

## **Information Literacy Unit**

**Timeline and Objectives can be found in Appendices A and E respectively**

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### **Materials**

Smartboard attached to a computer, document camera, & speakers, dry erase whiteboard, access to a library with multiple books & references, library computers (enough for the whole class), and database access, paper, and pencils

**Procedures- if any of these lessons run short or long, then the teacher can modify and adjust (by starting the next day's lesson at the end of the day before or carrying over a little into the next day) as needed. Of course I elaborated a lot each day- this is NOT everything we did, just a basics of what we did 😊**

### ***Week One, Day One***

The media specialist (MS) and language arts (LA) teacher will explain the research unit to the students. We will give an overview of the unit, hand out the unit packet & go over the requirements & rubric with the students, and allow the students to choose the poet that they will be researching for this assignment.

### ***Week One, Day Two***

The media specialist will use the first five PowerPoint slides today. She will go over the Big6 briefly, and then go in depth on step 1. She will remind the students that they did step one yesterday when they clarified and discussed this assignment. She will discuss how to define a task, follow your teacher's requirements, and come up with your own questions to answer if you teacher does not give you required information that he/she wants you to include.

The class will then do a group assignment. The media specialist will assign a topic off of slide 4 to each row (about 4 students are in each row). The LA teacher and media specialist will walk around and assist the students with coming up with questions that they would want to research for each topic. Example: If the topic is an invention, the student would want to find out who invented it, when it was invented, how it affected the world, how many tries did it take to invent it, etc. After 10-15 minutes, the groups will each have a spokesperson to get up and share with the class. The MS will connect each topic to a future assignment the students will have in middle school to drive home how important task definition (step one) is.

The teachers will then move onto step two of the Big6, information seeking strategies. This is on slide 5 of the PowerPoint. The class will discuss the uses of books, encyclopedia, databases, almanacs, dictionaries, thesauruses, magazine, journals, pamphlets, and interviews. The MS will then ask the students a series of questions and have the students raise their hands to answer what types of sources they could use to find that info.

### ***Week One, Day Three and Four***

The class will now move on to step three, location access of information. The MS will use slide 6 to discuss formulating keywords. The MS will lead the class in coming up with keywords for the

topic examples the teacher and MS give. The MS will then discuss finding information in a variety of sources. She first goes over locating books. The MS will demonstrate searching on the library catalog to find an appropriate book. The MS and students will then use the interactive, smart notebook lessons to demonstrate finding a book on a shelf. The MS will call out call numbers and the students will have to click on which section of the library map it would be in. That will take them to that section's shelves where they must select the shelf the book would be on based on call number. The students will then use the other smart notebook lesson on shelf order to practice putting books in the correct order.

The MS will discuss using their keywords to use the index and table of contents of books to save time. She will also discuss the index of encyclopedia that many students do not know exists. She will also remind students that if they are looking up a person, that they need to get the encyclopedia of the person's last name.

The MS will then demonstrate how to use the state funded database system, DISCUS. She will demonstrate the two most used databases, Biography Resource Center and Britannica Online. The MS will then move on from reference (pay) sites to free sites, otherwise known as the World Wide Web. The MS will use the acronym RAD CAB (found on slide 9) to discuss evaluating websites for accuracy and reliability. The MS will then use the links on the bottom of slide 9 to show the students examples of fraud websites. The MS will use the youtube video at the top of slide 10 to introduce more effective internet searching techniques. She will then demonstrate the techniques discussed in the video using the Smartboard and give examples of when each would be used.

### ***Week One, Day Five***

Step Four, use of information, will be introduced (slide 12). The group will practice notetaking together by placing an encyclopedia article under the document camera where it will show on the Smartboard. For the first paragraph, the MS will demonstrate on the whiteboard what info would be important to write down and how to label the notes. The students will then practice with the second paragraph with the MS and LA teacher walking around and assisting. The MS will then write what the students felt should have been written down out of that paragraph on the whiteboard and will help the students if they left out any important info. The group will then practice with the third paragraph if they are still having trouble.

### ***Week Two, Day One***

Slides 13-21 will be used to discuss plagiarism. The students always have MANY questions about this topic and those few slides usually take the entire period. The MS will take great care in explaining paraphrasing and quoting (slide 21). For paraphrasing she will have each of the students give her a sentence for her to paraphrase for them. Paraphrasing is a difficult concept for sixth graders to grasp. The MS will use the link to the paraphrasing practice PowerPoint and lead practice with the class.

