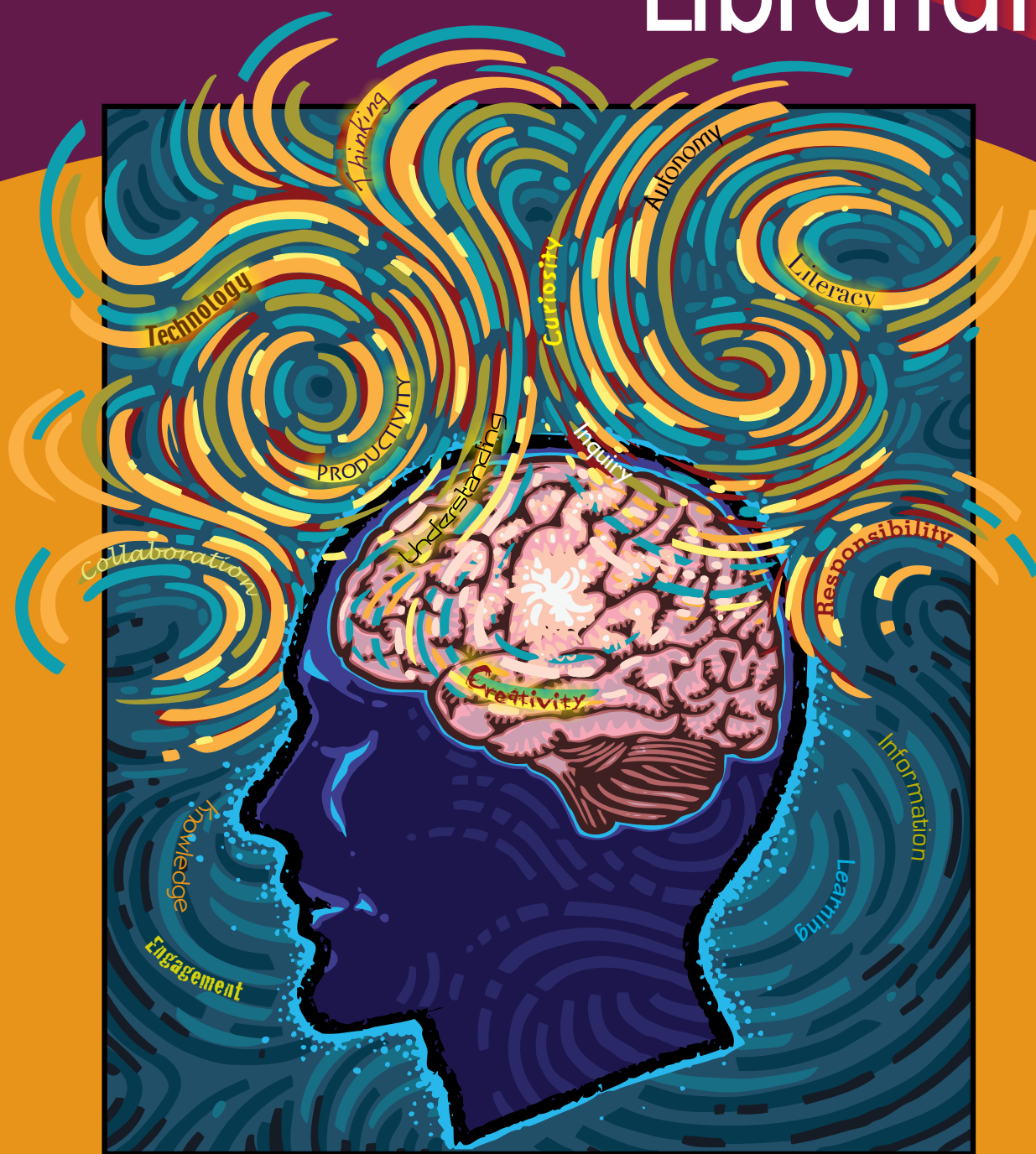


From the **CREATIVE MINDS** of 21st Century Librarians



EDITED BY

Marijyn P. Arnone • Ruth V. Smaff • Barbara K. Stripfing

From the
CREATIVE MINDS
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Librarians

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DEDICATION

This publication is dedicated to the many creative teacher librarians who are preparing our students to seek information, use technology, and collaborate responsibly in the ever-changing academic climate of the 21st century. We thank those who have contributed their lessons and those who will utilize our collection of lessons to enhance the education of their students.

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FOREWORD

Learning in the 21st century is not merely the accumulation of knowledge. Learning is developing the skills and dispositions to make sense of information, build new understandings, and create and share new ideas with others. The publication of Standards for the 21st-Century Learner by the American Association of School Librarians (AASL, 2008) confirmed this vision for learning. Teacher librarians know that students must acquire literacy, technology, critical thinking and inquiry skills to gain knowledge and understanding. Librarians join other educators, business leaders, and community members in responding to the critical mandate to produce graduates who are empowered, flexible thinkers and creators who will flourish, both academically and personally, in the world.

The challenge for teacher librarians is to figure out how to empower students to be 21st-century learners through our school library programs. Our best path to meet that challenge can be framed from the wisdom of Mahatma Gandhi: “You must be the change you want to see in the world.” We must become 21st –century learners and teachers ourselves first.

The librarians and teachers who created the instructional lessons and units in this electronic book are the embodiment of Gandhi’s wisdom – they are 21st-century thinkers and creators. Their examples, which can be adopted or adapted across all grade levels and content areas, help us to think about effective collaborative instruction by teacher librarians and classroom teachers and the essential characteristics of 21st-century learning: active and empowering; creative; thoughtful; authentic; collaborative; shared; information-rich; and technology-based.

Certainly, every lesson in this book engages students in active learning. Students are expected to find and use information, create their own stories, read and respond to favorite books, evaluate web sites, and even write poetry. The outlined activities are carefully scaffolded by the arc of the lessons themselves, from Direct Instruction to Modeling and Guided Practice, to Independent Practice, and finally to Sharing and Reflecting. Accompanying the lessons are lists of resources and, available through links, actual handouts and rubrics. Many of the lessons are designed to empower students to make informed choices – about

which information offers the most value for their projects, what books they most want to read, or how they will portray ideas visually.

The lessons are replete with creativity, often capitalizing on opportunities available through technology for students to design and present their own ideas through movies, wikipages, and podcasts. Students are invited to blog and glog, to explore the world through Google Earth, and to combine multiple formats into powerful presentations of their work.

Just as teacher librarians and classroom teachers collaborate to produce effective instruction, so many of the lessons are designed to enable students to collaborate with each other in asking wonder questions, finding high-quality information, developing products, and reflecting on their learning. Students are expected to use technology to share their own work and provide feedback to their classmates.

One last characteristic of 21st-century learning embedded in these lessons deserves special mention. Several of the lessons/units lead the students to find and use information for authentic purposes, from finding out about the human body to creating class books to planning a business trip to Japan or buying Spanish real estate. Much educational research shows the power of authentic learning for producing high levels of understanding and engagement. Teacher librarians are in a prime position in the school, as connectors to the community and collaborators with teachers across the curriculum, to foster authenticity and creativity in all students.

The editors are pleased to offer this publication to share the creative and collaborative ideas of 21st-century librarians with teacher librarians everywhere. Together, we can ensure that all of our students develop the skills and dispositions to learn and fulfill their own dreams.

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September 2010
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PREFACE

This e-book, published by the Center for Digital Literacy located in the School of Information Studies at Syracuse University, has a goal of providing teacher librarians and school library advocates with freely accessible lesson plans and linkable support materials for implementing AASL's *Standards for the 21st-Century Learner*. As technology is now such an integral part of teaching and learning, you will find a substantial number of lesson plans that include innovative use of technology. Lesson plans were collected over a one-year period. The e-book effort was developed in conjunction with a project designed to update the information literacy standards for the *S.O.S. for Information Literacy* database (<http://informationliteracy.org>), a resource which received recognition from the American Association of School Librarians in 2009 as one of the *25 Best Websites for Teaching and Learning*. We gratefully acknowledge funding for that project from the Institute of Museum and Library Services (IMLS).

The editors recruited teacher librarians who have demonstrated leadership in the field and/or within their regions. Some contributors were recommended by the library director for their state or region. Some were selected based on their previous exemplary contributions to the *S.O.S. for Information Literacy* online resource or came highly recommended from leaders in the field. Some contributors represent up-and-coming pre-service school librarians engaged in the school media program at the iSchool at Syracuse University. Contributors came from a dozen states across the country.

Before undertaking this e-book project, we conducted a survey with school librarians through the LM_Net listserv in order to determine which standards we should focus on when soliciting lesson plans for the book. We were hoping that we would receive feedback from at least 30 to 50 school librarians and were thrilled when we discovered that 325 librarians were interested in sharing their opinions with us. Approximately half the respondents listed themselves as serving the elementary level and half served either middle school and/or high school levels.

The Standards for the 21st-Century Learner include four broad standards within which are four strands. To prepare a collection of lesson plans, the editors wanted to know where sample lesson plans were most needed. When asked to rank order which of the four standards there was most need for examples, 93% of respondents selected either Standard 1 (Inquire, think critically, and gain knowledge) or Standard 2 (Draw conclusions, make informed decisions, apply knowledge to new situations, and create knowledge) with Standard 1 receiving top rank by 53% of respondents and Standard 2 receiving top rank by 40% of respondents. However, when qualitative data were explored relative to this question, many respondents indicated that

they made their choice based on the forced choice nature of the question. Responses like the following were sprinkled throughout the qualitative comments:

With all of the standards being important, ranking them was more difficult than I thought it would be.

As formative evaluation is used to inform project decision-making, in the end we opted to provide as close to an equal number of lesson plans as possible across each standard.

Interestingly enough, the qualitative data was also more useful than the quantitative data with respect to a follow-up question which asked respondents to rank order the strands within each standard (i.e., skills, dispositions in action, responsibilities, and self assessment strategies) which should receive the most examples. While skills and responsibilities were ranked #1 and #2 respectively, the qualitative responses showed the difficulty that respondents had in choosing. Many educators felt that all strands were equally important or were torn between selections. Three separate comments below illustrate this difficulty:

This was hard since I feel that each and every one of these strands is of utmost importance—I personally would rank each of them #1.

It is difficult to rank – all are important.

It is practically impossible to rank order four items that are really equally important! However, as an elementary educator, my emphasis has to be on gaining skills and putting them to use.

The end result is that we did the best we could to have a sampling of all strands across the standards.

In terms of curricular areas that would be most helpful, educators could select more than one choice. More than 250 educators put both language arts and social studies at the top of the list followed closely by science and technology (200+). More than 100 educators indicated that mathematics was also an important curricular tie-in. The rest were spread out among other curricular areas such as health and art.

So, if you are mindstorming ways of implementing AASL's *Standards for the 21st-Century Learner*, you will find here creative ideas for lesson plans for all grade levels and many curricular areas. Each lesson focuses on one or more standards and indicators. We have broken down the book into chapters based on the primary standard we believe the lesson plans address. Since some lesson plans clearly address more than one standard, we have also created an index that cross-references lesson plans by standards. Throughout the publication, we use the abbreviations TL and CT for teacher librarian and classroom teacher, respectively.

Because much of the content that applies to a particular range of grades may provide a catalyst idea that could be adapted for different grade levels, we suggest that you read the lesson plans that are presented for different levels. Most lessons have been edited to complement the book's presentation format and space requirements with approval from contributing authors.

About the Publisher

The [Center for Digital Literacy](#) (CDL) located at the School of Information Studies at Syracuse University has spear-headed many projects benefiting the school library field through both research and demonstration. This is the first book publication by CDL.

September 2010

Marilyn P. Arnone, Syracuse University, School of Information Studies

ACKNOWLEDGMENTS

We first want to thank all the Library System Administrators who recommended outstanding librarians to submit lesson plans. Thanks also to the future librarians from Syracuse University's School of Information Studies who shared their lesson plans and allowed us to adapt them for this publication. Graduate students Melissa Porter and Kate Shanahan were especially helpful with editing lesson plans.

We are grateful to the American Association for School Librarians (AASL) for providing school librarians with a new vision for 21st learning. AASL's recent publication, *Standards for the 21st-Century Learner In Action* was invaluable to us as we compiled and edited lesson plans for this publication.

Thanks to the staff at Syracuse University's School of Information Studies, especially: Eileen Allen, Ellen Hobbs, Sue Nemier, Maureen O'Connor Kicak, Jen Pulver, and Stephen Block for their expertise and patience in helping us administer the grant that made this part of the project possible. Thanks also to Blythe Bennett, the iSchool's Assistant Director of the School Media Program, for her supervision and guidance on important aspects of this project.

We are indebted to Marguerite Chadwick-Juner for her creative contribution and never-ending patience while working with us on the graphic design and cover for this book.

We'd also like to acknowledge several others who inspired our work and supported our efforts as we developed this publication, including Anne Zarinnia, Eileen Schroeder, and Thomas Hardy.

CHAPTER 1

– Inquire, think critically and gain knowledge

AASL. (2008). *Standards for the 21st-Century Learner*. Chicago, IL: American Library Association.

The first standard, noted in the chapter header above, begins with the inquiry process in which students make real-world connections between what they are learning and what they already know. Stripling (2003) presents six phases in her inquiry model: 1) Connect 2) Wonder 3) Investigate 4) Construct 5) Express and 6) Reflect. Explore the various strands and indicators for Standard 1 in the AASL text (2009, p. 13) to see where these phases fit in. For example, you will find that Standard 1.1.2 (i.e. Use prior and background knowledge as a context for new learning) embodies the “Connect” phase of the Stripling Inquiry Model in which students connect a new topic to their own previous experience and background knowledge. In the “Wonder” phase students develop questions they *wonder* about and may even predict what they will discover. In the “Investigate” phase, they will test their hypotheses, locate information, and use their information skills to evaluate their sources. Berger and Trexler (2010) stress that the steps in this process are not linear but rather recursive and as such students may revisit previous stages as they identify new questions begging for answers or search for more information sources.

Including motivational strategies that help build confidence in students’ information skills plays an important role in activating positive student dispositions. Recent research has shown a strong positive correlation between student’s perceived competence (i.e., confidence) and their actual competence related to information skills (Arnone & Reynolds, 2009). Confidence is built through opportunities for guided practice, independent practice, and through sharing their accomplishments and reflecting on both the product and the process of their inquiry.

We hope that the lesson plans and supporting materials in Chapter 1 will trigger your own creative ideas for integrating Standard 1, its strands and indicators in your lesson planning.

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ELEMENTARY



Jessie Ammons

**PHYSICAL
EDUCATION/SCIENCE**

Move That Body

Appropriate Grade Level(s): 4th Grade
Required Time: One 60 minute class period

Collaborative

Potential: Physical Education teacher, Science teacher

Overview: In this lesson, fourth grade Physical Education teacher and Science teachers discuss how different body systems (structures) serve different functions and how a human's behavior (diet and exercise) can affect these body systems. Teachers collaborate with the teacher librarian to begin work on a research project in which each student will choose a body system to research. In the library, the teacher librarian will help students to choose a topic and find resources for their topic.

CONTENT TOPIC: The human body, body systems/structures, diet and exercise, research, inquiry, health.

CONNECTION TO CONTENT STANDARD(S): Kentucky

State Elementary Content Standard [Practical Living/Vocational Studies (Physical Education)]: Students will describe how an individual's behavior and choices relating to diet, exercise, and rest affect body systems (e.g., circulatory, respiratory, digestive).

State Elementary Content Standard [Practical Living/Vocational Studies (Physical Education)]: Students will apply fundamental motor skills—Locomotor: Walking, running, skipping, hopping, galloping, sliding, leaping, jumping. Non-locomotor: Turning, twisting, bending, stretching, swinging, swaying, and balancing.

Fourth Grade Content Standard (Science): Students will make inferences about the relationship between structure and function in organisms.

AASL
STANDARDS
FOR THE
21st-CENTURY
LEARNER
GOALS

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

1.2.1 Display initiative and engagement by posing question and investigating the answers beyond the collection of superficial facts.

ASSESSMENT
& CRITERIA

Product: Students will turn in a handout with a fact about each body system with proper citations. Students will fill in a handout with three specific resources for their topic, explaining why they chose each source.

Process: Students will be observed by the teacher librarian, Physical Education teacher, and Science teacher for full participation in all activities, particularly in brainstorming four types of information resources (using a checklist).

RESOURCES
AND OTHER
MATERIALS

Large mystery boxes
 Computers/laptops for student use
 Information resources (books, encyclopedias, websites, etc.) about body systems
 “Stations” handout (SM1_MoveThatBody)
 Index cards with physical tasks written on them (for each station)
 “Information Resources” handout (SM2_MoveThatBody)
 Skeleton outfit
 CD Player
 “Dem Bones” song

INSTRUCTION
AND
ACTIVITIES

Introduction

Direct Instruction:

When students arrive, TL will be dressed in a skeleton outfit and the song “Dem Bones” will be playing in the background.



Each table in the school library will have a large box with question marks on it and a number. At each table there will also be two computers. TL will stop the music and ask students what they've been learning in their science and PE classes. The TL will reveal that they will be doing research projects about different body systems.

Body

Direct Instruction:

TL will explain to the students that they will be working on choosing a topic today, as well as selecting different information resources. She will present the learning objectives for the day. She will also reveal that the next activity will revolve around choosing a body system to research. This activity will be presented as a way for students to make a choice about which topic to research. Looking at resources for several different topics should help students decide which topic interests them most.

Modeling and Guided Practice:

TL will break students into groups of four and model how to travel and accomplish tasks at each station. Each group will begin at one of the stations. At each station there will be resources available about one type of body system (circulatory, skeletal, respiratory, muscular, and nervous). Students will spend about five minutes at each station and fill out the corresponding part of the "Stations" handout by finding a fact about that station's body system. Students will cite where they found the information in the handout.

Independent Practice:

While visiting each station, students will note the index card (which they should not look at until TL puts the music on). When it is time to move stations, the TL will play "Dem Bones" again. Students at each table/station will read the index card together, giving them a locomotive or non locomotive movement to do. They will move in the instructed way to the next station. Once all student groups have visited all of the stations, they will gather back together to fill out the last part of the "Stations" handout, which asks them which body system they have chosen to focus their research on. The

teacher librarian will remind them that they do not necessarily have to choose one of the body systems from the activity.

Modeling and Guided Practice:

The TL will ask partnered students to brainstorm four types of resources that might help them find information (encyclopedias, books, websites, etc.). For this research, students will have to answer how an individual's behavior can affect that body system (e.g., weight lifting strengthens the muscular system by building muscle). They must also discuss what each body system does and how each system helps the body function.

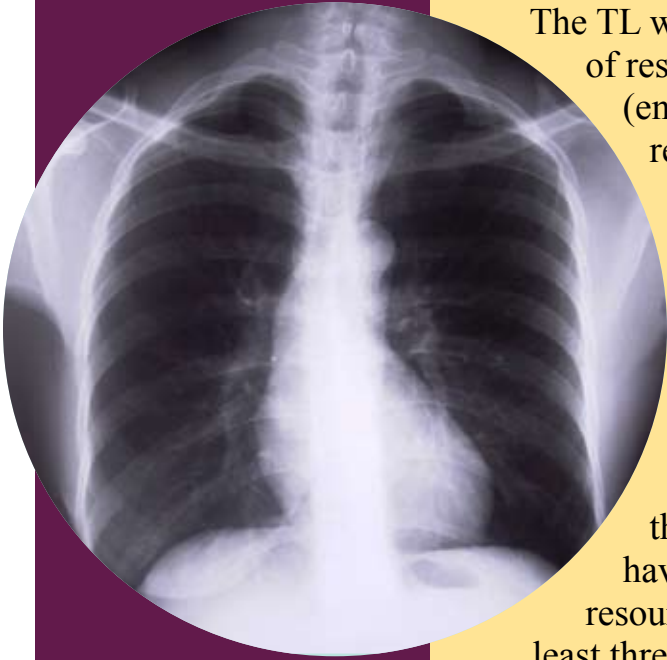
Independent Practice:

The TL will form a class list of resources that the library can offer for this project. Students will have about fifteen minutes to explore the information resources in the library. Students will need to find at least three resources that were not already used in the stations activity. At least one source must be an online source. Students will fill out another handout ("Information Resources" handout) about these resources and why they chose them.

Conclusion

Sharing and Reflecting:

The class will meet together and share some of the sources they found.



Links to Supporting Materials	Description
SM1_MoveThatBody	Stations Handout
SM2_MoveThatBody	Resource Handout

Susanne Bang

TECHNOLOGY

Treasure Hunt in the Library: Searching the OPAC

Appropriate Grade Level(s): 3rd grade
Required Time: 1 lesson, approximately 45 minutes

Overview: This lesson is designed to teach 3rd grade students how to use the OPAC, using title, author, subject and keyword searches. Students will also discuss reasons why they may want to search the OPAC. Pairs of students will participate in a treasure hunt activity, using clues and the OPAC to locate specific materials within the LMC.

CONTENT TOPIC: Information Literacy

CONNECTION TO CONTENT STANDARD(S)

National Educational Technology Standard 6: Students demonstrate a sound understanding of technology concepts, systems, and operations.

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

1.1.8: Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

1.4.1: Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.



ASSESSMENT & CRITERIA

Product: TL will assess students' abilities to use the OPAC and to identify the information needed to perform effective searches. Students will be considered successful if they are able to work together to locate 5 items in the media center

using the OPAC and information clues provided by the TL.

Process: TL and students will discuss search techniques and any problems encountered during their searches.

RESOURCES AND OTHER MATERIALS

One computer with access to OPAC for each group of 2 students

60 pre-written clues - 11 sets of 5 clues + extra for students who finish early (See SM1_TreasureHunt)

OPAC

SMART Board

Golden Bookmarks (See SM2_TreasureHunt)

Pirate costume props (optional)

INSTRUCTION AND ACTIVITIES

Direct Instruction:

Students arrive in media center to find TL wearing a pirate hat, a patch on one eye, large hoop earrings, and a parrot attached to one shoulder. TL says, "Ahoy thar mateys! I be lookin' for some lost treasure... and I hope ya can help me find it! I know that it's somewhere in this house of books. Would ya be willin' to join an old pirate on a treasure hunt?" (Students agree.)

TL and students then discuss situations/reasons why students may want to find a specific book in the instead of just browsing the shelves (e.g. forgot author's name and would like to find another book by same author; would like to find more books on a particular subject for personal interest or research project). TL helps students make the connection that the books in the library are treasures, waiting to be found.

TL explains how one can use 'clues' such as title, author, subject and keyword to help locate books in the OPAC, which will tell you the location of the book within the library. (5 minutes)

Modeling and Guided Practice:

TL uses the SMART Board to demonstrate to students how to search the OPAC by typing in known information (title, author, or subject) and choosing what kind of search to perform.

TL explains how to read the OPAC record, pointing out where title, author, call number, availability, and subject information can be found within the record. Students will follow along on their own computers to complete a search with the whole class.

TL briefly reviews organization of the media center: non-fiction organized by Dewey Decimal Classification, fiction organized alphabetically by author's last names. (10 minutes)

Independent Practice:

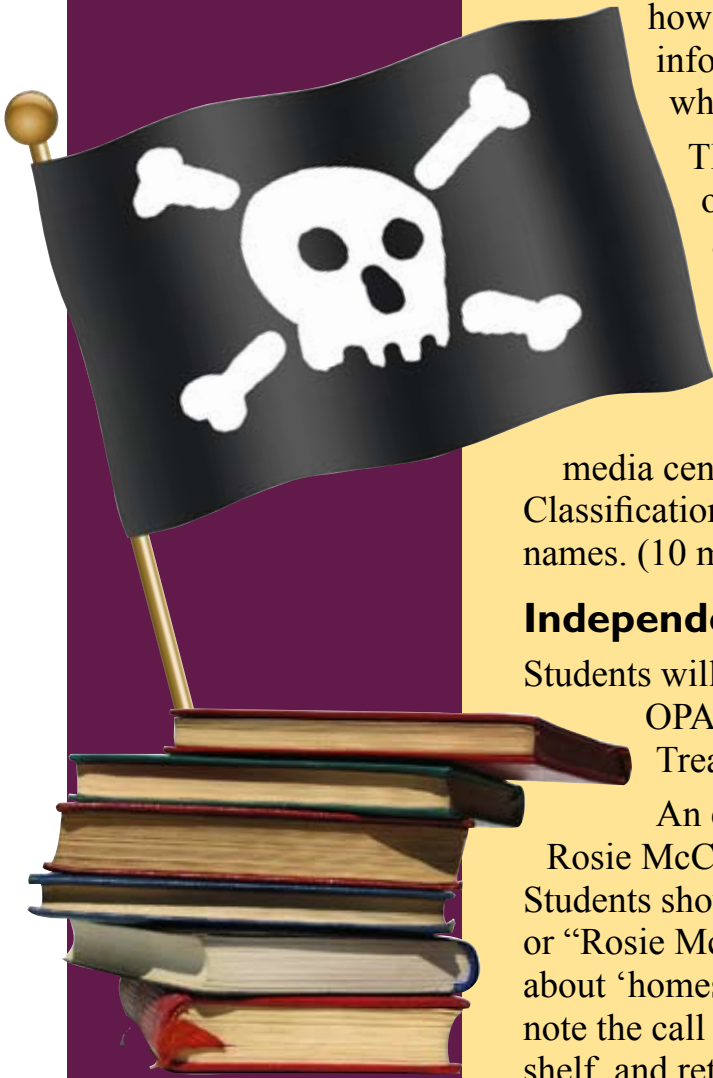
Students will work in pairs to find specific books, using the OPAC and clues provided by the TL (See SM1_TreasureHunt).

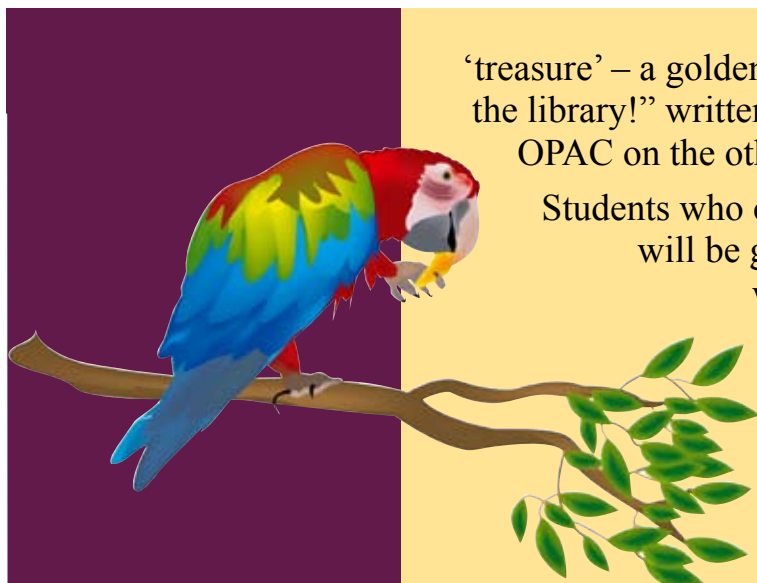
An example of a clue is: "Find the book written by Rosie McCormick that is about rain forest conservation." Students should do an author search for "McCormack, Rosie" or "Rosie McCormick". They will find 2 results, one book about 'homes' and one book about 'rain forests'. They will note the call number for the rain forest book, locate it on the shelf, and retrieve their next clue which will be located inside the front cover.

Students are expected to find 5 books, using the clues they find in the books they locate correctly. Some clues will be more difficult, requiring students to use 2 pieces of information in one keyword search (author AND subject), or perform 2 separate searches to locate the next book described in the clue. These searches will require students to think about what important information they already have and what information they still need in order to locate the book. For example: "Find the book about a 'concert' that was written by the same author that wrote The Report Card.

TL helps students with any clues they may have trouble with and discusses search strategies with groups that get 'stuck.'

Inside the 5th correctly located book, students will find their





‘treasure’ – a golden bookmark with “I found the treasure in the library!” written on one side, and tips for searching the OPAC on the other side. (See SM2_TreasureHunt)

Students who complete the required 5 searches early will be given more difficult clues to solve while waiting for the rest of the class to finish. (20 minutes)

Sharing and Reflecting:

When all students have found their treasure, the TL will review the lesson, asking students to share their search techniques, and any problems they encountered during the treasure hunt.

If time allows, have students come up with a ‘clue’ or two, to see if the rest of the class can find the book they are thinking of. (10 minutes)

Links to Supporting Materials	Description
SM1_TreasureHunt	Sample of clues students need for hunt
SM2_TreasureHunt	Sample of golden bookmark

SCIENCE

Cheryl W. Bullard

Cloud Types

Appropriate Grade Level(s): 2nd or 3rd Grade
Required Time: 2 lessons

Collaborative Potential: Classroom teachers

Overview: These lessons can be used as part of an extensive weather unit. They can be taught consecutively, co-taught with classroom teachers, or used individually during library time as supporting lessons for classroom curriculum.

CONTENT TOPIC: Cloud types

CONNECTION TO CONTENT STANDARD(S):
North Carolina

COMPETENCY GOAL 2 (Grade 2 Science): the learner will conduct investigations and use appropriate tools to build an understanding of the changes in weather.

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

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.

1.1.9 Collaborate with others to broaden and deepen understanding.

1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.

2.2.4 Demonstrate personal productivity by completing products to express learning.



ASSESSMENT & CRITERIA

Product: TL and CT will review completed worksheets for accuracy and understanding of unit objectives. Students will hand in corrected matching worksheet for session 1 and three completed worksheets

after completing research in session 2.

Process: TL and CT will observe class participation and note students' ability to connect information presented in media center with information being taught in the classroom.

RESOURCES AND OTHER MATERIALS

Cloud Book matching game sheets (SM1_CloudTypes)

Cloud Book Power Point Presentation (SM2_CloudTypes)

The Cloud Book by Tomie de Paola

Document camera

LCD projector

The Man Who Named the Clouds by J. Hanna and J. Holub

The Weather Sky by B. McMillan

Computers w/ Internet access (<http://www.weatherwizkids.com/weather-clouds.htm>)

Worksheets SM3 – SM5_CloudTypes (one per student)

INSTRUCTION AND ACTIVITIES

Session 1

Introduction:

The lesson will be introduced with a matching game where students try to predict which pictures match a particular type of cloud. TL passes out matching game (SM1_CloudTypes) and asks students to make a first attempt at completing the worksheet. TL assures class that information gathered in today's lesson will help them make any corrections later (not a test or graded paper).

Direct Instruction:

TL will share (read and show) Tomie de Paola's *The Cloud Book* using a document camera. Throughout the story TL will break to ask for students' participation in reading parts of the story and identifying pictures from their matching game that resemble the appearance of a specific type of cloud as described in de Paola's book. Students will also be asked

critical thinking questions that relate to identifying fact versus fiction within the book. If a collaborating teacher is present, he or she will also comment/refer to key points that support material that has been covered during classroom instruction.

Modeling and Guided Practice:

After finishing the story, TL asks the students to participate in a fun PowerPoint “quiz” or review (SM2_CloudTypes). The PowerPoint covers the most basic types of clouds and asks students to choose the picture that most resembles a certain type of cloud. They should draw upon the story just shared to come up with the correct responses. The PowerPoint is cued to reinforce correct responses and signal when to “try again.” TL may ask class to “vote” on the response of their choice and then click on that response.



Independent Practice:

After completing the PowerPoint, students will be asked to go back to their original answers to the matching game and correct appropriately.

Sharing and Reflecting:

TL and collaborating teacher can end lesson with a group discussion around the essential question: “What does a cloud’s shape/appearance tell us about that cloud?”

Session 2

Setup:

Classroom teacher should pre-arrange class into 3 working groups based on ability.

