Standard(s)

 This lesson was taught on the first day of the summer school Computer Literacy course at Father Ryan High School.  There were a total of 26 students in the class - 18 boys and 7 girls.  All of the students were incoming freshmen, except one who was a returning sophomore.  Since this was the first day of the class, the teacher had little information about how the students worked together, levels of prior knowledge, etc.  One student was known to be diagnosed ADHD (inattentive) but no other information about disabilities was available.

**Common Core/AASL Standards Taught in This Lesson**

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| CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | 1.1.4 Find, evaluate, and select appropriate sources to answer questions. |

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| CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | 1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry. |

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| CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. |

Essential Question(s)

**Essential Question to Answer:** Are you knowledgeable about the resources available on the [Father Ryan Library webpage](http://www.fatherryan.org/page.cfm?p=451) ?  Can you find, evaluate, and select the appropriate source to answer your questions?  Can you use technology to access information and for the inquiry process?

**Real World Connection:** The resources available on the Father Ryan Library webpage will help these students succeed in high school and as life long learners.

 This lesson was taught to incoming freshmen at Father Ryan high school on the first day of their computer class in summer school.  The lesson is designed to give them a broad understanding of the resources available to them for use in research for this class and for all their subsequent classes at Father Ryan High School.

Lesson Goal

 As a result of this lesson, students should be aware of the resources available on the Father Ryan webpage (databases, Noodle Tools, eBooks), be able to navigate the resources for use in future coursework.  Such coursework will include producing, publishing, and updating individual or shared writing products, linking to other information, and displaying information flexibly and dynamically.

Objective(s)

 The learner will know what resources are available on the Father Ryan Library webpage so that he/she will be able to find, evaluate, and select the appropriate sources to answer questions.

 The learner will demonstrate their mastery of technology tools to access information and pursue the inquiry process in order to be able to choose the appropriate resource for their particular academic needs.

 The learner will integrate multiple sources of information available on the Father Ryan Library webpage, evaluating the credibility and accuracy of each source.

 The learner will learn about the resources available on the Father Ryan Library webpage in order to be able to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

Prior Knowledge

**Prerequisite Skills -**

 1. Ability to access a website with a given URL.

 2. Ability to navigate the web by clicking on hyperlinks, etc.

 3. Ability to understand what types of resources are necessary for different types of academic needs.  For example, student must understand what an online encyclopedia is for, etc.

Procedures (Instructional Sequence)

**What amount of time will be allocated for each procedure?**

**A.**   **Hook (5 min)**

 Students' attention will be focused by showing the  "technology learning curve graphic."  We will discuss how they are feeling about the class so far, and talk about the fact that the resources on the Father Ryan webpage can help to reduce their learning curve.  Show the Learning 360 clip "Research in the Library: Introduction" and discuss how the resources discussed there are now available online and that's what we will explore today.

 B.     **Focus (2 min)**

 Administer the pre-test.    The pre-test launches us into a discussion of the objective.   The objective of the lesson is for the learner to know what resources are available on the Father Ryan Library webpage and to be able to choose the appropriate resource for their particular academic needs.  Key questions to consider would be what resources can I use for projects in this class?  What resources can I use for other classes?  At the conclusion of the lesson, students should ask themselves if they feel comfortable navigating the library webpage resources.

**C.     Curriculum Correlation**

 The lesson lend  s itself very well to curriculum correlation - in fact, that is the objective of the lesson - to be able to take this knowledge and use it cross-

**D.**   **Guided Practice (10 min)**

1. Show the webpage features including Britannica, TEL databases, Noodle Tools, and Marshall Cavendish.

2. Find as a group the appropriate resources if the assignment was to find information on symbolism in Shakespearean works.

3. Discuss how Noodle Tools could then be used to make note cards with the information found.  Discuss how the sources on Shakespeare could be cited in Noodle Tools.

**E.      Independent Practice  (10 min)**

 Hand out scavenger hunts for partner work.  The scavenger hunt paper is attached as a file.  Students will work in pairs to find the answers to the Library webpage scavenger hunt.  This work will require them to identify relevant and irrelevant information by determining which resources from the webpage are useful in finding the needed information.  Students will also be required to observe and experiment, by trying different resources on the webpage until they find the ones that are appropriate.

**F.**   **Closure (5 min)**

 The students will refocus on the objectives by discussing the answers to the scavenger hunt.  The discussion will help each student gain familiarity with the resources available.  The discussion and observation of the scavenger hunts will help the teacher check for students' understanding of their available resources.

**Attachments**

* [Father\_Ryan\_Library\_Webpage\_Scavenger\_Hunt.docx](https://www.livetext.com/folder/9797426/WMb9E8dg_Father_Ryan_Library_Webpage_Scavenger_Hunt.docx)
* [Tech\_curve.jpg](https://www.livetext.com/folder/9797426/IZMVtZ2a_Tech_curve.jpg)

Assessment

 The post test (made up of the same questions as the pre-test) was used to determine student mastery of the lesson objective.  The data collected showed that, on average, 23% of the information in this lesson was already known by the students.  This number was higher than expected, but affected by the fact that I forgot to administer the pre-test before telling the students how many librarians and clerks were available to help them - thereby skewing the data.  The post test scores showed that, on average, students learned 91% of the material taught.  This was a gain in knowledge of 68%.  The data showed that the lesson was a success.

