Discovering Reference Resources

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Title/Role: Teacher
Organization/School Name: Smyrna Middle School
Location: Delaware

Grade Level: 5, 6
Type of Lesson: Stand-alone lesson
Type of Schedule: Flexible
Collaboration Continuum: Intensive

Content Area:
Educational technology
Language Arts

Content Topic: Discovering Reference Resources through a Scavenger Hunt

Standards for the 21st-Century Learner

Skills Indicator(s):
1.1.4 Find, evaluate, and select appropriate sources to answer questions.
1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

Dispositions Indicator(s):
1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
3.2.3 Demonstrate teamwork by working productively with others.

Responsibilities Indicator(s):
3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
4.3.2 Recognize that resources are created for a variety of purposes.

Self-Assessment Strategies Indicator(s):
1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
2.4.1 Determine how to act on information (accept, reject, modify).
2.4.2 Reflect on systematic process, and assess for completeness of investigation.

Scenario: Students will be preparing to take on their first large scale, independent, research paper or project. Before starting the project the students will have an opportunity to review reference materials they have already used and become familiar with new reference materials. The teacher and teacher librarian will work together to create a gallery walk of reference materials. This gallery walk will need to take place during a time when the regular education teacher is available to work with the students. If a time cannot be found when both the Teacher and TL are available then the TL can set up the gallery walk and the teacher
can run the activity. The follow-up activity will be the research project completed by the students. They will be required to use at least 3 of the reference materials viewed during the Reference Resource Scavenger Hunt.

**Overview:** Students will learn what information is included in a variety of reference resources (both print and electronic), and how to use them. The students will complete a task within each of the resources presented. Essential Questions: What are the different formats in which reference information is presented? What are three reference sources you could use when researching an important figure from American History?

**Final Product:** Students will complete the questions located on the Reference Resources Scavenger Hunt worksheet using the reference materials laid out in the gallery walk. The students will also complete an exit ticket on which they will answer the two essential questions for the lesson.

**Library Lesson:** Students will learn how to identify a variety of reference materials and locate information quickly and efficiently in each of the resources.

**Estimated Lesson Time:** 90 minutes

**Assessment**

**Product:** The teacher and TL will assess the completed scavenger hunts, looking for correct answers that show whether the students have or have not mastered identifying reference materials and their purpose. The students' exit tickets will be evaluated by the teacher. He or she will look to see that students can identify different print and media formats that present nonfiction information and whether or not students can identify the at least three resources to find information on a specific topic.

**Process:** At the start of the lesson the teacher and TL will introduce students to 15 reference resources through a gallery walk. The gallery should include the most recent copy of each resource, short descriptions of their purpose, and explanations on how they are organized. The teacher and TL should walk the students through the gallery, taking turns introducing each of the resources and pointing out important organizational features, such as the index, glossary, search bar, and alphabetical layouts. This process should take roughly 20 minutes. The bulk of the lesson will involve the students working in pairs to complete a scavenger hunt. Students will need to answer 15 questions, one for each resource, that involve them looking through each of the resources to find the answer to a question. During this time the teacher and TL will observe and assist the students as they begin to review these resources. The teacher and TL should assist the students by guiding them with questions that will lead them to the correct reference resource. It is important that they do not tell the students the specifics of where to look, but provide guidance to help the students determine the answers on their own. As the students finish the scavenger hunt, the teacher and TL can choose to review their answers and send them back to make corrections if needed. The scavenger hunt should take between 30 and 45 minutes. During the last 20 minutes of class the teacher and TL will collect the scavenger hunt before reviewing the questions and answers with the students. They should close by asking students the exit ticket questions, which need to be collected as the students leave. If extra time is needed the exit ticket can be completed when the students return to their classroom, pushed back to a homework assignment, or even used the next day as an opening journal assignment.

**Student self-questioning:** Am I able to describe the purpose of each of the reference resources I reviewed in the gallery walk? Was I able to locate the information I was searching for on my own, or did I need help? What can I do to help me become more familiar with the reference materials I reviewed today? Which of the reference materials would help me find information about my research topic?
Instructional Plan

Resources students will use:
Interactive Resource (i.e. webpages, multimedia learning objects, chat services)
Physical Object
Text (books, letters, poems, newspapers, etc.)
Interactive Resource URL: http://www.school.eb.com/comptons

Resources instructor will use:
Laptop
Other

Other instructor resources: Descriptions of the reference materials created by the TL, the scavenger hunt worksheet created by the teacher, and a variety of reference resources, both print and electronic.

