

**Unit Title: Adventure Blog** (Semester Long Blogging Project)

This is a semester long project in which students will choose an adventurer to study and blog about. Each week student will be responsible for answering one or two questions about their adventurer on the blog as well as reading and commenting on their classmates work. The Librarian will be responsible for posting weekly prompts on the blog that correspond with the topic that the students will be blogging about.

**Grade Level:** 4

**Lesson One:**

**Title:** Choose Your Adventurer

**Anticipated Length of Lesson:** 30 minutes

**General Goal(s):**

Students will learn about adventurers and choose an adventurer to study and blog about.

**Specific Objectives:**

Students will locate and gather resources on their chosen adventurer and begin to compile information using the worksheet provided.

**AASL/Common Core Standards addressed:**

AASL Learning Standard	Common Core Standard
1.1.4 Find, evaluate, and select appropriate sources to answer questions.	CC.4.R.I.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.	

	CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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**Required Materials:**

Computer and Projector

A Blog account (Edublogs, kidblogs.org, etc.)

Worksheets

Access to biographies and encyclopedias containing information on adventurers

**Anticipatory Set** (a lead-in, introduction, “attention-getter”):

The Teacher Librarian (TL) will welcome students to the library and invite them to the presentation area. (S)he will ask students what it means to be an adventurer. The Librarian will then show students the main page of the blog and briefly introduce them to the project.

**Step-By-Step Procedures:**

- TL will welcome students to the library and direct them to the presentation area.
- TL will ask students what it means to be an adventurer.
- As a class a definition of adventurer will be agreed upon that will be used to select appropriate individuals to study this semester.
- TL will show the students the main page of the blog and introduce them to the parameters of the project, which will last an entire semester.
- TL will briefly show students where they can find resources including biographies and encyclopedias that will help them learn more about their adventurer.
- TL will hand out the worksheet which students will use to take notes on their adventurer. The worksheet is broken out into several categories, each one representing one blog post.
- TL will direct students to browse the books and choose an adventurer to study this semester.
- At the end of the class TL will ask students for their adventurers name and collect their worksheets.

**Plan for Independent Practice:**

Students will independently access the provided resources and use them to choose an adventurer.

**Closure** (should reflect anticipatory set):

Students will choose an adventurer to focus on based on the definition of adventurer that was laid out at the beginning of the class.

**Assessment** (should be based on objectives):

Students will demonstrate an understanding of what it means to be an adventurer and will have selected an appropriate individual to study and blog about.

**Lesson Two:**

**Title:** Gathering Data

**Anticipated Length of Lesson:** 60 minutes (two 30 minute classes)

**General Goal(s):**

Students will gather data about their chosen adventurer.

**Specific Objectives:**

Students will locate and gather information on their chosen adventurer and begin to compile information using the worksheet provided.

**AASL/Common Core Standards addressed:**

AASL Learning Standard	Common Core Standard
1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.	CC.4.R.I.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
1.1.6 Read, view and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.	CC.4.R.L.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**Required Materials:**

Worksheets

Access to biographies and encyclopedias containing information on adventurers

Tables for students to work at

**Anticipatory Set** (a lead-in, introduction, “attention-getter”):

The Teacher Librarian (TL) will welcome students to the library and invite them to the work area. (S)he will briefly recap the project and make sure everyone has a topic to study and then give a short overview of the day’s activities.

**Step-By-Step Procedures:**

- TL will welcome students to the library and direct them to the work area.
- TL will make sure every student has an adventurer to study and hand out worksheets.
- Students will begin using the resources to gather information to answer the weekly blog questions which are provided on the worksheet.
- TL will be available to assist students in finding more resources or answer questions about the blog posts.

**Plan for Independent Practice:**

Students will independently gather information about their adventurer.

Students will independently fill out their blog post worksheet.

**Closure** (should reflect anticipatory set):

Students will use the worksheet provided to gather appropriate facts and information about their adventurer.

**Assessment** (should be based on objectives):

Students will turn in completed worksheets reflecting an understanding of their adventurers and the blog post topics.



**Lesson Three:**

**Title:** Blog All About It!

**Anticipated Length of Lesson:** 150 minutes (Five 30 minute sessions)

**General Goal(s):**

Students will answer questions about their adventurer using the classroom blog.

**Specific Objectives:**

Students will use the information they collected about their adventurer to answer specific questions in their weekly blog posts.

**AASL/Common Core Standards addressed:**

AASL Learning Standard	Common Core Standard
	CC.4.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p>	CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.	CC.4.R.I.3 Key Ideas and Details: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Required Materials:**

Computer lab

A blog account (Edublogs, kidblogs.org, etc.)

Worksheets

Access to biographies and encyclopedias containing information on adventurers

**Anticipatory Set** (a lead-in, introduction, “attention-getter”):

The Teacher Librarian (TL) will welcome students to the library and direct them to the computer lab. (S)he will show them the weekly blog prompt and explain to them the day’s activities.

**Step-By-Step Procedures:**

- TL will welcome students to the library and direct them to the computer lab.
- The Computer Teacher (CT) will walk students through logging into the blog (first day only).
- TL will show the students the weekly blog prompt which will state the weekly topic. The weekly topic is also noted on the student’s worksheets.
- Each week students will blog their answer to the prompt.
- Students will read and comment on their classmates posts.
- TL and CT will be available to answer questions and help student with any blog issues.

**Plan for Independent Practice:**

Students will independently use the data they collected to answer the weekly blog prompts.

**Closure** (should reflect anticipatory set):

Over the course of the semester students will answer the weekly blog prompts with information about their adventurer. Students will also post thoughtful comments on their classmates posts.

**Assessment** (should be based on objectives):

Students will demonstrate an understanding of what it means to be an adventurer and will have selected an appropriate individual to study and blog about.