Three stations should be ready in media center prior to class’ arrival as follows:

Station #1

Using a biography to learn more about clouds
Copies of *The Man Who Named the Clouds* (SM3_CloudTypes)

Station #2

Using a nonfiction book to learn more about clouds
Copies of *The Weather Sky*, (SM4_CloudTypes)

Station #3

Using an Internet site to learn more about clouds
Computers w/ Internet access with link available to
<http://www.weatherwizkids.com/weather-clouds.htm>,
(SM5_CloudTypes)

Direct Instruction:

TL explains that students will use different media (types of library materials) to complete research that will reinforce their science unit on clouds. It should be noted that materials in the media center are helpful to teachers and their students as they investigate subjects and learn about our world.

TL separates the class into 3 pre-determined groups: (1) uses computers, (2) uses copies of *The Man Who Named the Clouds*, a bibliography, (3) uses copies of *The Weather Sky*, nonfiction book.

Independent Practice:

Students go to their assigned station and begin work on the assignment sheet available at that location, utilizing the appropriate resource found there. After 15-20 minutes students should rotate to the next station as a group. Collaboration or working in pairs may be necessary for time purposes, however each student should complete three worksheets by the end of class.

Sharing and Reflecting:

Class comes together to review worksheets and reflect on which resources were the most valuable to the class' investigation into cloud types.



Links to Supporting Materials	Description
SM1_CloudTypes	Matching game – student copy
SM2_CloudTypes	Matching game – PowerPoint version for class review
SM3_CloudTypes	Station #1 worksheet - biography
SM4_CloudTypes	Station #2 worksheet - nonfiction
SM5_CloudTypes	Station #3 worksheet - Internet

SCIENCE/
LANGUAGE ARTS

Cheryl W. Bullard

Sunflowers and Cinquain Poetry

Appropriate Grade Level(s): 3rd Grade
Required Time: 3 lessons (45-60 min. each)

Collaborative Potential:

Concentrated effort
with third grade
teachers

Overview: This unit of study is designed for integration with classroom study of plant growth and adaptations after the subject has been introduced in the classroom. After sharing one nonfiction and one fiction book about sunflowers, students will:

- 1) Write poems about the life cycle of a sunflower using an adaptation of the Cinquain form;
- 2) Plant sunflower seeds, watch them sprout and start to grow before taking them home to plant.

Third grade students will be able to interpret and use vocabulary in fiction and nonfiction books to write Cinquain poems about sunflowers and their life cycle. They will be able to use information from a nonfiction source as a guide for planting sunflower seeds and caring for the plants as they grow.

CONTENT TOPIC: Life cycles of plants, Cinquain poetry

**CONNECTION
TO CONTENT
STANDARD(S):**
*North
Carolina*

COMPETENCY GOAL 1 (3rd Grade Science): The learner will conduct investigations and build an understanding of plant growth and adaptations.

1.02 Observe and describe how environmental conditions determine how well plants survive and grow in a particular environment.

1.03 Investigate and describe how plants pass through distinct stages in their life cycle including: growth, survival, reproduction.

COMPETENCY GOAL 2 (3rd Grade ELA): The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

2.04 Identify and interpret elements of fiction and

nonfiction and support by referencing the text to determine the: main idea and supporting details, lesson and or message.

2.05 Draw conclusions, make generalizations, and gather support by referencing the text.

COMPETENCY GOAL 3 (3rd Grade ELA): The learner will make connections through the use of oral language, written language, and media and technology.

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: participating in creative interpretations.

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

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.

1.1.9 Collaborate with others to broaden and deepen understanding.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

4.1.8 Use creative and artistic formats to express personal learning.

ASSESSMENT & CRITERIA

Product: TL and CT will review petals to see how well students followed the Cinquain form and how well students' poems reflect the needs of a sunflower plant as well as the stages of its life cycle. Ticket out the door (SM1_SunflowerPoetry) and Sunflower Care Plan Worksheet (SM4_SunflowerPoetry) will be collected and reviewed by TL for completeness and accuracy.

Process: TL and CT will observe class participation and note students' ability to

- 1) brainstorm information based on literature presented,
- 2) work in pairs to complete poetry exercise,
- 3) discuss anticipated care of newly planted seeds and
- 4) present final product to the class.

RESOURCES AND OTHER MATERIALS

Backyard Sunflower, story and photographs by Elizabeth King

Sunflower House, by Eve Bunting

Chart paper for writing lists of words for poems

Prepared labels for the various parts of a Cinquain poem, used as headings for each list

Prepared sunflower petals

Orange or brown construction paper – 2 18”x12”pieces

Green paper for a couple leaves and to cover 4’ wooden stick (see session 3)

Permanent markers

Plastic flowerpot, filled with gravel

Pencils

Sunflower seeds, peat pots, soil, and water

Optional:

Grow-lab

Sunflowers, Edited by Susan Lauzau (a coffee table book that could be used to inspire creative poetry writing)

Big Yellow Sunflower, by Frances Barry (a fold out and find out book)

INSTRUCTION AND ACTIVITIES

This unit of study is designed for integration with classroom study of plant growth and adaptations after the subject has been introduced in the classroom. Depending on the instructional space, media specialist may want to prepare the following display to help organize class discussion and generated lists. It may also serve as a way of communicating to others visiting the media center some of the on-going learning taking place. *See SM1_SunflowerPoetry for a sample of what final display may look like.*

Display:

Cut a piece of yellow bulletin board paper, approximately 5 feet long and tape to a wall or a window (such as one adjoining a computer lab). Prepare labels for lines 2-5 of the sunflower poem and mount to 9”x12” pieces of construction paper.* Affix labels to top of bulletin board paper so that they form columns. Underneath mounted labels, place chart paper or contrasting construction paper for each list that the class will

be contributing to during the lesson. Line 2 label might look like this:

How does a
sunflower look?
(2 words)

* *The first line of every poem will be “sunflower,” therefore no list will be generated for line 1 of the poems.*

Session 1

Direct Instruction:

TL will ask the class leading questions about what plants need to live and grow. The CT may choose to record answers on a white board or projection screen. TL will introduce plans for the three session unit starting this day. Students will be learning about sunflowers and how they grow. “We will be writing poems about sunflowers. We will be planting our own sunflower seeds and later we will be able to take our sunflower plants home.” During this time the TL will also introduce the concept of a Cinquain poem to the students and point out the prepared display with room for their class lists.

TL introduces a form of Cinquain poetry and explains that the following format will be used to develop Sunflower poems for this unit:

Line #1 - The word *Sunflower* will be the first line of each poem.

Line #2 - Visual words (choose 2): e.g. golden, yellow, sunny, bright

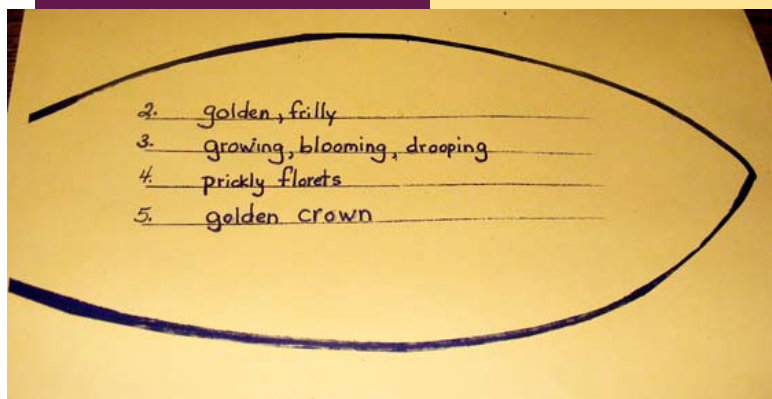
Line #3 - Action (choose 3): e.g. growing, blooming, drooping, dropping, reaching

Line #4 - Feels (two words together): e.g. soft leaves, prickly florets, strong petals

Line #5 - Another name (two words): e.g. garden giant, happy face, sunny friend

TL suggests that the class explore some fiction and nonfiction books about sunflowers to brainstorm lists of words that can be used to describe the lifecycle of sunflowers.

Modeling and Guided Practice:



TL reads parts of the nonfiction selection, *Backyard Sunflower*, by Elizabeth King. TL explains that students should be listening for and thinking about words that could describe their sunflowers. TL highlights photographs, picking out the various stages of growth and development and showing that plants have a lifecycle. TL models one or two examples of describing words and action words. A collaborating teacher can play an active role here by recording for the class and coaching them on the use of appropriate vocabulary and putting words into categories according to the lines as described above. The list will grow as the lesson progresses.

The TL will then read the fiction selection, *Sunflower House*, by Eve Bunting while students listen for more “describing” words. Instructors ask students questions to prompt them to share what they are learning about the lifecycle of a sunflower, e.g., “What happens to the seeds that we don’t eat?” Students may talk about the coincidence that the plants were in a circle in the story, and the lifecycle is also a kind of circle.

Independent Practice:

TL will close this lesson by asking students to answer an essential question: “What do sunflowers need to live and grow?” This could be a whole class activity or perhaps a “ticket out the door” activity where individual students or pairs of students fill out their ticket before being dismissed. (SM2_SunflowerPoetry)

Sharing and Reflecting:

TL will explain that these lists of sunflower vocabulary words are a start and that the class should add to lists as they continue learning about the lifecycle of sunflowers in their science studies in the classroom. TL asks class to bring the lists back to the library for session #2 when they will refer to the lists for a poetry writing exercise.

Session 2

The class will return to the media center with CT, usually within a few days of the first lesson. The teacher will bring the lists that the students have continued to work on in the classroom. Students will share their updated lists



with the TL.

Set-up:

One table area will be prepared with sunflower petals and pencils. A wall or shelf space should be available nearby for posting lists that class brainstormed.

Separate tables will be set up with soil, water, sunflower seeds, permanent markers, trays and peat pots.

Direct Instruction:

TL will show the students a sample sunflower petal (SM3_SunflowerPoetry), explaining/reviewing the lines of the Cinquain poem and where they will fit on the petals. TL will explain that two activities will be completed during this lesson: 1) students will work in pairs to write a poem using their class lists as a resource and 2) students will each plant their own seeds so that they can observe first hand the life cycle of a sunflower.

Modeling and Guided Practice:

The CT will have prepared a list of students, paired heterogeneously according to ability. The CT will supervise the writing process while the TL will supervise students as they plant their seeds (labeling pots w/ initials). After each student completes their planting they will return to writing their poems. Students who complete their writing early will have the option of working on an activity chosen by CT and TL, e.g. labeling the parts of a plant.

Sharing and Reflecting:

This session will conclude by gathering students together and discussing how they will be caring for their plants during the next few days. If a grow lab is available, it could be set-up either in the library or the classroom and a watering schedule could be discussed. Another option would be to place plants on a cart near a window and possibly rolling it outside during the day to provide optimum sunlight.

Session 3

CT and TL will maintain close communication about the progress of the plants and any watering schedule that may have been arranged if the plants are in the media center. Since the media center is hopefully a busy place, a tentative



time will have been scheduled for the third session within five days of the second lesson. This usually allows enough time for most plants to sprout, yet not become too leggy for transport home after the third session. Close communication and flexible access will allow instructors to change the time of the third session to suit the needs of the students and their plants.

Set-up:

Media specialist will have prepared a large sunflower as follows... (SM1_SunflowerPoetry)

For the head of the flower, draw and cut out 2 large circles from orange or brown construction paper.

Using black permanent marker write the word "Sunflower" across the middle of each circle, and to dot the circle to look like seeds.

Place students' poem petals around the back edge of one of the circles; some should be face down and some face up if a two-sided flower is desired. Start gluing petals to circle, reserving other circle for later.

Prepare wooden stick by covering it with green paper and gluing or taping a couple paper leaves to the stick near the base.

Place top end of stick near the back middle of circle with glued-on petals.

Use strong tape to hold stick in place.

Place remaining circle on top, being careful to align so that the word sunflower is right side up across the middle of each circle.

Use additional small pieces of strong tape, rolled sticky side out to affix some front and back petals to each other and secure the stick in place.

This takes a little trial-and-error to find the right combination and placement of tape and glue, but with patience it will work!

Display sunflower by pushing base of stick into a flower





pot filled with gravel to hold the sunflower upright. Place in front of display used in Session 1.

Sharing and Reflecting:

The TL will present the final display with the completed sunflower and call on pairs of students to find their petals and share their poem with the class. TL may start the poem presentations by modeling a petal that she and the CT wrote together.

CT will then present the sprouting plants and lead a discussion on how students will prepare to take their plants home and where and how they might plant and care for them at home. Students will be instructed to work in cooperative pairs to fill out a care plan for their plants. (SM4_SunflowerPoetry). Finally, TL and CT will distribute plants. The prepared sunflower of poems will be displayed in the media center for all to see.

Links to Supporting Materials	Description
SM1_SunflowerPoetry	Picture of final display – Session 1 and Session 3
SM2_SunflowerPoetry	Ticket out the door - Summarizing activity - Session 1
SM3_SunflowerPoetry	Example of poem written on prepared petal – Session 2
SM4_SunflowerPoetry	Sunflower care plan - Summarizing activity – Session 3

Bonnie French

SCIENCE

Investigating Snakes

Appropriate Grade Level(s): 2nd Grade, could also be used with Primary Special Education

Required Time: Five 30-minute sessions

Collaborative

Potential: Special education teacher and/or 1st grade classroom teacher

Overview: Students will learn about snakes through literature and by using a simple database for research. They will then include the learned facts when writing a fictional story.

CONTENT TOPIC: Snakes, reptiles, inquiry, research

CONNECTION TO CONTENT STANDARD(S): New York

Elementary Level Performance Indicator (Science/Inquiry): Students ask “why” questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.

Elementary Level Performance Indicator (Science/Inquiry): Students access needed information from printed media, electronic databases, and community resources.

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

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.

1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

ASSESSMENT & CRITERIA

Product: TL and classroom teacher (CT) will review the notes written by students to be sure they are facts, not opinions and that the facts can be found in Pebble Go. Students will also create a collaborative story about boa constrictors. identified 3 things that are the same and 3 things

that are different in the two books.

Process: TL and CT will observe students' ability to use an online database to locate facts about a boa constrictor, students' active participation in all activities, and student's individual contributions to creating a class story.

RESOURCES AND OTHER MATERIALS

Crictor by Tomi Ungerer

Computers/laptops for student use

Pebble Go database

Toy snake in a box

Chart paper and writing utensils

INSTRUCTION AND ACTIVITIES

Day 1 - Crictor Story

Direct Instruction:

TL will show students a box and explain that a friend went to Africa and sent her a package. TL will feel inside the box, give clues (long, curled up, bit me, etc.) and have kids guess what is in the box. Pull a (fake) snake out very slowly so students can see how long it is. Introduce the snake as Crictor. Choose a student to hold or allow Crictor to wrap around him/her so Crictor can listen to the story too.

Modeling and Guided Practice:

Read *Crictor* by Tomi Ungerer to students while using a think aloud strategy (Every so often ask 3 kids what they are thinking.)

Independent Practice:

After the story, the students will play a game by making a letter or number on the floor with Crictor (the fake snake). TL will choose someone to guess what the letter or number is. If the selected student gets it right, then it's their turn to create a letter or number with Crictor for another student to guess. Play

the game as long as time allows.

During book exchange time, be sure there are lots of fiction and nonfiction books about snakes. The classroom teacher can read some of them to the children during the week.

Day 2 - Introduction to Pebble Go (in the computer lab)

Direct Instruction:

TL will review the last day's activities with students by asking them what they did, what kind of animal Crictor was, and what kind of snake they think Crictor may have been. The TL will ask students what they know about boa constrictors. S/he will explain to students that she will show them a place on the computer where they can find facts about boa constrictors (Pebble Go database).

Modeling and Guided Practice:

TL will demonstrate and discuss the following: Opening Firefox, Bookmark, Our school page, basic databases, Pebble Go. S/he will open Pebble Go, discuss what a database is, and model how to locate a topic (boa constrictor), how to view the chapter headings at the bottom of the screen, how to view the short movie and exit it, and how to listen to the sounds of the animal. The TL will also demonstrate how they can either read the page or listen to it being read. The class will listen to the page about the body of the boa constrictor. TL should ask if there are any words that students didn't know and show students that if a word is in a different color they can click on it so they can see that it is linked to the definition. TL will ask several simple questions about boa constrictors for the students to answer.

Independent Practice:

Each student will go to a computer, open Firefox and locate Pebble Go. They will each search for "boa constrictor" and either read or listen to one of the pages.

Day 3 - Notetaking

Modeling and Guided Practice:

Review - Have students tell the steps for locating Pebble Go on the computer and model each step as they say it. Ask a question about what the boa constrictor looks like, and either





choose a student to read the “body” page or have everyone listen to the “body” page using the audio option on Pebble Go. Ask about what the boa constrictor looks like again and call on a student to answer. Give at least 10 seconds wait time for the student to begin answering. Hold up a large index card with the words “boa constrictor” and “body” already written on it and model to students how to write the answer on the card.

Independent Practice:

Give each student a card with one of the headings “Boa Constrictor” and “Body”(“Food”, “Home”, etc.) written at the top. Students will each go to a computer, locate Pebble Go, and write facts about their topic. Students may not complete this assignment during this day in the library, so the CT will have them work in the classroom and return the cards to the TL before students’ next library visit.

Days 4 & 5 – Writing

Ahead of time, TL should create a chart on large paper with headings (body, food, etc.) on the left and the student notes on the right.

Modeling and Guided Practice:

As a group, the students will write a story about Crictor in which Crictor becomes friends with another boa constrictor. TL should continuously refer to the notes on the chart so that the class can include several facts in the story. TL will model and guide students in writing the story.

Sharing and Reflecting:

TL will type the story and have students illustrate it the following week. When finished, the students will share their thoughts of the unit. Their story could be included in the Parent Newsletter, posted to a school website, or be copied and sent home with students.

SCIENCE

Bonnie French

Polar Animals

Appropriate Grade Level(s): 3rd Grade

Required Time: 12 class periods

Collaborative

Potential: Science teacher, Art teacher, Classroom teacher

Overview: During this school-wide integrated unit, students learn about the Tundra biome and Alaska. Third graders will write formal reports and create clay models of polar animals. The “Big” question is: How do geography and climate influence the way of life in Alaska and the Arctic Circle? *Note: In library, the concentration is on report writing in grade 3.*

CONTENT TOPIC: Biomes, Alaskan tundra, polar animals, climate, Arctic Circle

CONNECTION TO CONTENT STANDARD(S): New York

Elementary Performance Indicator (Science/Information Systems): Students access needed information from printed media, electronic databases, and community resources.

Elementary Performance Indicator (Science/The Living Environment): Students describe how the structures of plants and animals complement the environment of the plant or animal.

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

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.

1.3.1 Respect copyright/intellectual property rights

of creators and producers.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.4 Use technology and other information tools to analyze and organize information.

ASSESSMENT & CRITERIA

Product: Students will produce a classroom wiki containing their research notes, reports and citations. Students will also create a visual image of their animal's habitat using Kidspiration that can be added to the wiki.

Process: TL and classroom teacher will observe students' participation and active involvement in research, note taking, and the writing process.

RESOURCES AND OTHER MATERIALS

Fiction and non-fiction books about Alaska, biomes, the Arctic Tundra, and animals

Print and online encyclopedias

Online databases

Computers/laptops for student use

Class wiki at <http://polaranimals.pbworks.com>

Kidspiration (computer program)

CREDITS

Jackie Pitt (science teacher), Pat Rudney (art teacher), Anahid Ajemian (ceramics teaching artist), Marty Bartholomew (glaciers guest speaker), Ashlea Vilello (guest speaker), Charina Turner (3rd grade teacher), Emily Welling (3rd grade teacher), Matt Lochner (3rd grade teacher), Joan Shaw (teacher assistant)

INSTRUCTION AND ACTIVITIES

Day 1

Direct Instruction:

TL will explain the Alaskan Tundra project to students: Most students will work with a partner – but the partner might be someone from a different classroom. Partners will choose which sections each person will research (description, food, habitat). Each student will type notes into a wiki. The teacher librarian will show students an example of a wiki - <http://polaranimals.pbworks.com>

Modeling and Guided Practice:

The TL will show students how to navigate the class wiki and explain the notetaking, report, and citation pages.

Independent Practice:

Students will practice using the online catalog to locate books about their animals and practice locating books in the nonfiction section after locating the call numbers in the computer catalog.

Day 2**Modeling and Guided Practice:**

The TL will demonstrate to students how to log into a wiki (either assign or have students choose user names and passwords), locate databases, and edit pages. Students should practice logging onto the class wiki. The teacher librarian will also demonstrate to students how to locate and use specific databases, how to take notes in phrases rather than sentences, and how to write a beginning sentence for a report and then the first paragraph.

Independent Practice:

Students will work independently to locate information in books and databases. They will type their notes in phrases on the correct page in the wiki.

Day 3-5**Modeling and Guided Practice:**

The TL can either choose an animal or use various students' animals to model the research and report writing process.

Independent Practice:

Students will use their notes to write their reports, and each student will upload an appropriate animal picture to his or her report page.

Day 6**Direct Instruction:**

The TL will explain the importance of and how to cite sources.

Independent Practice:

Students will cite their sources (books, websites, photos) on the appropriate wiki page.



Day 7**Independent Practice:**

Students will use Kidspiration (computer program) to design a picture showing the animal habitat and will upload it to the report page.

Day 8**Sharing and Reflecting:**

Each report and Kidspiration picture will be printed in color and hung on a bulletin board in the computer lab and in a display case outside the library. Students will choose reports they would like to read independently. After reading each report, they will “add comments” at the bottom of the wiki page.

Day 9-12**Sharing and Reflecting:**

At the end of the project, students and teachers will help to turn a story room into the Alaskan Tundra.

Students will create huge animal masks; the science and art teachers will have students of all ages create scenery and animals. Tours will be given at parent events as well as to all the students in the school. Ceramic animals will also be on display at these events.



Links to Supporting Materials	Description
http://polaranimals.pbworks.com/	Example of class wiki

Ellen Mask

LANGUAGE ARTS/
TECHNOLOGY

Independent Research Project

Photo Story 3 Digital Story

Appropriate Grade Level(s): 5th
(but can be modified for any grade level)

Required Time: Approximately 4 months (weekly 30-minute lessons)

Collaborative Potential: Classroom teacher

Overview: Students review the FINDS research method, use this method to research a topic of their choice, and create a PhotoStory 3 movie showing the information learned.

CONTENT TOPIC: Research, reading, technology

CONNECTION TO CONTENT STANDARD(S):
Florida

Content Standard for Grade 5 Language Arts: The student will analyze and select appropriate facts and communicate information in a simple report that includes, a title, a main, and supporting details.

Content Standard for Grade 5 Language Arts: The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations).

AASL
STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that

others can view, use, and assess.



ASSESSMENT & CRITERIA

Product: Students will create a digital story using PhotoStory3 containing information they learned using the FINDS research method.

Process: Media specialist and classroom teacher will grade final products (booklet and PhotoStory3 digital story) according to rubric.

RESOURCES AND OTHER MATERIALS

Books, magazines, encyclopedias, computers (for online research),

PhotoStory3 installed onto student computers (<http://www.microsoft.com/windowsxp/using/digitalphotography/PhotoStory/default.aspx>)

Websites with copyright free pictures (SM3)

Headsets with microphones (for recording scripts)

Independent research project booklet (SM1)

Rubric (SM2)

PhotoStory 3 user guide (SM4)

INSTRUCTION AND ACTIVITIES

Direct Instruction:

TL opens lesson by asking kids to review the FINDS process (Focus on the information needed, Investigate resources, Notes, Develop final product, and Score).

See <http://www.sunlink.ucf.edu/finds/> or <http://www.floridamedia.org/displaycommon.cfm?an=1&subarticlenbr=131> for more details. Hand out and review Research Booklets. Discuss importance of having an appropriately focused topic and have students brainstorm two topics they would like to research, as well as 6-7 questions they would like to find the answers to. (Emphasize that questions should not be “yes or no” questions or very easily answered.)

Mid-way through the project, TL does a lesson on how to create a digital story using Photo Story 3. Students use blank colored slides instead of pictures and create their title page and their credits page. (see <http://www.windowshotostory.com/Guides/TitleSlides/adding-a-tile-only-slide.aspx> or <http://www.jakesonline.org/blankslices.htm>)

Modeling and Guided Practice:

At 2nd meeting, hand out rubric (SM2) and go over thoroughly. As students finish coming up with topics and questions, meet with the student and teacher to discuss which topic the student will research. When a topic is picked, have students transfer questions into booklet and begin identifying resources.

Microsoft
Photo Story 3
for Windows

make show-n-tell
cool again

Bring your digital photos to life with Photo Story 3 for Windows. [Download Photo Story 3](#) for free and experience your photos in amazing new ways.* [Read the system requirements.](#)

Independent Practice:

During the next several months, students work to answer their questions thoroughly. As they finish answering questions, students plan and write the script

for their digital story, find pictures, and put the story together in PhotoStory 3. When it is complete, they export it as a .wmv file.

Sharing and Reflecting:

When all are digital stories are finished, have a group sharing time.

A self reflection or peer evaluation can be useful for student feedback.

Links to Supporting Materials	Description
SM1_IndependentResearchProject	Independent research project guide (Publisher document)
SM2_IndependentResearchProject	Rubric for final product (Word document)
SM3_IndependentResearchProject	List of websites with copyright free pictures (Word document)
SM4_IndependentResearchProject	Step by step guide for using PhotoStory 3
http://teacher.ocps.net/ellen.mask/page40.html	Examples of 5th grade research projects

Ellen Mask

LANGUAGE
ARTS/SCIENCE/TECHNOLOGY

Research Project (Using the FINDS Method)

Appropriate Grade Level(s): 2nd (but can be modified for any grade level)

Required Time: Approximately 8 lessons (30 minutes each)

Collaborative

Potential: Classroom teacher

Overview: Students are introduced to the FINDS research method, use this method to research a given animal, and create a PowerPoint presentation from a template showing the information learned.

CONTENT TOPIC: Research, reading, technology

CONNECTION TO CONTENT STANDARD(S): Florida

Content Standard for Grade 2 Language Arts: The student will analyze and select appropriate facts and communicate information in a simple report that includes, a title, a main, and supporting details.

Content Standard for Grade 2 Language Arts: The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations).

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.



ASSESSMENT & CRITERIA

Product: Students create a PowerPoint presentation containing information they learned using the FINDS research method.

Process: Media specialist and classroom teacher will grade final products (PowerPoint presentation) according to rubric.

RESOURCES AND OTHER MATERIALS

Two types of lower-leveled encyclopedias (i.e. *Heinemann First Encyclopedias* or *World Book Discovery*)

PowerPoint

Animal information research guide (SM1)

PowerPoint presentation template (SM2)

Rubric for final product (SM3)

INSTRUCTION AND ACTIVITIES

Direct Instruction:

TL opens lesson by asking what students think when they hear the word “research.” Go over FINDS method (Focus on the information needed, Investigate resources, Notes, Develop final product, and Score) and write steps on white board. See <http://spcollege.libguides.com/finds> or <http://www.floridamedia.org/displaycommon.cfm?an=1&subarticlenbr=131> for more details.

Modeling and Guided Practice:

At 2nd meeting, discuss the word “encyclopedias” and what students think when they hear that word.

Pass out encyclopedias (one of each type per pair). Look at one type first, then the other. Do a Venn diagram to show similarities and differences on a white board or overhead. Discuss as a group the purpose of an encyclopedia.

Introduce project. Hand out and review Research Guide (SM1).

Independent Practice:

At the 3rd meeting, students begin to fill out their research guides. Have them note which encyclopedia they are using (Heinemann or World Book) by writing an “H” or “W” at the top of their guide.





At the 4th meeting, students complete their research guides, using the other encyclopedia.

At 5th meeting, have students open PowerPoint and save the template (SM2) into their folder on the server.

TL demonstrates how to use PowerPoint and give rubric/guidelines for presentation (SM3). If time, students may begin working on presentation.

Work on presentations until complete.

Sharing and Reflecting:

When all are finished, have a group sharing time.

A self reflection or peer evaluation could be administered after projects are presented.

Links to Supporting Materials	Description
SM1_AnimalResearchProject	Animal information research guide (Word document)
SM2_AnimalResearchProject	PowerPoint presentation template (PowerPoint document)
SM3_AnimalResearchProject	Rubric for final product (Word document)

SCIENCE

Marilyn Teicher

Researching the Rain Forest

Appropriate Grade Level: 2nd Grade
Required Time: Seven 40 minute class periods

Collaborative Potential:
 Science teacher

Overview: Second graders will research rain forests using teacher-librarian (TL) selected resources, videos, and other media. Using the Independent Investigative Method, the project includes collaborative questioning, vocabulary development, note taking, highlighting, and beginning summarization.

CONTENT TOPIC: The rain forest (plants and animals), questioning, inquiry, research, note taking, science vocabulary

CONNECTION TO CONTENT STANDARD(S):
New York

State Elementary Standard [Science]: Students will ask “why” questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.

State Elementary Standard [Science]: Students describe how the structures of plants and animals compliment the environment of the plant or animal.

AASL
STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

1.1.3 Develop and refine a range of questions to frame the search for new understandings

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

ASSESSMENT & CRITERIA

Product: After working in pairs to define questions and research answers, Students will write a short paragraph on a specific rain forest topic and draw a picture scene relating to their writing based on research.

Process: Classroom teacher (CT) and TL will observe students participation in group and individual activities and for attentiveness while listening and watching research media.

RESOURCES AND OTHER MATERIALS

The Great Kapok Tree: A Tale of the Amazon Rain Forest by Lynne Cherry

Pre-selected resources about rain forests (books, articles, printed online materials, etc.)

Movie/video resource on rain forests

Post-it notes or small note-taking paper strips

Writing and artistic materials (crayons, colored pencils, paints, etc.)

SmartBoard

Chart paper and easel for display

INSTRUCTION AND ACTIVITIES

Day 1

Modeling and Guided Practice:

The TL will use a KWL chart to explore what students already know and want to know about rain forests. The TL will read *The Great Kapok Tree: A Tale of the Amazon Rain Forest* by Lynne Cherry to the class. After listening to the book, students will add facts, what they learned, to the KWL chart.

Day 2

Independent Practice:

Students will work in pairs to explore websites (preselected by TL) about the rain forest. Each student will receive one slip of paper. They will write a question on this slip of paper relating to what they would like to know about the rain forest, based on their website exploration. These slips will be posted to a rain forest web chart. The class will categorize each question as it is posted.

When this is completed, each question should be placed in a category relating to the rain forest, such as plants, animals, etc.

Day 3

Direct Instruction:

IIM, Independent Investigative Method, will be explained and discussed with the class and goals will be set.

Independent Practice:

As a class, students will use three sources (selected by TL) to discover 10 new vocabulary words and list 20 new facts relating to the rain forest.

Day 4

Modeling and Guided Practice:

The concept and purpose of note taking will be discussed and demonstrated to the class by the TL (classroom teacher will previously have provided a brief introduction to note taking). TL will read two to three pages from a nonfiction book about the rain forest aloud. During reading, students will raise their hand each time they hear a fact they feel is important.

Students will share their fact with the class in their own words and the note will be made on chart paper.

Day 5

Modeling and Guided Practice:

TL will model highlighting important facts from an online article. The first page of an Internet article about the rain forest will be projected on the SmartBoard and the TL will present a think aloud to demonstrate highlighting while reading each paragraph. Students will help select important facts to practice paraphrasing. Students will work in pairs to highlight the next two pages of the same online article used in the think aloud. Students will share their note-facts and the TL will record them on chart paper.

Day 6

Direct Instruction:

Students will watch a movie about the rain forest and raise their hand when they hear a fact that they feel is important, which the TL will note on chart paper. The facts collected on chart paper following the video will be cut into individual facts



and distributed to students in groups of four.

Modeling and Guided Practice:

TL will model how to decide in which category to place each fact using a rain forest web chart like the one used on day 3. Students will decide in their groups to which category their facts belong.

Day 7

Independent Practice:

Each student will select a category to write a short paragraph about using research that has been collected throughout the week. When students have written and edited their work, they will draw a picture depicting a scene from the rain forest based on their written paragraph.

