

Teaching Information Literacy for Intermediate Grade Level

Purpose:

Preparation for pre-visit of the GIANTS: African Dinosaurs exhibit. Ask and respond to questions related to oral presentation and messages in small and large group setting.

Illinois Standard: Goals: 3.B 2a and 4.a3a and 4.A 3d.

- Generate and organize ideas using a variety of planning strategies (e.g. organize mapping, outlining, drafting.)
- Demonstrate ways (e.g. ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.
- Demonstrate the ability to identify and manage barriers to listening (e.g. noise, speaker credibility, and environmental distractions.)

Assessment:

Demonstrate the ability to ask questions from a speaker.
Carry out the suggested organizational formats.

Modifications:

Discuss focus questions.

- Focus questions are the questions we need to answer to find out about African Dinosaurs.
 1. Where do dinosaurs live?
 2. What do dinosaurs eat?
 3. What is special about dinosaurs?

Strategies to Present New Concepts:

Prepare the students with an extensive list of links for general information, teacher resources, expeditions and places to visit on the Project Exploration website, located at <http://www.projectexploration.org/features.htm>

Materials:

- Use a TV-avtor to display Project Exploration's website.
- Use the question format to identify the student's questions about the Giant African Dinosaurs.
- Computers online:
 1. Project Exploration
<http://www.projectexploration.org/features.htm>
<http://www.projectexploration.org/jobaria.htm>
<http://www.dinogiants.org/dinosaurs.htm>
 2. Enchanted Learning
<http://www.enchantedlearning.com/subjects/dinosaurs/news/Jobaria.shtml>

Materials (cont'd):

What does it take to become a paleontologist? What is life like on a dinosaur expedition? Why does *Nigersaurus* need so many teeth? Learn the answers to these questions and more!

- See the dinosaur crossword puzzle lesson and use the names of the Giant African Dinosaurs.

Procedures:

Use the dinosaur theme chart to organize information after visiting the dinosaurs or as reflective journals, an evaluating process or reflections on personal participation.

Students reflect on their response/feelings relating to the visit.

Giant Dinosaur Theme Chart

Name _____

What I know	What I want to know	What I have learned

Collaborative Work Skills: African Dinosaur Research

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion.	A strong group member who tries hard!	A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest solutions, but is willing to try out solutions suggested by others.	Lets others do the work.
Time-management	Routinely uses time well throughout the project to ensure things get done on time.	Usually uses time well throughout the project.	Tends to procrastinate, but always gets things done by the deadlines.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Working with Others	Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others	Often listens to, shares with, and supports the efforts of others.	Rarely listens to, shares with, and supports the efforts of others.