**Earth Science/Ocean Currents --** Day One – Classroom Literacy Activity

* ***Reading Goal*** – Students will activate and build background knowledge regarding ocean currents
* ***Information Literacy Goal*** – Students will evaluate four different types of sources
* ***Science Content Goal*** – Students will define concepts

**Materials:**

* iPod Touch
* YouTube Videos – Millbrook Media Center – “Currents” Playlist
* Category Matrix/Cornell Notes handout
* Textbook

**Plan:**

1. Classroom Teacher will assign students to sit in groups (3 or 4)
2. Librarian Led: Individually students will watch an assigned short video (5 minutes or less) about surfing or an oil spill. Students will keep a list of words they don’t know and think are important as they watch. (Access videos through the “Currents” play list on media center playlist.)

Students will write a short summary of the video and specifically what they learned about the ocean from the video.

1. Librarian/Teacher Guiding: As a group, students will compile a list of important words/phrases and write them on the classroom whiteboard
2. Teacher Led: As a class, agree on one list of vocabulary words (teacher helps erase unnecessary words with a brief explanation of what the word/term meant and adds any necessary words or phrases)

Word List Includes (may have more depending on the class):

* ocean tides
* ocean waves
* ocean currents
* deep ocean currents
* ocean currents map
* Coriolis effect
* Density
* density and temperature
* salinity
* evaporation
* sea level change
* barrier island
* shoreline

1. Librarian Led: Students write all terms from class list on left column of Category Matrix/Cornell Notes handout
2. Teacher splits the words up so that each student has 2 or 3 words/concepts to explore.
3. Librarian explains different resources that can be used to find definitions/understand concepts: Science Database (Science Reference Center from NC Wise Owl), Reference Materials (Power Search of eBooks – write book title in chart), Textbook, Google Search (write website title and URL of homepage)
4. Librarian/Teacher Guiding: Students complete the Category Matrix/Cornell handout for their assigned terms
   1. Students will seek out a concept in four different source types and keep track of what they searched
   2. Students will take notes to help themselves understand concepts using the Cornell notes sheet
   3. Students will evaluate the best source by explaining which source helped them the most

Closure if time – go over some of student’s best work – document camera?

**The Future**

Follow-Up 🡪 Put kids in jigsaw groups so that they can get all the definitions/explanations and discuss the best sources for various terms. Students can put brief definitions/terms in Category Matrix chart or write longer notes on their own paper

Classroom 🡪 Labs, other activities to further understanding of oceans, currents, etc.

Final Project 🡪 2 days with iPod Touches – students will create a short documentary as a surfer reporting on the conditions in a certain part of the world or as a reporter reporting on a historical oil spill not on the coast of the United States. They must use \_\_\_\_\_ terms and incorporate \_\_\_\_ concepts from the unit. Librarian will be with the class on the first day to help with technology.