

# Unit 1: 1st Informational Literacy

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## **GOALS/PURPOSE**

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Goals: To help students develop a set of skills that will allow them to recognize when information is needed and to locate, evaluate, and use effectively and safely the needed information.

Specific Goals for 1st Grade:

- Exploring the research process and how information is created
- Exploring critical thinking and using information resources
- Exploring accessing information safely
- Introduction to research methods, including the difference between primary and secondary sources

Purpose: Information literacy includes digital, visual, media, textual and technological information. Developing this set of skills will allow students to think critically and allow them to identify misinformation, and know where to find strong information sources.

ELA.W.AW.1.1.A	Introduce an opinion.
ELA.W.AW.1.1.B	Support the opinion with facts or other information and examples related to the topic.
ELA.W.AW.1.1.C	Provide a conclusion.
ELA.W.WR.1.5	With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
ELA.W.SE.1.6	With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
ELA.W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
ELA.SL.PE.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
ELA.SL.PE.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
ELA.SL.PE.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
ELA.SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
ELA.SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

## INFORMATIONAL LITERACY STANDARDS

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### READ ALOUDS/TEXTS/EXCERPTS

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- *The True Story of the Three Little Pigs*, John Scieszka
  - In this hysterical and clever fracture fairy tale picture book that twists point of view and perspective, young readers will finally hear the other side of the story of “The Three Little Pigs.”
  - This book can help explore the ideas of fake news and misinformation by examining two sides of a story.
  - See Faith Hvisdas for a copy.
  - Read Aloud [Video](#)
- *The Bad Seed Visits the Library*, Jory John
  - The Bad Seed is in a good mood...for once. That’s because there’s a really cool book at the library available for checkout. The Bad Seed reads, and reads, until the book can’t be read anymore.
  - This book will continue the exploration of libraries as information sources learned in Kindergarten.
  - See Faith Hvisdas for a copy.
  - Read Aloud [Video](#)
- *Goldilocks: A Hashtag Cautionary Tale*, Jeanne Willis
  - Everyone loves Goldilocks' hilarious online videos, but in her quest to get more likes, more laughs and more hits, she tries something a little more daring: stealing porridge #pipinghot, breaking chairs #fun, and using someone else's bed #sleep. What will Daddy Bear do when he sees that online?
  - This book will continue concepts regarding internet safety learned in Kindergarten, including being responsible with informational literacy technology.
  - Read Aloud [Video](#)
- *Using Primary Sources*, Kristin Spanier
  - **In this book, readers will learn how to identify and use primary sources.** Carefully-leveled text and vibrant, full-color photographs help readers understand that an informed citizenship relies on the critical and responsible usage of media and information.
  - This book is a great introduction to primary vs. secondary sources.
  - This book was originally found on Epic, but is not currently on there.

All book descriptions are taken from [www.amazon.com](http://www.amazon.com).

## ARTICLES/VIDEOS

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- *5 Internet Safety Tips for Kids* [Video](#), Commonsense Media
  - previously used in Kindergarten, but good to review again
- *It's Great to Create and Play Fair* [Lesson and Video](#), Copyright and Creativity
  - This is the follow up lesson on copyright that was taught in Kindergarten.

## WEBSITES/APPS/TOOLS/DATABASES

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The following are helpful tools to teach and extend learning of information literacy concepts:

- [BookCreator](#)
  - This website will help students become creators. They can write and design their own book ideas to share.
- [Epic](#)
  - This website/app houses many reliable e-books, audiobooks, and videos. It is easy to use, so young students can learn how to research and navigate information.
- [Sora](#) (Collingswood students and staff only)
  - This website/app is a partnership between Collingswood Public Schools and the Collingswood Public Library. It houses numerous e-books and audiobooks. Students and staff sign in with their Collingswood email and can have access. This tool is similar to Epic, and is another way students can access reading material.
- [MackinVia](#) (Oaklyn students and staff only)
  - This works in the same way as Sora, but with no public library partnership. Additionally, several databases and research tools are included here. Teachers have the opportunity to build collections.
- [Scratch Junior](#)
  - This website is another great tool to have students showcase their creativity and become creators. This one works by introducing concepts of coding.
- [National Geographic Kids](#)
  - This website is great for students to practice research skills on a variety of topics including geography, animals, and world cultures.

## PROFESSIONAL LEARNING

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The following are helpful resources to extend professional learning:

- Commonsense Media for Families Youtube [Channel](#)
  - There are a number of helpful videos here that can be shared with students or families, to extend knowledge of various informational literacy concepts.
- [AASL](#) and [NJASL](#)
  - These are the websites for American Association of School Librarians and NJ Association of School Librarians. Lots of information pertaining to information literacy are found in both groups.
- [NAMLE](#)
  - This is the National Association of Media Literacy Education. There are many resources here.
- The News Literacy [Project](#)
  - Use the teacher resources section to learn more or get ideas.
- *Developing Digital Detectives*, Jennifer LaGarde and Darren Hudgins
  - This book has great ready to go lessons for information literacy. See Faith Hvisdas for a copy.

## RELIABLE NEWS SOURCES

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Teaching students about misinformation and reliable news sources includes having reliable news sources:

- [Time for Kids](#)
- [NewsEla](#)
- [Scholastic News](#)

