**Calvert County Public Schools**

**Instructional Lesson Plan**

**Introduction to Databases and the Super 3 Research Model**

**Grade:** 2

**Unit Title:** Introduction to Databases and the Super 3 Research Model

**Length**: 2-3 lessons

**Lesson Overview:**

This activity will introduce students to the general encyclopedia databases and the Super 3 Research Model

\*\*Depending on your group, you may want to do this as a whole group activity and research 2-3 types of dinosaurs or just one dinosaur together. It does not need to be done individually by students.

**Essential Question:**

How can we find, record, and share information efficiently, accurately, and ethically in the library? (teacher)

How can we find information we need and show what we have learned? (student)

**Essential Understanding: (Student Outcomes)**

Students will be able to identify and synthesize information as part of the research process.

**School Library Media and Common Core Grade Level Standards:**

Students will be able to follow an inquiry process to define a problem, formulate questions, and refine either or both to meet an information need

Students will be able to follow an inquiry process to identify, locate, evaluate, and select resources and sources in a wide variety of formats to met the information need in an ethical manner

Students will be able to follow an inquiry process to find, generate, record and organize information relevant to the information need in an ethical manner.

Students will be able to follow an inquiry process to share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the products and the processes in an ethical manner.

[CCSS.ELA-Literacy.RI.1.2](http://www.corestandards.org/ELA-Literacy/RI/1/2/)  
Identify the main topic and retell key details of a text.

[CCSS.ELA-Literacy.RI.1.5](http://www.corestandards.org/ELA-Literacy/RI/1/5/)  
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

[CCSS.ELA-Literacy.W.1.7](http://www.corestandards.org/ELA-Literacy/W/1/7/)  
Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

**Materials:**

Encyclopedia Britannica (Animals - Extinct Animals - Dinosaurs)

Super 3 Dinosaur Lesson Plan PPT

<http://www.sheppardsoftware.com/scienceforkids/dinosaurs/index.htm> - Several animated movies on fossils and dinosaurs

Dinosaur Fact Sheet

Pixie

**Teacher Planning and Preparation:**

* Choose several dinosaurs for students to pick from (due to time constraints, don't try to let them pick from a wide variety)
* Have Encyclopedia Britannica readily available for students to search
* Be sure to have copies of the Dinosaur Fact Sheet
* Review the PPT

**Engagement Question:**

Ask students what they know about dinosaurs, record their answers on the Smartboard.

**Lesson Procedure:**

**Day 1 (and potentially day 2)**

Start by asking the students the engagement questions and recording the information on the SmartBoard.

Next, view and review the PPT with the students, being sure to point out the steps of the Super 3 as you move through the PPT.

Model how to fill in the graphic organizer and how to find the dinosaurs on Britannica. Show students dinosaur books and reference materials that you have on hand for them.

Students research their dinosaur. (You can break them into groups and have some on computer and some using books, etc.) \*\*Depending on the students, you may also want to do this as a whole group project. Use the SMARTboard and research just one type of dinosaur together and have the Pixie project be individual.

Have students fill in their dinosaur chart.

**Day 2 (or potentially day 3)**

Review the criteria for the trading cards with students prior to using Pixie.

Have students create trading cards about their dinosaur.

If your printer set up allows, print trading cards to share.

**Lesson Closure/Follow-Up:**

After trading cards are complete, have students grade themselves by going over the rubric with them. Project the rubric slide on the Smartboard and have students rate themselves silently.

If time permits, have students trade cards with each other.