Doorway to Information: Kdgn. – Gr. 3

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Durham District School Board
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“Inquiry is at the heart of learning in all subject areas. In language, students are encouraged from a very early age to develop their ability to ask questions and to explore a variety of possible answers to those questions. In the primary grades, they begin to identify various sources that can help them answer the questions they pose. As they advance through the grades, they acquire the skills to locate relevant information from a variety of sources, such as books, newspapers, dictionaries, encyclopaedias, interviews, videos, and the Internet. The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.”

Language Document. 2006
Student Research Skills
Information Literacy

“Information Literacy is defined as “the ability to acquire, critically evaluate, select, use, create and communicate information in ways which lead to knowledge and wisdom”

(Information Studies K-12, OLA)
DDSB Information Literacy Skills Continuum

- [http://techtalk.ddsbschools.ca/doorway-to-information/skills-continuum.html](http://techtalk.ddsbschools.ca/doorway-to-information/skills-continuum.html)

- Moving to Portal/Programs/Educational Technology/Doorway to Information
Getting Ready

Finding

Sharing

Inquiry

Processing

Creating

Exploring

Inquiry

A Model for Inquiry

- Initiating inquiry
- Developing questions
- Designing the plan
- Selecting information
- Formulating the focus
- Evaluating information
- Analyzing findings
- Organizing & synthesizing findings
- Making & presenting product
- Assessing product & process
- Extending & transferring learning
- Choosing the topic
- Thinking
- Thinking
- Thinking
Stage One: Exploring (or Getting Ready)

- Initiating Inquiry, Choosing the Topic, Developing Questions
Getting Ready - Resources

- Medianet, Learn360 and NFB
- Video Streaming Websites
- Books
Getting Ready – Activities to Introduce

- What is happening in this picture? What information can we gather from the image?
Getting Ready – Activities to Introduce

- Use a picture book to introduce unit.
- “What will we be studying?”
- Suggestions can be recorded.
- After story is read, students can decide if their predictions were correct.
Getting Ready – Activities to Browse Sources

- Book Look
- Scavenger Hunt
Getting Ready – Activities to Focus Research

- Placemat Sorting – sort objects into different categories
- Keyword or Picture Cards – sort pictures or words into various categories
- Brainstorming – create a word web to identify words associated with the topic (or in Smart Ideas)
Getting Ready – Activities to Generate Questions

- Pictures – use a picture or book cover to introduce questioning.
  - Record all questions.
  - Decide which ones are powerful, thinking questions.
  - Read the story.
  - Which questions related to the story?

- Powerful Questions:
  - Are specific to the topic
  - Open-ended
  - Requires information and thought
  - Not usually answered quickly and easily
Getting Ready – RAN Strategy

- Tony Stead – Reading and Analyzing Nonfiction Strategy

<table>
<thead>
<tr>
<th>Reading and Analyzing Nonfiction Strategy (RAN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I think I know</td>
</tr>
<tr>
<td>Children state information they think to be correct about the topic.</td>
</tr>
</tbody>
</table>
Stage Two: Investigating (or Finding)

- Designing the Plan, Selecting Information, Formulating the Focus
Finding - Resources

- Picture books
- Nonfiction books → check Library collection
- Magazines
- Videos/DVDs
- Pre-selected websites
  - Instructions for sharing links with students can be found in Teacher’s Community/All Software Documentation/Schoolconnect
  - Kidsclick, Link to Learning, etc.
  - Online Databases
Knowledge Ontario

- [http://eresources.knowledgeontario.ca/?cat=19](http://eresources.knowledgeontario.ca/?cat=19)
Finding – Nonfiction Books

- Collaborate with Teacher-Librarian to find reading level appropriate materials
Ebooks

- [http://my.abdodigital.com](http://my.abdodigital.com)
Bookflix

http://bkflix.grolier.com/splash
Finding – Activity to Locate Information Using Conventions of Text

- Use keywords previously brainstormed to look at Table of Contents and Index.
- Scavenger Hunt using Table of Contents
- Brainstorm synonyms of keywords (i.e., Home-shelter, nest, habitat, cabin, etc.)
- Fact vs. Fiction (i.e., Compare Franklin the Turtle to a nonfiction book on turtles)

<table>
<thead>
<tr>
<th>Facts about Turtles</th>
<th>Fiction about Turtles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turtles eat insects</td>
<td>Franklin eats fly pies</td>
</tr>
<tr>
<td>Turtles live in a pond</td>
<td>Franklin lives in a house</td>
</tr>
</tbody>
</table>
Stage Three: Processing Information (or Thinking)

- Analyzing Information, Evaluating Ideas, Organizing and Synthesizing Findings
Thinking – Prioritize Skills

- Kindergarten: Read nonfiction book aloud and record points on chart paper. (create symbols for points)
- Grade One: Teach concept of intellectual property. (ie. Words in book belong to the author)
  - Reword sentences
- Grade Two: Teach point-form note-taking and allow students to work in pairs.
- Grade Three: Review point-form note-taking and students work independently.
Thinking – Activities to Record Information

- Focus on relevant information (i.e., if they are researching what a grizzly bear eats, do they need information on its habitat.)
- Point-form notes – Recycle words that are not needed.
- Post-it notes
- Organizational charts/jot note pages
- Graphic organizers / Smart Ideas
- Make a picture to demonstrate knowledge
- Retell information – Read a page, cover the text and tell it back to someone else or record.
Thinking – Citing Sources

- Early grades – record titles of sources.
- Grades 2 and 3 – record a simple bibliography
  - Book: Author, Title, Copyright Year
  - Website: Title and/or URL Address
Stage Four: Creating (or Sharing)

“Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning. Students can use digital cameras and projectors to design and present the results of their research to their classmates.”

Language Document. 2006
Sharing – Activities to Share Findings

- Paper bag puppet
- Drama
- Game
- Booklet
- Slideshow using Kidpix, Corel Presentations
- Movie using Photostory 3, Pixie
- Poster in Pixie
- Podcast using Audacity
- Comic using Bitstrips
Sharing - Evaluation

- Self-Evaluation – checklist
- Peer Evaluation – work with students to create a list of criteria for the project and allow students to evaluate each other.
- Learning Log – daily journal of their thinking about the day’s work.
- Rubrics
  - Eworkshop
- Big Question – discuss the learning that took place in the unit.
Software

- Kidpix
- Pixie
- Open Office Impress
- Corel Presentations
- Photostory 3
- Audacity
- Bitstrips

- Instruction available in Teacher’s Community/All Software Documentation
DDSB Learning Commons

- Found on all school websites
- Now the student splash page
  http://schoolresources.prog/student/
Shared Units

- Can be found in your Primary Research Folder and in:
- [http://techtalk.ddsbschools.ca/doorway-to-information/skills-continuum.html](http://techtalk.ddsbschools.ca/doorway-to-information/skills-continuum.html)