Information Literacy Lesson Plan

Standards:

Ohio's Library Guidelines
- Strand: Information Literacy Grades 3-5
- Research and Explore: 1. Conduct a short research project using a research process model.
- Question and Analyze: 3. Reflect on prior knowledge to add context to the research findings.

English Language Arts Grades 3-5
- W.3.7 Conduct short research projects that build knowledge about a topic.
- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Overview: Students will learn how to use INFOhio's ISearch to find and identify articles and additional resources to help them answer their research question or to learn more about a topic of their choice.

Materials Needed:

- Computers with internet connection
- Access to INFOhio's ISearch
- Research Planning Form (printed or digital version)
- Pencils (for printed version)

Instructional Plan:

1. Begin by sharing with students as a group the Research Planning Form by projecting it on a screen. Go through each column together as a class. Share with students an idea for a topic or research question and type it in at the top of the document. Have students come up with some investigative questions on the topic and add these to the first column of the document. For the first question, have students help you brainstorm keywords that they would use when searching for the answer to this question, and add these to the second column of the document. For now, leave the third column blank and explain to students that you will be sharing with them how to use INFOhio's ISearch to find articles and resources on their topic in a little bit. (10 minutes)

2. Share the Research Planning Form with students individually (it can be shared digitally or print a copy for each student) and have them brainstorm a topic and think of questions for the first column as well as keywords in the second column. Encourage students to work together to come up with questions and keywords if they get stuck. (10 minutes)
3. Share INFOhio's ISearch with the whole class. Explain the different tabs and what they mean. What type of information can be found under each tab? Using your example topic, type in one of the keywords and look through the results under each tab to find something that might work. Share with students how to read the article online and how to save the article to their Google Drive or by copy and pasting the permalink. Add the titles of the article or the permalink to the third column on the Research Planning Form. (15 minutes)
4. For the remainder of the class period, have students practice using ISearch on their own to find articles and resources that will work for their topic.

Extension Activities:

Some students may want to explore further. INFOhio's ISearch is available to students at home. Make sure to share your district's INFOhio username and password with your students. Here is a video on how to find your password.

If students finish early and have found articles that support their research topic, have them begin to read their articles, and use this Organize to Take Notes document.

Differentiation:

ISearch uses tabs to organize the information. To find grade-level text, students can use the Basic Sources tab. For advanced sources, use the Advanced Sources tab.

In addition to modeling how to use ISearch during class, there are also several videos you may want to share as another mode of learning about ISearch:

- ISearch: Getting Started (INFOhio on YouTube)
- ISearch: Search and Limiters (INFOhio on YouTube)
- ISearch: Viewing, Saving, and Sharing (INFOhio on YouTube)

Assessment:

Using Google Forms or a paper form, create an exit ticket that asks students to explain what they know about ISearch.

Information Literacy

Home Assignment – Challenge Activity

Challenge students to share ISearch with their parents, caregivers, or siblings. Have students search for something that their parents, caregivers, or siblings are interested in and share a resource or article they found in class the next day.