

# Adopt a State Unit – Lesson 01 Introduction to Information Literacy – Page 1

**Grade Level: 5**

## **Materials**

- Student will have access to a computer connected to the Internet.
- Information Literacy Skills Pretest. Students will have access to the web site <http://school.discovery.com/quizzes/jmaklary/oslis.html>
- Scoring Guide handout

## **Prerequisite Skills**

Students will have basic knowledge of how to navigate using a web browser.

## **Standards**

CCG 1

Big6 1.1, 1.2

ILS 1, 4

## **Lesson Objectives**

- During class discussion, students will understand the broad objectives of research skills and how they can apply skills to other academic areas.
- Students will understand how the unit is to be assessed.
- Students will take a pretest to gather information about student current knowledge and for students to understand what they will need to learn.

## **Anticipatory Set**

During class discussion, have students state some of the big assignments they have been working on in other classes. Bridge application of information literacy skills to other classes.

## **Stated Objective and Purpose**

“Today, we will discuss the importance of learning how to research efficiently and effectively. We will also be taking a skills pre-assessment to gauge your knowledge on the subject.”

## **Learning Activities/Procedures**

- Extended class discussion about importance of research process.
- Have students make their own connections between the research process and other applications.
- Review scoring guide.
- Information Literacy Skills pretest. Point students to <http://school.discovery.com/quizzes/jmaklary/oslis.html>

## **Adaptation for Special Needs & Multiple Intelligence's**

Assist low reading students on Information Literacy skills pretest.

**Closure**

After students finish the test, remind them that this pretest was to assess their current knowledge of the subject matter. Assure them that the pretest will not be a part of their overall grade and that they will be able to see their progress when they take the test again after the completion of the unit.

**Assessment**

- Class discussion.
- Scores on pretest.

**Reflection**

During class discussions, students were eager to share their ideas about applying the research process to other classes and to personal interests. Although it was grand in scope, we attempted to make it as meaningful as possible in order to grab their interest. Several students were anxious about taking the pretest because they felt they didn't know a thing. They were right. However, I assured them of the purpose of the pretest and informed them that they would be seeing this same test at the end of the unit and would be better prepared to improve their score with the knowledge they would be acquiring in the upcoming unit..