Folktales, Fairytales, and Tall tales?

Goals:

1. Students will be able to identify and locate different types of books within the library using Destiny Quest.
2. Students will use digital media effectively.
3. Students will understand the differences between literary texts.

Objectives:

1. Students will be able to show they are able to login to district computers. (DOK 2)
2. Students will be able to locate where to find fiction and nonfiction books. (DOK 1)
3. Students will be able to use call numbers to locate books. (DOK 1)
4. Students will be able to show how to use Destiny, and Follett Shelf to search and locate materials. (DOK 1 and DOK 2)
5. Students will be able to design and manipulate digital photography to enhance text. (DOK 4)
6. Students will be able to use basic Microsoft Word functions. (DOK 1)
7. Students will be able to recognize the importance of illustrations to a story. (DOK 1)
8. Students will be able to distinguish and compare the differences between folktales, fairy tales, and tall tales. (DOK 3)

1. Students will be able to explain how they can protect their personal information online. (DOK 1)
2. Students will be able to recognize situations when they need to alert a trusted adult. (DOK 2)
3. Students will be able to recognize and avoid risky interactions with strangers on the internet. (DOK 2)
4. Students will use respectful behavior online. (DOK 1)
5. Students will be able to discuss healthy habits in using technology versus real-world activities. (DOk 2)

Core Activities and Corresponding Instructional Methods:

1. Librarian will demonstrate the process of logging in to district computers. Students will have library cards with ID numbers and passwords.
2. Librarian will identify criteria of fiction and nonfiction books to the class. Students will list concepts/topics that are considered fiction and nonfiction. Librarian will show students a series of books. Students will identify the books as fiction or nonfiction.
3. Direct instruction on location of materials (fiction and nonfiction) in the library.
4. Direct instruction on reading and assigning call numbers for books.
5. Direct instruction on how to search by title, author, series, keyword, and subject with Destiny and Follett Shelf.
6. Using Destiny, students will search for books with various titles.
7. Direct instruction on downloading and saving internet images.
8. Direct instruction on the use of Paint software, Microsoft Photo Editor, and downloaded digital imagery to enhance story, text, or information.
9. Direct instruction on a word processor (Google Doc, Microsoft Word, etc.). As the teacher is demonstrating, students will mimic the teacher and perform the same tasks on individual computers. The teacher will cover the basic functions of Word Processing (toolbar, formatting, saving, etc). Have students copy a short paragraph after setting formatting. Students will print the final copy for evaluation, learning proper printing procedures.
10. Teacher-led discussion on the Caldecott Award and its history. The teacher will discuss the selection process for the award and give examples of current and past Caldecott Award winners.
11. Direct instruction on the origins and characteristics of folktales, fairytales and tall tales that include: traditions, cultures, locations, characteristics, and various versions.
12. Share various texts or digitally formatted versions of fairytales, folktales, and tall tales.
13. Direct discussion on differences of shared stories.

1. Librarian will utilize/present online safety and digital citizenship using books/videos from the "Faux Paw" series (www.ikeepsafe.org). Librarian will lead group discussions of online scenarios and appropriate responses regarding online privacy, cyberbullying and media balance.

2. Librarian will supplement this instruction using other resources, such as NetSmartz Kids (Into the Cloud) and Common Sense Education's digital citizenship curriculum.

Assessments:

Diagnostic: Teacher assessment of students' prior knowledge of lesson topics

Formative: Teacher observation of various skills, exit slips

Summative: Librarian observation of student checkouts based upon use of online catalogs, print of manipulated images, evaluation of Microsoft Word product, checkout of Caldecott Award winners Online safety/digital citizenship "quiz"; role play assessment (online scenarios); digital citizenship poster or drawing

Extensions:

1. Students will explain why examples are fiction or nonfiction.
2. Students will search for higher level books for their reading program (i.e. Reading Counts) to further their classroom requirements.
3. Students will complete supplemental imagery at home or in class.
4. Students will write a summary of a book they read using a word processor.
5. Have students design a book jacket for a book they have read to show the details needed for a Caldecott Award book.
6. Have students write a brief folktale, tall tale, and fairytale to check their understanding of each.

1. Students can write/type a paragraph to help younger students understand some online dangers and how to handle them.

2. Students can view Season 1 of "Into the Cloud" (NetSmartz Kids).

3. Students can create an internet safety superhero whose job is to keep kids safe online-create a name, costume and 2-3 "powers" (asks a grownup, doesn't share personal information, etc.) and write a short story featuring their superhero.

4. Students can work collaboratively to create a class internet safety pledge.

Correctives:

1. Students will work with a partner to help with passwords and login information.
2. In groups, students will discuss why elements or facts are fiction or nonfiction.
3. With a partner or teacher assistance, students will search and locate a book.

