

## The Facts

Name	C	Date	15.05.19		Session number/ Ref	1
Group	Year 3	Unit/ Project	Research Skills- Who was Mortimer Mouse?			

## The Preparation

FOSIL Aims	Learning Objectives (Core Skills and Areas of Learning)	Curriculum Links	Resources
<p><b>C1.</b> Recognizes that questions can be answered by finding information.</p> <p>W1.. Asks "I wonder" questions about the research topic.</p> <p>IN3 Uses online encyclopaedias, magazines databases, and other technology resources with guidance.</p> <p>IN5. <b>Writes, draws, or verbalizes the main idea and supporting details.</b></p> <p>IN6. Uses simple note-taking strategies as demonstrated by librarian/teacher (e.g., copying words or phrases).</p> <p>IN2. <b>Follows a modelled inquiry process during each visit to the library to do research.</b></p> <p>CO1. <b>Compares new ideas with what was known at the beginning of the inquiry.</b></p> <p>IN4. Selects and uses appropriate sources with guidance, including dictionaries, periodicals, maps, and globes, to answer questions.</p> <p>E1. Begins to understand concept of "audience".</p> <p><b>E3. Identifies the names of sources used.</b></p>	<p>by the end of the lesson you:</p> <p><b>must</b> be able to use research skills to find information relating to Mortimer Mouse</p> <p><b>should</b> be able to explain who Mortimer mouse is</p> <p><b>could</b> be able to identify how to identify reliable sources of information</p>	<p>areas of learning:</p> <p><b>READING</b></p> <p>M1a</p> <p>M1e</p> <p>M1f</p> <p>M1g</p> <p>M2a</p>	<p>School library</p> <p>Ipads or laptops</p> <p>Note taking sheet</p> <p>White board or flip chart</p>

## The Delivery

Warm up	Group roles	Notes	Essential Skills	Time
<p>Read aloud the Challenge instructions to the class.</p> <p><b>C1. Recognizes that questions can be answered by finding information.</b>  <b>W1. Asks “I wonder” questions about the research topic.</b>  <b>IN5. Writes, draws, or verbalizes the main idea and supporting details.</b></p>	<p>QUESTION</p> <p>What are your main aims in order to enter the competition and be in with a chance to win?</p> <p>What is our main question to ‘Wonder’ about?</p>	<p>Children need to answer the following:            Find out who Mortimer Mouse was.  <b>Find out how to research correctly.</b>            Find out how to identify quality information..  <b>Create an information text with the answers on it.</b></p>	<p>Critical thinking,            Independence,            Team work</p>	<p><b>5 mins</b></p>
Activity 1				Time
<p><b>Discovering different sources of information.</b></p> <p>Ask question first, then:</p> <p>Identify where is the first place they could look? (the library, books, why?)</p> <p>To identify how they can effectively search in their library.(subject index)</p> <p>What keywords or subject names could they use to search?</p> <p>Using subject index books we will find the appropriate Dewey number for books to find about Mortimer Mouse.</p>	<p>QUESTION</p> <p>What do we already know?            How do we know this?            Can we trust our knowledge?            Is it best to check our knowledge?            What are the different resources that we could use to find the answer to this question?</p> <p>Always check three sources of information to see if it is factual. Never trust one source alone.</p>	<p>Using their note taking sheet, children to write in box 1 what they already know.  <b>Children to write in Box 2, what are the different types of information sources they could use</b></p>	<p>Critical thinking,            Independence,</p>	<p>15</p>

<p>Up to two children will be selected to go and find appropriate books under the Dewey numbers in the library and bring them back to class. (these will be planted so that they are easily found in the correct places)</p> <p><b>IN2. Follows a modelled inquiry process during each visit to the library to do research.</b></p> <p><b>IN4. Selects and uses appropriate sources with guidance, including dictionaries, periodicals, maps, and globes, to answer questions.</b></p> <p><b>IN6. Uses simple note-taking strategies as demonstrated by librarian/teacher (e.g., copying words or phrases)</b></p>				
<b>Activity 2</b>				<b>Time</b>
<p>How to use Non-Fiction books for finding information.</p> <p>To identify keywords</p> <p>To use the Index or contents page to find relevant information</p> <p>(provide additional copies of the page from the book for the class to use)</p> <p><b>IN5. Writes, draws, or verbalizes the main idea and supporting details.</b></p> <p><b>IN6. Uses simple note-taking strategies as demonstrated by librarian/teacher (e.g., copying words or phrases).</b></p>	<p>QUESTION</p> <p>How do we find specific information in a Non-Fiction book?</p> <p>If we can't find what we want, what other keywords could we look for?</p> <p>If we still can't find what we want where else could we look in the book? (contents)</p>	<p>Encourage children to think critically about alternative subject titles or keywords</p> <p>Demonstrate and use non-fiction book to find relevant info.</p> <p>Share information found to the class - hand out copied sheets for reference.</p> <p>Children to write in Box 3 what they have found out so far in note form.</p>	<p>Critical Thinking, Independence</p>	<p>15</p>

<p><b>Activity 3</b></p> <p>Online research - ENCYCLOPEDIAs first, then Google.</p> <p>Discuss possible problems with Google (show example online)          Discuss why SLS resources are a good place to start. (explain that we have already searched Britannica and couldn't find anything on Mortimer)          Discuss how to use Google effectively          Discuss how to check if a website is accurate (Wikipedia)</p> <p><b>IN4. Selects and uses appropriate sources with guidance, including dictionaries, periodicals, maps, and globes, to answer questions.</b></p> <p><b>E1. Begins to understand concept of "audience".</b></p> <p><b>IN3. Uses online encyclopaedias, magazines databases, and other technology resources with guidance.</b></p>	<p>Question.          Where online can we search for research first?</p> <p>Why use Online Encyclopedias first?          Where do we look if we can't find information on an online encyclopedia?          (Internet-Google)          Check three websites for accurate dates and facts to ensure it is a good quality website.</p>	<p>Group work - looking for further facts and more in depth information          Add additional facts we have found to Box 4</p>	<p>Digital Empowerment, Critical thinking, Independence</p>	<p>10</p>
<p><b>Activity 4/plenary</b></p> <p>Compare what we now know to what we new at the beginning.          Evaluate learning.</p> <p><b>CO1. Compares new ideas with what was known at the beginning of the inquiry.</b></p>	<p>Question.          What have we found out?</p>	<p>Write facts onto flipchart or whiteboard</p>	<p>Reflection</p>	<p>5</p>
<p><b>Evaluation of delivery</b></p>				
<p>How did it go? What worked and what didn't? Reflect on the lesson and adjust for next time.</p>				