### ***Week Two, Day Two***

This day will be devoted to practicing MLA format. The students will use the page in their handout packet to look at an example of a works cited page and then practice doing some of the

most common citations. The MS will explain that a citation is like a formula in math where you plug in the information just like you would plug in a number for a letter in math. The group will do these examples together:

### ***MLA Practice Examples***

#### ***Book***

Title: How to Sew

Author: Joe Schmoe

Publisher: Gold Hill Press

Location: Fort Mill, SC

Copyright Year: 2006

#### ***Encyclopedia***

Title of Article: Turtles

Author: Bill Loggerhead

Name of Encyclopedia: The New Book of Knowledge

Edition year: 2004

#### ***Websites***

Website Author: Sara Supper

Title: Salmon Recipes

Name of Institution: American Cooking Association

Date of Access: today

Date of Revision: November 12, 2007

Address: <http://www.cookingforkids.org>

The MS will then show them an encyclopedia and book using the document camera and go over where the items they will need would be located. She will also use the Smartboard to show them that websites are difficult to cite as information needed for the citations are often missing or hard to find. The class watch as the MS finds the citation info (or lack thereof) on two different websites and do the citations for these sites on paper.

### ***Week Two, Day Three***

This is the last day in the classroom before research will begin in the library. The MS will use slides 22-24 to discuss step five, synthesis, and step six, evaluation. Step five will be taught more in-depth when the students are actually synthesizing their product in week three, but today the MS will discuss all the different products that there are out there. The MS will give the students examples of topics and ask them which ways would be the best way to communicate the information they learned for that topic. She will also make students understand that teachers usually pick the product for them, but sometimes they get to choose. The MS will also emphasize the importance of evaluating the product to make sure it is up to par before turning it in. Students often forget this step and it is very necessary. The MS will then show the students slide 25 to show that she has a works cited page for the PowerPoint to drive home how important and required a works cited page is for every thing you do.

### ***Week Two, Days Four and Five through Week Three, Day One***

The students will have three days in the library to conduct their research and take notes. The MS, LA teacher, and media center assistant will be there to help the students with finding information, notetaking, and citing sources.

### ***Week Three, Days Two and Three***

The LA teacher will assist the students with starting their rough drafts. They will look at the outline in the handout packet to help them organize their notes. They will also learn about thesis statements and the LA teacher will check each student's to make sure it is ready. The students will begin writing and the LA teacher will walk around and help as needed. Some students may begin to notice that they need more information, but they will be reminded that they can get it after school or while in the library on the days they will be typing the paper. After completing their rough draft, they will give it to a peer to edit and make suggestions to them.

### ***Week Three, Day Four***

The MS will come back to the classroom and show the students how to do some important things on the computer that they will need for their middle and high school careers. They are:

#### General and Internet Stuff

- Cutting, Copying, & Pasting (both ways)
- Right Clicking
- Saving a Picture

#### Microsoft Word

- Margins
- Spacing
- Indenting
- Saving and opening specifics- save vs. save as, order of opening
- Title Page
- Works Cited page
- Font & font size
- Bullets & numbering
- Portrait & Landscape
- Printing
- Undo
- Layouts & size/zoom (print, normal, web)
- Page Breaks
- Inserting Pictures & Clipart
- Text Alignment, Color, & Effects (bold, etc.)
- Print Preview
- Spelling and Grammar (red and green underlines)
- Word Count (if time allows)
- Thesaurus (if time allows)
- Tables (if time allows)
- Columns (if time allows)

#### Microsoft PowerPoint

- Printing a PowerPoint
- Adding slides
- Adding background colors
- Deleting slides moving slides
- Adding a textbox
- Slide Layout & Design

- Slide Transition & Animation (if time allows)
- Timings (if time allows)

***Week Three, Day Five through Week Four, Days One-Three***

For four days the students will be able to type up their assignment. Almost every student uses the first day to get any information they found out they were lacking when they went to write their rough draft. As students finish, they can assist other students or read. The MS, LA teacher, and media center assistant will all be there to assist the students as needed.

***Week Four, Days Four and Five***

Students will present their research to the class and celebrate their accomplishment. The class will also discuss what they learned worked or didn't work for them.