Sharing and Reflecting:

Pictures and paragraphs will be transferred to a square piece of paper, and students will informally share what they learned with their classmates. The individual squares will be combined to make a class quilt to be displayed in the classroom. Students, as a class, will reflect on their research and learning process.



Links to Supporting Materials	Description
http://www.iimresearch.com	Information on the Independent Investigation Method can be found
http://www.theteacherscorner.net/thematicunits/rainforest.htm	Good source for rain forest resources
http://www.saskschools.ca/curr_content/rbtboxes/rforest/net/net.html	Good source for rain forest resources
http://www.kiddyhouse.com/Rainforest/rainbks.html	Good source for rain forest resources

Anne Werley Smallman

SCIENCE

Animal Detectives

Appropriate Grade Level(s): 1st Grade
Required Time: Three 40 minute class periods

Collaborative Potential: Science Teacher

Overview: To prepare for a trip to the petting zoo, students will visit the media center to research animals they might find on their fieldtrip. The students, in three groups, will work to separate fiction from non-fiction, discover facts about the animals as ‘animal detectives,’ and create a list of new information. Then together, they will devise one question about each animal and they will seek out the answers at the petting zoo. Each group will present its findings to the rest of the class.

CONTENT TOPIC: Animals, research, inquiry, questioning

CONNECTION TO CONTENT STANDARD(S):
New York

Elementary Standard (Science): Students describe basic life functions of common living specimens.

Elementary Standard (Science): Students describe the life processes common to all living things.

AASL
STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

1.1.3 Develop and refine a range of questions to frame the search for new understanding.



ASSESSMENT & CRITERIA

Product: TL checks Animal Detectives' Notebook to ensure that students contributed at least one fact to the collaborative group worksheet. Students will also create an informal group presentation about their animal to teach to

their classmates.

Process: TL and collaborators will observe students' ability to separate fiction from nonfiction resources into stacks. Students' participation will be observed throughout the lesson and during final classroom discussion.

RESOURCES AND OTHER MATERIALS

Animal Detectives notebook worksheet (SM1_AnimalDetectives)

Pencils

Paper

Assorted fiction and non-fiction information resources on petting zoo animals

Lists of questions for the petting zoo created by students

List of petting zoo animals

Hay bales

INSTRUCTION AND ACTIVITIES

Day 1 - Crictor Story

Direct Instruction:

Students will come from classroom with classroom teacher (CT) and either an aide or a parent volunteer to the library, already divided into three groups. Each of the three adults (TL, CT, aide/parent) will sit at a table with a group of students. On each table will be fiction and non-fiction books and magazines about animals. In order to gain students' attention, TL will have replaced the chairs at the library tables with small hay bales and will have a magnifying glass as a detective prop. Once students are seated at the tables, TL will briefly introduce the idea of being 'animal detectives' by using the preselected library resources (books, magazines) to hunt for facts about petting zoo animals. TL will distribute *Animal Detectives* worksheet (see SM1_AnimalDetectives) and outline the lesson's components and expectations. TL will review the concepts of fiction and non-fiction.



Modeling and Guided Practice:

TL will model separating fiction and non-fiction and ask students to put the resources into two piles: one that tells stories about the animals (fiction) and one that has information about the animals (non-fiction).

Independent Practice:

Students will then each choose materials from the non-fiction pile to find facts about the petting zoo animals. Once they find a fact about an animal, they'll tell the adult facilitator of the group who will write it down on the worksheet. Each student will contribute at least one fact to the worksheet. If a student has trouble finding a fact in his/her resource, the other students in the group can suggest a different resource. If one student's reading skills are prohibiting fact-finding, the other students can assist by helping with certain words or the adult can read sections of a resource out loud so that the student can pick out facts after hearing them.

Sharing and Reflecting:

After the group has chosen at least 6 facts about the petting zoo animals, the adult will read them back to the group to be sure everyone has heard and understands the facts.

The groups will then each discuss a question they'd like to ask the petting zoo guide during the field trip, and write it down on the worksheet. The students should be encouraged to think about what they already know, from their research, and what they'd like to know after the visit.

Day 2

Sharing and Reflecting:

All the groups will rejoin and the students will be asked to 'teach' their classmates their fact about the animal they researched. Each group will stand up together and individually tell their facts. TL will remind the students that they can find information in the library about any subjects they study with their teacher, and that she looks forward to hearing what the answers to their questions are after they return from the field trip.



Day 3 - (field trip to petting zoo)

Sharing and Reflecting:

On the morning of the field trip, students will be given the list of three questions that they came up with in the library as a reminder. When they return from the petting zoo, they'll go over the questions and the answers together in class and the CT will write them on the board and invite the TL to the classroom so she can learn from the students.

Links to Supporting Materials	Description
SM1_AnimalDetectives	Worksheet for recording research

MIDDLE SCHOOL



**SOCIAL
STUDIES**

Ana Canino-Fluit

Where Credit is Due

Appropriate Grade Level(s): 7th Grade
Required Time: One 80 minute block class

**Collaborative
Potential:** Social
Studies teacher

Overview: As part of a unit on the Civil War, students have been asked to explore the Library of Congress's digital resources for images to augment their multi-media presentation. They have previously chosen their topic and reviewed subject and keyword searching. Now they will learn how to properly cite images from the Library of Congress's collection.

CONTENT TOPIC: U.S. History, Civil War, documenting sources, copyright, property rights

**CONNECTION
TO CONTENT
STANDARD(S):
New York**

State Intermediate Level [Social Studies]: Students will consider the sources of historic documents, narratives, or artifacts and evaluate their reliability.

State Intermediate Level [Social Studies]: Students will discuss the role of an informed citizen in today's changing world.

**AASL
STANDARDS
FOR THE
21st-CENTURY
LEARNER
GOALS**

1.3.1 Respect copyright/
intellectual property rights
of creators and producers.

1.3.3 Follow ethical
and legal guidelines
in gathering and using
information.



ASSESSMENT & CRITERIA

Product: Each student must hand in a completed Library of Congress, Digital Image Resource Credit Worksheet along with their project.

Process: TL will observe students for active participation during all activities during in-class review of the 5 necessary components of photo credit citation for the Library of Congress.

RESOURCES AND OTHER MATERIALS

Where Credit is Due PowerPoint (SM1_CreditDue)
Library of Congress Digital Resource Guided Practice sheet (SM2_CreditDue)
Smartboard or projector

INSTRUCTION AND ACTIVITIES

Direct Instruction:

Have a slide show of sample images from the Library of Congress' collection of Civil War images playing (http://www.loc.gov/rr/main/uscw_rec_links/digital.html#photos). *The images should all include a photo credit citation. Explain to students that these are some of the many resources they will have the opportunity to explore and use for their project, but before they explore today they will need to learn how to create a proper photo credit citation.

Present how to identify the five photo credit essentials: Title, photographer, date, source and Library of Congress reproduction number using the "Where Credit is Due" PowerPoint presentation (SM1_CreditDue). Review the 5 necessary components of a photo credit citation (the class should be able to name them.) before distributing the resource practice sheet.

Modeling and Guided Practice:

Distribute worksheet. Model a sample search on the Smart Board and fill out a sample worksheet together. Allow students to explore the image section of their Civil War Internet Resource Pathfinder to explore the Library of Congress's collection. (Activate prior knowledge by reminding them how to perform subject searches).

Independent Practice:

Students will locate and record their image selections using the digital resource worksheet. Both the classroom teacher and TL should circulate around the room and answer student questions while students work individually on their resource collecting

Sharing and Reflecting:

As the period draws to a close, have students pair up and review each other's resource sheets for completeness. Digital resource sheets will then be collected by their teacher to be placed in the student's research folders for later use.



Links to Supporting Materials	Description
SM1_CreditDue	PowerPoint Presentation
SM2_CreditDue	Resource practice sheet
SM3_CreditDue	Rubric for teacher assessment
http://www.loc.gov/rr/main/uscw_rec_links/digital.html#photos	Link to LOC Civil War Resources

Kori Gerbig

**INFORMATION
LITERACY**

Internet Searching for Home-Schooled Students: Search Engine Types and Boolean Searching

Appropriate Grade Level(s): 4th grade and higher; ages 10 and up

Required Time: 45 minutes to 1 hour

Collaborative

Potential: Encourage parents to stay and learn!

Overview: Students schooled in the home are provided with a fun opportunity to meet and work with a professional librarian and learn how to locate materials on the Internet for both recreational and educational use. Parents are encouraged to stay for the session in order to reinforce the learning experience both at home and in the library.

CONTENT TOPIC: Search engine types and Boolean searching techniques

**CONNECTION
TO CONTENT
STANDARD(S):**
New York

Standard 2 (Science, Information Systems): Information technology can have positive and negative impacts on society, depending upon how it is used.

Students will recognize the impact of information technology on daily life.

Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.

Students will use information technology to link the classroom to world events.



AASL
STANDARDS
FOR THE
21st-CENTURY
LEARNER
GOALS

1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

1.3.5 Use information technology responsibly.

1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

ASSESSMENT
& CRITERIA

Product: PL reviews completed *Search Engine Exercise* worksheets to assess individual student ability to locate and navigate through (4) types of search engines using multiple examples.

Process: PL assists students in the use of library computers to review various search engines. Students select (4) specific search engines to further explore using Boolean, phrase, and wildcard searching techniques.

RESOURCES
AND OTHER
MATERIALS

Access to library computers and the Internet.

Computer with projection capabilities

Internet Searching PowerPoint (SM1)

Search Engine Exercise worksheets (SM2)

Search Engine Jeopardy game (SM3)

INSTRUCTION
AND
ACTIVITIES

Day 1

Direct Instruction: (Use SM1)

PL warms up class by asking a series of introductory questions including: Have you been on/do you use the Internet? What do you do there? Have you ever tried to search? What happened? What Search Engine do/did you use?

PL utilizes the *Internet Searching* PowerPoint slides 1-7 to inform students about the (4) different types of search engines available for use on the Internet, demonstrating basic functioning and type comparisons.

PL utilizes the *Internet Searching* PowerPoint slide 9 to introduce Boolean, phrase and wildcard searching.

Modeling and Guided Practice:

After utilizing the *Internet Searching* PowerPoint slides 1-7 to demonstrate different types of search engines, the PL reinforces student knowledge with a game of *Search Engine Jeopardy*. (See SM3)

After utilizing the *Internet Searching* PowerPoint slide 9 to introduce Boolean, phrase and wildcard searching, the PL demonstrates live searches using these techniques. Students can assist by suggesting search topics.

Independent Practice: (Use SM2)

After the completion of the above Instruction and Modeling/Practice, students move to the library Internet computers to practice by completing the *Search Engine Exercise* worksheet.

Sharing and Reflecting:

After completion of the *Search Engine Exercise* worksheet, the students share individual experiences with the class and discuss any difficulties encountered. Students are then encouraged to further explore the Internet, using the knowledge obtained to research topics of personal interest.



Links to Supporting Materials	Description
SM1_InternetSearching	Instructional PowerPoint (Note: Make sure to read the Notes portion of the slides for additional information)
SM2_InternetSearching	Student worksheet for independent practice
SM3_InternetSearching	Jeopardy game instructions

Steve Nabinger

TECHNOLOGY

Library Survivor

Appropriate Grade Level(s): Primary Special Education;
could be used with 5th Grade

Required Time: 30 - 45 minutes

Collaborative

Potential: Low, although this activity could be expanded to include a classroom component based on any curricular area.

Overview: Fifth graders have usually just completed their first year in middle school. This fun, culminating activity tests and reinforces the location & access and OPAC skills they have gained through the year.

CONTENT TOPIC: OPAC use, library collection location & access

CONNECTION TO CONTENT STANDARD(S): New York

Elementary Level: Mathematics, Science, and Technology:
Standard 2 – Information Systems: Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.

Students can access needed information from printed media, electronic databases, and community resources.

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

1.1.2 Use prior and background knowledge as context for new learning.

1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.



ASSESSMENT & CRITERIA

Product: TL evaluates student answers to individual challenges to assess whether or not they used proper OPAC search techniques or library collection location & access skills to retrieve the desired information.

Process: SL observes the students and monitors their progress as they work toward completing their challenges within the allotted time frame.

RESOURCES AND OTHER MATERIALS

OPAC computers, library resources

Laminated slips of paper containing the names of islands, the challenges themselves, and the challenge tokens.

Mood music containing jungle sounds or drums can be used to enhance the mood.

CREDITS

Tina Nabinger, LMS

INSTRUCTION AND ACTIVITIES

Direct Instruction:

TL lines up students outside the library and counts them off by twos, dividing them into two “tribes.”

TL directs each tribe to sit together in different parts of the library. Each tribe selects the name of their island from the four laminated strips held by the TL. (Two challenges require the students to know the name of their tribe’s island.)

SLMS explains the rules of the game:

Each member of each tribe will select one of the laminated challenges.

Tribe members get five minutes to complete their challenge, whether it is retrieving a book from the shelves, looking up information in the OPAC, or looking up information in a reference book.

Upon completing a challenge correctly, each student will receive a challenge token from the TL.

Tribe members who successfully complete challenges may sit quietly at their home table or help other tribe members

complete their challenges.

At the end of the five minutes, the tribe with the most challenge tokens wins the treasure (each student gets to select one item from a plate of chocolate, mints, hard candy, etc.).

Modeling and Guided Practice:

TLMS keeps time, reviews challenge results, and awards tokens as appropriate.

TL should be liberal in offering help or advice to tribe members who are truly stuck. The goal is to have fun while reinforcing information literacy skills.

TL should keep the teams even or distribute the challenges in such a way as to ensure that both teams will come out with the same number of tokens. Be liberal with time or advice if one tribe member seems lost with a challenge.

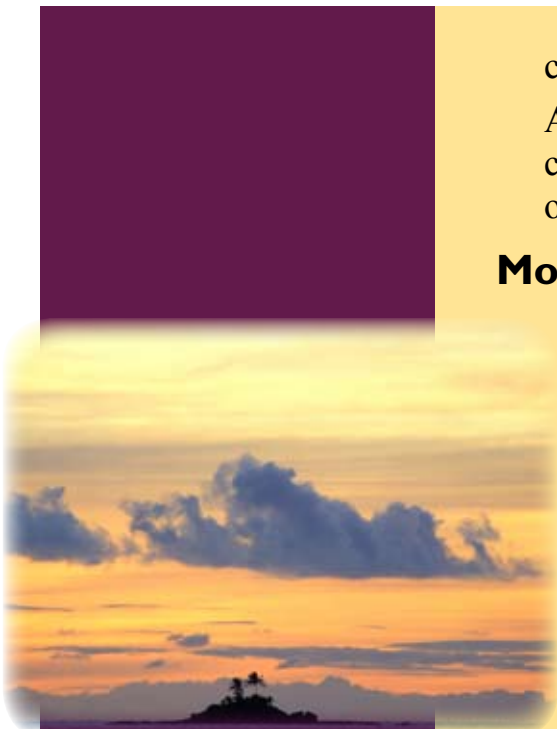
Independent Practice:

Tribe members must use their knowledge of the library collection, their OPAC searching skills, and their knowledge of reference books to answer all of their challenges.

Sharing and Reflecting:

TL offers the “treasure chest” to the tribe that finished first, but there should be enough treasures for every student to select one.

TL leads students in reflecting how well they’ve learned how to use the library and its resources since they first walked into the place in September. They are all now library survivors!



Links to Supporting Materials	Description
SM1_LibrarySurvivor	Sample Questions, Tribe Names, and Token

Steve Nabinger

INFORMATION
LITERACY/TECHNOLOGY

Save the Tree Octopus!

Appropriate Grade Level(s): 6th
Required Time: 1 lesson, 40 minutes

Collaborative Potential: TL, classroom teacher

Overview: Students explore a website while trying to answer a short question sheet about the Pacific Northwest Tree Octopus. When the questions have been answered they are asked to evaluate the website itself. This leads to the realization that the website is a well-known hoax and that it's difficult to evaluate the truthfulness of Internet resources.

CONTENT TOPIC: Using technology to access information; evaluating information

CONNECTION TO CONTENT STANDARD(S):
New York

Grade 6 Reading: Students will read, write, listen, and speak for critical analysis and evaluation.

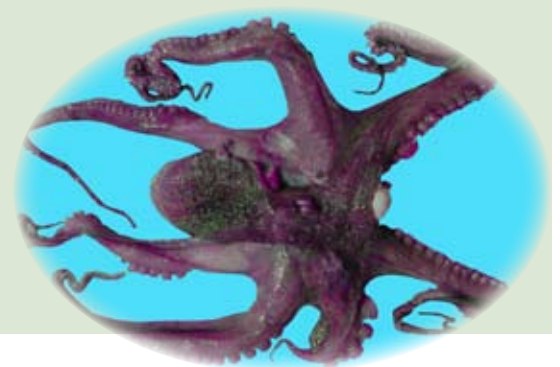
ASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

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.

1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.

2.4.1 Determine how to act on information (accept, reject, modify).



ASSESSMENT & CRITERIA

Product: Student answers to comprehension questions are reviewed as a group.

Process: TL checks students as they explore

the website for answers to the comprehension question. TL engages the class in a discussion of how they would describe the website using one or two words.

RESOURCES AND OTHER MATERIALS

Computers with Internet connection

Tree Octopus Website: www.zapatopi.net/treeoctopus

INSTRUCTION AND ACTIVITIES

Direct Instruction:

TL informs the students that they will be taking a timed test to measure how well they can search an Internet site for answers to given questions.

TL directs students to enter the computer lab, log onto a computer, and activate Internet Explorer as quickly and quietly as possible.

TL projects the URL www.zapatopi.net/treeoctopus and the five questions the students are expected to answer:

1. Where does the Pacific Northwest Tree Octopus live?
2. How large is the Tree Octopus?
3. How does it communicate?
4. Where does it spawn?
5. Name two natural predators of the Pacific Northwest Tree Octopus.

TL informs the students that they have five minutes to find all of the answers, and if they finish early they should feel free to fully explore the site. TL begins timing.

Independent Practice:

Students read through the website trying to find the answers to the five “test” questions.

Sharing and Reflecting:

At the end of the timed “test” period the TL directs all students to take their hands off their keyboards and solicits answers to



the questions. Students with the correct answer are encouraged to show the class where they got the answer.

Modeling and Guided Practice:

TL leads the class in a discussion of their impressions of the website. Students are encouraged to describe the website using one or two words.

If students have not used words like “fake” or “hoax,” TL should do so and explain that nothing in the website is true. It’s all made up.

TL leads the class in a discussion of what is easier to fake – information on the Internet or information in a book.

Extension activities include the search for other hoax websites (many are available).

This lesson serves as an excellent introduction to a unit on evaluating Internet sites (Kathy Schrock’s 5 W’s and or similar) and/or a unit on subscription databases available at the school.

Sara Lissa Paulson

**ADAPTABLE
TO ANY CURRICULAR AREA**

Catch RADCAB Sites: Which Sites Will You Ride?

Appropriate Grade Level(s): 5th - 12th Grades

Required Time: 45 minutes

Collaborative

Potential: Classroom teachers assigning research projects

Overview: Students will examine and evaluate a ubiquitous web site (a Kidipede site, a Fact Monster site, or a Wikipedia site) according to the mnemonic RADCAB acronym: for **R**elevancy, **A**ppropriateness, **D**etail, **C**urrency, **A**uthority, and **B**ias. They will work in pairs using a handout to think aloud a systematic evaluation of a web site in order that such critical thinking about web sites used for research becomes routine.

CONTENT TOPIC: Information Literacy, Technology

CONNECTION TO CONTENT STANDARD(S): New York

Standard 2 (Science, Information Systems): Information technology can have positive and negative impacts on society, depending upon how it is used.

Indicator: Students demonstrate an ability to critically evaluate information and misinformation.

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.

2.1.5 Collaborate with others to exchange ideas,

develop new understandings, make decisions, and solve problems.

2.4.1 Determine how to act on information (accept, reject, modify).



ASSESSMENT & CRITERIA

Product: TL evaluates students' completed RAD-CAB Information Evaluation Chart (SM1). An acceptable chart will indicate that the pair made a clear evaluation of the web site and a clear rejection or acceptance of the site.

Process: TL administers a self reflection rubric

found on the RAD-CAB website (<http://www.radcab.com/pdfs/radcab-rubric-2.pdf>) at the beginning of lesson so students can assess their information evaluation practices. This rubric can be used again after the lesson is given to assess improvements in student abilities.

RESOURCES AND OTHER MATERIALS

Computers w/ Internet access

RAD-CAB Information Evaluation Charts (SM1) with pre-selected websites

Copies of self evaluation rubric

CREDITS

The RAD-CAB concept and mnemonic is used in this lesson with the original author's permission. See information below:

Christensson, Karen M. *RAD-CAB*. <http://www.radcab.com/> September 8, 2009.

INSTRUCTION AND ACTIVITIES

Direct Instruction:

TL introduces the lesson and the RAD-CAB mnemonic:

Will you be using web sites in your research? If so, you have to know how to recognize a RAD-CAB site. Anyone can publish a site. Many sites are not a good fit for your research project so spending time on them is a waste. Some sites can contain misinformation. Do you know any examples? (Project the hoax site "All about Explorers" and read the first line of Christopher Columbus description as an example.)

RAD-CAB is an evaluation method you can use whenever you find a new site—either for information or entertainment. For a site to make the first cut, "it's gotta be a **RAD**": a site that is **R**elevant to your task, **A**ppropriate for you, and with the right amount of **D**etail. In a nutshell, is it a useful site for you? Let's look at a site.

Modeling and Guided Practice:

TL projects a site that gives a little information about a topic either from Kidipede, Wikipedia, or a similar site, and models critical thinking using the questions on the handout for Relevancy, Appropriateness, and Detail (SM1).

Once you decide it's **RAD**, you have to check the **CAB** and make sure you aren't headed down the wrong highway. This is part two of the method. Here are the questions: Is the information **Current**? Is the author of the site an **Authority** in the field? Is there **Bias** on the site? Let's look at another site together.

TL projects a site that contains obvious bias, such as a site for a political candidate. TL scrolls down to bottom of homepage and checks **last updated** information. TL scrolls down to bottom of homepage or up to the title bar to show the **author**. If not known, google the person or organization. TL discusses **bias** in terms of purpose for the web site. TL models how to check site for bias. There is bias on a site when the authors' purpose is to persuade you to believe what they believe.

Independent Practice:

Give pairs of students the chart with the title and URL of a site to evaluate selected by TL based on their research needs and grade level: Is it RAD? Is it CAB? Finally, is it a RADCAB site, one that you can take down the information highway OR do you need to find another Web site? Ask them to ask each other the questions given on handout and use checkboxes to indicate their thoughts and responses.

Sharing and Reflecting:

Pairs share their thinking about different sites with the class. Will your teacher accept this site as a source? Will you? What did you realize about web sites? About doing online research? (Fact checking the author of a personal site, internal links vs. external links, etc.)

TL follows up (or starts lesson) by using the self-assessment rubric found on <http://www.radcab.com>. TL concludes: I hope that every time you consider web sites for your research needs, you ask yourself "**RADCAB?**" before you accept their validity as a source of information.



Links to Supporting Materials	Description
SM1_CatchRADCAB	RADCAB Information Evaluation Chart

HIGH SCHOOL



Nicole Chase-Iverson

HISTORY/
ENGLISH LANGUAGE ARTS

Discovering the Holocaust Through Primary Sites

Appropriate Grade Level(s): 9th - 10th

Required Time: One 45 minute class plus time for independent searching and evaluating

Collaborative Potential: ELA Teacher, History Teacher

Overview: As part of the tenth grade curriculum, students are studying the Holocaust. The History teacher is presenting a unit covering the historical aspects of WWII and the Holocaust. During the same time frame, the English Language Arts teacher will present a reading unit on *The Diary of a Young Girl*, by Anne Frank. The TL will collaborate with the ELA teacher to present a unit exploring primary sources. The information skills to be focused on during this unit are recognizing primary sources, locating primary resources on the Internet, and evaluating primary sources for authenticity and information value. Students will use the Internet to locate primary sources related to the Holocaust. Through discovering, evaluating, and sharing these primary source “stories” or “messages,” students will come to understand the value of primary sources as part of our collective historical record.

CONTENT TOPIC: Holocaust, Anne Frank

CONNECTION TO CONTENT STANDARD(S):
New York

English Language Arts

Standard 1: Students will read, write, listen, and speak for information and understanding.

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Social Studies - World History

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

AASL
STANDARDS
FOR THE
21st-CENTURY
LEARNER
GOALS

1.1.4 Find, select and evaluate sources to answer questions.

1.3.1 Respect copyright/intellectual property rights of creators and producers.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

ASSESSMENT
& CRITERIA

Product: Students will complete three “Primary Source Evaluation Checklists” (SM1_discoveringtheholocaust) and one “New Understanding and Reflection” worksheet (SM2_discoveringtheho-

locast). Students will also orally present one of their selected primary sources to the ELA class with technology, using the thoughts and ideas that they have collected on their “New Understanding and Reflection” worksheets.

RESOURCES
AND OTHER
MATERIALS

Computer, Internet, “Primary Source Evaluation Checklist,” “New Understanding and Reflection” Worksheet, *Diary of a Young Girl*, by Anne Frank

ALA’s Reference and User Services Association has an informative section on “Using Primary Sources on the Web” <http://www.ala.org/ala/mgrps/divs/rusa/resources/usingprimarysources/index.cfm>

INSTRUCTION
AND
ACTIVITIES

Direct Instruction:

During a class visit to the Library Media Center, the TL introduces a discussion about the book the ELA class is currently reading (*Diary of a Young Girl*, by Anne Frank). Students are asked to imagine that they are reading the “original” diary – straight from the Annex, where it was found.

Students share and contrast *Diary of a Young Girl* with what they learned about Anne Frank and/or the Holocaust through other sources (history lessons/lectures, textbooks, outside readings, performances, etc).

The TL and ELA teacher encourage discussion over the differences between *The Diary of a Young Girl* and other resources that seek to teach us about the Holocaust. The TL

and ELA teacher will record students' thoughts about what makes "a diary" different from other resources.

From there, the TL introduces the primary sources topic, expanding on, and further highlighting the difference between primary sources and secondary sources.

Students are then given the scope of the Holocaust primary sources project they will be completing (SM1_discoveringtheholocaust).

Modeling and Guided Practice:

Students are asked to brainstorm examples of materials that are considered primary sources, as well as types of materials that are considered secondary sources.

Direct Instruction:

Building upon the ideas presented by the class, the TL introduces further information about primary sources.

Using a computer, the Internet, and a projection screen, the TL presents instructional information about primary sources. The ALA's Reference and User Services Association has an informative section on "Using Primary Sources on the Web" that the TL will use to guide the lesson (students will follow along as TL navigates through this site with the students).

In addition to learning what primary sources are, students will be instructed on how to find them on the Web, how to evaluate primary source Web sites, and how to cite primary source materials.

After going over materials presented on the RUSA site, the TL will access one of the (RUSA) recommended sites for finding primary sources on the Web. The TL will use this site to find a primary source on the topic of the Holocaust.

Modeling and Guided Practice:

Students will be given a copy of the "Primary Source Evaluation Checklist," and the class will evaluate the primary source together, with the TL modeling the site navigation necessary to locate the necessary information.

Students will fill out the checklist collectively, as the needed information is located.

Students will work together to properly cite the example primary source for the purposes of the checklist.





Sharing and Reflecting:

TL will then initiate a class discussion. “New Understanding and Reflection” worksheets will serve as a guide to discuss what information/understanding students’ have gleaned from the featured primary source. Students can fill out this worksheet as the class discusses the example primary source.

Direct Instruction:

Students are now introduced to the details of their primary source assignment. They are given three (3) copies of the “Primary Source Evaluation” checklist and one (1) copy of the “New Understanding and Reflection” worksheet.

Students are required to locate three primary sources that deal with the topic of the Holocaust. Chosen primary sources can be from any point of view, as long as they relate to the topic at hand (examples: diary entry from a concentration camp survivor, a letter from a SS Officer who served as a prison guard at Dachau, photo of a transport train, etc.). At least one of the sources must be in a non-written format. From these three selected primary sources, students will choose one primary source about which they will complete the “New Understanding and Reflection” worksheet (SM2_discoveringtheholocaust). Using this worksheet as a guide, they will later share this chosen primary source with the class.

Independent Practice

Students will be given time during their ELA class periods to work on this assignment – the ELA teacher will release students to the Library Media Center in small groups throughout the multiple-week time frame for this lesson and the TL will be available to support learning needs.

Sharing and Reflecting:

The lesson will conclude with individual student presentations of one of their selected primary sources to the ELA class using technology.

Links to Supporting Materials	Description
SM1_discoveringtheholocaust	Primary Source Evaluation Checklist
SM2_discoveringtheholocaust	New Understanding and Reflection

HISTORY

Abby Cornelius

Raphael *Cindy* *John* *Kingsley*
Bob *Mark* *Baron* *Ryder*
Pemberton

Oral History

Appropriate Grade Level(s): 10th Grade
Required Time: 2-3 weeks

Collaborative

Potential: History teacher

Overview: Students write a researched oral history about a member of their family or family friend from an older generation than their own. Students select the individual that they would like to write an oral history for, research the time periods of the person's life, conduct a personal interview, and write a paper of the person's life incorporating quotes from the interview as well as researched elements from the time period of the person's life. Students then use family/friend photos to create a Photostory project that is delivered to the interviewee.

CONTENT TOPIC: Research, oral history, interviewing, primary sources, family/personal history.

CONNECTION TO CONTENT STANDARD(S): Kansas

High School Social Studies (History): The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
 1.1.2 Develop and refine a range of questions to frame the search for new understanding.

1.1.9 Collaborate with others to broaden and deepen understanding.
 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
 1.3.3 Follow ethical and legal guidelines in gathering and using information.

ASSESSMENT & CRITERIA

Product: TL and CT assess student work in the form of a Photostory 3 project.

TL and CT assess student work through the final draft of the research paper, complete with MLA works cited page.

Process: TL and CT assess student interview questions that demonstrate the need for further understanding and deeper meaning.

TL and CT evaluate interview notes for length and inferences drawn.

TL and CT assess research

through a one page summary of research information. TL also assesses citation techniques with a 3 source Works Cited page.

TL and CT evaluate images of subject matter related to research and cite them accordingly.

TL and CT use student outline to assess organization of information and adaptability in using resources and information.

TL and CT use first draft with peer editing techniques to evaluate organization of information, as well as mastery of the writing process to create an information product.

RESOURCES AND OTHER MATERIALS

Databases such as SIRS Researcher, Pop Culture Universe, and Gale Virtual Reference Library

PhotoStory 3 software (See supplemental materials)

Computers/laptops for student use

Oral History Assignment sheet (see supplemental materials)

Oral History Rubric (see supplemental materials)

Deadline checklist (see supplemental materials)

Headphone/microphone

Scanner

Photo editing software

Royalty free music CDs or websites

Blank CDs and envelopes

CREDITS

Terri Snethen, Shelly Weir, Jim Rosenberger, Cathy Ream, Diane Morris
Assignment & Assignment - Rubric-Shelly Weir
MLA Rubric -Abby Cornelius & Terri Snethen



INSTRUCTION AND ACTIVITIES

Day 1

Direct Instruction:

Project is introduced using supporting materials SM1 – SM6. These materials will be referenced by instructors throughout this project.

Students come to library media center and are instructed on locating the webliography on the library website.

Students view the resources available on the webliography.

CT instructs students on proper writing conventions and the 6-traits.

CT instructs students on outlining techniques for this type of paper.

Day 2

Direct Instruction:

CT instructs students on peer reviewing for effective revision.

TL instructs students on proper MLA format for the paper, the Works Cited page, and in-text citations.

Day 3

Direct Instruction:

TL instructs students on scanning pictures and saving in the appropriate network folder.

TL instructs students on the use of Photostory 3, recording best practices and picture organization.

Day 4

Modeling and Guided Practice:

TL and CT model an interview scenario for students.