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| **Name** | **Pre-Test Score** | **Post-Test Score** | **Difference** |
| AC | 60% | 60% | 0% |
| AG | 0% | 80% | 80% |
| CL | 60% | 100% | 40% |
| CG | 40% | 100% | 60% |
| CP | 20% | 100% | 80% |
| CC | 20% | 100% | 80% |
| CS | 20% | 100% | 80% |
| DG | 20% | 80% | 60% |
| ES | 20% | 60% | 40% |
| EW | 40% | 80% | 60% |
| GQ | 20% | 80% | 60% |
| HA | 20% | 80% | 60% |
| HR | 0% | 100% | 100% |
| HL | 20% | 80% | 60% |
| HJ | 40% | 100% | 60% |
| KC | 0% | 100% | 100% |
| KR | 0% | 100% | 100% |
| LJ | 0% | 100% | 100% |
| LH | 20% | 100% | 80% |
| ME | 40% | 80% | 40% |
| SO | 20% | 100% | 80% |
| SG | 20% | 100% | 80% |
| TP | 20% | 100% | 80% |
| UA | 40% | 80% | 40% |
| WS | 20% | 100% | 80% |
| WC | 20% | 100% | 80% |
| **Average** | **23%** | **91%** | **68%** |

**Attachments**

* [pre\_and\_post\_test\_data\_father\_ryan.docx](https://www.livetext.com/folder/9797426/Qw6LPFnU_pre_and_post_test_data_father_ryan.docx)

Questions

**Essential Questions**

 1. What resources are you aware of that are available on the Father Ryan Library webpage?

 2. How do you think that having resources available online will help you?

 3. How do you think having web based applications will be helpful?

 4. How do you know where to start looking for information?

 5. Think about topics you might be encountering soon, what resources do you see that would help you?

 6. How will you keep track of the many required usernames and passwords that have been given to you today?

 7. How will you select the appropriate source to answer the question you have?

 8. How will being familiar with the resources available help you to apply knowledge to curricular areas, real world situations, and further investigations?

 9. How will you evaluate the credibility and accuracy of each source?

Accommodations

 In Father Ryan summer school, the expectation is that students are capable of keeping up with the class independently without accommodations.  There is one student with ADHD (inattentive) in the class.  He was given preferential seating in the front center (on the aisle) of the class.    Different learning needs were addressed in the lesson by addressing different modalities of learning.

**Visual** - Learning 360 clip, Technology Learning Curve graphic, viewing webpage resources

**Auditory** - discussion of webpage resources

**Kinesthetic** - scavenger hunt

Reflection

 In reflecting on this lesson, there was one major area for improvement.  I checked all of the computers ahead of time, made sure the projector was working, and checked all the hyperlinks.  I did not, however, check the speakers, which were needed for the Learn 360 clip.  They were not hooked up. This caused a 5 minute delay in getting started, caused me to be flustered, and probably caused the students to have less confidence in their instructor.  Additionally, I did not have a lot of experience in working with teenagers.  I noticed that questioning did not work as well as I had hoped to start conversations about our topic.  Many students were not willing to raise their hands and share.  Small group discussion among their peers seemed to work much better.  I was also pleasantly surprised by how polite and willing to learn the students were.  They were all attentive, and worked hard to do what I asked.  The lesson, overall, was a success.  The data corroborates the perceived success of the lesson, showing a 68% improvement in familiarity with the Father Ryan library and databases.

Materials (Teacher and Student)

**Materials Needed:**  
 Computer for each student to access the Father Ryan library webpage

 Digital Projector to show the features of the webpage to the whole group

 Pre and Post Test copies

 Scavenger Hunt copies

 Pens/pencils to complete the written work

 Learn 360 Clip - "Resarch in the Library: Introduction"

 Technology Learning Curve Graphic (hyperlinked to my weebly page for easy access)

**Attachments**

* [Tech\_curve.jpg](https://www.livetext.com/folder/9797426/cnsYkeUL_Tech_curve.jpg)
* [Father\_Ryan\_Library\_Webpage\_Scavenger\_Hunt.docx](https://www.livetext.com/folder/9797426/T8zHu68q_Father_Ryan_Library_Webpage_Scavenger_Hunt.docx)
* [Library\_Webpage\_Lesson\_Pre\_Test.docx](https://www.livetext.com/folder/9797426/EXgr8pyW_Library_Webpage_Lesson_Pre_Test.docx)
* [father\_ryan\_database\_information.docx](https://www.livetext.com/folder/9797426/YAG49ovA_father_ryan_database_information.docx)

**Resources**

Resources

[Research in the Library: Introduction](http://learn360.livetext.com/misk5/learn360/150398" \t "_blank)

 Introduces the importance of the library, with its many tools for research; describes the many sections found in the library, including the reference section and the periodical section; and summarizes the materials to be found in each section.

**AASL-2007 Standards**

Standards

 AASL-2007.1.1.4

 Find, evaluate, and select appropriate sources to answer questions.

 AASL-2007.1.1.8

 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

 AASL-2007.2.1.3

 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.