**Maria O’Toole**

**Collaborative Lesson Plan #2**

**Grade: 1st (Boylan)**

**Content Topic: Digital Nonfiction Information Sources (PebbleGo), Searching, Note-taking, Citing Sources**

**Estimated Lesson Time: 60 min.**

**AASL Standard(s) and Indicator(s):**

**1.1.2** Use prior and background knowledge as context for new learning.

**1.1.3** Develop and refine a range of questions to frame the search for new understanding.

**1.1.4** Find, evaluate, and select appropriate sources to answer questions.

**1.1.8** Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

**1.2.1** Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

**1.2.2** Demonstrate confidence and self- direction by making independent choices in the selection of resources and information.

**1.2.6** Display emotional resilience by persisting in information searching despite challenges.

**1.3.1** Respect copyright/ intellectual property rights of creators and producers.

**1.3.3** Follow ethical and legal guidelines in gathering and using information.

**1.3.5** Use technology responsibly.

**1.4.1** Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

**1.4.2** Use interaction with and feedback from teachers and peers to guide own inquiry process.

**1.4.3** Monitor gathered information, and assess for gaps or weaknesses.

**1.4.4** Seek appropriate help when it is needed.

**2.1.1** Continue an inquiry- based research process by applying critical- thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

**2.1.6** Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

**2.2.4** Demonstrate personal productivity by completing products to express learning.

**2.4.2** Reflect on systematic process, and assess for completeness of investigation

**2.4.3** Recognize new knowledge and understanding.

**3.1.2** Participate and collaborate as members of a social and intellectual network of learners.

**3.1.3** Use writing and speaking skills to communicate new understandings effectively.

**3.1.6** Use information and technology ethically and responsibly.

**3.2.2** Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

**3.2.3** Demonstrate teamwork by working productively with others.

**3.3.7** Respect the principles of intellectual freedom.

**3.4.1** Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

**4.1.1.** Read, view, and listen for pleasure and personal growth.

**4.3.2** Recognize that resources are created for a variety of purposes.

**Library Media Objectives in behavioral terms (local standards):**

**1. A.1.c.** With guidance, follow the inquiry process used in the school for an assigned information need.

**1.B.1.a** With guidance, identify an assigned information need.

**1.B.1.b** With guidance, identify a personal information need

**1.B.3.a** With guidance, use prior knowledge to formulate and refine questions to meet an information need.

**2.A.1.a** With guidance, explore and identify human, print, online, and multimedia resources.

**2.B.1.a** With guidance, identify the sections of the media center and the attributes of the sources located within each section.

**3.A.1.a** With guidance, use keywords and text features to find information within a specific source.

**3.A.1.c** With guidance, use technology tools to find data/information within a specific source.

**3.C.1.e** With guidance, avoid plagiarism by correctly recording information word for word and keeping track of the source.

**3.C.2.a** With guidance, explain the idea of giving credit to sources of information.

**6.A.2.b** Locate and select literature and/or multimedia in a variety of genres.

**6.B.1.a** With guidance, explain the connection between reading, listening to, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors.

**Content Standards and Objectives:**

**RI1** Ask and answer questions about key details in a text.

**RI5** Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**RI6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text

**RI10** With prompting and support, read informational texts appropriately complex for grade 1

**SL1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**SL2** Ask and answer questions about key details in a text read aloud or presented orally or through other media.

**Local Content Area Curriculum Topics:**

* Purpose of Nonfiction Texts
* Searching
* Note-taking/Research
* Citing Sources

**Objectives:**

The students will become digital nonfiction experts by using the Pebblego database to search for collect research on animals of their choosing.

The students will use the trash/treasure note-taking strategy and properly cite their sources.

**Materials needed (print/non-print/technology):**

CCPS log-in card, projector, laptop, student computers in lab, headphones, Pebblego Database, Research Recording page

**Provisions for Differentiation and Learning Styles:**

* **Verbal/Linguistic –** reading, discussion
* **Musical/Rhythmic –** sound recording (also beneficial for emergent readers)
* **Logical/Mathematical –** systematic process of data collection, nonfiction facts
* **Visual/Spatial –** projected images, animal images, film clips
* **Body/Kinesthetic –** hands-on computer practice
* **Intrapersonal –** independent practice
* **Interpersonal –** helping others be successful on the computer, speaking and listening with friend

**Engagement (interest hook):** Bookie the bookworm has once again been having some difficulty with his nonfiction research. He needs help to properly be able to search for information on his animal topic – polar bears. Bookie claims that there is no information about polar bears available through Pebblego because he doesn’t see them listed as an icon on the main search menu. Can you help him figure out where to go?

Bookie has also been hoping to become a published author. He has written a book called *Strega Nona*. Oh, wait – Bookie didn’t write that. He stuck a post-it note over Tomie DePaola’s name. It isn’t fair for Bookie to take credit for something he didn’t write. But don’t worry, Bookie has everything all figured out. He’s going to be a nonfiction writer. He has found a great article on earthworms using Pebblego. He’ll just put his name on that. Wait a minute – that doesn’t seem fair either because Bookie didn’t write the article. I guess that means that you can’t take credit for digital information you didn’t create either. This is why we need to use the “Cite this Source” button on Pebblego, so that anyone reading our reports will know where we got our information from.

