

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:

laptop with Audacity software & microphone

How to podcast PowerPoint

script for podcast

LCD projector/screen

LESSON:

GOAL: to teach students what podcasting is and to encourage them to create podcasts about the Great Stone Face books

INTRODUCE: What is a podcast?

Remind students that we listened to them in the GSF ppt and there is one on the GSF blog.

(2-3 MINS)

SHOW: podcast ppt (5-6 MINS)

MODEL: Use laptop with lcd projector – open

Audacity and record a brief podcast – then playback. (3 MINS)

DISCUSSION: What would you include in a podcast? Think about the ones we just heard in the podcast ppt and the one Mrs. Lesser did.

Open word document & brainstorm list of sentence starters & suggestions. Save to Network folder. (8 MINS)

ACTIVITY: Pair students who have read a GSF book with students who haven't. Assign to a computer. Open a Word document. Using our brainstorm list, start writing a brief (3-4 sentences) review of the GSF book. (12 MINS)
(This activity to be finished in next library)

Book selection/checkout (8 MINS)

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

bring laptop & microphone that has audacity & podcasting software loaded on it

create a powerpoint on how to use Audacity to make a podcast

create a permission slip for podcasting/posting podcast to blog or posting podcast on school network only – send permission slip home through classes after 1st podcast lesson

create a folder on the network drive for hosting internal podcasts