4. Student assistance of identifying different genres for titles.
5. Students can work in pairs to assist in word processing skills.
6. Have Caldecott Award winning books on display for book checkout. Have students present a favorite illustration from an award winning book.
7. Have folktale, fairytale, and tall tale books on display for book checkout.
   1. Students can reinforce key concepts by re-reading the "Faux Paw" stories outside of class.
   2. Students can play a "Safe or Unsafe" sorting game.
   3. Students can read a scenario and use an "internet safety traffic light" to identify choices (red = stop and tell an adult, yellow = be careful, green = safe)
   4. Students can draw pictures of safe choices and students who are following online safety rules.

Curriculum Plan

Unit: Evaluating Sources and Research Process **Time Range in Days: 9 5 days**
Learners Inquire

Standard(s):
PA Common Core Standards for English Language Arts
Business, Computer and Information Technology Standards
AASL Standards for Learners
ISTE Standards for Students

Standards Addressed:
CC.1.4.U, CC.1.2.E, CC.1.4.I, CC.1.4.V,
15.4.L
PA CC ELA -
1.2.2.E - Use various text features and search tools to locate key facts or information in a text efficiently.
1.3.2.K - Read and comprehend literature on grade-level, reading independently and proficiently.
1.5.2.B - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
1.3.2.G - Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

AASL -
I.B.2 - Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps.
IV.A.2 - Learners act on an information need by identifying possible sources of information.
IV.B.1 - Learners gather information appropriate to the task by seeking a variety of sources.
I.A.2 - Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
I.C.1 - Learners adapt, communicate and exchange learning products with others in a cycle that includes interacting with content presented by others.
I.B.1 -Learners engage with new knowledge by following a process that includes using evidence to investigate questions.
V.A.1 - Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

ISTE -
3a - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Overview: Students will use technology appropriately to enhance research skills.

Focus Question(s):

1. What is the importance of finding credible websites for research information?
2. What is the importance of using keywords when finding websites?

Goals: Students will effectively use search engines and keywords to find credible websites.

Objectives:

1. Students will be able to draw conclusions of the importance of finding credible websites for research information. (DOK 3)
2. Students will be able to use keywords correctly to find websites. (DOK 1)
3. Students will be able to use and show basic knowledge of a keyboard. (DOK 1 and DOK 2)

   1. Students will be able to distinguish between fiction and nonfiction. (DOK 2)
   2. Students will be able to identify and discuss important literary elements (setting, characters, plot, problem/solution) of fiction. (DOK 2)
   3. Students will be able to identify important features of nonfiction books (table of contents, heading, index, etc.) (DOK 1)
   3. Students will be able to identify types of call numbers (Fiction/Nonfiction) and demonstrate an understanding of how the library is organized. (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Explain keyword searches and what they are used for.
2. Explain the purpose of a search engine and give examples (Yahoo, Google, MSN, Yahooligans, Ask.com, etc)
3. Perform searches on various search engines. Discuss similarities and differences.
4. Demonstrate the effect of using broad terms for a search versus specific terms including discussions on boolean search terms.
5. Discussion on why it is important to find credible and best websites. Explain to students that anyone can put information on the internet. It is up to the researcher to find the best and most accurate information.

6. Direct instruction showing parts of a website that will deem it accurate and current. Compare various websites and have students point out what they feel makes the website credible.
7. Direct instruction on the layout and use of the keyboard. Students will use web based typing activities (Type Me, Type to Learn Jr., and various websites).
8. Students will write, type, and print a paragraph about themselves.

1. Direct instruction on how to correctly identify/distinguish between fiction and nonfiction. Librarian can demonstrate a sorting activity - read a paragraph of a fiction book about dogs and a nonfiction book about dogs. Students help decide which is which.

2. Direct instruction of fiction (story) elements. Students can be "story detectives" to help identify and chart the setting, character, problem/solution, etc.

3. Direct instruction on call numbers (fiction and nonfiction) and how titles are organized. Students can participate in a "Find the Book" Scavenger Hunt, given a book's call number.

Assessments:

Diagnostic: Assess prior knowledge with whole class

Formative: Observation and discussion with whole class; exit slips

Summative: Individual verbal student questions, print out of student paragraph; "quiz" to see if students can correctly order call numbers; "Story Detective" worksheet to assess comprehension of fiction elements; library scavenger hunts

Extensions:

1. Students will search and rate websites on their own ability to find information and if it is credible.
2. Have students search for various topics and see how many websites they will find.
3. Compare searches with two keywords with searches of the same topic using three or four keywords.

4. Compare searches with boolean search terms and see how the searches change (compare adding "and", "or", or the use of quotation marks).

1. Students can compare and contrast two texts on the same topic (Venn diagram).

2. Students can design their own mini library - draw a floor plan and label locations/types of books; then list 3-5 books that would be shelved in each area.

3. Librarian can demonstrate basic use of the library search catalog (Destiny) and important features (especially call numbers).

Correctives:

1. Have students list what would make a website credible and compare it to other websites.
2. Students can work in pairs to assist with spelling and searching with keywords.

   1. Students can think-pair-share with a partner using sentence starters: "This book is fiction because…" or "This book is nonfiction because…"

   2. Real or Pretend? Guided sorting activity to help students distinguish between fiction and nonfiction.

3. Review fiction story elements using a very well-known story (Goldilocks, The Three Little Pigs, etc.)