

Information Literacy

Standard 1: Assesses information efficiently and effectively as described by the following indicators:

2. recognizes that accurate and comprehensive information is the basis for intelligent decision making

Standard 2: Evaluates information critically and competently, as described by the following indicators:

2. distinguishes among facts, points of view, and opinions

Standard 3: Uses information effectively and creatively, as described by the following indicators:

1. organizes information for practical application

4. produces and communicates information and ideas in appropriate formats

RELEVANT MRSD LIBRARY SKILLS:

- understands that the library has materials to borrow and use
- locates different sections of the library
- locates a fiction book by author's last name
- understands the difference between fiction and non-fiction
- demonstrates knowledge of available resources at both the school and public library
- uses the library catalog to locate materials
- develops an understanding of keyword searching techniques to locate materials
- participates in literature discussion

Independent Learning

Standard 4: Pursues information related to personal interests, as described by the following indicators:

1. seeks information related to various dimensions of personal interests, such as career interests, community involvement, health matters, and recreational pursuits

2. designs, develops, and evaluates information products and solutions related to personal interests

Standard 5: Appreciates literature and other creative expressions of information, as described by the following indicators:

1. is a competent and self-motivated reader

2. derives meaning from information presented creatively in a variety of formats

3. develops creative products in a variety of formats

RELEVANT MRSD LIBRARY SKILLS:

- chooses own materials to borrow
- is comfortable and confident in library use
- develops an understanding of the ethical use of information

Social Responsibility

The student who contributes positively to the learning community and to society is information literate and:

Standard 8: Practices ethical behavior in regard to information and information technology, as described by the following indicators:

1. respects the principle of intellectual freedom

2. respects intellectual property rights

3. uses information technology responsibly

Standard 9: Participates effectively in groups to pursue and generate information, as described by the following indicators:

1. shares knowledge and information with others

2. respects others' ideas and backgrounds and acknowledges their contributions

3. collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions

RELEVANT MRSD LIBRARY SKILLS:

- recognizes the role of librarian
- understands proper care of materials borrowed
- respects the rights of other library users
- follows circulation procedures
- knows that materials in the library are in a specific order and has an understanding of how to keep library materials in order
- recognizes the library as a source of information and reading materials

MATERIALS:

Handout on how to post comments on the GSF blog
(put by computers)
Blogging ppt
LCD projector/screen
library computers (check Internet connection)

LESSON:

GOAL: to teach students how to comment on a post
and what makes a good comment

REVIEW: What is a blog?

Go online & show GSF blog and review how to post comments AND blogging vocabulary:
post/comment/moderator/archives/alias (5 MINS)

DISCUSSION: What makes a good comment?

Comments with content!!

Not just "I really liked this book" (5 MINS)

MODEL: Create a sample comment for a specific GSF title (use notepad or word to do writing in)
(5 MINS)

SHOW: Open my email to show how I get an email with their comment and how I approve comments to appear on blog. (1 MIN)

SURVEY: How many of you have read a GSF book yet?
(1 MIN)

ACTIVITY: Pair up students that have read a book with students that haven't and assign to computers to post a comment to the blog.
(15 MINS)

REMINDER: You can post from home or school!

Book selection/Checkout (8 MINS)

HANDOUT: how to post a comment to the GSF blog

MRSD Language Arts Curriculum threads

- gather information from a variety of sources to support and defend their ideas and points of view in a presentation
- access information from multiple sources (such as automated card catalogues, search engines, and personal interviews)
- understand the characteristics of a wide variety of genres including short stories, mysteries, poetry, drama, legends, biographies, autobiographies, historical fiction, science fiction, adventure stories, informational articles, and factual presentations
- demonstrate knowledge, understanding and appreciation of a wide variety of literary works such as Caldecott and Newbery books and worthy examples of writing by local, regional, national and international authors

LESSON PREPARATION

check GSF book check out records to see if any have circulated
if none have, revise posting comments part of the lesson – possibly: ask a question about a book? pose an “I wonder” question about a title

check with classroom teachers to see if any parent denied blogging

update GSF wall poster for 3x5 card reviews as alternative to blogging

get list of aliases for blog from classroom teachers