

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:

Genre powerpoint

GSF blog (updated with genre posts)

LCD projector/screen

LESSON:

GOAL: to reinforce the term "genre" which is taught in the classroom through identifying genres of Newbery Award titles and Great Stone Face books. To encourage students to comment on genre posts on GSF blog.

REVIEW: What does genre mean? (3 MINS)

SHOW: Genre powerpoint

Stop at slides which show multiple book covers for a specific genre and have students identify Newbery and GSF titles (15 MINS)

DISCUSSION:

1) Newbery and Great Stone Face books all have a genre

2) Some books can be more than 1 genre – can you think of any?? (8 MINS)

SHOW: GSF blog – Go online and show updated posting specific to genres. Encourage students to comment on new postings. (5 MINS)

(next week: We will be using the OPAC to find genres with the powersearch function)

Book selection/checkout/blog time (9 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:

update genre PowerPoint to include current GSF books – use jacket images in GSF folder on network

post genre related questions on GSF blog

sample questions: this book could be considered science fiction or fantasy – what do you think and why? Was this a well written mystery? How would you have changed the ending? Do you think (name specific example) could ever come true in our world?