Instruction/Activities

Direct instruction: The teacher will bring the students down to the gallery walk, where they will be met by the TL. The TL will walk the students around the room, making sure to stop at each of the reference materials laid out for the students to use. At each resource the TL will take a minute or two to explain what type of reference materials the students are looking at, the purpose for the resource, and discuss how its is organized. During this portion of the lesson you can include differentiation to students by providing them with a worksheet or graphic organizer to keep notes on.

Modeling and guided practice: After the TL has reviewed all of the reference materials the teacher will offer up an example question that is similar to the questions that are found on the scavenger hunt. (Example: Find a map of the country Egypt, located in the continent of Africa. After reviewing the map identify the city that is the capital of Egypt.) The teacher should discuss that the Atlas would be an excellent resource to use, and then proceed to show them how to find the continent, country and use the map legend to find the answer.

Independent practice: Students will practice using the reference materials by completing a scavenger hunt. The scavenger hunt will ask questions whose answers can be found in each of the different reference materials. The students will complete this in pairs. After this lesson students will have an opportunity to complete an independent research project, during which they will use the skills learned in this reference materials lesson.

Sharing and reflecting: Students will share answers in a whole-group setting, as the teacher and TL are reviewing the questions and answers to the scavenger hunt. Students will reflect on the activity by answering the essential questions on the exit ticket.

Have you taught this lesson before: No

Strategies for differentiation: Students will work in pairs. The pairs can be chosen by the teacher to help form successful pairings. Include a worksheet or graphic organizer where students can take notes on each of the reference materials. Larger print materials can be included in the gallery walk, and students can get a quick crash course in using the zoom button for online reference materials. Examples of similar questions can be provided to help students narrow down their search. A list of written directions and expectations should be provided to each pair.
AASL/Common Core State Standards Crosswalk

**English Language Arts:**

**CC.5.W.7** » English Language Arts » Research to Build and Present Knowledge » 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5)

**CC.6.W.7** » English Language Arts » Research to Build and Present Knowledge » 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (6)

**CC.5.R.I.7** » English Language Arts » Integration of Knowledge and Ideas » 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5)

**CC.5.W.6** » English Language Arts » Production and Distribution of Writing » 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (5)

**CC.6.SL.1** » English Language Arts » Comprehension and Collaboration » 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (6)

**CC.6.SL.1.a** » English Language Arts » Comprehension and Collaboration » a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (6)

**CC.6.SL.1.b** » English Language Arts » Comprehension and Collaboration » b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (6)

**CC.6.SL.1.c** » English Language Arts » Comprehension and Collaboration » c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (6)

**CC.6.W.5** » English Language Arts » Production and Distribution of Writing » 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (6)

**CC.6.SL.2** » English Language Arts » Comprehension and Collaboration » 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it
contributes to a topic, text, or issue under study. (6)

**CC.5.W.5** » English Language Arts » Production and Distribution of Writing » 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (5)

**CC.5.W.8** » English Language Arts » Research to Build and Present Knowledge » 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5)

**CC.6.SL.1.d** » English Language Arts » Comprehension and Collaboration » d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (6)

**CC.6.R.L.1** » English Language Arts » Key Ideas and Details » 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6)

**CC.6.W.1.b** » English Language Arts » Text Types and Purposes » b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (6)

**CC.6.W.8** » English Language Arts » Research to Build and Present Knowledge » 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (6)

**CC.6.R.I.4** » English Language Arts » Craft and Structure » 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (6)

**CC.6.W.9.a** » English Language Arts » Research to Build and Present Knowledge » a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (6)

**CC.5.W.1** » English Language Arts » Text Types and Purposes » 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information (5)

**CC.5.R.I.8** » English Language Arts » Integration of Knowledge and Ideas » 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (5)
CC.5.R.I.9 » English Language Arts » Integration of Knowledge and Ideas » 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5)

CC.6.R.I.7 » English Language Arts » Integration of Knowledge and Ideas » 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (6)

CC.6.R.I.8 » English Language Arts » Integration of Knowledge and Ideas » 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (6)

CC.6.R.I.9 » English Language Arts » Integration of Knowledge and Ideas » 9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (6)

CC.6.SL.3 » English Language Arts » Comprehension and Collaboration » 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (6)

CC.6.W.1.e » English Language Arts » Text Types and Purposes » e. Provide a concluding statement or section that follows from the argument presented. (6)

CC.6.W.2.f » English Language Arts » Text Types and Purposes » f. Provide a concluding statement or section that follows from the information or explanation presented. (6)