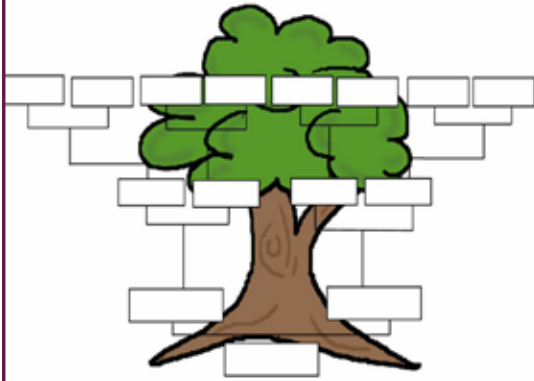
TL models appropriate search techniques while using databases.

TL models proper formatting for MLA papers.

Day 5

Independent Practice:

Students research the time-periods using databases and create a list of 25 questions.

MY FAMILY TREE**Day 6****Independent Practice:**

After the interview, students research in greater depth, the issues that the subject commented on the most.

Students create a one-page summary of the researched information.

Students organize information in a formal outline before beginning the rough draft.

Day 7**Independent Practice:**

Students scan up to 15 pictures of the subject.

Students write a rough draft of the oral history paper.

Day 8**Independent Practice:**

Students create the Photostory 3 project using pictures from the subject and the research paper as narration.

Day 9**Independent Practice:**

Students complete a final draft of the research paper properly formatted in MLA.

Day 10**Sharing and Reflecting:**

Students use 2 rounds of peer editing to review and revise the paper. (SM6_OralHistory)

Day 11**Sharing and Reflecting:**

Students share the finished Photostory 3 project with the class and the subject of their paper.

Students write a Thank You note to the subject and include the finished paper and video project.



Links to Supporting Materials	Description
SM1_OralHistory	Outline of Project handout
SM2_OralHistory	Specific instructions for this assignment/Rubric
SM3_OralHistory	Specific Guidelines / Model Paragraphs
SM4_OralHistory	Basic Outline of Project
SM5_OralHistory	Requirements for written paper
SM6_OralHistory	Sample Due Date Handout
SM7_OralHistory	Peer Critique Worksheet
Photo Story 3	Link to free download

Abby Cornelius

MATHEMATICS

Parabolas in Nature

Appropriate Grade Level(s): 10th - 11th Grades

Required Time: 2 weeks

**Collaborative
Potential:** Algebra
Teacher

Overview: Students studying parabolas in Honors Algebra II find an example of a parabola and take a digital picture of it. They use this picture along with Adobe Fireworks, TI-83 (or higher) graphing calculators, TI-Connect Software and PowerPoint to graph the parabola from the picture and then find the equation (quadratic regression) of the line. Students use the software programs to import the graph of the line and super-impose it onto the digital picture. Students finally create a PowerPoint presentation and present the information to the class while incorporating research about the type of curve they chose.

CONTENT TOPIC: Algebra II - parabolas

**CONNECTION
TO CONTENT
STANDARD(S):
Kansas**

State Standards for High School Mathematics:

Standard 1: Number and Computation – The student uses numerical and computational concepts and procedures in a variety of situations.

Standard 2: Algebra – The student uses algebraic concepts and procedures in a variety of situations.

Standard 3: Geometry (9th and 10th grades) – The student uses geometric concepts and procedures in a variety of situations.

Local Content Standard for Grade 10 (Library Media): The student can...

- access information efficiently and effectively
- evaluate information critically and competently
- use information accurately and creatively
- practice ethical behavior in regard to information and information technology

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

1.1.2 Use prior and background knowledge as context for new learning.

1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

1.3.3 Follow ethical and legal guidelines in gathering and using information.

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

2.1.4 Use technology and other information tools to analyze and organize information.

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3.1 Connect understanding to the real world.

ASSESSMENT & CRITERIA

Product: TL and classroom teacher assess student work in the form of a PowerPoint project. *AASL Indicators: 2.1.2, 2.1.3, 2.2.4, 2.3.1*

Classroom teacher assesses student work through the final regression equation. *AASL Indicators: 2.1.4*

TL assesses student work through the information and Works Cited slides. *AASL Indicators: 1.3.3*

Process: TL and classroom teacher assess student image that demonstrates

a parabolic curve in the real-world. *AASL Indicators: 1.1.2, 2.1.3, 2.1.4, 2.3.1*

TL and classroom teacher evaluate digital images and graph for proper alignment. *AASL Indicators: 2.1.4*

TL and classroom teacher assess research through a slide of information related to the image. LMS also assess citation techniques with a Works Cited slide. *AASL Indicators: 1.1.8, 1.2.2, 1.3.3*

TL and classroom teacher evaluate essential values for proper alignment and accuracy. *AASL Indicator: 2.1.4*

RESOURCES AND OTHER MATERIALS

Databases such as *SIRS Researcher*, *World Book Online*, and *Gale Virtual Reference Library*,

PowerPoint software

TI-Connect software

TI-83 (or higher) graphing calculators,

Adobe Fireworks software

Assignment sheet and rubric (SM1 & SM2)

Sample project (SM3)

CREDITS

Assignment & Assignment Rubric-Abby Cornelius

Sample project-Traci Putnam & Abby Cornelius

INSTRUCTION AND ACTIVITIES

Direct Instruction:

Students and math teacher come to the library media center for instruction on best practices for taking a picture of a parabola.

Classroom teacher instructs students on quadratic regressions.

Classroom teacher instructs students essential values such as x and y-intercepts, axis of symmetry, and vertex.

Classroom teacher instructs students on use of TI graphing calculator to find quadratic regressions.

TL instructs students on proper use of Fireworks to import and edit a picture.

TL instructs students on overlaying a grid onto the picture.

TL instructs students on the use of the TI-Connect software to create a graph and import it into Fireworks.

TL instructs students on importing the finished picture into PowerPoint and labeling the picture.

TL instructs students on research techniques to find information about their parabola.

TL instructs students on the creation of a Works Cited slide for the information in the presentation.

Modeling and Guided Practice:

TL and classroom teacher model a presentation for students on the St. Louis Arch.



TL models appropriate search techniques while using databases.

TL models proper use of TI-Connect and graphing calculator.

Independent Practice:

Students take a picture of a parabola in the real world. Students import the picture to Fireworks and overlay a grid.

Students use the grid and picture to plot points for their quadratic regression.

Students use graphing calculator to create a graph of their picture.

Students use TI-Connect and Fireworks to overlay the graph on their picture.

Students research their parabola.

Students create a PowerPoint presentation of their picture and research complete with a “Works Cited” page.

Sharing and Reflecting:

Students present their project to the class.

Students write a Thank You note to the people that helped make this project possible.



Links to Supporting Materials	Description
SM1_ParabolasInNature	Parabola Project Instructions
SM2_ParabolasInNature	Parabola Project Rubric
SM3_ParabolasInNature	St. Louis Arch Example in PowerPoint

CHAPTER 2

– Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

AASL. (2008). *Standards for the 21st-Century Learner*. Chicago, IL: American Library Association.

In *Standards for the 21st Century In Action (AASL, 2009)*, it is clear that the standards have a certain flow to them. While Standard 1 emphasizes specific information skills necessary for inquiry, gaining knowledge and so on, Standard 2 continues the inquiry process but emphasizes creating new knowledge over gaining knowledge. Students are encouraged to use the skills they are building to create products that “express new understandings” (p. 14). Through the completion of these learning products, they demonstrate personal productivity, a critical disposition necessary for building the citizens and workforce of the 21st century.

Skills for working collaboratively (Standard 2.1.5) towards information problem solving can be encouraged as early as the primary levels through opportunities for sharing information, listening when other classmates are talking, and giving feedback to each other on information products. Knowledge organization is essential, as are the abilities to make ethical decisions (Responsibilities strand) and self-assessment strategies such as determining “how to act on information” (p.14). Reflection is key to self-assessment under Standard 2 especially as it relates to the process of students’ investigations (Standard 2.4.2).

Helping students set manageable goals for their learning is a motivational strategy that helps build positive expectations for learning. Having a fun but learning-related motivational strategy up your sleeve for those times when students appear to be losing interest or just plain sleepy is also helpful. For example, Steven Inzer in his lesson plan entitled “I’ve Been Everywhere” (in this chapter) shares his boredom blocker strategy that is ready to go for just such occasions. Make sure you check it out.

References Cited in Introduction

AASL (2008). *Standards for the 21st Century Learner In Action*. Chicago IL: American Library Association.

ELEMENTARY



**SOCIAL
STUDIES/MUSIC**

Steven Inzer

I've Been Everywhere

Appropriate Grade Level(s): 5th Grade
Required Time: Five 40 minute class periods

**Collaborative
Potential:** Social
Studies teacher, Music
teacher

Overview: This lesson is a collaborative effort between the music teacher, the 5th grade (social studies) teachers and the teacher-librarian. In this lesson, 5th grade students in Music class will listen to and learn to sing the song “I’ve Been Everywhere” made famous by Johnny Cash in 1996. This song contains references to 76 US cities, states and geographic points of interest. In Social Studies class, students will compile a list of all the sites listed in that song, taken from the lyrics sheets provided by the music teacher. From that list of locations, the students will then, after instruction on the use of atlases from the teacher-librarian, use the atlases provided in order to find these places on a map. They will then indicate on their own blank map where these cities and states are located. Lastly, the students will perform the song during morning program (all-school assembly).

CONTENT TOPIC: Geography, using maps, locating places, singing

**CONNECTION
TO CONTENT
STANDARD(S):
New York**

State Social Studies Standard—(Geography): Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national and global—including the distribution of people, places and environments over the earth’s surface.

State Arts Standard—(Creating, Performing, and Participating in the Arts): Students will actively engage in the processes that constitute creation and performance in the arts and participate in various roles in the arts.





STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from

information and apply knowledge to curricular areas, real-world situations, and further investigations.

ASSESSMENT & CRITERIA

Product: Worksheet requires students to identify all US locations from their assigned verse. Students must also correctly identify the state, page number and map coordinates for each location.

Process: Map of the United States requires students to accurately indicate the location of each city/state from their worksheet. Performance requires all students to participate.

RESOURCES AND OTHER MATERIALS

“Locations by verse” informational sheets (see supplemental materials)

Blank worksheet for names of locations per verse

Atlas for each student

Grid poster

Blank Maps of US (see supplemental materials)

“I’ve Been Everywhere Worksheet” of locations generated by students in Social Studies class (see supplemental materials)

CD player

CD with song “I’ve Been Everywhere” or LINK TO <http://www.azlyrics.com/lyrics/johnnycash/ivebeeneverywhere.html>

Smartboard

Lyrics displayed on smartboard

CD with song “Dancin’ in the Streets” by Martha and the Vandellas

Microphone

LCD Projector

Laptop

Map of U.S.A. Projected on screen

CREDITS

Mark Werchowski, Music Teacher; Sandy Inkawhich, 5th Grade Teacher; Deanna Chirillo, 5th Grade Teacher; Kim Montanarelli, 5th Grade Teacher; Lisa Wilk, 5th Grade Teacher.

INSTRUCTION AND ACTIVITIES



Day 1

Modeling and Guided Practice:

Music Class:

Students are introduced to the song “I’ve Been Everywhere” and are told to listen for the geographic references. They will all learn the chorus, and then each group must learn one verse (out of four) that they will perform in Morning Program.

Day 2

Sharing and Reflecting:

Students will use the lyrics page and fill in their “I’ve Been Everywhere” worksheet (see SM1_BeenEverywhere and SM2_BeenEverywhere) listing the locations from their verse that they are to work on. They will also discuss any locations that seem familiar to them.

Day 3

Direct Instruction:

Library:

Students arrive in the library to the music of “I’ve Been Everywhere” (Johnny Cash version). TL is dressed like a hitchhiker (“totin’ a pack along the dusty Winnemucca Road”). The TL introduces the project in detail.

Modeling and Guided Practice:

Once project overview has been explained, TL distributes atlases to each student. Discussion about what an atlas is and why it can be helpful ensues. TL points out the index and explains how it works (using a familiar city as an example). TL then helps students to find the proper page and grid location of that city. Using the board game Battleship and a 10x10 square grid poster labeled with numbers and letters, TL demonstrates

how to locate a place on the map using the coordinate number and letter. Students then find example city in their atlases.

Day 4

Independent Practice:

Students move to library work areas and begin the process of identifying the various locations on their worksheet. Once a location has been found in the index, and located on an atlas map, students create their own map (see supplemental materials for website to download blank map for student use) by transferring each location from the atlas to the blank map of the US provided. This map, along with the worksheet will be turned into the Social Studies teacher for assessment. (See SM3_BeenEverywhere)

BOREDOM BLOCKER!!!! (if needed)

Midway through the activity, or when it looks like the motivation level might be starting to dip, interrupt their work by playing “Dancin’ in the Streets” (by Martha and the Vandellas). Get the students up and dancing and have them jump up and raise their hands whenever they hear a city mentioned in the lyrics.

Day 5

Sharing and Reflecting:

The capstone to this project will be the performance in Morning Program. The entire 5th grade will sing “I’ve Been Everywhere” with each of the four verses being performed by each of the four groups of students. Audience participation will be encouraged during the chorus as the lyrics will be displayed on the projection screen, along with a map of the USA.

SUPPORTING MATERIALS:

Blank maps of the United States can be found for reproduction and printing for personal or classroom use at <http://www.eduplace.com> under *Outline Maps*.

Links to Supporting Materials	Description
SM1_BeenEverywhere	Student Worksheet
SM2_BeenEverywhere	Locations by verse
SM3_BeenEverywhere	Assessment worksheet for teacher use

NOTE: Copyright law prohibits the creator of this lesson plan to provide the actual lyrics to “I’ve Been Everywhere.” However, for your own teaching purposes, you can find these lyrics (as well as the mp3 available for purchase) at a number of websites, including:

<http://www.azlyrics.com/lyrics/johnnycash/ivebeeneverywhere.html>, and <http://www.metrolyrics.com/ive-been-everywhere-lyrics-johnny-cash.html>



Ellen Mask

LANGUAGE
ARTS,/INFORMATION
LITERACY/TECHNOLOGY

Dewey Decimal System Review

Appropriate Grade Level(s): 4th (but can be modified for 3rd or 5th)

Required Time: Approximately 8 weeks (weekly 30-minute lessons)

Collaborative

Potential: Classroom teacher

Overview: Students review library organization and the Dewey Decimal System, fill out a research guide, and create a presentation (PowerPoint or other similar program) on the computer to show their knowledge.

CONTENT TOPIC: Research, media literacy, technology

CONNECTION TO CONTENT STANDARD(S): Florida

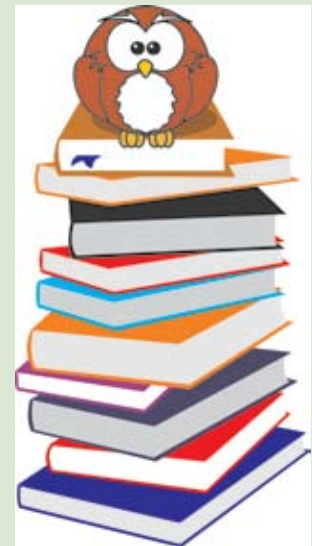
Content Standard for Grade 4 Language Arts: The student will identify themes or topics across a variety of fiction and non-fiction selections.

Content Standard for Grade 4 Language Arts: The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations).

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

2.1.2 Organize knowledge so that it is useful.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.



ASSESSMENT & CRITERIA

Product: Students will create presentations (using PowerPoint or other such software) containing information they learned while reviewing the Dewey Decimal System.

Process: Teacher librarian and classroom teacher will grade final products (booklet and presentations) according to rubric.

RESOURCES AND OTHER MATERIALS

Books in non-fiction section of library.

Presentation software (i.e. Microsoft PowerPoint or Tech4Learning's Pixie) installed onto student computers

Headsets with microphones (for recording scripts)

“Searching the Stacks worksheet (SM1)

“Dewey Matching” worksheet (SM2)

Dewey Decimal review research guide (SM3)

Rubric (SM4)

INSTRUCTION AND ACTIVITIES

Direct Instruction:

TL opens lesson by asking students to review how the library is organized (Everybody section, Fiction section, Biography section, and Non-Fiction section). Have students complete the “Searching the Stacks” (SM1) worksheet and discuss as a group. The TL then asks why the Non-fiction section is organized by numbers and hands out “Dewey Matching” sheets (SM2). Students work in partners to complete.

Mid-way through the project (approximately the 4th lesson), TL does a lesson on how to create a presentation in the chosen software (Microsoft PowerPoint, Tech4Learning's Pixie, or other similar program).

Modeling and Guided Practice:

At 2nd meeting, discuss what students learned while they completed “Dewey Matching” sheets. TL hands out Dewey Decimal Research Guide (SM3) and goes over requirements, specifically how to determine sub-categories by looking at titles within a range of ten numbers. TL models by completing an example. Students begin to fill out research guide independently.



At 3rd meeting, TL hands out rubrics and goes over thoroughly. Students continue filling out research guide.

Independent Practice:

During the next several lessons, students complete their research guides and presentations. Included in the presentation should be the recording of the scripts written in the research guide.

Sharing and Reflecting:

When all are finished, have a group sharing time.

Links to Supporting Materials	Description
SM1_DeweyReviewProject	Searching the Stacks worksheet (Word document)
SM2_DeweyReviewProject	Dewey Matching worksheet (Word document)
SM3_DeweyReviewProject	Dewey Decimal Research Guide (Publisher document)
SM4_DeweyReviewProject	Rubric

LANGUAGE
ARTS/SCIENCE/
TECHNOLOGY

Ellen Mask

Summer is the Coldest Season

Appropriate Grade Level(s): 1st (but can be modified for any grade level)

Required Time: Approximately 5 lessons (30 minutes each)

Collaborative Potential: Classroom teacher

Overview: Students listen to the book “Winter is the Warmest Season” by Lauren Stringer and write a class book titled “Summer is the Coldest Season”

CONTENT TOPIC: Reading, writing, technology

CONNECTION TO CONTENT STANDARD(S):
Florida

Content Standard for Grade 1 Language Arts: The students will pre-write and draft a class book.

Content Standard for Grade 1 Language Arts: The student will use appropriate available technologies to present ideas, thoughts, and stories.

AASL
STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

2.1.6 Use the writing process, media and visual literacy, and technology skills to create new products that express new understandings.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.



ASSESSMENT & CRITERIA

Product: Students create, illustrate, and narrate a class book (final product to be created in PhotoStory software).

Process: Media specialist and classroom teacher will grade students' individual work as well as completed class book according to rubric.

RESOURCES AND OTHER MATERIALS

Stringer Lauren. *Winter is the Warmest Season*. Florida: Harcourt, 2006.

Drawing paper and crayons

Digital camera or scanner

PhotoStory 3 installed onto student computers, or most recent version of software (<http://www.microsoft.com/windowsxp/using/digitalphotography/PhotoStory/default.msp>)

Headsets with microphones

Rubric for final product (SM1)

INSTRUCTION AND ACTIVITIES



Direct Instruction:

TL opens the lesson by asking what students think of when they hear the word “winter.” When students say “cold” or “cool,” TL introduces the story, “Winter is the Warmest Season.”

TL reads the story aloud.

Modeling and Guided Practice:

Upon finishing, TL asks students to brainstorm ways that summer is cold and writes suggestions on piece of paper. (Brainstorm until there is at least one item for each student.)

Between meetings, type phrases from brainstorming session and cut apart.

Independent Practice:

At 2nd meeting, students each select one of the phrases and illustrate it on a piece of drawing paper. Once illustrations are complete, TL uses a digital camera to take pictures of the students' drawings (or uses a digital scanner) and imports them into a PhotoStory 3 project.



At 3rd meeting, students turn their phrases into complete sentences. (If possible, some of the phrases can be combined to create more complex sentences.) As students complete their sentences, they can record them into the appropriate slide in PhotoStory 3. When all recordings are complete, TL exports project file as .wmv file.

Sharing and Reflecting:

Once class book is put together, show to class.

Final project can be posted to library website for teacher and family to view.

Links to Supporting Materials	Description
SM1_SummeristheColdestSeason	Project Rubric
http://teacher.ocps.net/ellen.mask/page14.html	Link to examples

SCIENCE,
LANGUAGE ARTS,
INFORMATION LITERACY/ART

Lucretia D. Miller

Habitat Podcasts

Appropriate Grade Level(s): 2nd

Required Time: 2 days library, 1 day classroom, 1 day art

Collaborative Potential:

Concentrated effort
with TL, 2nd grade
teacher and Art teacher

Overview: After learning about habitats from their classroom teachers, second grade students will work as a group to create podcasts based on the book *Westlandia* by Paul Fleishman and research from non-fiction resources. Each class will choose a unique habitat (wetlands, tundra, desert, rainforest, etc.), and all classroom podcasts will be posted to the Internet and shared. Students will narrate the podcasts and original illustrations will also be used in this report.

CONTENT TOPIC: Habitats

CONNECTION TO CONTENT STANDARD(S): Florida

State Standard for Grade 2 (Life Science): Students will recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.

State Standard for Grade 2 (Reading/Language Arts): The student will record information related to a topic.

State Standard for Grade 2 (Reading/Language Arts): The student will produce, illustrate, and share a variety of compositions.

ASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

2.1.2 Organize knowledge so that it is useful.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create

products that express new understandings.

2.2.4 Demonstrate personal productivity by completing products to express learning.

ASSESSMENT & CRITERIA

Product: TL, 2nd grade teachers, and art teacher will assess quality of final podcasts to ensure that the narratives and illustrations express ideas that students learned about habitats through their research. Each podcast should be a

collaborative effort that features the work of all students.

Process: TL, 2nd grade teachers, and art teacher will ensure that students complete each part of the project as a group and keep focused on the final project for successful collaboration.

RESOURCES AND OTHER MATERIALS

Westlandia by Paul Fleishman

Non-fiction texts on habitats

Chart paper, markers, podcast application such as Garageband

CREDITS

Westlandia by Paul Fleishman

Garageband by Apple

INSTRUCTION AND ACTIVITIES

Day 1 - Library

Direct Instruction:

TL reviews that a habitat consists of common animals and plants and everything they need to survive: shelter and food/water.

TL will engage students in an interactive read-aloud of the book *Westlandia*, stopping to note what the character Wesley uniquely creates to establish his own habitat.

TL and class choose which unique habitat the class will research (vote, random selection, etc.)

TL creates a large graphic organizer on chart paper with the name of the habitat listed, along with spaces for notes on what is found in the habitat: description, weather, animals, plants, shelter, food/drink.

Modeling and Guided Practice:

TL will use a primary non-fiction text on the specific habitat to show students non-fiction text features like table of contents, index, pictures and captions.

TL explains that one does not need to read the whole book to get the information needed. Model using the table of contents and index to find information for each of the categories listed on chart (e.g. weather, animals, plants).

TL will highlight the importance of using pictures, captions, and headings to aid students in filling in the information for each of the categories on chart.

Students take chart/graphic organizer with them to classroom

Sharing and Reflecting:

TL asks for any questions or reflections on the project and explains that students will take chart/graphic organizer with them to their classroom for the next step of this project.

Day 2 – Classroom (with 2nd grade teacher)

Students create a class narrative story on their habitat based on the story *Weslandia* using facts and details from the chart created in library.

Day 3 - Art room (with Art teacher)

Students create illustrations for their story on 8 ½ x 11 inch paper.

Illustrations are given to TL so they can be scanned into computer prior to next session.

Day 4 - Library

Direct Instruction:

TL introduces podcasts and shows an example.

Modeling and Guided Practice:

TL demonstrates process by recording her voice as an introduction to the podcast.

TL selects students to come up to computer one at a time to record their part of the class narrative.

TL adds student illustrations to the narrative after voices have been recorded.

Sound effects may be added if time permits.



Sharing and Reflecting:

Final story is viewed by the entire class.

TL leads a discussion to reflect on the process and final product.

TL posts all final podcasts on library website.

Links to Supporting Materials	Description
http://web.mac.com/millerl7/CTE_podcasts/Podcast/Podcast.html	Examples of habitat podcasts

Chris Mooney

SCIENCE

Hopping Hare! Animals are Everywhere!

Appropriate Grade Level(s): 2nd - 4th

Required Time: Five 40 minute periods

Collaborative

Potential: Classroom
Teacher

Overview: This lesson is designed for elementary students in grade 2. Students are asked to complete a research project for science class. Each student will choose a specific animal and find information concerning habitat location, diet, body structure, and behavioral adaptations. Students will be introduced to nonfiction books and will be asked to obtain information from two print resources. Each student will then proceed to check the electronic encyclopedia, and a Web site, provided by the instructor, to confirm or add to the information found in the print materials. Once all the information is gathered, each student will organize the information and prepare a written paper to be read to the class.

CONTENT TOPIC: Science – living environment

CONNECTION TO CONTENT STANDARD(S): New York

English Language Arts: (Reading)

Standard 1: Students will read, write, listen and speak for understanding.

Locate and use library media sources to acquire information with assistance.

Read and understand written directions.

English Language Arts: (Writing)

Standard 1: Students will read, write, listen and speak for information and understanding.

Use two sources of information for writing a report.

Take notes to record facts by following teacher directions, with assistance.

Produce clear, well-organized, short reports to demonstrate understanding of a topic.



English Language Arts: (Speaking)

Standard 3: Students will read, write and speak for critical analysis and evaluation.

Speak with appropriate rate and volume for the audience.

Take turns speaking in a group.

Science: (Living Environment)

Key Idea 1: Living things are both similar to and different from each other and nonliving things. (1.1.a Animals need air, water and food in order to live and thrive.)

Key Idea 3.1.a: Each animal has different structures that serve different functions.

Key Idea 4: Identify some survival behaviors of common living specimens.

ASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

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.

2.1.2 Organize knowledge so that it is useful.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

ASSESSMENT & CRITERIA

Product: Each student will complete the Note Fact Worksheet and a final written report. The TL and classroom teacher will check to see that each student found the following information: 1) habitat of the animal, 2) 5 facts about body structure, 3) 4 types of food in the diet of the animal, 4) 4 kinds of behavior, and 5) interesting facts that are special about this animal. They will

check to see that all students recorded the title and author of 4 resources on the Note Fact Worksheet and the written report.

The TL and the classroom teacher will observe student behaviors throughout the lesson.

The TL and the classroom teacher will read the written reports to make sure students have included all the appropriate information.

The TL and the classroom teacher will listen to the oral presentation as well as the responses given to questions asked.

Process: Students will demonstrate that they can find and effectively use the Table of Contents and the Index in a nonfiction book. The TL and CT will observe student behaviors throughout the lesson and oral presentations.

RESOURCES AND OTHER MATERIALS

“Table of Contents and Index” song! (SM1_HoppingHare)

Note Facts Worksheets (SM2_HoppingHare)

Non-fiction animal books

Enchanted Learning website

Online encyclopedia or databases

Paper & pencils

Rabbit costume

CREDITS

Special “thank you” goes to Sonya Dykeman, elementary TL, and Carol Reed, second grade teacher, for their guidance and assistance during the creation of this lesson.

Enchanted Learning Website <http://www.enchantedlearning.com/Home.html>

INSTRUCTION AND ACTIVITIES

Pre-Planning

One week prior to the execution of the project, the second grade teacher produces a list of students and the reading level of each. S/he also surveys the class and asks the students to name their favorite animals. The teacher gives the list of the students, the reading levels from 1(beginner) to 3 (advanced), and the names of the animals to the TL.

The TL then pulls books from the shelves according to the reading levels, and interests of the students in the class. All books selected have a table of contents and an index.



Day 1

Direct Instruction:

The TL introduces the project and informs the students they will be learning about their favorite animal. Dress in a bunny costume to create excitement.

Modeling and Guided Practice:

Students find the nonfiction books that accommodate their interests and reading ability, with assistance from the teacher and the TL.

With guidance from TL and classroom teacher, students locate the index and table of contents using the supporting mnemonic (SM1_HoppingHare).

Independent Practice:

Students are asked to locate the table of contents and the index in a book they are using. TL has students identify a page number or chapter they would go to if they wanted to find out what the animal eats (as an example). TL and CT check with students to see that the table of contents and index are used properly.

Day 2

Direct Instruction:

Students are introduced to the Note Facts Worksheet (SM2_HoppingHare).

Independent Practice:

Each student records facts about the animal.

Students color-code the magnifying glass on the Note Fact sheet according to the category of information found. For example, if the information is about the animal's diet, the student colors the glass green.

Students record the title and author of the resource.

Day 3

Direct Instruction:

Students are given the URL to the Enchanted Learning Web site (<http://www.enchantedlearning.com/Home.htmlaa>). They spend time searching for information about the animals on this site.

Students are introduced to the encyclopedia on the database.



They are given time to research information from this resource.

Independent Practice:

Students continue to locate relevant information to complete the Note Fact Worksheet (SM2_HoppingHare).

To differentiate instruction, some students may find extra information about the animal and record this under “Interesting Facts” on the Note Fact sheet.

Students place a W (Web site), E (e-encyclopedia) or B (book) in the magnifying glass to note the source.

Day 4

Independent Practice:

Students cut out the individual facts from the “Note Fact” sheet (SM2_HoppingHare) and rearrange them into paragraphs. The color coding guides them.

Students arrange the facts they found in order. They separate the facts into paragraphs.

Students write the presentation.

Day 5

Sharing and Reflecting:

Students read the presentation to the class.

Students in the class may ask questions and the presenter is given time to respond.

Links to Supporting Materials	Description
SM1_HoppingHare	Index & Table of Contents Mnemonic
SM2_HoppingHare	Note Facts worksheet to record information

April Myers

SOCIAL STUDIES

MLK, Jr. Research Project

Appropriate Grade Level(s): 2nd or 3rd Grade

Required Time: 9 sessions of varying lengths

Collaborative Potential:

Concentrated effort with classroom teacher, Jenn Palmer

Overview: The goal of this lesson plan is to research the life of Martin Luther King, Jr. and to use PowerPoint to present knowledge gained. As a class, students will construct a KWL chart to establish prior knowledge. Then students will work in pairs to take notes from: book sources, visual media, and online databases. Students will also complete a Planning Worksheet and an Editing and Revising Checklist before producing a final PowerPoint presentation.

CONTENT TOPIC: Social Studies – Holidays (MLK Jr. Day), Rights, Responsibilities and Roles of Citizenship

CONNECTION TO CONTENT STANDARD(S): New York

Content Standard for 2nd Grade [Social Studies]: Student will...

Gather and organize information about the important accomplishments of individuals and groups...living in their neighborhoods and communities.

Identify individuals who have helped to strengthen democracy in the United States and throughout the world.

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

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.

2.1.2 Organize knowledge so that it is useful.

2.1.4 Use technology and other information tools to analyze and organize information.

2.2.4 Demonstrate personal productivity by completing products to express learning.

ASSESSMENT & CRITERIA

Product: TL and classroom teacher assess final PowerPoint presentations. An exemplary presentation will include: a title slide, a minimum of 4 slides detailing different aspects of MLK's life, pictures that align with the text.

Process: TL and classroom teacher monitor students' use of research notes, slide planning sheets, and use of PowerPoint program and give feedback as needed to keep class on track.

RESOURCES AND OTHER MATERIALS

Books, databases, video about Martin Luther King, Jr. including:

Adler, David A. *A Picture Book of Martin Luther King, Jr.*

Bull, Angela. *Free at Last: The Story of Martin Luther King, Jr.*

Martin, Lee Anne. *A March for Freedom.*

Mattern, Joanne. *Young Martin Luther King, Jr. "I Have a Dream."*

Rappaport, Doreen. *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*

Folder containing copyright free digital photos of MLK, Jr. (from Library of Congress, Classroom Clipart, Clker.com, etc.)

