

Learning Resources

The Know It All Series (Information Literacy Series)

Whether your students have a question born of their own curiosity, an assignment to complete, or a problem to solve, the Know It All programs will help them reach a successful conclusion. This four-step learning process will introduce your students to the process of gathering, presenting and evaluating information in different subject areas—art, science, social studies, humanities, and language arts.

Each video follows the four-step information process, but focuses attention on one of the four steps. The program descriptions below identify which of the four steps each video emphasizes, as well as the subject areas it touches on, allowing you to choose the ones that work best with the subjects you are teaching and your students' information-processing needs.

Asking the Right Questions: Step 1, What Do I Want to Know?

Strategy: Reframing and Clarifying
Curriculum Focus: Art—What is art?
Connections: Social Studies - art and society
Language Arts - influence of art on literature
Mathematics - ratios used in art

A selection of videotapes to help children learn to read and write

Trouble with an art project forces Taylor to ask the fundamental question: What is art? Her search for an answer leads her to a number of people and sources, including a local art gallery. Taylor is so inspired by what she discovers that, in addition to her report, she creates an art piece that reflects her special interests. Your students will discover along with Taylor how to narrow a topic, refine and reframe questions, and clarify what information they need.

1998 15 minutes, order 5-4796

Knowing What to Do: Step 1, What Do I Want to Know?

Strategy: Developing a rubric
Curriculum Focus: Science—tornados
Connections: Science—weather and disasters
Social Studies—survival and emergency management
Language Arts—writing and reading about human behaviour

Liking a topic and having some “cool” visuals isn't always enough, as Cara and Lindsey realize when they compare their tornado project to those of their classmates. They see other students using a rubric to guide their information search and decide to do the same, finally coming up with an outstanding project. (A rubric is a tool, such as a chart, to help students track their information search.) Your students see how using a rubric can turn a ho-hum project into a knockout.

1998 15 minutes, order 5-4797

Choosing the Right Information: Step 2, Where Can I Find It

Strategy: Filtering for validity and accuracy
Curriculum Focus: Science—save the turtles
Connections: Science—animals and the environment
Language Arts—reading and writing animal fact and fiction.

After rescuing a turtle, Allie and Tyler discover that its continued survival depends on very specific, reliable information. When their efforts to find answers to practical questions are frustrated, they turn to the school's media specialist who leads them through a variety of resources—print, electronic, and human—to find answers. Your students learn how to evaluate information sources for validity, accuracy and relevance to their problem.

1998 15 minutes, order 5-4798

Thinking Up Ideas: Step 2, Where Can I Find It?

Strategy: Brainstorming
Curriculum Focus: Social Studies—Underground Railroad
Connections: Language Arts—reading and writing diaries

After a visit to an African-American history museum, Anna and Ben grow curious about an old house in their community that may have played a part in the underground railroad. Determined to find out about the house's heritage before it is torn down, they brainstorm places to look for information. Your students are introduced to brainstorming techniques and to a variety of information sources from both the school library and the community.

1998 15 minutes, order 5-4799



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Saying It Another Way: Step 3, How Can I Use It?

Strategy: Paraphrasing
Curriculum Focus: Social Studies—bike trails and government issues
Connections: Science—human impact on nature Language Arts—expository and research writing and speech

When Bunker and his buddy, Jim, find out that their favourite bike trail has been closed to make way for a shopping mall, Bunker decides he must find a way to persuade the city to reconsider the move. In the process he learns that saying what is important—in his own words—is the best way to be heard. Your students gain practice in rephrasing information and an understanding of the importance of using their own words.

1998 15 minutes, order 5-4800

Getting It All Together: Step 3, How Can I Use It?

Strategy: Organizing
Curriculum Focus: Humanities—living author report
Connections: Social Studies—influence of historical events on human endeavours Language Arts—life and work of authors Science—scientific biography

Jim thinks he has his author report under control after setting up an interview with the author. But the interview is too short and Jim has trouble keeping track of his notes. His friends and his teachers help him develop the organization he needs in

his report—and in his life. Classroom activities help your students gain an understanding of organizational schemes they can put to use in their own projects.

1998 15 minutes, order 5-4801

Sharing Your Results: Step 3, How Can I Use It?

Strategy: Product and Presentation
Curriculum Focus: Language Arts—fairy and folk tales
Connections: Fine Arts—ethnic art, music and dance Social Studies—ethnic traditions and festivals

Deciding how to present a project on fairy tales has Cammy, Alex and Nicole stumped at first. When they start to consider ways other than a written report, they become excited about the project. Using Nicole's video skills and their own research and acting skills, they come up with a clever way to present their project. Your students learn about the various ways to present information, and how the format can affect their search and its result.

1998 15 minutes, order 5-4802

Thinking About What You Did: Step 4, How Did I Do?

Strategy: Assessing the Product
Curriculum Focus: Science—hovercraft
Connections: Social Studies—impact of air and space technology on society

Having some of the right information doesn't always lead to the right answer, as Glenn and Taylor discover when their initial attempt

to build a hovercraft falls flat. Helped by an uncle and a rubric, they retrace their steps, adjusting until they finally launch their "Flying Pizza" successfully. Your students learn to ask questions about why a project might fail, what might be wrong with the information, and what they need to do to help a project succeed.

1998 15 minutes, order 5-4803

Thinking About How You Did: Step 4: How Did I Do?

