

IWonder Genius Hour

POWERED BY INFOhio

Teacher's Guide

Welcome to IWonder, INFOhio's home for educational and engaging websites for your students to explore!

The IWonder Genius Hour activity leads your students through the inquiry process, helping to strengthen their research skills. Beginning with a general search on the Internet, students will narrow and refine their search to locate specific information in INFOhio's academic databases through ISearch. Finally, they will share the information they have learned using one of the multimedia tools found in Go! Ask Act Achieve, a research process tool developed by INFOhio.

Resources

- IWonder (<https://iwonder.infohio.org/>)
- ISearch (<https://www.infohio.org/>)
- Go! Ask Act Achieve (<https://go.infohio.org/>)
- IWonder Genius Hour Worksheet
- IWonder Genius Hour Sample Worksheet (completed)
- IWonder Video Tutorial (2:25) (<https://www.youtube.com/watch?v=-fA0ru-9RSs>)
- INFOhio Educator Tools (<https://www.infohio.org/educator-tools>)

Time Needed

About 3 hours. Set aside a block of time each day for Genius Hour. Give specific outcome expectations for each day.

Example:

- Day 1 Model IWonder for students. Give time to play and explore.
- Day 2 Give students Genius Hour worksheet. Ask them to focus/target topic. Allow time to collect information from three sites.
- Day 3 Pair/Share. Model ISearch for students.
- Day 4 Give students time to research and find articles. Begin collecting information.
- Day 5 Finish collecting information.
- Day 6 Explore Go! Ask Act Achieve presentation sites with students, or determine one to be used by whole class. (We really like <https://spark.adobe.com/> right now!)
- Day 7 Work on presentation.
- Day 8 Share presentations with peers. Encourage students to share their presentations outside of the classroom with relevant audiences they identified.

IWonder Genius Hour addresses the following anchor standards:

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing

Text Types and Purposes

1. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Lesson Plan

1. Distribute the IWonder Genius Hour worksheet to students. Explain to them that they will be learning more about a topic of their choice and using multiple search strategies and sites to find information to share with an audience of their choice.
2. Show students the IWonder site. Model how to explore to find websites of interest and how to return to the main page of IWonder. Show students the search feature and demonstrate how to locate or narrow a topic. The IWonder video tutorial (2:25) is a good way to start discussion: <https://www.youtube.com/watch?v=-fA0ru-9RSs> (10 minutes)
3. Ask students to pick a main question that interests them and click on the icon/picture. Ask them to narrow their options again on the next page. If they can't find something that they would like to learn more about, encourage students to go back to the home page and start again. It would be a good idea to give a time limit so that students have a chosen topic in a set time frame. (20 minutes)
4. Students will explore their topic and choose up to three websites from those listed on IWonder. Using the IWonder Genius Hour worksheet, students will collect information on their topic. Search Educator Tools for note taking lessons and tips. Limit results by selecting Note Taking from the Instructional Trends category on the left. <https://www.infohio.org/educator-tools> (30 to 60 minutes)
5. Ask students to pair and share the information they have found so far. It is the job of each partner to challenge the other to find additional information. For example, if one partner is learning more about an animal, the other partner might ask, "What does this animal eat? How does this animal find a mate?" These questions will help the student narrow his search in the next step. (15 minutes)
6. Ask students to write down additional questions about their topic. (10 minutes)
7. Go to <https://www.infohio.org/students/er/item/isearch> to find helpful tutorials and other resources before using ISearch with your students.
8. Go to www.infohio.org and model for students how to use this resource. Start with a simple search using 1-3 keywords. Start in Basic Sources or Encyclopedias by clicking on the tabs across the top of the results list. Once the results list opens on the screen, use the limiters on the left-hand side to show students how to find the best article. It is a good idea to show students how to find where the articles come from by looking at the results list and reading the information provided. For example, show them a result from *National Geographic for Kids* versus a result from a newspaper or adult magazine. (15 minutes)
9. Direct students to go to www.infohio.org. In the search bar, students can type in their topic using 1-3 key words. See the example provided in the Sample IWonder Genius Hour worksheet. (5 minutes)
10. Students will find three articles using ISearch that help answer questions about their topic. They will record their information on the worksheet. Search Educator Tools for note taking lessons and tips. Limit results by selecting Note Taking from the Instructional Trends category on the left. <https://www.infohio.org/educator-tools> (30 minutes – 1 hour)

11. Once students have collected information, ask students to decide an audience for their presentation. This step is optional but allowing them a choice is a good way to help them think about the needs of different learners. For example, do they think their grandparents would prefer the same kind of presentation kids their own age do? (10 minutes)
12. Show students the presentation/publication platforms possible on Go! Ask Act Achieve:
<http://go.infohio.org/achieve/presenting>
<http://go.infohio.org/achieve/publishing>
or
Take a look at the AASL Best Websites for Teaching and learning 2019:
<https://standards.aasl.org/project/bw19/>
or
Use a presentation platform of your choice! (Time depends on the method chosen.)
13. Provide students time to create their presentation. Make sure they use the information they have collected. For fun, have a multimedia afternoon with popcorn and view the students' work. (1:30 hours)
14. Make sure the students complete their worksheets by providing the link to their presentation and answering the reflection questions to help them evaluate the process. (15 minutes)

Evaluation

See examples of standards-based rubrics found here:

Standards-Based Rubrics Assessment Rubrics (Exemplars)

<http://www.exemplars.com/resources/rubrics/assessment-rubrics>

Rubrics for Project-Based Learning

<https://www.bie.org/objects/cat/rubrics>