8" x 11" white paper

Chart board paper and markers

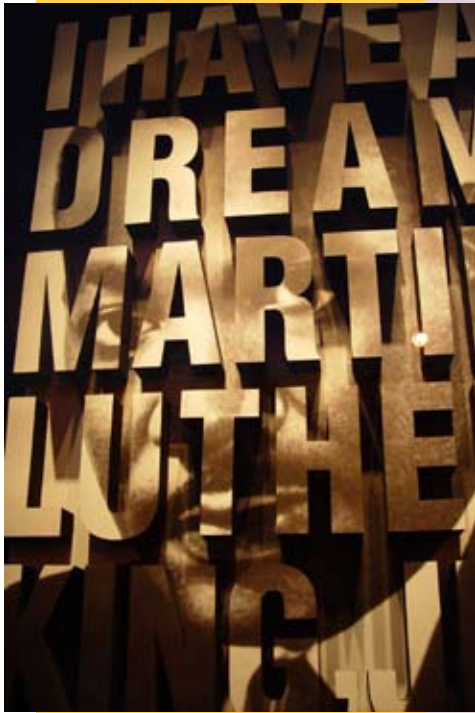
SmartBoard or screen

PowerPoint (Scholastic Keys' MaxShow)

Laptop computers

CREDITS

Lesson plan co-authored by April Myers, TL and Jenn Palmer, 2nd Grade Teacher



INSTRUCTION AND ACTIVITIES

Day 1 - Media Center (Launching)

Modeling and Guided Practice:

Classroom teacher introduces MLK, Jr. unit and explains that they will use a KWL chart to record what they already know, what they want to know, and what they have learned after the lesson about MLK, Jr.

Class works together to complete “K” and “W” portion of chart.

TL introduces and reads a biography about MLK, Jr.

Classroom teacher returns class to KWL chart to complete “L” portion of chart.

Day 2 – Media Center (Note Taking)

Direct Instruction:

Classroom teacher introduces note taking and talks about the importance of putting information into your own words.

TL reads a different biography on MLK, Jr.

Independent Practice:

In pairs, students use Research Note Packet (SM1) to start recording notes based on the biographies and other resources)

Day 3 – Classroom

Direct Instruction:

TL introduces and shows video, explaining that students should be listening carefully for information they might add to their notes.

Days 4 & 5 Classroom and Media Center

Class is split in two; half goes to media center to use databases and half stays in classroom

Modeling and Guided Practice:

TL will model how to locate information using databases in the media center.

Classroom teacher reads Martin’s Big Words in the classroom.

Independent Practice:

Students use databases to locate information about MLK’s life.

Students record important facts in Research Note Packet (SM1).

Day 6 – Classroom

Modeling and Guided Practice:

TL and classroom teacher engage in a conversation that highlights the difference between fact and opinion.

Classroom teacher and TL model how students might organize the information they researched into a final PowerPoint presentation. Teachers should demonstrate how to import photos onto slides that are designed to use both text and illustrations.

Classroom teacher uses a blank piece of paper, folds it into 4 sections and explains that each section will represent a slide in the presentation.

TL models how to pick 4 of the 8 research topics from their research notes to include in their presentation. (e.g. Growing Up, Being a Leader, Interesting Quotes, His Death).

Independent Practice:

Students work in pairs to complete a plan for their presentation including 4 main topics of research. Use of a single piece of paper sectioned into 4 parts is helpful.

Students label sections with a capitalized title.

Students decide which 2 slides each student will be responsible for producing.

Once a teacher has approved the students' plan for the slideshow, students use laptops with PowerPoint or similar program to import 5 copyright free photos or clipart to be used for each of the 4 informational slides and a title slide. Teachers should monitor groups to approve imported pictures and help students to save projects w/ unique group name in appropriate location.

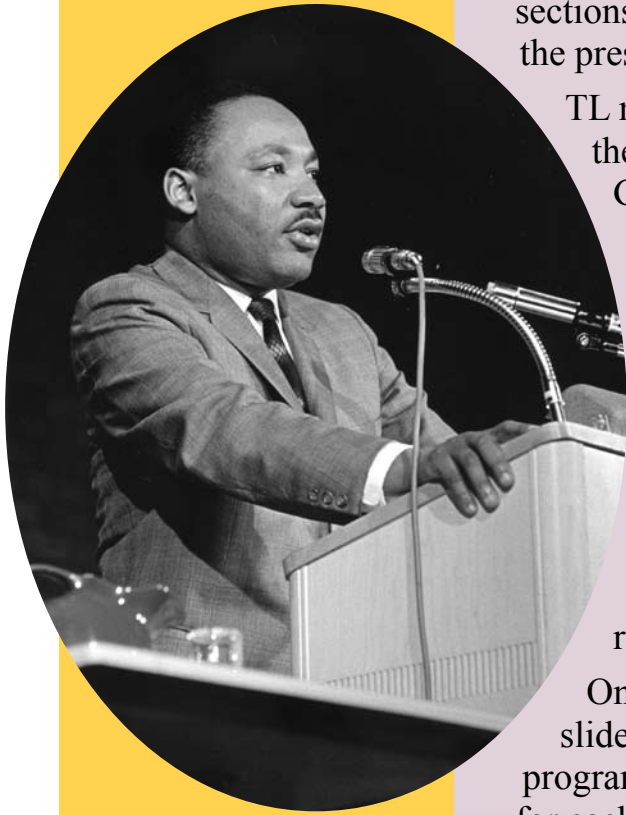
Day 7 – Classroom

Independent Practice:

Students use SM2 and Research Note Packet to plan specific text for each slide.

Text for each of the 4 slides should be finalized.

Both teachers monitor process and answer questions.



Day 8 – Media Center

Modeling and Guided Practice:

TL reminds class how to retrieve the saved PowerPoint presentations.

TL demonstrates how to add text to the slides and gives limited instruction on how to edit font size, font type, and color. These editing features should be used after all text has been added to slides and extra time is available.

Classroom teacher and TL remind students to save their work periodically.

Independent Practice:

Students work in pairs to add text to their slides according to their completed planning worksheets (SM2). Each student should take responsibility for typing and editing the 2 slides they have been assigned.

As a final step, students complete an Editing/Revising Checklist (SM3) to insure they have checked their work.

Day 9 – Classroom (Using SmartBoard or screen)

Sharing and Reflecting:

Groups (two students each) will share their presentation with the class.

Students will use a Listening Grid (SM4) to record information heard during their peers' presentations.

Presentations are showcased on classroom or library webpage.



Links to Supporting Materials	Description
SM1_MLKresearch	Research Note Packet
SM2_MLKresearch	Slide Planning Sheet
SM3_MLKresearch	Editing/Revising Checkliste
SM4_MLKresearch	Listening Grid for Student Use
SM5_MLKresearch	Example of Student Work

**SOCIAL
STUDIES/GEOGRAPHY/
ENGLISH/LANGUAGE ARTS**

Melissa Porter

Reading the Middle Atlantic

Appropriate Grade Level(s): 3rd - 4th
Required Time: 1 week (3 sessions)

Collaborative Potential: Music teacher, Geography teacher, English/Language Arts teacher

Overview: Students will learn to search the library catalog using keywords, subject, title, and author searches. Using their knowledge of searching, they will locate and read books about or taking place in each of the Mid-Atlantic States. Upon reading a book associated with each state, students will locate the state on a map of the Middle Atlantic States and draw a representative symbol or picture on their map.

CONTENT TOPIC: Regional geography; learning about the notable aspects of U.S. States.

**CONNECTION
TO CONTENT
STANDARD(S):
New York**

State Elementary Geography Standard: Students will draw maps and diagrams that serve as representations of places, physical features, and objects.

State Elementary Geography Standard: Students will identify and compare the physical, human, and cultural characteristics of different regions and people.

**AASL
STANDARDS
FOR THE
21st-CENTURY
LEARNER
GOALS**

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

ASSESSMENT & CRITERIA

Product: Middle Atlantic map worksheet will be collected and assessed for completeness and accuracy (correct corresponding states, appropriate symbols/pictures, author/title of books read).

Process: Classroom teacher and TL will observe students' ability to find each of the Middle Atlantic States on a map of the entire United States.

RESOURCES AND OTHER MATERIALS

Map of New York and United States

"Dewey Finder" bookmarks—enough for each student and extras

Middle Atlantic map handouts—enough for each student and extras

Big map of United States for reference

The Erie Canal book by Peter Spier, Herons Bend Productions, Publisher

Computer, projector, and screen

White board or flip board for writing down brainstormed ideas & markers

INSTRUCTION AND ACTIVITIES

Day 1

Direct Instruction:

Students will gather in the library and will be told that a mystery guest will be arriving shortly to introduce the lesson.

Meanwhile, TL will read "The Erie Canal" to students, showing them illustrations that coincide with the old canal song.

Modeling and Guided Practice:

Enter music teacher with guitar to teach class the Erie Canal song ("I had an old mule and her name was Sal..."). Students will learn and sing along.

Sharing and Reflecting:

Students, after thanking the musical guest, will be asked how they might find a book like *The Erie Canal* in the library and will brainstorm ideas. Students will also brainstorm why it is

important to be able to find books in the library, how that skill will help them in the future, and why they might want to find information about their state and the states nearby.

Day 2

Direct Instruction:

Students will tour the fiction and non-fiction areas of the library.

TL explains how books are arranged by the Dewey Decimal system.

Students will be provided with a bookmark that provides written/pictorial guidance to finding books in the library.

Modeling and Guided Practice:

Students will be shown basic search methods using the library catalog, including author, subject, and title searches on a projected computer screen. The TL will model the various searches and finding the physical book in the library several times.

Students will receive their own personal maps of the Middle Atlantic States. A full United States map will be shown on the projected computer screen, and students will volunteer to find and point out the Mid-Atlantic States on the larger map. (See SM1_ReadingMidAtlantic)

Classroom teacher and TL will explain to students that they will be finding and reading a book about each state over the course of the next week. Once they have read a book about each particular state, they will write down the title and author of their book (with assistance, if needed) and draw a representative symbol or picture within the corresponding state on their maps. (See SM2_ReadingMidAtlantic)

Classroom teacher and TL will answer any questions that students have regarding finding books, finding states, or about the general project.

Independent Practice:

In pairs, students will work to use the library catalog computers to search for books about the Middle Atlantic States



and gather books in the library with the help of their teachers.

Day 3

Independent Practice:

Throughout the following week during Social Studies/ Geography block, students will have time for free reading in the library, finding additional books, and working on their map symbols.

Once maps have been completed, they will be displayed in the library; students will have a celebratory gallery walk to find their map and see their classmates' work.

Sharing and Reflecting:

Students, classroom teacher, and TL will gather once more to find and identify the Middle Atlantic States on a full U. S. map and will share other big ideas they discovered during the lesson.



Links to Supporting Materials	Description
SM1_ReadingMidAtlantic	Blank Map of Mid Atlantic States
SM2_ReadingMidAtlantic	Mid Atlantic Book Tour Worksheet

MIDDLE SCHOOL



ENGLISH/
LANGUAGE ARTS

Jenifer Arnold

Personal Dictionaries Inspired by *Freak the Mighty*

Appropriate Grade Level(s): 6th Grade
Required Time: Five 40 minute class periods

Collaborative Potential: English teacher

Overview: 6th grade students will create their own personal dictionaries based on the dictionary created by a character in the novel they are reading in English class, *Freak the Mighty*, by Rodman Philbrick.

CONTENT TOPIC: Use of dictionary, word selection, vocabulary

CONNECTION TO CONTENT STANDARD(S):
New York

Secondary Level (English Language Arts): Students will read, write, listen, and speak for information and understanding.

ASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

2.1.2 Organize knowledge so that it is useful.

2.3.1 Connect understanding to the real world.



ASSESSMENT & CRITERIA

Product: Students will take a very short quiz to be sure they understand the parts of a dictionary entry. Student created entries will

be graded for completeness. Each entry is worth 10 points. If the entry includes all of the required essential elements, 10 points will be awarded. For

any element missing, points will be deducted.

Process: Student col-

laboration will be assessed informally through TL and ELA teacher observations.

RESOURCES AND OTHER MATERIALS

Freak the Mighty by Rodman Philbrick, dictionaries

Handout on dictionary entries (SM1_PersonalDictionary) Q

Quiz on dictionary entries (SM2_PersonalDictionary).

SmartBoard or overhead projector

Computer with projector, whiteboard, flip-chart board to record brainstormed ideas and class dictionary.

CREDITS

Reading and Writing Workshop: *Freak the Mighty* from Read, Write, Think

INSTRUCTION AND ACTIVITIES

Day 1

Direct Instruction:

The TL welcomes students into the library. She asks them how they enjoyed *Freak the Mighty* and lets them know the project they will be working on was included in the book.

The TL asks students to flip to the back of their books and browse through *Freak's* dictionary. She leads a short discussion about how the dictionary may have helped students as they read. Then, she points out the dictionaries in the library's collection and informs students that these dictionaries can be helpful as students read any book.

Modeling and Guided Practice:

TL uses a SmartBoard or projector to show students the image of a dictionary entry. She asks students to point out the common elements for each entry- word, pronunciation, part of speech, definition.

Independent Practice:

After some practice, students take a short quiz on the parts of an entry. (SM2_PersonalDictionary)

Sharing and Reflecting:

TL goes over Freak’s dictionary with students again and asks: “How is it different from a traditional dictionary?” “Is it better or worse?” “What types of words work in personal dictionaries?”

Once students have come up with some good ideas, the TL passes out the Dictionary Entries Worksheet (SM1_PersonalDictionary). She reviews the requirements and goes over the example.

To make sure everyone is on board, students volunteer potential words and create a few entries as a class.

Days 2 - 4

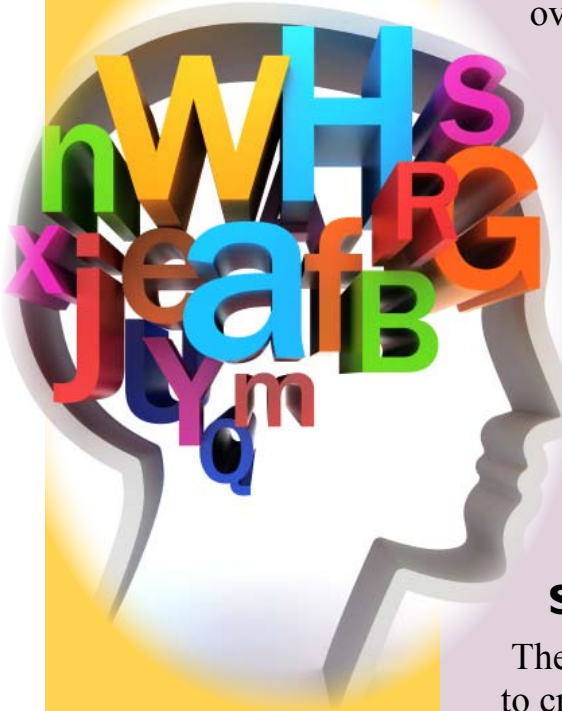
Independent Practice:

Students begin to work on their own entries. The TL and the ELA teacher circulate while students work to assist with any problems and answer questions. Students will have 3 class periods to complete their entries.

Day 5

Sharing and Reflecting:

The TL explains to class that they will be working together to create a “best of” dictionary as a class. The TL leads a brainstorming session and students voice their ideas for creating a single dictionary. Issues addressed should include: number of entries, how to choose entries, format of dictionary, etc. After coming to a consensus about how to create the class dictionary, students work together to complete the task.



Links to Supporting Materials	Description
SM1_PersonalDictionary	Requirements for student dictionary entries
SM2_PersonalDictionary	Quiz on dictionary entries

SCIENCE

Margaret Middleton

Get Glogging with the Human Body Systems!

Appropriate Grade Level(s): 7th Grade
Required Time: Seven 40 minute class periods

Collaborative Potential: Science Teacher

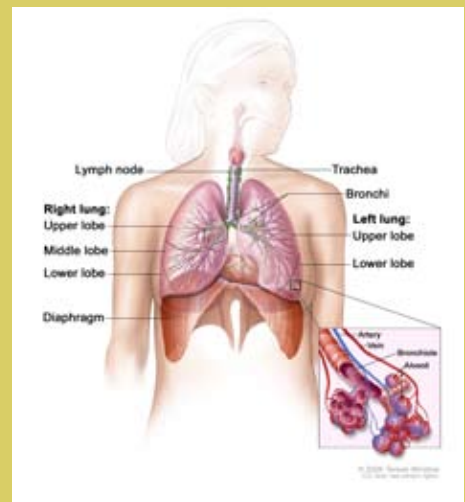
Overview: The 7th grade science teacher and the teacher librarian will work together on this collaborative lesson. The students will work in groups of two and use their research skills to learn about one of seven different human body systems to include the circulatory, digestive, respiratory, excretory, muscular, skeleton, and nervous systems. While gathering print and Internet resources, students will learn how to evaluate each source. The students will learn how to create an online digital poster of assigned body system using <http://edu.glogster.com>. A poster session will be held in the library for students to discuss and share their body system digital posters. (A BuILder tutorial for the students to learn about the human body systems can be accessed at <http://www.informationliteracy.org/builder/2236>)

CONTENT TOPIC: Human body systems, research, inquiry, resource evaluation

CONNECTION TO CONTENT STANDARD(S):
New York

State Intermediate Standard, Performance Indicator (Math, Science, & Technology):
 Students explain the functioning of the major human organ systems and their interactions.

State Intermediate Standard, Performance Indicator (Math, Science, & Technology):
 Students construct explanations independently for natural phenomena, especially by proposing preliminary visual models of phenomena.



ASL
STANDARDS
FOR THE
21st-CENTURY
LEARNER
GOALS

2.1.2 Organize knowledge so that it is useful.

2.1.6 Use writing process, media and visual literacy, and technology skills to create products that express new understanding.

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.4.1 Determine how to act on information (accept, reject, modify).

ASSESSMENT
& CRITERIA

Product: Students will create a Glogster poster and present it during a poster session. Posters will be graded according to the research project rubric. Additional deliverables include website and print evaluation sheets, completed note-taking graphic organizers, project check-

list, and “Exit Card” questions and answers.

Process: The TL and science teacher will observe students throughout the research process for effective collaboration and group work, provision of thoughtful answers to research questions, and general participation.

RESOURCES
AND OTHER
MATERIALS

Bag with body system representations

Computers/laptops for student use

Internet access

Projector & screen

“Body Systems Research Questions” worksheet (see supplemental materials)

“Body Systems Note Taking Sheet” worksheet (see supplemental materials)

Project grading rubric (see supplemental materials)

“Project Requirements for Human Body Systems” handout (see supplemental materials)

“Website Evaluation Checklist for Intermediate Students” handout (see supplemental materials)

“Non-Fiction Book Evaluation Form” handout (see supplemental materials)

PowerPoint Glogster tutorial (see supplemental materials)

CREDITS

“Evaluating Web Resources.” *USM Libraries*. Jan. 2004. Web. 18 Nov. 2009.
<<http://library.usm.maine.edu/research/researchguides/webeval.php>>.

Glogster EDU – Poster Yourself | Text, Images, Music and Video. Web. 18 Nov. 2009.
<<http://edu.glogster.com>>.

“MLA Citation Maker Secondary Oregon School Library Information System.” *Welcome! Who are you? Oregon School Library Information System*. Web. 18 Nov. 2009.
<<http://www.oslis.org/resources/cm/mlacitationss>>.

“Practice Evaluating Online Resources: Activity 2.” *Tammy Payton Home Page*. Web. 18 Nov. 2009.
<<http://www.tammypayton.net/courses/print/evalweb2.shtml>>.

RubiStar Home. Web. 18 Nov. 2009. <<http://rubistar.4teachers.org>>.

“Student Materials: Hints About Print.” *ReadWriteThink*. Web. 18 Nov. 2009.
<<http://www.readwritethink.org/materials/hints-on-print/index.html>>.

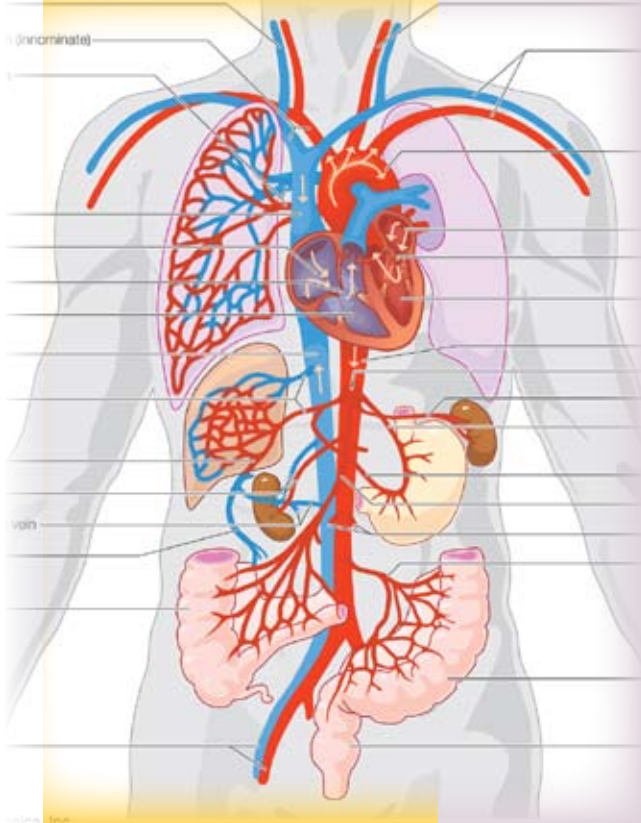
INSTRUCTION AND ACTIVITIES

Day 1

Direct Instruction:

On a large piece of chart paper, the TL will write “Welcome to Glogster 101: A place where students learn how to become the best gloggers in the 7th grade!” TL will ask students if anyone has ever heard of a glog, and this should open up discussion and lead into the introduction to creating digital posters using Glogster (<http://edu.glogster.com>). TL will show a sample glog that she has created for the purpose of this lesson. The sample glog will provide information on their body systems research project to include: topic selection, project tasks, research requirements, and a brief video about using Glogster (<http://mamiddle.glogster.com/glog-3042>). TL will share two examples of research digital posters that have been created by students at the same grade level: <http://environmentalheroes.pbworks.com/Theodore-Roosevelt--2009> and <http://environmentalheroes.pbworks.com/Ansel-Adams-2009>. Topic selection: The TL and science teacher will have students pick out of a bag a symbol that represents a body system (e.g., a heart for the circulatory system). Each symbol

will have a number on it, and once all students have picked a symbol out of the bag, they will find their partner with the matching number. The science teacher will distribute “Body Systems Research Questions” and “Body Systems Note Taking Sheet” and the project grading rubric. The science teacher will give an overview of assignment requirements and review expectations of the project using the “Project Requirements for Human Body Systems” handout. (See SM1 through SM4).



Day 2

Direct Instruction:

The TL will provide a brief lesson on how to evaluate websites. The students will use the “Website Evaluation Checklist for Intermediate Students” and “Science Websites and Print Checklist” handouts. (SM5 and SM6)

Modeling and Guided Practice:

The TL will take students through the evaluation process using checklist and first website listed on provided worksheet. The students will have a list of 8 science websites to choose from to answer research questions. Their job is to evaluate each website using their website evaluation checklist and select only 2 of the websites. Each of the 2 websites chosen will require a completed “Website Evaluation Checklist for Intermediate Grades” to justify the reason for their selection.

Independent Practice:

Students will be given 25 minutes to evaluate sites while teacher and TL walk around and provide feedback and support as needed. The lesson will end with the TL reminding students that they also need to use 1 print source. The TL will distribute “Non-Fiction Book Evaluation Form” (SM7) to students and have them use the computer to access a brief online tutorial of how to effectively assess non-fiction sources. (<http://www.readwritethink.org/materials/hints-on-print/index.html>). Students will be required to complete website and print evaluation forms prior to the next lesson as well as be prepared with chosen sources.

Days 3 & 4

Independent Practice:

Students will be given two separate 40 minute blocks to access resources and answer research questions. Students will use the note taking graphic organizer to record information (SM2). All students will have access to the library after school if they require extra time or need help with the assignment. The TL and science teacher will be available to provide assistance and feedback as needed.

Day 5

Modeling and Guided Practice:

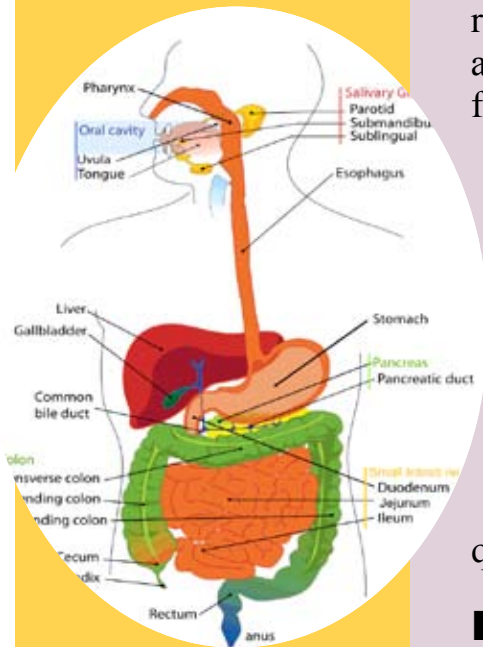
Students are now ready to start creating their digital posters. The TL will provide a tutorial using a PowerPoint presentation (SM8) on how to create a glog using <http://edu.glogster.com>. After watching the tutorial students will be given 20 minutes to get acquainted with the program.

The TL and science teacher will be walking around to answer questions.

Days 6 & 7

Independent Practice:

The students will be given 2 forty minute blocks to work on digital posters, reminded to use note taking sheets to record the URL's of any images, sound, or video that they might use. Students will present their completed glog to the class during a sharing session.



Links to Supporting Materials	Description
SM1_GetGlogging	Body Systems Research Questions
SM2_GetGlogging	Body Systems Note Taking Worksheet
SM4_GetGlogging	Project Requirements for project
SM5_GetGlogging	Website Evaluation Worksheet
SM6_GetGlogging	Science Websites and Print Checklist
SM7_GetGlogging	Non-Fiction Book Evaluation Form
SM8_GetGlogging	PowerPoint Tutorial for Glogster.com
http://www.informationliteracy.org/builder/2236	Link to BuILder

**ENGLISH/
LANGUAGE ARTS**

Steven Nabinger

Smee

Appropriate Grade Level(s): 7th-8th

Required Time: 40 minutes

Collaborative

Potential: TL and ELA teacher

Overview: “Smee” combines a fun and interesting activity – reading a ghost story at Halloween – with sound curricular underpinnings. Here the story is used both to support a vocabulary exercise and to initiate a lesson on story elements and drawing inferences.

CONTENT TOPIC: Identifying story elements; using clues from a story to identify its culture (the time and country in which it was written).

**CONNECTION
TO CONTENT
STANDARD(S):
Georgia**

Content Standard for Grade 7 & 8, English Language Arts:

Standard 1: Students will listen for information and understanding.

Draw conclusions and make inferences on the basis of explicit information.

**AASL
STANDARDS
FOR THE
21st-CENTURY
LEARNER
GOALS**

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.

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.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

ASSESSMENT & CRITERIA

Product: Student answers to both comprehension and essential questions are checked as a group.

Process: TL engages

the students in a discussion, possibly using Socratic questioning, to lead them to the answers to the comprehension and essential questions.

RESOURCES AND OTHER MATERIALS

Burrage, A.M. “Smee.” *The Oxford Book of English Ghost Stories*.

Candles, jack-o-lanterns, dim lights, and spooky music to enhance the mood of the story.

Whiteboard for recording the essential question, comprehension questions, and important points made during the discussion.



INSTRUCTION AND ACTIVITIES

Direct Instruction:

ELA teacher prepares the students by going over the vocabulary before the lesson.

TL prepares whiteboard with essential question (“Why do you need to be able to identify story elements?”) and comprehension questions (below) as well as title and author of the story to be read.

“Identify the story’s characters, setting, and mood.”

“How does Burrage use the story elements to write an effective ghost story?”

“Using clues from the story, when and where was it written?”

Students enter to darkened room, eerie music, lit candles and jack-o-lanterns.

TL goes over the essential question and comprehension questions so that students know what is expected of them.

TL reads “Smee”.

Modeling and Guided Practice:

TL leads students in a discussion of the comprehension questions.



TL leads students in a discussion of the essential question.

Independent Practice:

As written, none, although this could be the introduction to an ELA unit on storytelling, stories with mood, or stories from different cultures.

Sharing and Reflecting:

Students share their reactions to the story as well as their insights into its country and time of origin through the class discussions.

Links to Supporting Materials	Description
SM1_Smee	Smee vocabulary list

HIGH SCHOOL



ART/
STUDIO ART

Elizabeth (Tibbi) Angelastro

Smart Art Searching

Appropriate Grade Level(s): 9th -12th

Required Time: One 120 minute class period

**Collaborative
Potential:** Studio Art
teacher

Overview: In this lesson, high school Studio Art I students will search, explore, and evaluate a variety of resources that provide fine art images. Through a combination of analytical and collaborative activities in the media center, the students will make connections between literacy and its visual component. Just as there are components and common meaning for the elements of verbal literacy, components and common meaning exist for the elements of visual literacy. Visual literacy is the ability to interpret, use, appreciate, and create images and video using both conventional and 21st-century media in ways that advance thinking, decision-making, communication, and learning (Schrock, 2008). Students will be better able to determine relevant fine art images and be better information seekers as their visual literacy develops. This teacher-librarian taught lesson is part of an overall self-portraiture art unit presented by the art teacher. The unit will include having students research an artist's development through self-portraiture by examining visual elements and conclude with the creation of a self-portrait that reflects their learning.

CONTENT TOPIC: Visual literacy, art images, art appreciation, studio art, art research/reference

**CONNECTION
TO CONTENT
STANDARD(S):**
New York

State Art Teachers Association (The Arts): Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

State Art Teachers Association (The Arts): Students will respond critically to a variety of works in the arts, connecting the individual work to other works and other aspects of human endeavor and thought.

**ASL
STANDARDS
FOR THE
21st-CENTURY
LEARNER
GOALS**

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

**ASSESSMENT
& CRITERIA**

Product: Students will produce a class wiki displaying their compiled list of visual image resources. Students will also informally present their group work poster showing their brainstormed sources.

Process: TL will observe and monitor students' ability to work collaboratively in a group and to successfully respond to the "Viz Quiz." See SM2_SmartArt in Supporting Materials.

**RESOURCES
AND OTHER
MATERIALS**

Book cart with art books, art periodicals, study kits, vertical file pamphlets

Class set of computers or laptops

Wiki set up for class use

Giant "post-it" paper or chart paper to be posted on walls

Paper and writing utensils

Laptop/computer and projector

Overhead screen

Internet access

CREDITS

Teachers Helpers: Critical Evaluation Information." Kathy Schrock's Guide for Educators. 23 Nov. 2008. Discovery Education. <<http://school.discoveryeducation.com/schrockguide/eval.html>>

"Create a Rubric." Rubistar, 2000. 4Teachers.org. 23 Nov. 2008. <<http://www.sites4teachers.com/links/redirect.php?url=http://rubistar.4teachers.org/index.php>>.

"500 Years of Male Self Portraits," Phillip Scott Johnson (<http://www.youtube.com/watch?v=Y8U6jD6lKR8>).



INSTRUCTION AND ACTIVITIES

Direct Instruction:

Students will meet in the school library for class. They will be seated at tables arranged to view the overhead screen. Lights will be dimmed to dramatize a short multimedia presentation. The TL will show the short YouTube video, 500 Years of Male Self Portraits by Phillip Scott Johnson (<http://www.youtube.com/watch?v=Y8U6jD6lKR8>). TL will remind students of the culminating art activity (previously assigned and explained by Art teacher) and how it will be necessary to research and use visual images to complete the assignment. TL will initiate a brainstorming activity by asking students for suggestions for where to find artistic images and where they might go to research art topics.

TL will give a mini-lesson about visual images and where to find them, including in the 700s non-fiction section of the library, reference series, magazines, school databases, art search engines, and museum websites. The mini-lesson will cover the differences between .jpg and .gif files, tips for searching, using keywords, and creating proper citations for visual image materials.

Independent Practice:

TL will divide the class into groups of four and let a member from each group pick the name of an art resource from a hat. Students will work together in their groups with computers and/or books to explore resources for visual images and place their findings on poster paper. A study guide is available to aid students with exercise (SM1_SmartArt).

