

Name of Library Media Specialist: Timothy Quinn
Grade Level: Fifth Grade

Unit Lesson Plan

AIM: Finding Information & Citing Sources

Long Term Objective(s):

1. (Information Literacy)

ALA Standard # 1: Inquire, think critically, and gain knowledge.

Performance Indicator ALA 1.1.3: Develop and refine a range of questions to frame the search for new understanding.

Performance Indicator ALA 1.3.1: Respect copyright/ intellectual property rights of creators and producers.

ALA Standard # 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Performance Indicator ALA 2.1.4: Use technology and other information tools to analyze and organize information.

2. (Content)

ELA Standard # 1: Students will listen, speak, read, and write for information and understanding.

Performance Indicator ALA 1.1.2: Select information appropriate to the purpose of their investigation and relate ideas from one text to another

Short Term Objective(s):

1. Students will learn difference between plagiarism by paraphrasing and giving credit.
2. Students will learn to develop a bibliography.
3. Students will identify different types of sources and explain how to cite them.

Materials:

Data Projector, Microsoft Word and Microsoft Publisher, Big 6 video, Internet Access, Smartboard and <http://screencast.com/t/mhxGKdPmdw> (Flipped video on citing sources).

Introduction/Motivation:

Once the students are seated, I have mentioned the previous lesson that was about the introduction of Steps 1-3 of the BIG 6. Have students go over with you on what they learned. Then introduce Step 4 of the Big 6, which is to use information and citing the resources that the student will be using in their State Brochure. Remind the students to use multiple sources, give recommended websites on Trackstar and use Track # 353808.

Instructional Strategies:

On day one introduce Step 4 of the Big 6 video, (about 5 minutes) then expand the idea of plagiarism from the Big 6 Video. Give a couple of examples of people who plagiarize and what consequences they have served because of doing this unethical act. Then tell the students that by paraphrasing and giving credit to the sources that they will be using for their project will be allow them to use the information for their brochures. Explain to the students that there are different formats that have to be used when using different resources. I will show them how to label each source as their homework assignment by using the Flipped Classroom Technique. I will use different example of sources by using a word document that they will be receiving to place their resources on. I will give an example of the outline on the brochure of each section and how to cite a nonfiction book, reference book, an online resources, an interview with a person, and a magazine article either on-line or print.

Summary:

Once I have shown my examples on the Video Flipped portion of the lesson, the student have access to some of their resources electronically, as well as a print resource they took out of the library and filling out those categories at home. Other print resources will be done in the library if it's a reference source as they will use day two and three to find resources for their assignments. The students will be filling in some of the templates as shown on the Flipped Classroom Video at home. I will mention to the students that on the back of their brochure on the publisher software is where they will place this information after they have filled in the templates of resources they need for their State Brochure. That will be done on the next lesson where I teach them how to develop the bibliography page for their project from there selected resources.

Method of Evaluation:

On the fourth day, I would hand out a worksheet questioning the students what is a bibliography, paraphrasing and plagiarism. They will put these vocabulary words into their own words and list the similarities and differences of paraphrasing and plagiarism.

If the students couldn't print out the word document of the template at home in the Flipped Classroom portion of the lesson, they will email their template to me for the next day or the student can save work on a Jump Drive to being into school to print. If they can print, I would have them print as well as email their copy if they started finding sources. If a student was absent; I will hand out the document and have the students start placing their resources in the given templates after watching on a classroom computer. I will collect their worksheet of resources. On the fifth day, the students will cross reference all of their resources to check if they labeled the right information from the resource that they will be using for the brochure in the templates. I will check and assist students during this process. They will be graded on how they organized their resources and then they will be ready for the next step, which is to put together their ideas from the resources and place it on the State Brochure Presentation, which is Synthesis.