ECASD Information Technology Literacy Curriculum

Information Fluency and Research

Grade Level: 1
Revision Date: Fall 2012
Instructional Timeline: March - May

Learning Outcomes

ITLS**Standard 3: Independent Problem-Solving, Information Fluency and Research** ISTE NETS-S Standard 3, AASL Standard 1
Students in Wisconsin will use technology and other print and digital information tools to define a research problem or question, to conduct research for gathering pertinent information and resolving their information problem or question, and to analyze this information and to make informed decisions when creating a product to share new understandings with an applicable audience.
Learning Priority: Define authentic problems and information questions, plan and implement research strategies and share or present findings for inquiry-based research using all media types, including various print, audio, video and digital formats.

Common Core State Standards:
Anchor Standards R.2, R.3, R.4, R.7, R.8, R.9, R.10
Reading Standards for Informational Text RI.5, RI.9,
Writing Standards W.1, W.2, W.3, W.4 W.5, W.6, W.7, W.8, W.9
Speaking and Listening Standards SL.2, SL.4, SL.5

Focus:
Research process

Understanding/s:	**Essential** Questions:
Research presents answers to questions	Do I understand key ideas from the text?

Learning Targets:

I can research a topic with others.
I can work with others to write about a research topic.
I can ask and answer questions about the key details in a text.
I can locate key facts or information using text features with others.
I can use the illustrations and details in a text to describe the key ideas.

Report Card Statements (End of Year Learning Target)

- Writing: Participates in shared research projects
- Writing: With the help of adults, uses digital tools to produce and publish writing

Assessment

Formative Assessment:	**Performance Task**:
Graphic Organizer created as a brainstorming group activity.	*A Rubric is created that checks for understanding by including a* written informative/explanatory text in which they name a topic, supply some facts about the topic, provide some sense of closure, and illustrate.

Curriculum and Instructional Programs/Resources

PebbleGo,
Kerpoof (http://www.kerpoof.com/)
Safari Montage
Informational books, magazines
Stripling Model of Inquiry.
(Connect, Wonder, Investigate, Construct, Express, Reflect,…)

Differentiation Strategies

PebbleGo – written & audio available
Adaptive hardware & software tools as needed.(magnifier mouse,special keyboard, laptop using touchpad)
Partner and small group
Oral presentation

FOSS Topics –Pebbles, Sand, Silt, Plants, Solids & Liquids

Social Studies-, All About Families, Where We Live, Good Citizens, All Kinds of Jobs, Americans Long Ago

Math – Number Operations, Geometry, Graphing, Shapes, Measurement, Patterns.

1st Grade Plant Research Project
Dawn Pearson & Gwenn Nyhagen

- **Connect**
  - What do students already know about plants?
  - Background info from teacher/classroom (May be getting from general classroom teacher)
- **Wonder**
  - Have students brainstorm what they want to know about plants in the 4 seasons.
  - Partnerships (2 in group) choose Winter plants, spring plants, summer plants, & autumn plants.
- **Investigate**
  - Using PebbleGo (explain *why* we use PebbleGo—reputable source, etc.)
  - Books from the library (pulled ahead of time) students investigate their plants.
  - Students take notes on graphic organizer (possibly from PebbleGo or teacher-created) Use the "Share What I Know" worksheet in PebbleGo
  - View the Safari Montage segment about plants title "Summer" It shows the change of seasons and plant life of each season. http://safari.ecasd.k12.wi.us/SAFARI/montage/play.php?keyindex=6322&location=local
  - Include an animal and type of weather that occurs in that particular season.
- **Construct**
  - Students create a short electronic visual presentation about their plant using Tux Paint or kerpoof
  - Create a project using: drawings, graphic organizers, including parts, create a Mystery Plant Guessing Game. enchantedlearning.com has several graphic organizers.
- **Express**
  - Students share their presentations with the class.
  - Share one of the videos for each seasonal plant with the class and explain what is going on.
  - Students take notes during others' presentations—new learning. On a graphic organizer.
  - Mystery Plant Season guessing game. Give 3 clues to the season of the plant.
- **Reflect**
  - Students type in a word document (Save document "reflection" to J-Drive so they can type right in it)

- My favorite thing I learned from someone else is _____
- My favorite thing I learned in my research is _____
- I still want to know _____

Assessment – Talk with classroom teachers to see if this can be included as a science grade.

Rubric Includes:

Plant Parts,

Correct color of plant ,

Weather of season,

1 animal that appears in the season

Time Frame: 2-3 class lessons in the library/computer lab.
Presentation: Present within classroom setting , if not time in the library.