Sharing and Reflecting:

Student groups will present their findings to the rest of the class. Individual students will determine an information fact/visual image resource they consider most relevant and useful. They will add the resource to the class wiki (to be done outside of class as homework).

Direct Instruction:

TL will give a mini-lesson on wikis, focusing on how to access, add to, and use the class Visual Image Resource wiki.

Independent Practice:

Students will use computers to individually practice searching skills by taking the “Viz Quiz” (see SM2_SmartArt). TL will



display questions on the overhead and allow students to search independently, writing their results down on paper.

Sharing and Reflecting:

TL will ask for students to volunteer answers. Students will be able to check their own answers for accuracy and the TL can assess student learning and understanding.

TL will summarize the lesson and remind students to refer to the class Visual Image Resources wiki as they research for their culminating art project. Time will be allowed for questions.

Links to Supporting Materials	Description
SM1_SmarArt	Smart Art study guide
SM2_SmarArt	“Viz Quiz” to be administered to students
http://www.youtube.com/watch?v=Y8U6jD6lKRs	Link to YouTube video by Phillip Scott Johnson

ENGLISH
LANGUAGE ARTS

Lindsay Cesari

Summarizing with Scratch

Appropriate Grade Level(s): 9th – 12th

Required Time: 5 days or 200 minutes

Collaborative

Potential: English
Teachers, Technology
Integration Specialist

Overview: This collaborative project begins in the English classroom. Students read a short story and write complex sentences to summarize a portion of that story. The project transitions to the library where students use computers and Scratch, a free program, to animate their summaries. At the conclusion of the project, students do a gallery walk, viewing each animation. During the gallery walk, they're required to write three complex sentences summarizing three different narrations.

CONTENT TOPIC: English-summarization, sentence structure, reading for content

CONNECTION TO CONTENT STANDARD(S): New York

State Standard (English) Grades 9-12:

Students will read, write, listen, and speak for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

ASSESSMENT & CRITERIA

Product: TL, CT, and technology specialist re-view final animation to assess whether it accurately depicts content of complex sentence. All text in animation is grammatically correct. Animation “resets” itself so story can be viewed consecutive times without problems.

Process: TL and CT will observe students’ abilities to work well as a team. Alternating team members “drive” the mouse. Students troubleshoot independently and learn through a process of trial and error; students request adult help only when all other options are exhausted. Students are on task and complete project by required deadline.

RESOURCES AND OTHER MATERIALS

Scratch program, created by MIT. Available as a free download at: <http://scratch.mit.edu/download>

Computers, student selected short stories

CREDITS

Melissa Julian, Technology Integration Specialist
Kristin Brennan, English Teacher

INSTRUCTION AND ACTIVITIES

Prior to this library lesson, English classroom instruction is provided for summarizing and writing 3 different kinds of complex sentences. Students come to the library with a completed complex sentence summarizing their portion of a story.

Direct Instruction:

In the English classroom, instruction is provided in summarizing and writing three different kinds of complex sentences. On day 1, students come to the library with a completed complex sentence summarizing their portion of the story. Once at the library, students are given a basic overview of Scratch’s capabilities and introduced to the project’s goals.

Modeling and Guided Practice:

Students watch an example that teachers previously collaborated to create.

Students then are shown how to create a background for the animation.

Students create their own background.

Day 2

Modeling and Guided Practice:

Students are shown how to animate a character; all students are required to make their character execute the same basic movements. Students independently begin animating their characters to mirror the action in their sentences. Their character execute the same basic movements.

Independent Practice:

Students independently begin animating their characters to mirror the action in their sentences.

Day 3

Modeling and Guided Practice:

Students are shown how to switch between different backgrounds.

Independent Practice:

Students continue to animate their characters and add the programming language to switch between backgrounds.

Day 4

Modeling and Guided Practice:

Students are shown how to add programming language to reset their animation back to the beginning, allowing for consecutive views.

Day 5

Sharing and Reflecting:

All teams display their completed animation. Students move from computer to computer in a gallery walk fashion viewing every animation. At three different stops during the gallery walk, students are told to write a complex sentence summarizing the animation that they're currently viewing. At the conclusion of the day, students verbally reflect as a class and discuss what they liked best about the project, what was most difficult, and what they'd do differently next time.



Links to Supporting Materials	Description
http://scratch.mit.edu/galleries/view/72781	Examples of Scratch projects created by the author's students

**ENGLISH
LANGUAGE ARTS/DRAMA**

Patricia Franklin

Drama: Who's Your Favorite Actor?

Appropriate Grade Level(s): 9th – 12th Grade

Required Time: 2 weeks

**Collaborative
Potential:** Drama
Teacher

Overview: The Drama I teacher and the TL collaborate to create a project that teaches students about the history of acting and, at the same time, teaches them to use effective research skills. The teacher introduces the project, brings the students to the library media center and assigns each student an actor to research, and instructs them in stage presence and presentation techniques. The library media specialist teaches searching the online catalog, Internet research skills (including bibliographic style), and presentation software.

CONTENT TOPIC: Drama

**CONNECTION
TO CONTENT
STANDARD(S):
Florida**

Writing Standard 1: The student uses writing processes effectively.

Writing Standard 2: The student writes to communicate ideas and information effectively.

Listening, Viewing, and Speaking Standard 1: The student uses listening strategies effectively.

Listening, Viewing, and Speaking Standard 2: The student uses viewing strategies effectively.

**ASL
STANDARDS
FOR THE
21st-CENTURY
LEARNER
GOALS**

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.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

3.1.4 Use technology and other information tools to organize and display knowledge and

understanding in ways that others can view, use and assess.

ASSESSMENT & CRITERIA

Product: Students create a six-minute presentation about an actor who lived within the last 100 years. Students have been given the Biography Project Rubric (SM1_ActorResearch) at the beginning of the project and are evaluated using this rubric. The rubric is referenced often during the lesson.

Process: TL and Drama teacher will monitor students' progress over 2 week assignment to insure proper research techniques, responsible use of technology, and that effective writing and speaking skills are utilized during presentations. Students are given extra credit if they research someone else's actor and are able to ask questions during the presentation about that actor and his works.

RESOURCES AND OTHER MATERIALS

1000 Years of Famous People. Kingfisher, 2002.

Biography Today series. Omnigraphics. (Profiles of people of interest to young readers) Biography books, such as the People in the News series from Lucent Books (2006).

Various videos

Biography Resource Center. Gale Student Resource Center. Thomson Gale (subscription service.) <http://infotrac.galegroup.com/menu>

Warwick, David. Landmarks Son of Citation Machine. Landmark Project, 2006. <http://citationmachine.net>

CREDITS

Originally published in School Library Media Activities Monthly/Vol. XXIV, No. 2/October 2007. Permission to amend for SOS posting granted by Libraries Unlimited. The AASL Standards for the 21st-Century Learner (2007) were added in the revision.

Day 1**Direct Instruction:**

The drama teacher introduces the assignment, which is to create a six-minute presentation about an actor who lived within the last 100 years. Students must follow the rubric which was created by the TL. TL gives a presentation on search techniques including the difference between using Internet search engines and online subscription services.

Independent Practice:

Students are then given time to use the online cataloging program to look for print material and check out books about their actor.

Day 2**Direct Instruction:**

The library media specialist gives a presentation reminding students of MLA style when writing their bibliography using the website Citation Machine.

Independent Practice:

Students begin computer searches. Students spend the next five days in the library media center researching through print and non print media. Students also have access to the video collection in order to find clips of their actor

to present to the class.

Day 3**Modeling and Guided Practice:**

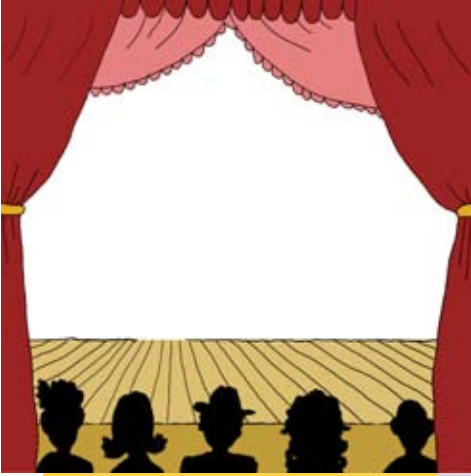
After students have begun research, the library media specialist presents tips on using presentation software such as PowerPoint to students who need help.

Remainder of Lesson**Independent Practice:**

Days 4 and 5 are devoted to research and working on the



**INSTRUCTION
AND
ACTIVITIES**



project. Students are given another week to finish their project on their own.

Sharing and Reflecting:

Students present their six-minute project to the class. Time is allotted for questions and answers and students are given extra credit if they research someone else's actor and are able to ask questions during the presentation about that actor and his works.

Links to Supporting Materials	Description
SM1_ActorResearch	Assignment Rubric

**ENGLISH/
LANGUAGE ARTS**

Buffy Hamilton

What are the Qualities of an Effective Blog Post?

Appropriate Grade Level(s): 9-12

Required Time: 6 days

Collaborative

Potential: Classroom teacher; blogging expert via Skype

Overview: In this lesson, part of a larger unit on an introduction to blogging for students, we will explore the qualities of effective blog post writing. Students will work in small inquiry circles to develop responses to this question by examining actual blog posts, exploring articles about effective blog post writing, and discussing the topic virtually with one or more blogging experts via Skype. They will share their findings via a class shared Google Site, and each group will create a page for their findings. In addition, each student will blog the learning/discovery process on his/her individual learning blog.

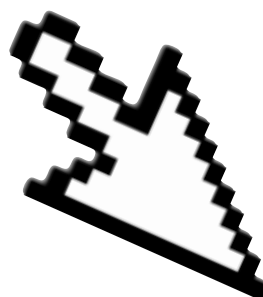
CONTENT TOPIC: Introduction to Blogging (this lesson is geared for a Language Arts class but could be adapted for any subject area in which the teacher plans to use blogging as a tool for learning, thinking, and sharing ideas).

**CONNECTION
TO CONTENT
STANDARD(S):
Georgia**

Content Standard for Grade 9 (Literature/Composition):

The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.

The student formulates reasoned judgments about written and oral communication in various media genres.



ASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

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.

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

ASSESSMENT & CRITERIA

Product: The TL and classroom teacher will assess each group's contribution (in the form of a web page) to a class-shared Google Site that identifies the qualities the group has identified as elements of effective blog posts. Students will also complete a self-assessment of their learning artifact.

Process: The TL and classroom teacher will assess the learning process by reading individual student learning reflections that they will post on their individual learning blogs about what they are discovering and how they are contributing to the group.

RESOURCES AND OTHER MATERIALS

A TL/teacher generated list of blogs for examination

Computer access, preferably laptops for small group gathering

Google (for searching for articles on how to write a quality blog post)

Google Sites

Access to Skype, a LCD projector, a large screen, and audio for the Skype virtual conference(s)

The resources are pooled together at: <http://theunquietlibrary.libguides.com/bloggingandslideshare>



INSTRUCTION AND ACTIVITIES

Day 1

Direct Instruction:

TL will introduce the overarching inquiry question, “What are the qualities of a good blog post?” and provide a brief tour of the research pathfinder.

TL will show students how to join, edit, and create content on the class shared Google Site so that they have a space for sharing their findings.

TL will explain how the students will work together in small groups using laptops at tables so that they can collaborate and take notes on their observations/findings as they explore the list of blogs.

Modeling and Guided Practice:

TL will guide students as they take a few minutes to practice accessing and working with the class Google Site. Any questions about the procedure will be addressed so that students feel comfortable with the necessary technology skills.

Independent Practice:

Small groups of students explore the list of blogs that the TL provided. They work together to read blog posts and identify qualities of good or effective blog writing.

One group member will be appointed to record their notes on the group page at the class Google Site for this project.

Sharing and Reflecting:

During class, as a group, students will post their findings from the blog exploration and discussion activity to the class Google Site (on their group page).

For homework, individually, students will post their personal reflections on the discovery process to their individual learning blogs.

Day 2

Direct Instruction:

TL will provide a brief demonstration of how to search Google using a standard search as well as the Google Wonder Wheel and Google Books for articles and book chapters on writing good blog posts.



Modeling and Guided Practice:

Class will work with the TL to do a brief practice search after the mini-lesson on Google Search tips, Google Wonder Wheel, and Google Books.

Independent Practice:

Students will use the modeled search techniques to find 2 articles they find informative about writing good blog posts.

Sharing and Reflecting:

Students will record their individual findings after reading at least 2 articles and share these findings on their blog posts.

A verbal exchange of findings will also take place as a group activity.

Day 3

Direct Instruction:

TL will introduce the idea of seeking information from experts. TL tells class that a Skype interview has been scheduled with an expert blogger.

TL instructs students (in small groups) to develop a list of questions so that the class is well prepared for the interview. The questions should focus on good blogging techniques, and might relate to the articles the students have already found.

Each group will appoint one member to email the list of questions to the TL.

Independent Practice:

Working in small groups, students will share information from the articles they found and discuss observations about the qualities of good writing they gleaned from the articles.

Each group will work together to develop a list of questions for the guest blogger who will visit the class via Skype during the next session.

Sharing and Reflecting:

One designated student per small group will email their group's questions to the TL.

Day 4

Direct Instruction:

At the beginning of class the TL will remind students of the protocol for live blogging a class event.

TL will remind students of the agenda for the virtual guest blogger visit via Skype, including how to speak into the webcam to pose questions.

Independent Practice:

Groups will have an opportunity to pose their questions to the guest blogger via Skype.

Each group will have one member contributing to the class “Cover It Live” (www.coveritlive.com) live blogging of the event so that the class has a record of notes and observations of the visit to reflect upon.

Sharing and Reflecting:

Students will contribute to the class “Cover It Live” (www.coveritlive.com) live blogging of the event so that the class has a record of notes and observations of the virtual blogger visit to reflect upon.

Each individual student will also be asked to compose a brief reflection about the virtual guest blogger visit on his/her individual blog. The widget for the live blog will be embedded in the class blog.

Day 5

Direct Instruction:

TL will remind students to consider ways of organizing their findings from the week’s inquiry into some meaningful categories and to link to examples of the qualities they identify.

Modeling and Guided Practice:

TL will provide some examples of possible categories the groups may want to consider for organizing their findings.

Independent Practice:

In groups, students will finalize their list of qualities essential for good blog posts and add it to the class Google Site.

Students will be asked to organize the qualities into categories



and to post links to examples of those qualities when possible.

Day 6

Direct Instruction:

TL will lead the class discussion on which qualities should make the final list after groups present their findings.

Sharing and Reflecting:

Groups will present their findings to the class and provide time for Q & A.

At the end of class, students will vote on the qualities they feel should make the master class list that will be created by the TL and teacher and posted on the blogging pathfinder.

SPANISH

Laurie LeFever

Spanish Real Estate

Appropriate Grade Level(s): 8th – 12th Grade

Required Time: 4 (70 minute) blocks

Collaborative Potential: Spanish Teacher

Overview: The Teacher Librarian and High School Spanish Teacher collaborated to design a lesson that incorporates technology into an exercise for students to demonstrate their understanding of Spanish vocabulary usage. The students will learn how to create an online digital poster, using <http://edu.glogster.com/> that advertises a real estate offering and is written in Spanish. A poster session will be held in the library or computer lab where students will share their posters and post online comments for at least 3 of their peers' presentations. This lesson can be easily adapted for other language classes.

CONTENT TOPIC: Spanish Vocabulary, Technology

CONNECTION TO CONTENT STANDARD(S):
New York

Standard 1 (Modern Language High School): Students will be able to use a language other than English for communication. Students can...

use culturally appropriate learned vocabulary and structures associated with a broad range of topics, and structures such as simple and complex sentences to communicate through the full range of time frames.

write multi-paragraphed essays, journals, personal and business letters, and creative texts in which their thoughts are unified and presented in an organized fashion; errors in form may occur, particularly when the students are writing about complex themes or issues requiring the expression of opinions, or when the topic is outside their realm of experiences.

Standard 2 (Technology, Information Systems – Commencement): Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning. Students can...

prepare multimedia presentations demonstrating a clear sense of audience and purpose.

utilize electronic networks to share information.

ASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

2.1.2 Organize knowledge so that it is useful.

2.1.6 Use writing process, media and visual literacy, and technology skills to create products that express new understanding.

2.2.4 Demonstrate personal productivity by completing products to express learning.

ASSESSMENT & CRITERIA

Product: Students will create a Glogster poster and present it during a poster session. Posters will be graded according to the research project rubric.

Process The TL and Spanish teacher will observe students throughout the process for effective use of technology, creative use of Spanish vocabulary, general participation in brainstorming exercise, and use of peer-to-peer evaluation method.

RESOURCES AND OTHER MATERIALS

Computers/laptops for student use

Internet access

Projector & screen

PowerPoint presentation for Glogster overview and tutorial

Project grading rubric (SM2_SpanishRealEstate)

List of accepted real estate websites

Spanish/English dictionaries (online translators if acceptable)

Generated list of scripted vocabulary developed during brainstorming session

CREDITS

Written in collaboration with Diana C. Perez, Spanish/Media Communications teacher
Glogster EDU – Poster Yourself | Text, Images, Music and Video. Web. 18 May, 2010. <<http://edu.glogster.com/>>.

Glogster, a Quick Tutorial. Web. 18 May, 2010.
<<http://www.slideshare.net/skutchmom/glogster-a-quick-tutorial>>



INSTRUCTION AND ACTIVITIES

Day 1 – Classroom

Direct Instruction:

TL will visit Spanish classroom to introduce project with Spanish teacher. The instructors will have a sample glog to share with the class (*Sample ad #1*). This should engage the students in the lesson and get their attention. TL will give a brief slide presentation to introduce Glogster as a web 2.0 tool that allows students to share information, present reports, recount historical events, and even advertise. See SM1_SpanishRealEstate for an example slide presentation. TL can show a few glogs from the website at this time. TL will explain that specific instructions for using Glogster will be covered in subsequent sessions when students visit the media center to develop their projects.

The Spanish teacher will give an overview of assignment requirements and review expectations of the project using the rubric handout. (SM2_SpanishRealEstate).

Modeling and Guided Practice:

TL and Spanish teacher visit approved English websites that contain Hispanic homes for sale/rent. Two good examples can be located at <http://www.baja123.com/> and <http://www.vivareal.net/buy/mexico/>. TL explains that a list of approved sites will be available in the media center.

Spanish teacher selects a listing and reads through descriptive material. She begins a list of prominent vocabulary words that are helpful to the advertisement, and that the class should be able to translate into Spanish. Examples may include: bedroom, kitchen, ocean, large, garage...

A group exercise should follow where a list of household vocabulary and a list of descriptive words are brainstormed and translated as a group. This list should be recorded and available to students during the next lessons.

Day 2 – Media Center/Computer Lab

Direct Instruction:

The TL will provide a list of approved real estate websites that students can use for this project. Referencing the rubric, the TL will instruct students to locate a Spanish-style house/condo for sale.

Modeling and Guided Practice:

TL will model how to copy at least 5 images (including links for future citation) into a Word document. This document will become a planning worksheet for the project and should be saved in the students' files for future access.

Independent Practice:

Students create a Word document with at least 5 images of a real estate offering they will feature in their Glogster advertisement. After images are captured, students add short scripted vocabulary to describe the images in English. The next step will be to translate the descriptions into Spanish. This step should be done during class (teachers should decide if online translators are appropriate for the class) when instructor is available to help. Additional classroom time may be necessary to complete this stage of the project.

Day 3 – Media Center/Computer Lab

Direct Instruction:

Students and Spanish teacher return to media center with planning worksheets (translations complete). A sample real estate ad may be shown as students enter media center (*Sample ad #2*). TL uses a slide presentation to review features of Glogster (SM1_SpanishRealEstate).

Modeling and Guided Practice:

TL guides students through login procedures and getting started with Glogster, making sure that students can upload images, change wall features, add text in Spanish, add links for citations, and save/publish final product.

TL stresses the importance of uploading all images and entering important text over spending too much time on editing features upfront. A deadline should be established based on time available for this project.





Independent Practice:

Students will begin to design their online posters. Students may have access to the library after school if they require extra time or need help with the assignment. The TL and Spanish teacher will be available to provide assistance and feedback as needed.

Day 4 – Media Center/Computer Lab Sharing and Reflecting:

A final poster session should be scheduled for peer-to-peer evaluations. Students will comment, in Spanish, on at least 3 peer presentations.

Links to Supporting Materials	Description
SM1_SpanishRealEstate	Glogster PowerPoint Presentation
SM2_SpanishRealEstate	Assignment Rubric
http://www.baja123.com/ and http://www.vivareal.net/buy/mexico/	Real Estate Websites
http://se6o2sh.edu.glogster.com/casa-de-finnean/ and http://scmuu6q.edu.glogster.com/real-estate-ad/	Sample projects

CHAPTER 3

– Share knowledge and participate ethically and productively as members of our democratic society

AASL. (2008). *Standards for the 21st-Century Learner*. Chicago, IL: American Library Association.

In the third standard, we again see the flow of the standards from, for example, the gaining of knowledge (Standard 1) to the creation of knowledge (Standard 2) and now to the sharing of knowledge (Standard 3). Equally important and related to sharing is collaboration and the use of technology for organizing and disseminating what is learned. The importance of collaboration is noted both in the Skills strand and in the Dispositions in Action strand; to be prepared for work in today’s world, students must first be able to demonstrate successful teamwork and productivity in their academic environment.

You may also notice that it is under Standard 3 that the Responsibilities strand is most emphasized as students learn to respect different perspectives, and even seek them out. Students must also “respect the principles of intellectual freedom” (Standard 3.3.7, ALA, p.15) and be interested in serving their community, both local and global, through participation (e.g., learning community) and through their knowledge (sharing).

Self Assessment Strategies, the fourth strand, contributes to what internationally recognized motivation researcher Edward Deci refers to as autonomy, or the sense that one has personal control over her life, a sense of independence (1995). Autonomy along with perceived competence and feelings of relatedness are underlying human needs that motivate our actions. Helping students assess their own learning, both the process and the product, contributes to a sense of autonomy. Several lesson plans in Chapter 4 emphasize self-assessment of learning.

References Cited in Introduction

- AASL (2008). *Standards for the 21st Century Learner In Action*. Chicago IL: American Library Association.
 Deci, E. L. (1995). *Why We Do What We Do: Understanding Self-Motivation*. London, England: Penguin Books.

ELEMENTARY



Susanne Bang

SCIENCE

Chickens Don't Have Fur- Fact vs. Fiction

Appropriate Grade Level(s): 1st

Required Time: 4 lessons, approximately 40 minutes each

Overview: This lesson is designed to teach 1st grade students the difference between fact and fiction. It can be used as a collaborative lesson plan for students that are incubating chick eggs in their classroom, or it can be a stand-alone project done with any animal the class chooses. Students will listen to and discuss the book *Dogs Don't Brush Their Teeth* by Diane De Groat, then create their own book about things that chickens do and don't do. Students will create a collaborative class book both in print and digital formats.

CONTENT TOPIC: Science – living things

**CONNECTION
TO CONTENT
STANDARD(S):**
New York

Standards for Math, Science, and Technology

Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Key Idea 1 (Elementary): Living things are both similar to and to and different from each other and nonliving things.

**ASL
STANDARDS
FOR THE
21st-CENTURY
LEARNER
GOALS**

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

4.1.8 Use creative and artistic formats to express personal learning.



ASSESSMENT & CRITERIA

Product: TL reviews the students' sentences to see if they correctly identified something factual about chickens, and used proper spelling and grammar; and reviews students' illustrations to make sure they correspond to the sentences written. TL will also assist students in the audio recording of their sentences

for the digital version of the class story to ensure that proper pronunciation and volume are achieved.

Process: TL and students discuss the difference between fiction and non-fiction statements, how to write the statements, how to illustrate them, and how to use the audio recording software.

RESOURCES AND OTHER MATERIALS

De Groat, Diane. (2009). *Dogs Don't Brush Their Teeth!* New York: Orchard Books.

Gibbons, Gail. (2003). *Chicks & Chickens.* New York: Holiday House.

Numeroff, Laura Joffe. (1997). *The Chicken Sisters.* New York: Laura Geringer Book.

MaxWrite (or other word processing and painting/drawing software)

Photo Story 3 software (available as a free download)

Computer and microphone

INSTRUCTION AND ACTIVITIES

This lesson is designed to be collaborative with the classroom teacher.

Day 1

Direct Instruction:

Read aloud the book *Dogs Don't Brush Their Teeth* by Diane De Groat. The only words in the book are "Dogs do" and "Dogs don't", so the TL will ask students to describe what they see in the pictures.

Modeling and Guided Practice:

Students will be asked which pictures show something that a dog really could do, and which ones show images of dogs doing things they couldn't really do, using the terms *fact*

and *fiction*. TL will ask students to come up with some other factual statements about what dogs can and can't do.

Day 2

Direct Instruction:

Explain to students that they are going to write a book like the one we read last class, *Dogs Don't Brush Their Teeth*. Students must choose which animal to write about, keeping in mind that all of the students must know some information about the animal if the class is going to write a whole book about the animal. (Students are likely to choose an animal they are currently learning about in their classroom— in my case: chickens. TL could also choose a different animal and provide the students with the non-fiction information they need to know to write a story about the animal.)

Read excerpts from *Chicks & Chickens* by Gail Gibbons – a non-fiction book about chickens; and *The Chicken Sisters* by Laura Joffe Numeroff – a fiction book with chicken characters.

Modeling and Guided Practice:

Discuss the differences between the two books with the students. Ask students to give examples of sentences that describe some things that real chickens do and don't do after giving them a topic. For examples:

What do chickens eat?

Chickens do eat bugs.

Chickens do not eat hamburgers, french fries, and chocolate milkshakes.

What do chickens look like?

Chickens do have feathers.

Chickens do not wear sweaters when it's cold outside.

Explain that students will be writing and illustrating their own sentences about chickens. Some students will write about what chickens “DO” and the other students will write about what chickens “DON'T” do. Each student will be told what topic to write about.



Day 3

Direct Instruction:

During writing time within their classrooms, CT will assign students a topic to write about (e.g., **Habitat:** Where do chickens live? **Appearance:** What does a chicken look like? **Diet:** What do chickens eat? etc.). For each topic, there should be one “Chickens do...” sentence, and one “Chickens don’t...” sentence. Students writing “Chickens do” sentences will be instructed to think about what they have learned about real chickens recently. Students writing “Chickens don’t” sentences will be instructed to think creatively, and remember some of the things chickens do in fiction stories.

Independent Practice:

Students will write their sentences.

CT will proofread students’ sentences, checking for information accuracy, spelling, grammar, and punctuation.

Students will use MaxWrite to enter their corrected sentences into the computer, then illustrate them.

Before Lesson 4:

TL will print each student’s drawing and sentence and assemble and bind them together into a book.

TL will also add the students’ images and sentences into a PhotoStory3 file.

Day 4

Modeling and Guided Practice:

TL will use PhotoStory3 to record students speaking their sentences. (This can be done while students are working quietly on the computers in the media center, or as students visit the media center in pairs to record.) Students are instructed and coached to speak in clear, natural voices.

Sharing and Reflecting:

Present the students with their pictures and sentences assembled as a book. (I made a cover and title page with author information.) CT can keep the finished book in the classroom





for students to read on their own.

Present the completed digital story version of the student-made *Chickens Don't Have Fur*, made with Photo Story 3 software.

Class discusses the completed story, fiction vs. non-fiction, and what was learned.

Completed PhotoStory can then be shared with families by posting it to the school's website.

Links to Supporting Materials	Description
SM1_ChickensDont	Example of digital <i>Chicken's Don't</i> book

Susanne Bang

TECHNOLOGY

Internet Safety: Proving You Can Be Responsible Users

Appropriate Grade Level(s): 5th

Required Time: 4 lessons, approximately 45 minutes each

Overview: This lesson is designed to teach 5th grade students how to behave and interact with others responsibly when using the Internet. Topics discussed include information privacy, social networking, cyberbullying, and netiquette.

CONTENT TOPIC: Information Literacy/Technology

CONNECTION TO CONTENT STANDARD(S)

National Educational Technology Standard 5a: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students advocate and practice safe, legal, and responsible use of information and technology.

ASL
STANDARDS
FOR THE
21st-CENTURY
LEARNER
GOALS

3.1.6 Use information and technology ethically and responsibly.

4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.



ASSESSMENT & CRITERIA

Product: TL will review student-created glogs (digital posters) about different aspects of Internet Safety. TL will determine if all the questions from the handouts have been answered within the glog, and if the glog is well-organized.

Process: Students will participate in a collaborative interactive end-of-unit quiz. TL will have the opportunity to address any further questions students have and to make sure students understand their personal responsibility in staying safe on the Internet.

RESOURCES AND OTHER MATERIALS

Computers with Internet access

Internet Safety Webquest located at <http://internetsafety2009.pbworks.com>

Sheet of questions to be answered

Free teacher-created account with edu.glogster (<http://edu.glogster.com/>)

SMART Board preferred (to make sharing glogs and taking interactive quiz easier); but a document camera would suffice

Teaching materials (handouts, interactive SMART Board quiz, edu.glogster info) available within Internet Safety Webquest at <http://internetsafety2009.pbworks.com/>

INSTRUCTION AND ACTIVITIES

Direct Instruction:

Discuss school's Internet Use Agreement with the students. (Some schools may have strict policies that explain what is appropriate/inappropriate and the consequences of breaking the agreement; other schools may have no user agreement at all.) Explain that if parents and/or administration thought that the students were using the Internet irresponsibly, they "could" decide that students will no longer have access to the Internet in school because it is "unsafe." For the purpose of this lesson, we will assume that the parents of the school have met and collectively decided that the Internet is unsafe and they want use of it restricted in the school. The school TL has stepped in and argued that as long as students know how to use the Internet responsibly, it is an amazing tool that can assist in student learning. The parents are willing to hold off on their decision until the students have a

chance to prove they can use the Internet safely and responsibly.

Modeling and Guided Practice:

Briefly discuss the 4 topics of Internet Safety with the students – allowing them to share any personal anecdotes, concerns, personal experiences.

Who knows what “information privacy” is?

You will research what information should be kept private, how and why others try to get this information, and what should be done to protect it.

What’s a social network? Who has a Facebook or MySpace account? Are you aware that there are rules about proper conduct within social networks?

You will research both the benefits and dangers involved with social networking.

What is cyberbullying? Anyone ever been directly involved with a cyberbullying incident?

You will research what constitutes cyberbullying, what to do if you are cyberbullied, what the consequences can be for cyberbullies, and how to protect yourself from cyberbullies.

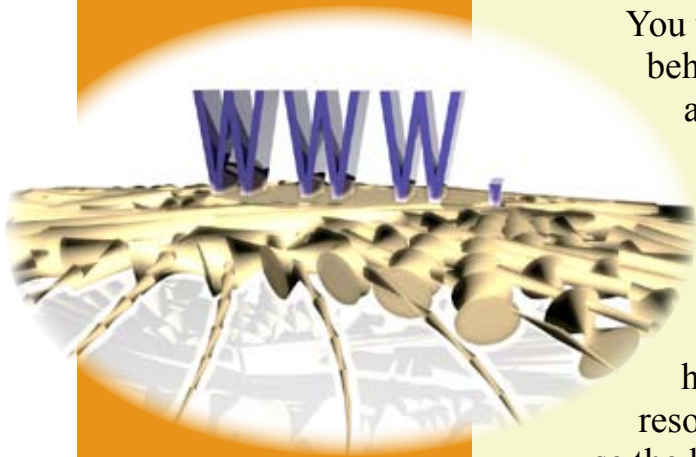
Who’s familiar the term “netiquette”? How about the term “etiquette”?

You will research the rules for proper netiquette (online behavior), what behaviors should be avoided online, and which ones are encouraged.