Strategy: Assessing the Process
Curriculum Focus: Language Arts—young authors
Connections: Social Studies—frontier life, and history of a state and its education Science—inventors and inventions

Zach develops an interesting story for the Young Author's Contest, but ignoring the four-step process leaves him off the mark in accuracy. To give his story the authenticity it needs, Zach reviews what he wants to know and learns where to find accurate information. Your students will learn how to evaluate their final product by reviewing the four-step process and revising as necessary.

1998 15 minutes, order 5-4804

Primary Learners: Introduce Learning Skills in Early Grades

The Know It All information literacy process can also be introduced to primary learners. Very young students may not have the reading skills to do traditional research, but they have a natural curiosity that can be harnessed. This program demonstrates the strategies that primary teachers and media specialists can use to make research a successful experience for students at this level. In separate episodes, groups of kindergarteners and first graders gather information about plants and animals from multiple resources and begin to learn a simple information-searching process.

1998 15 minutes, order 5-4805

Intermediate Learners: Watch The Learning Process Unfold

This program follows teachers and media specialists as they engage students in two information-processing strategies: thinking up ideas and writing historical fiction. You'll observe how students approach each step in the process toward a final project, how they assess their own work and how teachers assess the whole process.

1998 15 minutes, order 5-4806



Learning Resources

Collaborative Teaching: Create A Learning Community

This program takes a close look at the elements of successful teamwork in four different school environments. You'll see partnerships involving teachers, media specialists, parents and other community members. Follow these "dream teams" as they plan units, act as facilitators and coaches in the classroom and media center, and evaluate the outcomes of the unit and/or activity.

1998 15 minutes, order 5-4807
Ages 6-11, Professional minutes, order 5-47951-IN

Literacy & Learning Series

One of the biggest challenges facing content area teachers is making sure that students really understand what they are reading.

It's not enough just to be able to read the words on the page—students really need some guidance from the teacher to read effectively. While they're reading, students must be able to make connections between the new material they're encountering and what they already know about the topic. And after they read, they must be able to explain, in their own words, what they've gained from the reading.

This series consists of:

Literacy & Science Grade 5

Features two literacy strategies: SQ3R gives students five steps to develop effective study habits. Concept Mapping allows teachers and students to organize concepts and determine the relations between concepts and determine the relations between concepts. Both SQ3R and Concept Mapping take the students to higher levels of thinking. Order 5-4940

Although the strategies are demonstrated in a science setting, they can be used in any content area across the curriculum—and with any grade level.

Reading Across the Curriculum Grade 5

Features the strategy known as K.W.L. The strategy is used before, during, and after reading to enhance students' comprehension. The letters K.W.L. represent key words that name the steps in the strategy:

K What I Know W What I Want to Learn L What I Learned

The strategy is one of the most versatile strategies that teachers in any content area, at any level, can use.
Order 5-4941

Literacy & Social Studies Grade 5

Features two reading and writing strategies. Jigsaw has children teaching each other and works quite well when using technology in the classroom. Cubing is a writing strategy used to help students examine a topic from different points of view.

Jigsaw and Cubing are demonstrated in a social studies setting, but can be used in many content areas across the curriculum—and with any grade level.
Order 5-4942

Literacy & Mathematics Grade 5

Features three strategies: Think Aloud can help students read or think through difficult content material. SQRCQ is a "secret" for solving word problems.

The Quick Write gives students the opportunity to reflect upon their learning through a writing assignment.

These strategies help students monitor their own progress and show teachers particular areas of need.

Order 5-4943
Professional minutes, order 5-49400-IN

The While We Are Very Young Series

Learning Consultant Dr. Dinghy Spalding Sharp provides a guide to young child development and learning in this series that discusses appropriate child rearing techniques for preschool-aged children.

Dr. Sharp examines the need for love, security and discipline, the challenge of parenting, and the do's and don't's of sharing the reading experience with preschoolers.

The programs may be viewed either individually, or as a series. They have been produced to help parents, teachers and other professionals understand the development and appropriate child rearing techniques for working with preschool children.

All Children Need LSD from US: Love, Security & Discipline from Understanding & Structure

This lesson examines some of the myths of parents and discusses some of the strategies used for effective parenting. Negotiation skills are explored as an alternative to the authoritative model of child rearing. The eighteen rules of good parenting are also discussed.
Order 5-4256



Learning Resources

All Children Need LSD: Say it Again, Dinghy!

Provides continued discussion of the eighteen rules of good parenting.
Order 5-4257

The Challenge of Parenting

Strategies for the effective use of logical consequences are identified. Punishment vs. negotiation, the use of praise, and encouragement of learning in the home environment are also addressed.
Order 5-4258

Ready! Set! Go!

Pre-kindergarten readiness skills is the topic of this program. Development of skills necessary to begin academics and suggestions of how to encourage that development are covered. Dr. Sharp also speaks to concerns about placing young children in school before they are ready.
Order 5-4259

You Are Never Too Young to Enjoy Reading

Discussion of the DO's and DONT's of sharing the reading experience with preschool age children.
Order 5-4260

You Are Never too Young to Enjoy Reading Activities

Dr. Sharp explains a number of reading readiness activities to use with preschool children.
Order 5-4261
60 minutes each
Adult
360 minutes, order 5-42560-IN

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