**Pre-assessment of prior knowledge:**

**Formal:** Pebblego Database Scavenger Hunt Handouts from last session

**Informal Discussion:**

* How should Bookie search information about a polar bear using Pebblego?
* Is it okay for Bookie to put his name on another person’s work?

**Direct instruction:**

**1. Class discussion –** School librarian will lead discussion by introducing Bookie’s difficulty locating information on polar bears.

**2. Searching -** The school librarian will prompt the students to use their collective reasoning skills/prior knowledge to find information on polar bears by first clicking on “Mammals” and then clicking on either “Bears” or “Arctic Animals.”

**3. Citations –** The school librarian will explain the importance of giving credit to the person who created something by demonstrating having the students consider whether Bookie should be allowed to put his name on books and information he didn’t create. The students will learn to use the “Cite this Source” button to generate a citation for the research article.

**Modeling and guided practice:**

**Trash vs. Treasure Activity –** The students will help correct Bookie’s mistakes inz separating the essential words from the nonessential using factual content from the Pebblego article on polar bears.

**Independent practice:**

Research Recording Handout – The students will record information their selected animals using the recording sheet. The sheet is organized according to the students’ six different research questions and includes a fill-in-the-blank citation.

**Sharing and reflecting:**

* Digital Nonfiction Research Process Self-Evaluation – evaluating “Did I Get it?”
* Accessing Pebblego from Home - continuing our training to become digital nonfiction experts

**Assessment (formative and/or summative):**

* Analysis of Process Self-Evaluation
* Analysis of Student Research Recording Sheet
* Student Completion of Scavenger Hunt Sheet at Home

**Evaluation of Lesson:**

You could say that after the success of part one of our collaborative lesson, Emily and I got ambitious as we finalized plans for the second day in the computer lab. Emily designed the format for the student research collection based on the research questions that the students generated in class. Since this was the students’ first real research experience, she wanted to keep things streamlined and simple. The students needed to have explicit training on the search process. How would they actually find the animal that they wanted to research? We knew that the students would try to simply rewrite all of the information on their animals if we didn’t walk them through some form of notetaking strategy. I was also inspired by the fact that the PebbleGo database included a “Cite this Source” button. I really wanted to begin early by teaching the students how important it is to respect the intellectual property of others. Time and time again in recent studies and library program analyses, it comes out that the area of ethical use of information is often the weakest information literacy skill for American students. This meant that we had three major skills that we wanted to focus on in a one hour lesson with first graders.

My confidence that the students could have success with all three skills if I presented them in an easily accessible way was confirmed. They proved to have wonderful natural reasoning skills when it came to searching. They rapidly prepared to tell Bookie that he would find the information he desired on polar bears by first clicking on the “Mammals” search button. Though I had been informed that this particular class did not represent the higher end of the first grade demographic’s academic ability, I was blown away by the thoroughness and insightful nature of their responses. When I asked the students, “How do I know that I can find polar bears by clicking on “Mammals”? What is a mammal anyway?,” one young lady very precociously informed me, “Well – a mammal is warm-blooded, has hair, gives live birth, and feeds milk to its young.” Yes, that is, in fact, exactly what a mammal is. Amazing.

Every student was successfully able to search for and locate information on the animal he/she wanted to investigate. Some students were more successful with the trash vs. treasure note-taking strategy than others, but as I circulated around the room and worked individually with students to crossed out unnecessary and unimportant words, I could see the little light bulbs going off in their minds. It was starting to gel. Likewise, some of the students needed more one-on-one guidance to complete the fill-in-the-blank citation at the bottom of their page, but they were all able to do so. Perhaps more important was that they really seemed to understand that it wouldn’t be write to take someone else’s work.

Following the lesson, I had Emily distribute a brief three-question student self-evaluation on the research process. I asked them to three questions: Do I understand how to use Pebblego to search for the information I need?, Do I understand why it’s important to cite the sources I use?, and Do I understand how to decide what is trash and what is treasure when I am taking notes? The students were to respond by circling either, “I’ve got it!,” “I think I might understand?,” or “I need some more help?” Each choice had a helpful graphic associated with it for emergent readers. Many of the students responded with “I’ve got it!” for all three skill areas. This may have been overconfidence in some cases; it’s really rather difficult to gauge with students this young.

Nevertheless, the results as a whole were telling and very informative. Only one student felt less than confident with his/her ability to use Pebblego to search for information. This was clearly a skill with which the class as a whole felt secure. Four students responded with “I think I might understand” in response to the question on citing sources. This indicates to me that this particular skill needs continued reinforcement. For the trash vs. treasure note-taking strategy, three students responded with “I think I might understand” and three responded with “I need some more help!” This was clearly the skills with which the students had the most difficulty.

These results were very much in line with my expectations and hopes for the lesson. I knew that the students would not have 100% mastery of all three skill areas at the conclusion of one hour-long session. However, many of the students left confident in their understanding of all three concepts. I fully anticipated that the trash vs. treasure note-taking strategy would be the most difficult element for the students to get a handle on. It was an entirely new skill and is a difficult one to learn. This will be a skill area that Emily and/or Jan will need to continue to reinforce with the students. If I was the full time school librarian and would have the opportunity to work with these students again, I would be certain to design a series of lessons where the students would practice the trash vs. treasure technique in conjunction with our study of a wide variety of resources. The skill could even be incorporated into the first grade author study on Tomie DePaola.