TL will introduce Internet Safety Webquest (located at <http://internetsafety2009.pbworks.com/>) and walk students through the layout of the assignment. Each topic to be researched has its own page on the Webquest site and each page has questions to be answered and links to online resources to use for researching the topic. Students will use the links to answer the questions, keeping good notes that will be used to create their glogs (digital posters) about Internet Safety, and class lists of Internet Safety/Netiquette rules.

Independent Practice:

Each student will be assigned a partner and an Internet Safety topic.





Students work through the Webquest with their partners, researching their assigned topic, taking notes and answering all questions on their handouts. TL assists by answering questions and helping students make personal connections to the information.

Pairs of students will use their collected information to create glogs about Internet Safety that focus on their specific topic.

Sharing and Reflecting:

Students will present their finished glogs to the class, sharing what they have learned about their topic with the rest of the class, many of whom focused on a different specific topic.

Students will create a collective list of Internet Safety Rules and Proper Netiquette to be hung in the media center.

Class will take a collective and interactive Internet Safety quiz to assess lesson comprehension.

Links to Supporting Materials	Description
http://internetsafety2009.pbworks.com/	All supporting files and Webquest for lesson

**VISUAL
ARTS/THEATRE**

Mary Beth Bauernschub

Bryan Collier Author Study, Tableau, and Collage

Appropriate Grade Level(s): 4th-5th

(could also be used in grade 3)

Required Time: 1 hour

Overview: Bryan Collier is an illustrator who uses collage to create images for his books. Students will look at a brief video of Collier working, examine his work in a variety of books, and create tableau based on a scene in one of his books. They will cut magazines and construct a collage.

CONTENT TOPIC: Visual Arts, Theatre

CONNECTION TO CONTENT STANDARD(S): Maryland

State Standard for 3rd Grade Elementary Arts:

Visual Art: Apply the elements of art and principles of design to develop personally meaningful compositions; and Describe how the elements of art and principles of design are organized to communicate personal meaning in visual compositions.

Theatre: Use a variety of theatrical elements to communicate ideas and feelings; and Identify and use dramatic narrative conventions to improvise a scene from a book, short story, or folktale.

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3 Demonstrate teamwork by working productively with others.

3.3.4 Create products that apply to authentic real-world contexts.

4.1.8 Use creative and artistic formats to express personal learning.

ASSESSMENT & CRITERIA

Product: TL uses a rubric to evaluate students' tableaus and collages. Students with effective tableaus will have worked cooperatively as a group, described characters and setting, used facial and body expressions to communicate, and remained frozen and silent during their presentation. Collage

is assessed based on theme, style, and student's presentation of collage to class. See SM1_Collier_tableau_collage.

Process: TL assesses whether students work cooperatively in groups to examine Collier's work, create an effective tableau, and share knowledge with their peers.

RESOURCES AND OTHER MATERIALS

Computer with Internet access

www.teachingbooks.net go to Author/illustrator Bryan Collier's interview

A variety of books written or illustrated by Bryan Collier including: *Uptown*, *Freedom River*, *Martin's Big Words*, *Rosa*, *Lincoln and Douglass: An American Friendship*, *Barack Obama: Son of Promise*, *Child of Hope*, *Twelve Rounds of Glory: The Story of Muhammad Ali*, *Cherish Today: A Celebration of Life's Moments*, *Doo-Wop Pop*, *Lift Every Voice and Sing*.

Magazines, scissors, glue, paper, crayons, colored pencils

CREDITS

www.teachingbooks.net go to Author/illustrator Bryan Collier's interview

A variety of books written or illustrated by Bryan Collier including:

1. Collier, Bryan. *Uptown*. New York Henry Holt and Company, 2000.
2. Rappaport, Doreen. Ill. by Bryan Collier. *Freedom River*. New York: Jump at the Sun, Hyperion Books for Children, 2000.
3. Rappaport, Doreen. *Martin's Big Words*. *Jump at the Sun*, Hyperion Books for Children, 2001.
4. Giovanni, Nikki. *Rosa*. New York, Henry Holt and Company, 2005.
5. Giovanni, Nikki. *Lincoln and Douglass: An American Friendship*. New York, Henry Holt and Company, 2008.
6. Grimes, Nikki. *Barack Obama: Son of Promise, Child of Hope*. New York, Simon & Schuster Childrens' Publishing, 2008.
7. Smith, Charles R. *Twelve Rounds of Glory: The Story of Muhammad Ali*. New York, Candlewick Press, 2007.

8. Evens, Kristina. *Cherish Today: A Celebration of Life's Moments*. New York, Hyperion Books for Children, 2007.
9. Schotter, Roni. *Doo-Wop Pop*. New York, HarperCollins Publishers, 2008.
10. Johnson, James Weldon. *Lift Every Voice and Sing*. New York, HarperCollins, 2007.



INSTRUCTION AND ACTIVITIES

Warm up:

Explain what a tableau in drama means.

Go over the Guide for an Effective Tableau. (See SM2_Collier_tableau_collage).

Ask three students to come to the front of the space.

Have them in slow motion play basketball.

When students hear the word “freeze” they stop in place.

This freeze is a tableau. Explain that it is like a snapshot.

Have students continue one more time and freeze again.

Direct Instruction:

Tell students that the author/illustrator Bryan Collier uses a technique called collage to illustrate his books.

Go to www.teachingbooks.net and select Bryan Collier’s video.

Direct the students to note the books mentioned in the video and notice how he creates his collages.

Watch the video. Discuss what books were seen in the video.

Ask students what they noticed about the technique’s Collier used to create his work. Discuss observations with the class.

Break class into smaller groups.

Modeling and Guided Practice:

Students look at other books by Collier. Students identify images that were shown in the video.

TL or students read some of the text on the pages. Ask if the illustrations reflect the main idea or theme of the text.

Ask students to notice how Collier uses magazine pieces and drawings. Ask “Do the colors he uses complement each other or do they contrast each other?”

Groups decide on one illustration from their book to share with the class. They describe what they like the best about the illustration.

Read *Uptown*. Ask students to notice the complexities of the illustrations.



Pre-select a few illustrations to use for creating tableau.

Independent Practice:

Group students and assign an illustration to each group to create a tableau. Give them a few minutes to figure out how they will present it. Remind students to work quickly and cooperatively.

Review the Guidelines for Creating an Effective Tableau. See [SM2_Collier_tableau_collage](#).

NOTE: If any student is reluctant to participate, don't force him/her. Remind the student that he/she is not talking or moving only standing still for a few seconds. This may help get the reluctant student back in the picture.

Sharing and Reflecting:

Student groups present tableaus. The students to voice the brief poem on the page before presenting the tableau as an option.

The class discusses whether each group's tableau was close to the illustration in the book.

Independent Practice:

Ask students to think about how Bryan Collier created his pictures by having friends create poses and then selecting and ripping up magazine pictures to create illustrations. He also drew in images.

Tell them that they will be making a collage the same way.

Remind students to think about how Collier's collages have a theme and use color.

Lay out the magazines, scissors, glue, crayons or colored pencils, and plain papers.

Give students time to plan, select pictures, and create a collage.

Sharing and Reflecting:

Students share their final collage products with the class and explain the connection with Bryan Collier's style.

Links to Supporting Materials	Description
SM1_Collier_tableau_collage	Rubric for tableau and collage
SM2_Collier_tableau_collage	Student guide for effective tableau



Kristen Link

LANGUAGE
ARTS/SCIENCE/
LIFE SKILLS

The Fact and Fiction of Fish

Appropriate Grade Level(s): 2nd - 4th

Required Time: 3-4 library visits

Collaborative

Potential: Classroom teachers (language arts and science)

Overview: Second grade students will learn the difference between fact and fiction in the library via lecture, discussion, and practice. They will then do some research on an animal of their choice using nonfiction books and web sites. Finally, using their library research findings, they will write a fictional story and create an informative PowerPoint presentation, and use these materials to teach 1st graders the difference between fiction and nonfiction.

CONTENT TOPIC: Science

CONNECTION TO CONTENT STANDARD(S): New York

Language Arts:

Standard 1. Uses the general skills and strategies of the writing process.

Standard 4. Gathers and uses information for research purposes.

Standard 6. Uses reading skills and strategies to understand and interpret a variety of literary texts

Standard 8. Uses listening and speaking strategies for different purposes

Science:

Standard 6. Understands relationships among organisms and their physical environment

Life Skills:

Working with Others - Standard 1. Contributes to the overall effort of a group

Thinking and Reasoning - Standard 1. Understands and applies the basic principles of presenting an argument

ASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

1.1.5 Evaluate information found in selected sources on the basis of accuracy, appropriateness for needs, importance, and social and cultural context.

2.1.5 Collaborate with others to exchange ideas, develop

new understandings, make decisions and solve problems.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

ASSESSMENT & CRITERIA

Product: To assess student’s knowledge of the difference between fiction and nonfiction, their completed fiction/nonfiction T-chart worksheet (see

SM1_FactFictionFish) from the “Mixed bag” activity will be “scored” using the supporting rubric (SM2_FactFictionFish).

RESOURCES AND OTHER MATERIALS

Day 1

<http://www.studyzone.org/testprep/ela4/i/fictionnonp1st.cfm>

Day 3

<http://kids.nationalgeographic.com/Animals/CreatureFeature/American-bullfrog>

<http://kids.nationalgeographic.com/Animals/CreatureFeature/Loggerhead>

<http://kids.nationalgeographic.com/Animals/CreatureFeature/Great-white-shark>

<http://kids.nationalgeographic.com/Animals/CreatureFeature/Brown-bear>

<http://kids.nationalgeographic.com/Animals/CreatureFeature/Adelie-penguin>

OTHER MATERIALS REQUIRED

Day 1

What’s It Like To Be A Fish? by Wendy Pfeffer and Holly Keller (non-fiction)

The Pout-Pout Fish by Deborah Diesen and Dan Hanna (fiction)

The website, <http://www.studyzone.org/testprep/ela4/i/fictionnonplst.cfm>

Day 2

The “Mixed Bags” of books on frogs, butterflies, turtles, sharks, bears, and penguins (which represent the 6 classes of animals), T-chart worksheet (SM1_FactFictionFish)

Flip chart or whiteboard

Day 3

The “Mixed Bags” books from the previous lesson, websites about animals

CREDITS

Idea for introducing topic adapted from <http://teachers.net/lessons/posts/559.html>
 Idea for writing activity adapted from: <http://questgarden.com/84/66/8/090709161841/>
 Practice web site: <http://www.studyzone.org/testprep/ela4/i/fictionnonplst.cfm>
 “Mixed Bags” activity: <http://www2.scholastic.com/browse/lessonplan.jsp?id=435>

INSTRUCTION AND ACTIVITIES



Day 1

Direct Instruction:

To introduce the difference between fiction and nonfiction, the TL will help the students link the concepts to ones students already know: “make-believe” and “true.” Have a flip chart prepared with these known words listed at the top of a T-chart, with space enough to add the synonyms, “fiction” and “nonfiction,” and “fake” and “not fake.”

The TL will read a fiction and nonfiction book about fish, following each with a discussion with the students, in which they are asked to consider whether the book is fiction or nonfiction and the reasons why they think so.

This will generate lists of features of each type of book, which the TL will record on a new T-chart that can be posted in the library for reference.

Talk about the difference between nonfiction and fiction, referring to their lists as things they might read about in the two different kinds of books, and give them the “fake”/“not fake” mnemonic to help them remember the new words and their meanings.



Modeling and Guided Practice:

Engage the students by asking them to write down one thing they know about fish, and then have the students share what they know. This could coincide with classroom instruction around how to care for their class pet fish. List these facts in the “true” column on the flip chart. Then, ask students to imagine that their pet fish was magic.

Sharing and Reflecting:

Have students write down one thing that their magic fish would be able to do, have them share their answers, and write them on the flip chart under “make believe.”

Independent Practice:

Direct students to the different areas of the library where they can find these different kinds of books.

At the end of the period, students can work in pairs to practice their new skill by playing an online computer “game” in which they read (or can be read to) short narratives and have to indicate whether they are fiction or nonfiction.

Day 2

Direct Instruction:

When they arrive in the library, the TL will begin by reminding students of the difference between fiction and nonfiction, referring to the example fish books used last time and referring to the 2nd T-chart created during the previous lesson.

The TL will then explain the “Mixed Bags” assignment, in which pairs of students receive a bag containing a pair of books: a fiction and a nonfiction book about the animal they selected to learn more about in their class.

Independent Practice:

Their task is to work together to decide which book is fiction, which is nonfiction, and record their responses and their reasons on a T-chart worksheet (SM1_FactFictionFish).

Sharing and Reflecting:

Once students complete the worksheet, one student from each pair will share with the class the T-chart they created.

Day 3

Direct Instruction:

Now that students know that they can find facts in nonfiction books, they can begin researching their animals. The class will start with the teacher reminding students about the writing assignments, which they will do in the classroom, and telling them that they will get ready for that project today by learning more about their animals.

As a review, she will ask them, “Since your goal is to find facts about your animal, should you look at the fiction book or the nonfiction book for information?”

Modeling and Guided Practice :

Students will then work with their partners, the TL and the classroom teacher to find information about their animal from two sources selected in advance by the teachers: the nonfiction book from the mixed bags activity (this should increase confidence given its familiarity), and a web page featuring their animal.

Independent Practice:

Pairs of students will be given a note taking guide, on which they will fill in information that will be required for their informative (nonfiction) PowerPoint presentations (i.e., where animals live, what they eat, what they look like, what kind of covering they have, how they move, and two other interesting facts).

Sharing and Reflecting:

At a later time, in the classroom, their teacher will provide them with templates to use to create their PowerPoint presentations and their fictional stories. They will be required to teach the kindergarten students in the library the difference between fiction and nonfiction using their creations, in addition to sharing their PowerPoint presentations with their classmates as part of their science unit on animals.



Links to Supporting Materials	Description
SM1_FactFictionFish	“T” Chart
SM2_FactFictionFish	Grading rubric for this assignment

April Myers

LANGUAGE
ARTS

Read Anything Good Lately?

Appropriate Grade Level(s): 2nd

Required Time: 7 sessions of varying lengths

Collaborative Potential:

Concentrated effort
with classroom teacher

Overview: The goal of this lesson plan is to motivate 2nd grade readers to share knowledge and opinions about books they have read and encourage them to sample new books and authors. Students will be able to give pertinent information about a book they have read. They will utilize a planning worksheet to script a booktalk, and technology to record and access a podcast of the booktalk. Finally, students will complete a self evaluation to assess their own performance.

CONTENT TOPIC: Visual Arts, Theatre

CONNECTION TO CONTENT STANDARD(S): New York

Content Standard for Grade 2 (English Language Arts): Read, write, listen and speak for critical analysis and evaluation. The student can . . .

Write movie and book reviews to analyze and evaluate ideas, information, and experiences

Listen to analyze and evaluate ideas, information, and experiences during class presentations, such as oral book reviews

Speak to express opinions and judgments during book reviews



AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

3.4.2 Assess the quality and effectiveness of the learning product.

ASSESSMENT & CRITERIA

Product: TL and classroom teacher use a Book-talk Assessment Checklist to evaluate each student's final podcast. An exemplary booktalk will include: the title of book and name of author, a star rating, at least 1 important fact, a narrative voice that is loud, clear and well paced, and it will be evident that the

student has practiced their presentation.

Process: TL and classroom teacher monitor students' use of planning worksheet and give feedback as needed to keep class on track. Students complete a Self Reflection to assess what they did well, how they could improve, and which new book would they choose to read.

RESOURCES AND OTHER MATERIALS

Books (fiction/nonfiction) students have previously read, basket, planning worksheets, pencils, laptops, headphones w/ microphone

Read Anything Good Lately? (Allen, S.), *Where did the Butterfly Get Its Name?* (Berger, M. & G.), *Cook-a-Doodle-Do!* (Stevens, J.), Reading Rainbow video – *Hail to Mail!*, *Message in the Mailbox* (Leedy, L.), *The Jolly Postman* (Ahlberg, J. & A.), *Stringbean's Trip to the Shining Sea* (Williams, J.)

Chartboard and paper, markers, SmartBoard or screen, Audacity (audio software)

CREDITS

Lesson plan co-authored by April Myers, TL and Jenn Palmer, 2nd Grade Teacher



INSTRUCTION AND ACTIVITIES

Day 1- Media Center (Launching)

Direct Instruction:

TL launches Booktalk unit during a scheduled library class.

TL asks students “What do you think a booktalk might be?” She discusses ideas, and gives a basic definition.

TL shows portion of the Reading Rainbow – *Hail to Mail!* Video or DVD where students give book reviews.

Sharing and Reflecting:

Have students discuss the book reviews.

Have students vote on which of the stories reviewed they would like to hear.

TL reads the winning story aloud to the class.

Day 2: Classroom

Direct Instruction:

TL visits classroom and begins by reading *Read Anything Good Lately?*

Modeling and Guided Practice:

Classroom teacher reminds students of previous discussion about booktalks.

Both teachers model a booktalk (1 fiction, 1 nonfiction).

Independent Practice:

Students choose a book from the classroom library that they have previously read.

Students mark their selection (ex: bookmark w/ student name) and place books in a designated basket.

Day 3 – Media Center (What is a Podcast?)

Direct Instruction:

Classroom teacher holds up an iPod to begin a discussion about what digital media we can listen to.

TL asks “Has anyone ever heard of a podcast?”

TL discusses what a podcast is and gives some examples.

Students listen to an example podcast from the previous year. TL introduces Audacity as the means of recording a podcast.

Modeling and Guided Practice:

TL demonstrates how to access Audacity and create a podcast. Classroom teacher demonstrates how to save podcast and how students can access podcasts in the future from the school website (LMC or classroom page).

Day 4 – Media Center (Planning)

Direct Instruction:

TL introduces the lesson by reminding the class of the podcasts they listened to previously.

Classroom teacher introduces the Booktalk Planning Worksheet and shows a completed worksheet. (See SM1_Read Anything Good)

Modeling and Guided Practice:

TL will model use of planning worksheet by filling in a worksheet with the class using one of the books she recently read aloud to them.

Independent Practice:

Students retrieve their book selection from book baskets and record their name, title of book and author's name.

Students continue to fill in planning worksheet as teachers monitor their progress.

Once students have finished worksheet and received teacher approval, they may reread their book or create an illustration on back of planning worksheet.

Day 5 – Media Center (Checklist and Practice)

Direct Instruction:

Classroom teacher introduces the “Good Booktalker Checklist” which reinforces qualities of a good presentation. (See SM2_ReadAnythingGood)

Modeling and Guided Practice:

TL plays an example podcast and classroom teacher models use of the checklist on an overhead, SmartBoard, or large chart.

Independent Practice:



Students work in pairs. While one student practices their presentation, the other will use the checklist.

Day 6 – Media Center (Record Booktalks)

Direct Instruction:

TL reviews the qualities of a good booktalk (refer to SM2_ReadAnythingGood).

TL reviews steps to access and use Audacity.

Independent Practice:

Students work independently with laptops, headphones, and planning worksheet to record their booktalk. Both teachers monitor process and answer questions

Day 7 – Media Center (Listen to Booktalks)

Sharing and Reflecting:

Students will share their booktalk with the class.

Students will use a “Self Reflection Worksheet” to assess their work on this project and identify a book they heard about that they would like to read. (See SM3_ReadAnythingGood)

TL and classroom teacher each complete Booktalk Assessment Checklist. (See SM4_ReadAnythingGood)



Links to Supporting Materials	Description
SM1_ReadAnythingGood	Planning Worksheet
SM2_ReadAnythingGood	Booktalking Checklist
SM3_ReadAnythingGood	Student Self Reflection
SM4_ReadAnythingGood	Teacher Assessment

MIDDLE SCHOOL



Spread the Word!

Appropriate Grade Level(s): 4th – 5th Grade

Required Time: 4 lessons

**Collaborative
Potential:** ELA Teacher

Overview: This lesson grew out of a need for a break from the traditional book reports that the ELA teacher does with her fourth and fifth grade students. The teacher wanted to do something different that would grab students' attention and incorporate technology. Together, the ELA teacher and Teacher Librarian developed the following unit which consists of book recommendations, booktalks, and podcasts in place of the traditional book reports. The TL and ELA teacher met several times to discuss their goals and objectives for each lesson of the unit. The TL created the PowerPoint presentations and handouts, which were then reviewed and edited by the ELA teacher. The TL also developed the text set for each lesson based upon the interests of the students and recommendations from the ELA teacher. Because the ELA teacher is covering diversity in cultural myths and legends in the classroom, the TL selects several folktales to use for sample booktalks. The ELA teacher also prepared several booktalks to present to the class.

CONTENT TOPIC: Literature, Book Reviews, Technology

**CONNECTION
TO CONTENT
STANDARD(S):
New York**

ELA Standard 2 (Elementary): Literacy Response and Expression

Reading and Listening

Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

Speaking and Writing

Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the



content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

ELA Standard 3 (Elementary): Language for Critical Analysis and Evaluation

Reading and Listening

Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

Speaking and Writing

Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.

Technology Education Standard 5

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that

others can view, use, and assess.

3.2.3 Demonstrate teamwork by working productively with others.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

ASSESSMENT & CRITERIA

Product: TL and ELA teacher assess completeness of final products from each of the 4 lessons in this unit. Students will be successful

if they 1) find a book that is “right for them” 2) complete the book recommendation exercise with a partner, 3) develop a booktalk for a selected

title, and 4) produce a podcast of their edited booktalk.

Process: The TL and ELA teacher will grade the booktalk and podcast based on

a simple rubric. They will assess the class' ability to work as a learning community to complete the 4 lessons and share final products as a group.

RESOURCES AND OTHER MATERIALS

Book Selection Tips presentation (SM1)

Five finger test handout (SM2)

Note taking sheet

Book Recommendations from Teachers

Interview Questions and note taking sheet (SM3)

Booktalks PowerPoint Presentation (SM4)

Booktalk Planning Sheet: Fiction (SM5)

Booktalk Planning Sheet: Non-Fiction (SM6)

Computer w/ Audacity software (free podcasting software)

Podcasting Microphones

Students must bring their booktalk notes and book for lessons 3/4

CREDITS

1. Keane, Nancy. Nancy Keane's Booktalks Quick and Simple. 2009. 12 Aug. 2009 <<http://nancykeane.com/booktalks/>>.
2. Dougherty, Nanette. "Talk that Book!" S.O.S for Information Literacy. Ed. Ruth Small. 2004. Center for Digital Literacy. 13 Aug. 2009 <<http://www.informationliteracy.org/builder/view/965/11440>>. PowerPoint presentation used as a part of "Talk It Up!" lesson plan. This PowerPoint presentation is a component of a builder from S.O.S. for Information Literacy website.

INSTRUCTION AND ACTIVITIES

Lesson 1 – That's the Perfect Book for Me!

Direct Instruction:

TL and ELA teacher will give a short presentation on book selection tips and the five-finger test (see SM1 and SM2). Students will take notes on the presentation. Students will write down the five criteria on a separate sheet of paper.

Modeling and Guided Practice:

TL and ELA teacher will help the class to create a list of book selection tips from the anticipatory activity and PowerPoint presentation. This list will consist of five final criteria or questions (ex: Do I want a fiction or non-fiction book?). Students will write down the five criteria on a separate sheet of paper.



Independent Practice:

Students will answer the five criteria questions and will begin their book selections. Student should have found a book that they are interested in by the end of the period. Students must have completed filling out their criteria questions notes page. Notes page will be turned in to TL or ELA teacher.

Lesson 2 – “I think you might like...”

In advance of this lesson, the TL and ELA teacher will have asked ten teachers to give book recommendations. Teachers will be photographed with their favorite books and will write a short review for their favorite books. Pictures and reviews will be posted on the library media center website. At the start of the class, the TL and the ELA teacher will direct students to these reviews and ask them to think about what goes into a making a book recommendation. TL and ELA teacher will host a brief discussion of students’ observations. Observations will be recorded by the TL on the whiteboard.

Direct Instruction:

TL and ELA teacher will divide the class into two groups. The first group will be made up of students who like fiction books. The second will be for students who prefer non-fiction books. The students will be asked to pair up. The interview question handout will be distributed (SM3).

Independent Practice:

Students will be asked to interview their partner using the handout and record their answers. Students will use the information they learned during the book interview to make a book recommendation. If students are unable to make a recommendation, both students will browse the genre specified

in the interview. Students will use the criteria from the interview to look for a book that fits the interest of the interviewee. Students will then switch roles and complete the same steps.

Sharing and Reflecting:

Students will have completed the interview handout. Students will present their notes from their recommendation interviews in front of the class. Pairs will conclude with showing or naming the recommended books. Please see example handout. Interview handouts will be collected and checked for completeness. Students will be asked to write down five recommendation criteria that they learned and turn it into the TL or ELA teacher.

Lesson 3 – Talk it up!

Students will have selected a book prior to this lesson and will bring a copy to the library for reference.

Modeling and Guided Practice:

ELA teacher and TL will each present a booktalk to grab the class' attention. TL will discuss, read and show Nancy Keane's (master booktalker) booktalks from her website. TL will stream a few example booktalks from various online resources.

Direct Instruction:

TL and ELA teacher will present booktalk PowerPoint presentation (SM4). TL and ELA teacher will take turns discussing each of the slides and involving students in the discussion.

Modeling and Guided Practice:

Students will take notes on the presentation. A time for questions and answers will follow the presentation. Students will use either the non-fiction or fiction booktalk planning sheet (SM5 or SM6).

Independent Practice:

Students will be given the opportunity to begin working on their booktalks in class. They will use their notes from the presentation and the handout to brainstorm and organize their ideas. Students will be able to talk quietly and work with friends to help get the creative juices flowing. Students





will have one week to work on their booktalks at home as homework.

Sharing and Reflecting:

Students will each present their booktalks in front of the class.

Lesson 4 – Podcasting Your Booktalk

Direct Instruction:

TL will have prepared a short booktalk (from previous lesson) to use for their podcast. TL will talk through the set up of the microphone and Audacity software. She will demonstrate how the software operates and some of the editing tools.

Modeling and Guided Practice:

TL will record her prepared booktalk as model for the students. Students will be called up individually to record their short podcast. TL will also model how to upload final podcast to the media center website.

Independent Practice:

Students will work on tweaking their booktalks as they are waiting for their turn to record. They will make revisions and practice their booktalks in pairs in preparation to record each. Students will write out notes or exactly what they will say if they are having trouble remembering the booktalk format.

Sharing and Reflecting:

Students will share their podcasts via an upload to the media center website. Time should be allotted so that students can listen to their peers' podcasts.

Links to Supporting Materials	Description
SM1_SpreadtheWord	Book Selection Tips presentation
SM2_SpreadtheWord	Five finger test handout
SM3_SpreadtheWord	Interview Questions and note taking sheet
SM4_SpreadtheWord	Booktalks PowerPoint Presentation
SM5_SpreadtheWord	Booktalk Planning Sheet: Fiction
SM6_SpreadtheWord	Booktalk Planning Sheet: Non-Fiction
Link to sample booktalk	Booktalk for Inkheart

ART

Susanne Bang

Famous Artists Research

Appropriate Grade Level(s): 6th – 8th Grades
Required Time: 7 lessons, approximately 40 minutes each

Overview: This lesson is designed as a collaborative effort between the TL and the art teacher for students researching famous artists. Students will use the print and electronic resources within the library to locate information about the lives and art of their selected artists. They will then create glogs (digital posters) about their artists using the information they found. In their art class, students will be creating their own version of one of the artist's works. Students will then present their artwork and glog to the rest of the class so each student can learn about a variety of artists.

CONTENT TOPIC: Art

CONNECTION TO CONTENT STANDARD(S) : Maryland

NYS Learning Standards for Art

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

3.4.2 Assess the quality and effectiveness of the learning product.



ASSESSMENT & CRITERIA

Product: TL and art teacher will assess the students' artwork and completed glogs according to the rubric for the project (SM1_FamousArtists).

Process Students will formally present their artists to the class. Students will discuss the artist's life and artwork while presenting the glog they designed as well as their own reproduction of one of the artist's most famous works.

RESOURCES AND OTHER MATERIALS

Art supplies necessary for reproductions (check with art teacher)

Computers (one for each student)

Online subscription databases (i.e. Wilson Web Biography, Grolier Encyclopedia)

Online biography websites

Print resources about famous artists (SM2_FamousArtists)

edu.glogster.com school account

Student artist research packets (SM3_FamousArtists)

Artist research rubric (SM1_FamousArtists)

INSTRUCTION AND ACTIVITIES



Introduction:

Art teacher will present the Famous Artist Research Project to students during art class. Students will look at the artworks of many famous artists and choose one to research further. During art classes, students will create a reproduction of one of the artist's most famous works. During library classes, students will research their artists and create glogs (digital posters) about their lives and artwork.

Lessons 1 - 3

Direct Instruction:

Students will receive their artist research packets (SM3_FamousArtists); TL and art teacher will go over the packets with the students, then show the students the rec-

ommended resources for the research: books in the library, subscription databases, and online biography websites pre-evaluated by TL.

TL will explain the final project: glogs. Students will view a completed glog to get a better idea of the end product.

Independent Practice:

Students use recommended resources to complete their artist research packets.

Lessons 4 & 5

Direct Instruction:

TL will show students how to login to edu.glogster.com. (Each student will have their own student account nickname and password.)

Modeling and Guided Practice:

TL will demonstrate to students how to create a new glog: how to add text, images, and graphics.

TL will demonstrate how to locate an image using Google Images, the artist's name, and the name of the desired artwork, and how to upload the image to edu.glogster.com.

TL will demonstrate how to create the works cited for the images used in the glogs.

Independent Practice:

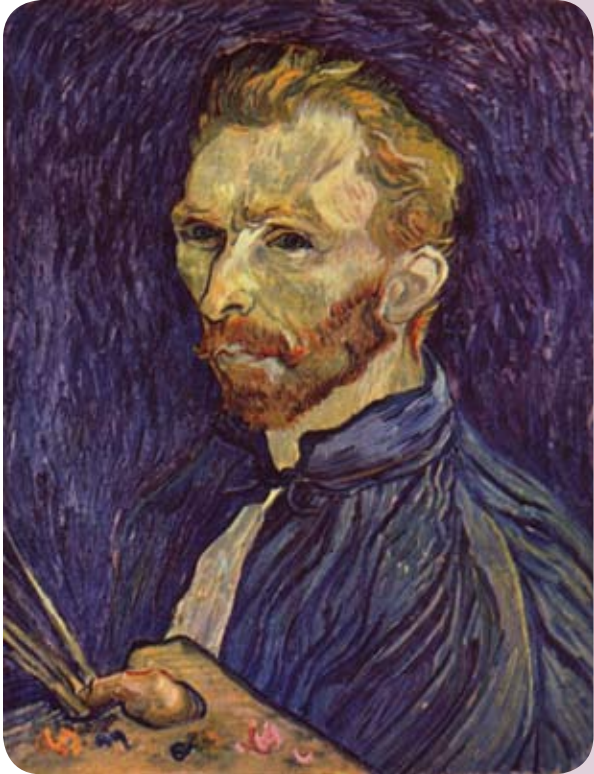
Students choose a background for their glog that is complementary to the style of their chosen artist.

Students include the information in their artist research packets in their glogs.

Students search online for images of their artist's works using Google Images, and upload the images to edu.glogster.com, which are then included in their glog.

Students make sure to cite their sources – where their information *and images* came from.

Students can add graphics to their glog to personalize it even more.



Lesson 6 & 7

Sharing and Reflecting:

Students present their completed glogs, along with their completed reproduction of a piece of artwork originally done by their artist (done in art class). Students watching presentations will be expected to take notes and provide feedback to each other.

Students will be graded on their glogs, reproductions, and presentations based on the rubric (SM4_FamousArtists)



Links to Supporting Materials	Description
SM1_FamousArtists	Project Rubric
SM2_FamousArtists	Recommended Print Resources
SM3_FamousArtists	Student Research Packet

HIGH SCHOOL



Terri Snethen & Abby Cornelius

COMMUNICATION
ARTS

Dystopian Booktalks

Appropriate Grade Level(s): 10th
Required Time: 6 library sessions

Collaborative Potential:

Concentrated effort
with Communication
Arts staff (CA)

Overview: To enhance the experience of reading curricular novels such as *1984* and *Fahrenheit 451*, students are introduced to a long list of fiction books with a dystopian theme. Students are introduced to these books through creative booktalks “performed” by the library media specialists. Students then choose any book from the list that they are interested in reading. They have most of the quarter to read the book and upon completion, students create a script for a persuasive podcast intended to convince others to read the book. In the classroom, students are instructed on and must use 1 of the 8 persuasive techniques in their podcast. Students use Audacity to create the podcast, and add appropriate music, which contributes to the persuasiveness of the podcast. After creating the podcast, students design a digital book cover to represent their podcast. Finally, all book covers are posted on a website and when clicked, the podcast plays. Students listen to at least 5 other podcasts and evaluate them for effectiveness and quality.

CONTENT TOPIC: Dystopian Literature

CONNECTION TO CONTENT STANDARD(S)

National Content Standards for 10th Grade Language Arts:

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.1.6 Use information and technology ethically and responsibly.

3.4.2 Assess the quality and effectiveness of the learning product.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

ASSESSMENT & CRITERIA

Product: TL and Communication Arts (CA) teachers use the provided rubric to evaluate students' book covers and podcasts to ensure the following goals are met:

Clear Theme – Needs to be easily identifiable and prominent through book cover, music, tone, and podcast.

Book Cover – Creative design (beyond copying & pasting a picture) appropriately depicts novel.

Narration/Music – Voice-over/music should add necessary information to

the podcast without being distracting (*music must be royalty free as these videos will be posted online).

Persuasiveness – Podcast clearly uses 1 of the 8 persuasive techniques.

Podcast – Elements of podcast instruction have been properly completed (i.e., all portions of assignment were turned in and easily accessible).

Browse – Listen to 5 classmates podcasts and discuss the book cover, the tone of the podcast, the most enjoyable and persuasive aspects.

RESOURCES AND OTHER MATERIALS

Dystopian books,

Rubric for grading the podcast and book cover,

Assignment sheet provided to students before beginning the podcast assignment,

Record sheet for students evaluating the podcasts of others

Audacity software, scanners, digital cameras, headphones, royalty free music CDs or websites, microphones, wiki or blog for posting.

CREDITS

Assignment-Shelly Weir & Jim Rosenberger

Rubric-Terri Snethen & Abby Cornelius

Book list & book talks-Terri Snethen & Abby Cornelius



INSTRUCTION AND ACTIVITIES

Pre-Planning:

TL's pre-planning will include the preparation of the book list and booktalks to introduce students to the dystopian literature.

CA teachers create the assignment sheet to introduce the unit to students while TL creates the rubric.

Day 1 - Media Center

Direct Instruction:

Students come to library media center and participate in interactive booktalks.

Independent Practice:

Students will select one of the books from the list to read during the quarter.

See supporting material SM1_dystopianbooktalks.

Weeks 1 - 9: Classroom

Direct Instruction:

CA teacher instructs class on the 8 persuasive techniques for communication.

Independent Practice:

Students read dystopian book of choosing.

Day 2: Media Center

Direct Instruction:

CA and TL will instruct students on the script writing process.

See supporting material SM2_dystopianbooktalks.

Independent Practice:

Students will access and view the rubric to understand what the assignment requires.

See [SM3_dystopianbooktalks](#).

Students will create a persuasive podcast script.

Days 3-4: Media Center**Direct Instruction:**

TL will give instruction on using Audacity to create a podcast.

Modeling and Guided Practice:

Students will listen to sample podcasts and learn to import music, edit audio, and finish the project by saving as an mp3 file.

Independent Practice:

Students record and save their podcasts.

Days 5-6: Media Center**Modeling and Guided Practice:**

Students will create a book cover for the book that they chose. They can create this in any format, but must end up with an electronic file. These covers will be posted on the library website, and when clicked, will begin playing the audio of the podcast.

Day 7: Media Center**Sharing and Reflecting:**

Students will access the library website and listen to the podcasts of others. They will evaluate the podcasts and the book covers for tone, enjoyable aspects, and persuasive aspects.

See supporting material [SM4_dystopianbooktalks](#).



Links to Supporting Materials	Description
SM1_dystopianbooktalks	List of dystopian books available for project
SM2_dystopianbooktalks	Specific instructions for this assignment
SM3_dystopianbooktalks	Grading rubric for this assignment
SM4_dystopianbooktalks	Worksheet used to assess peers' podcasts

CHEMISTRY

Claudine Dixon



History of the Atom Music Video

Appropriate Grade Level(s): 10th-12th Grade**Required Time:** Five 80 minute class blocks**Collaborative****Potential:** Chemistry teacher

Overview: If you were asked to draw the structure of an atom, what would it look like? Throughout history scientists have formed many atomic models and changed them as new information became available. As more evidence was gathered from scientific experiments, old models were discarded or improved upon. Students' goal in this lesson is to trace the atomic theory through history and create a two to three minute music video that describes how our concept of the atomic model has evolved.

CONTENT TOPIC: Chemistry, history of the atom, atom structure, atomic theory, inquiry, research

**CONNECTION
TO CONTENT
STANDARD(S):
New York**

Commencement Level Performance Indicator (Science/Physical Setting): Students explain the properties of materials in terms of the arrangement and properties of the atoms that compose them.

Commencement Level Performance Indicator (Science/Physical Setting): Students use atomic and molecular models to explain common chemical reactions.

Commencement Level Performance Indicator (Science/Scientific Inquiry): Students elaborate on basic scientific and personal explanations of natural phenomena, and develop extended visual models and mathematical formulations to represent their thinking.



ASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.1.6 Use information technology ethically and responsibly.

ASSESSMENT & CRITERIA

Product: In groups of three or four, students will produce a two to three minute music video that includes six historical models of the atom.

Process: The TL and Chemistry teacher will

observe students' full participation throughout the project, including their planning, filming, editing, and finishing of the video. Students' willingness and ability to collaborate and work in groups effectively will also be noted.

RESOURCES AND OTHER MATERIALS

Database: Grolier Online Encyclopedia

Web Sites:

Atom The Incredible World - <http://library.thinkquest.org/19662/low/eng/main.html>

Guide to the Nuclear Wallchart - <http://www.lbl.gov/abc/wallchart/chapters/02/1.html>

Legal music download sources such as Freeplaymusic - <http://freeplaymusic.com/>

Atom Model History - http://www.csmate.colostate.edu/cltw/cohortpages/viney_off/atomhistory.html

Digital camcorders / Flip cameras

Computers with Internet Access

Microsoft Windows Movie Maker (MSWMM) software

Graphic Organizer Summary Timeline Sheet

Movie Storyboard and Role Descriptions Template

Evaluation Rubric

MSWMM guide sheet

Samples of Student Work

CREDITS

Donna Timmons, Chemistry Teacher



INSTRUCTION AND ACTIVITIES

Day 1

Direct Instruction:

The Chemistry teacher will explain the project to students and TL will demonstrate how to access and use the recommended resources. A handout is distributed that outlines the project and its requirements. (SM1)

Independent Practice:

Students will conduct research using the available resources to locate information for all six scientists including: the years of their most significant discoveries, a one to two sentence summary of the importance of the discovery that relates to the structure of the atom, and a drawing of the atomic model. Students will use the graphic organizer timeline summary sheet to organize information. (SM2)

Day 2

Direct Instruction:

The TL will discuss legal downloading and copyright law involving music. The TL will also show students examples of past student videos and provide students with a rubric to practice evaluating the videos. (SM3 and SM4)

Independent Practice:

Students will plan their videos. In groups of four, they will need to define a role for each member of their groups (Artistic Director, Focus Director, Music and Sound Director, and Editor) and construct their storyboards using the template provided. After the storyboards are approved by the Chemistry teacher, students may begin searching for and collecting still images and music. (SM5 and SM6)

Day 3

Modeling and Guided Practice:

TL will model to students how to use MSWMM (Microsoft Windows Movie Maker). (SM7)

Independent Practice:

Students will begin to film their video using their storyboards



and images and music previously collected. TL will assist with filming and editing as needed.

Day 4

Independent Practice:

Students will finish filming, editing, and finalizing their videos using MSWMM.

Day 5

Sharing and Reflecting:

Final videos will be shown in class and students will evaluate group members and self by using the rubric provided.

Links to Supporting Materials	Description
SM1_HistoryAtom	Project description and requirements
SM2_HistoryAtom	Graphic organizer
SM3_HistoryAtom	Sample video
SM4_HistoryAtom	Project rubric
SM5_HistoryAtom	Roles and descriptions for group members
SM6_HistoryAtom	Storyboard template
SM7_HistoryAtom	Guide to editing with Movie Maker
http://web001.greece.k12.ny.us/webpages/arcadialibrary/science.cfm?subpage=29928	Project files and examples available here

Claudine Dixon

ENGLISH
LANGUAGE ARTS

NPR's *This I Believe*



Appropriate Grade Level(s): 12th

Required Time: Full unit--12-16 weeks; podcasting—3 class periods.

**Collaborative
Potential:** English
Teacher

Overview: After 1) exploring the basic tenets of philosophy and beliefs through study, 2) reading classroom texts, as well as independently chosen books based on personal challenges, journeys, and philosophies, and 3) watching two videos, students reflect on their own belief systems. Along with deciding what drives their decision-making process, they look at their own personal, fundamental, and deep-seated beliefs. The students complete written essays and podcasts based on National Public Radio's "This I Believe" program as a culminating activity.

CONTENT TOPIC: Writing skills and strategies, language usage, self-expression, public speaking.

**CONNECTION
TO CONTENT
STANDARD(S):**
New York

Content Standard for Grade K - 12 (English Language Arts): Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

**ASL
STANDARDS
FOR THE
21st-CENTURY
LEARNER
GOALS**

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

ASSESSMENT & CRITERIA

Product: Students will be assessed on their successful completion of an expressive formal essay and on creating a podcast of the essay for public speaking experience.

Process: The TL and CT will observe students' participation, effort, and ability to work independently. Students will be fully engaged in the writing process by creating a rough draft, editing, conferencing with an adult for proofreading, and publishing their essays.

RESOURCES AND OTHER MATERIALS

In Preparation:

NPR This I Believe - <http://www.npr.org/templates/story/story.php?storyId=4538138>

The Peaceful Warrior

Mask (Not the Jim Carey film *The Mask*)

The Alchemist by Paulo Coelho

The Tao of Pooh

12 Angry Men by Reginald Rose

An independently chosen book--biographies and fiction works based on characters who have overcome challenges or who persevere through hardships

During Recording:

Ipods with Belkin Tunetalk microphones for recording essays – may also be done with microphones and computers

Audacity – <http://audacity.sourceforge.net/> - free open source audio editing software

Freeplaymusic – <http://freeplaymusic.com/> - web site with an extensive array of instrumental music and free downloads

Computers and word processing software

CREDITS

Sally Brothers (Collaborating English teacher)

Arcadia High School's This I Believe web site:

<http://web001.greece.k12.ny.us/webpages/arcadialibrary/english.cfm?subpage=27798>

INSTRUCTION AND ACTIVITIES

Weeks 1-15 (prior to podcasting):

In their 12th grade English class, over the course of 12 to 16 weeks, students will read and view a selection of literature exploring the topic of characters discovering who they are, what they believe, and life defining experience. Students were directed in the classroom by their English teacher through the texts and media indicated and independent titles will be chosen through book talks from the TL. Students will discuss literature and will write an essay on the topic of what they believe, developing and creating their own tenets, philosophies, and deep-seated beliefs. During the writing process, students will engage in drafting, editing, and both peer and teacher conferencing to perfect their writing. (See SM2 for teacher example of essay and SM5 for recommended reading; also see Supporting Materials for a link to the final products.)

Week 16

Having completed the final drafts of their essays, students will work with the TL to begin the podcasting element to audibly produce their work.

Day 1

Modeling and Guided Practice:

TL will show students how to record a podcast and will play examples of NPR “This I Believe...” podcasts. Students will also learn how to save their voice memos to iPod in a WAV file format. Voice memos should be saved in a Recordings folder on the iPod in the WAV file format. If the iPod classic is enabled for disk use, the student recordings can be copied from the Recordings folder to a folder on computer. After the voice is recorded, the iPod is plugged into a computer and the file retrieved from the Recordings folder on the iPod. (See SM1 for instructions and SM3 for sample podcast)

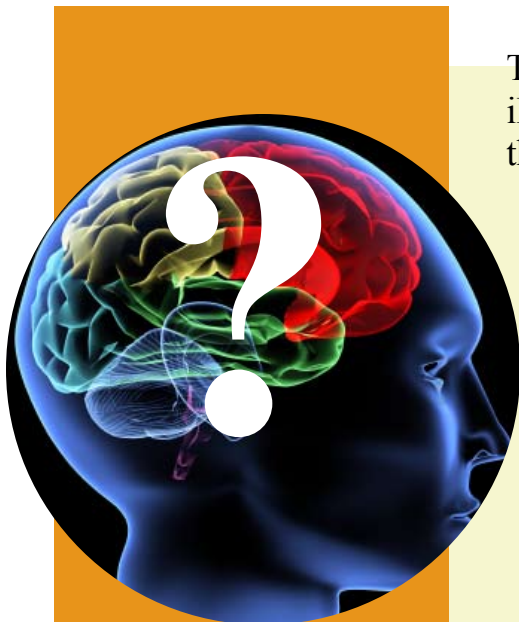
Independent Practice:

Students will begin recording their own podcasts, getting a feel for equipment used. Several recordings may need to be created as students perfect their voice recordings. Students will save voice memos to the iPod.

Days 2

Modeling and Guided Practice:





TL will demonstrate how to transfer their voice memos from an iPod to a computer for editing and how to use Audacity to edit the recordings. (See SM4)

Day 3

Sharing and Reflecting:

Students will share their essays via podcast with their classmates. Because of the deeply personal content of the essays not all students will choose to have their work uploaded to the Library web page.

Links to Supporting Materials	Description
SM1_ ThisIBelieve	Directions for recording voice
SM2_ ThisIBelieve	Example of essay by teacher
SM3_ ThisIBelieve	Sample podcast by student
SM4_ ThisIBelieve	How to use/edit Audacity
SM5_ ThisIBelieve	Recommended Reading List
http://web001.greece.k12.ny.us/webpages/	Greece Arcadia's This I Believe webpage

**SOCIAL
STUDIES**

Kate Shanahan

We Wish You Would Act on This Issue!

Appropriate Grade Level(s): 11th – 12th

Required Time: Four, 40 minute periods

**Collaborative
Potential:** Economics/
Civics Teacher

Overview: 12th grade students will choose a controversial political or economic topic, identify the stakeholders and explain their positions. Students may work in teams or as individuals to create a wiki page dedicated to their issue. They will individually reflect on the discovery process through a blog and ultimately create a persuasive letter and submit it to a key decision maker. Students will be required to consider, identify, extract and evaluate various forms of information to include in the final project. The unit will culminate with a professional letter addressed to a key decision maker. Through this exercise students will demonstrate skills of participatory citizenship and strengthen information organization and expression skills that will take them into the real world.

CONTENT TOPIC: Economics & Civics

**CONNECTION
TO CONTENT
STANDARD(S):
New York**

Social Studies Standard 4 - Economics

The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Social Studies Learning Standard 5 - Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

ASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

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.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions and solve problems.

2.1.6 Use the writing process, media and visual literacy and technology skills to create products that express new understandings.

3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

ASSESSMENT & CRITERIA

Product: Observation, inquiry and evaluation of the wiki, blog and letter will be our primary assessment tools. Blog and wiki requirements will help students stay on task and simulate post-graduate expectations.

Process: Wiki, blog, and stakeholder letter: the final product will be assessed using the attached rubric (SM3_Ac-tonIssue). Due dates should be adjusted as desired and communicated effectively.

RESOURCES AND OTHER MATERIALS

Week 1 – Computers, Internet, Wikispaces.com (e.g. <http://mhs-issue-wiki.wikispaces.com/>)

Week 2 – School databases, Edublogs.com or Wordpress.com for hosted blog sites

Week 3 – Flickr Advanced Search - <http://www.flickr.com/search/advanced/>

Google Images Advanced Search http://images.google.com/advanced_image_search?q=google&oe=utf-8&rls=org.mozilla:en-US:official&client=firefox-a&um=1&ie=UTF-8&hl=en&start=0

CREDITS

This lesson is based on the ideas of Joseph Corr, John DeGuardi, Diane Hobdan, Donald Mion, and Tomas Pallas from the North Colonie Central School District in Latham, NY. (New York State Education Department, 1999, p. 186)



INSTRUCTION AND ACTIVITIES

Pre-Planning

The classroom teacher (CT) and the TL will meet several times prior to this lesson to determine roles & responsibilities and organize materials. The CT will be familiar with content, and the TL with the space, information literacy skills, and technical requirements. Prior to this lesson, the TL must determine what wiki resources will be used and how to publish to the school website.

The TL will act as the information specialist and both the CT and TL will suggest possible topics (e.g., copyright, gay marriage, potential state budget cuts).

TL will create a wiki with the suggested template SM1_wishyouwouldactonthisissue. (See sample at: <http://mhs-issue-wiki.wikispaces.com/>)

TL and CT must verify all students have established blogs.

Week 1 - Lesson 1 – Free/Invisible Web Search

Direct Instruction:

To catch students' attention, play The Ventures' song "Wipeout" when they enter the library. This accompanies the theme of "surfing the Internet" played up in the presentation. We also suggest "I've Got the Power" by Snap for subsequent weeks; just as their ability to access information will give them the power to achieve.

Students will arrive at the library having selected their issue, aware of the project requirements (SM1_ & SM2_ActonIssue) and knowing whether they will be working independently or as a team.

TL will navigate the students to their wiki link on the school website and show them how to access the project requirements on the wiki "Home" page (SM1_ActonIssue).

TL will review a searching PowerPoint based on students' needs. A suggested format is provided. Use slides 1-14 for Lesson 1 (SM5_ActonIssue).

Depending on skill level, students will build confidence from an overview of some or all of the following: 1) Boolean & wildcard operators, 2) how to access invisible web search engines, 3) advanced search options, 4) how to broaden/narrow search, and 5) eliminate noise words.

TL will hand out blog requirements and post PowerPoint on the website for students to review.

Modeling and Guided Practice:

TL will model a search on the free web. If possible, ask students to keep a search log so you can assess search strategies.

TL will reference citation examples linked to the library homepage for the following formats: websites, refereed articles and images.

Independent Practice:

Allow time for students to practice searching independently and assist with citations as needs arise.

Week 2 - Lesson II - Database & Citations

Direct Instruction:

TL will continue with review of effective database searching. A suggested format is provided (SM5_ActonIssue). TL should continue with slides 14–18 of the searching PowerPoint based on students' needs.

TL will review the difference between 1) keyword 2) subject and 3) full text document searches and the advantages of databases over the web.

TL asks students to keep a search log to assess learning of search strategies.

Modeling and Guided Practice:

TL models examples of advanced searching options to narrow searches (“gay marriage” + “New York” or “economic impact”) or employ broader terms to widen the search, the power of a controlled vocabulary thesaurus, and pearl growing.

Again, remind students of the citation link and model if necessary.

Independent Practice:

TL allows time for independent practice and assists students with citations.

Sharing and Reflecting:



Students share wiki with classmates and reflect in blog post. (SM3_ActonIssue).

Week 3 - Lesson III -Image Searches & Citations

Direct Instruction:

TL will review key elements to conducting image searches with slides 18-22 (SM5_ActonIssue) and encourage students to use adjectives and verbs to yield evocative images.

Modeling and Guided Practice:

TL models an image search via Google advanced image search and Flickr advanced search with creative commons (e.g., search “otto” then add “orange” then add “Syracuse University”).

TL provides students with a sample of the desired persuasive letter format. A suggested format is provided (SM4_ActonIssue). The letter is due the following week.

Independent Practice:

Students will perform an image search using a copyright free database and review the proper citation. Images are best cited upon retrieval as there are no visible tags like there are on database publications.

Ask students to keep a search log to assess learning of search strategies.

Sharing and Reflecting:

Students share wiki with classmates and reflect in blog post (SM3_ActonIssue).

Week 4 - Letter

Direct Instruction:

TL congratulates students on completing their projects! Students will take pride in the presentation of their own work.

Independent Practice:

Students will submit their persuasive letters.

Sharing and Reflecting:

TL links protected wiki to the library website and takes



initiative on promotion of final projects through the next school newsletter. TL encourages students to share their projects with friends and family.

TL initiates a discussion to evaluate the project and learning. Students share wiki with classmates and reflect in blog post.

Links to Supporting Materials	Description
SM1_ActonIssue	Class wiki sample
SM2_ActonIssue	Blog requirements
SM3_ActonIssue	Assessment rubric
SM4_ActonIssue	Sample letter
SM5_ActonIssue	PowerPoint presentation use throughout lesson

New York State Education Department, (1999). *Learning Experiences 2*. 186-193. last viewed 3/23/10, <http://www.emsc.nysed.gov/ciai/socst/pub/sslearnexp2.pdf>

Susannah Tamarkin

SOCIAL STUDIES

Every Image Tells a Story

Appropriate Grade Level(s): 9th Grade
Required Time: Two 45 minute classes

Collaborative Potential: Social Studies teacher

Overview: Students will access images from the New York Public Library Digital Gallery in order to explore the use of music in the ancient African kingdom of Egypt. Guiding questions include, “Every image tells a story...what stories do the images you see tell?” and “How do people and cultural activities connect to define a region?” The focus of this lesson is a case study of Egypt. Students collaborate in small groups to answer the guided questions, and at the end of the lesson they assess the process of group learning.

CONTENT TOPIC: Egypt, Egyptian culture, visual thinking strategies, Geography, Ancient African Kingdoms

CONNECTION TO CONTENT STANDARD(S):
New York

Commencement Level Performance Indicator (Social Studies): Students define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions.

Commencement Level Performance Indicator (Social Studies): Students interpret and analyze documents and artifacts related to significant developments and events in world history.



AASL
STANDARDS
FOR THE
21st-CENTURY
LEARNER
GOALS

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3 Demonstrate teamwork by working

productively with others.

3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

ASSESSMENT
& CRITERIA

Product: Students will turn in a group evaluation to assess their ability to work collaboratively. Key points of student discussions will be displayed on a chart. TL will assess group organizers for completeness and accuracy.

Process: The teacher librarian and Social Studies teacher will observe students' contribution to class and group discussions, as well as their participation in group computer activities.

RESOURCES
AND OTHER
MATERIALS

Computers/laptops for each student group

Every Image Tells a Story procedures organizer (SM1_ EveryImage)

Group Work Assessment handout

New York Public Library Digital Gallery available at: <http://digitalgallery.nypl.org>

INSTRUCTION
AND
ACTIVITIES

Class is separated into small groups according to classroom teacher's suggestion.

Day 1

Direct Instruction:

The teacher librarian will discuss the procedures and time frame of the lesson and explain that the goal of the activity is to collabo-

rate as a team to explore the use of music in the ancient African kingdom of Egypt in an effort to understand how people and their cultural activities connect to define a region. Guiding questions should be posted for students to see or provided as a handout.

Modeling and Guided Practice:

TL will model how to access the New York Public Library’s Digital Gallery by going to <http://digitalgallery.nypl.org>, going to Browse>Subjects A-Z>Explore Subjects – Exact match:> “music -- egypt -- to 499” (without quotation marks). Images can be expanded by selecting the image and using “Details” to expand image. Students will be asked to retrieve 27 images.

Sharing and Reflecting:

TL will facilitate a class discussion with the use of guided questions:

- What do you think may be going on in this image?
- What do you see that makes you say that?
- What else is happening in this image?
- What else do you see?
- What do you see that makes you say that?

TL will use a chart divided into observations and interpretations to record guided questioning responses during the discussion.

Day 2

Direct Instruction:

TL will allow five to ten minutes for set-up and review of procedures, including the use of each group’s work assessment sheet. TL will engage the class in a whole class discussion based on the question, “What can we conclude about music in Egypt based on the available evidence in the images we’ve explored?”

Independent Practice:

Students should begin working on their group assessment sheets. Group Assessment Worksheets will be handed out and reviewed. Each student will be required to complete an assessment as homework and return it to the TL.



Links to Supporting Materials	Description
SM1_EveryImage	Assignment Procedures / Organizer
SM2_EveryImage	Group Assessment Worksheet

CHAPTER 4

– Pursue personal and aesthetic growth

AASL. (2008). *Standards for the 21st-Century Learner*. Chicago, IL: American Library Association.

Reading is one of the foundational beliefs underlying the *Standards for the 21st Century Learner*. Standard 4 (AASL, 2008) emphasizes the importance of reading to personal learning. Reading for enjoyment is intrinsically motivated. When a behavior is motivated from within, the reward comes from the enjoyment of the activity itself (i.e., reading for its own sake and for personal interest), and it is likely that the behavior will continue even when there are no physical rewards (e.g., getting a grade for reading a required book and writing a report).

Researchers have found a connection between reading for enjoyment and actual reading ability (Clark & Rumboldt, 2003). Interestingly, in a study of more than 1200 8th grade students across 20 states, Arnone and Reynolds found that the greater students' disposition to read for enjoyment, the better they scored on measures of actual information and digital literacy skills **and** the more *confident* they felt about their skills (2009).

Curiosity is a motivational concept that is presented in the Dispositions in Action strand of Standard 4. If we can encourage curiosity for seeking information about personal interests, about exploring interests using different types of resources and technologies, then we have created a spark that may lead to creativity, inventiveness, and possibly even to solutions to important challenges facing the world. In this chapter, you will discover lesson plans that stimulate creative thinking and use of media to express learning as well as lessons that address students' self-evaluation of their ability to "select resources that are engaging and appropriate for personal interests and needs" (Standard 4.4.6). There are many wonderful teaching ideas in Chapter 4 to build on, adapt, or use as a springboard for new ideas.

References Cited in Introduction

- AASL (2008). *Standards for the 21st Century Learner In Action*. Chicago IL: American Library Association.
- Arnone, M. & Reynolds, R. (2009). Empirical Support for the Integration of Dispositions in Action and Multiple Literacies into AASL's Standards for the 21st Century Learner. *School Library Media Research*, 12.
- Clark, C. and R. Rumboldt. 2006. Reading for pleasure: A research overview. National Literacy Trust <http://www.literacytrust.org.uk/research/Readingforpleasure.pdf> (accessed Aug. 15, 2010)

ELEMENTARY



**ENGLISH
LANGUAGE ARTS/
SOCIAL STUDIES**

Elizabeth (Tibbi) Angelastro

A Tall Tale's Big Ideas

Appropriate Grade Level(s): 3rd Grade

Required Time: Two 40 minute class periods & one class period for presenting.

Collaborative

Potential: English
Language Arts teacher,
Social Studies teacher

Overview: In this lesson, third grade students will listen to the reading of selected tall tales. Tall tales were often told orally around a campfire in America's pioneering days of the 1800s. The humorous stories were meant to boost the spirits of the settlers as they faced an inhospitable land. The stories were sometimes, but not always, based on real people and places. The students will explore how exaggeration and hyperbole contribute to the humor of these tall tales, and are an essential element to the genre. This teacher librarian-taught lesson is presented in conjunction with the classroom teacher's social studies lessons on America's frontier days and language arts lesson on writing in a select genre style.

CONTENT TOPIC: Tall tales, American pioneers, 1800s, hyperbole, storytelling, creative writing

CONNECTION TO CONTENT STANDARD(S) : New York

State Standard (English Language Arts): Students will read, write, listen, and speak for information and understanding.

State Standard (English Language Arts): Students will read, write, listen, and speak for literary response and expression.

ASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres

4.4.4 Interpret new information based on cultural and social context



ASSESSMENT & CRITERIA

Product: Tall Tales worksheet will indicate student understanding. A rubric will be used to assess student presentations of an illustrated tall tale.

Process Student attention and participation will

be monitored by the TL and discussion responses will reflect students' understanding of the lesson. Students' ability to work collaboratively in groups will be assessed by the classroom teacher.

RESOURCES AND OTHER MATERIALS

Tall Tale worksheet (SM1_TallTales)

Tall Tale Mad Libs Writing Prompt handout (SM2_TallTales)

Materials for writing and drawing

Variety of tall tale books

Folk music CD (or on computer)

Props for pioneer scene (coon tail cap, stump, fake trees, campy atmosphere props)

Tall tale picture book

CREDITS

Hanlon, Tina L. "West Virginia's Appalachian Music and Literature: Folk Heroes." AppLit: Resources for Readers and Teachers of Appalachian Literature for Children and Young Adults. 2000. Ferrum College. 19 Oct. 2008 <<http://www.ferrum.edu/applit/>>.

Kellogg, Steven. *Paul Bunyan*. New York: William Morrow & Co, 1984.

Pope Osborne, Mary. *American Tall Tales*. New York: Alfred A. Knopf, 1991.

INSTRUCTION AND ACTIVITIES

Day 1 - Library Lesson

Direct Instruction:

TL will greet students in the library with welcoming statements that include humorous exaggerations. Students will sit around in "camp-fire" style. The lights will be dimmed and a spotlight will be focused on TL, sitting on a stump and wearing a coon skin cap. Some silk ficus trees will be grouped near the TL to create a campy scene. The TL will explain that the story the students are about to hear is called a "tall tale." Students will be asked to keep in mind why the story might be called a tall tale as the story is being read, and the TL will read a tall tale. The TL will initiate a brainstorming activity for students to determine why the story they just heard is called a tall tale. TL will give a quick mini-

lesson on the origins of tall tales and the role of exaggeration in the stories.

Sharing and Reflecting:

TL will lead an instructional conversation on the difference between exaggeration and lying. Students will be asked to orally provide examples of exaggeration and give instances when they exaggerate. The TL will then explain to the students that they will listen to another short tall tale and listen for and record examples of tall tales on a worksheet that is provided.

Students will share examples of exaggeration that they recorded from the story. TL and students will discuss how exaggeration contributes to the overall story. (Use SM1_TallTales).

Direct Instruction:

TL will introduce a concluding task to be completed during the next classroom period. Students will be placed in groups of three and create a tall tale using a “Mad Lib” story prompt. The writing piece will be illustrated and presented at the next meeting at the library.

TL will summarize the class lesson and answer any questions students have. (See SM2_TallTales).

Day 2

Independent Practice:

Students will work cooperatively to write a tall tale based on the story prompt they have selected. Each group will produce an illustration to accompany their story.

Day 3

Sharing and Reflecting:

The groups will present their stories, and the stories and illustrations will be displayed on a library bulleting board. A selection of tall tale books will be on display for students interested in further reading.



Links to Supporting Materials	Description
SM1_TallTales	Student Tall Tales Worksheet – in class exercise
SM2_TallTales	Write a Tall Tale – story prompt for independent work

Mary Beth Bauernschub

LANGUAGE ARTS/
VISUAL ARTS

Illustrating Knock-Knock Jokes

Appropriate Grade Level(s): 5th

Required Time: One class period: 30 to 45 minutes

Collaborative

Potential: Classroom teacher and/or art teacher

Overview: An illustrator does his/her job by identifying and visualizing the main idea of text. Students look at how different illustrators illustrate jokes. They discuss why an illustration works identifying the main idea of a joke. They practice illustrating simple main ideas. The students select and illustrate the main idea of a knock-knock joke.

CONTENT TOPIC: Reading, writing, technology

**CONNECTION
TO CONTENT
STANDARD(S):
MCREL
(National
Content
Standards)**

Content Standard for Language Arts: Standard 6- Uses reading skills and strategies to understand and interpret a variety of literary texts.

Level II (Grades 3-5) Uses reading skills and strategies to understand a variety of literary passages and texts.

Content Standard for Visual Arts: Standard 1- Understands and applies media, techniques, and processes related to the visual arts.

Level III (Grades 5-8) 2. Know how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.

**ASL
STANDARDS
FOR THE
21st-CENTURY
LEARNER
GOALS**

4.1.8 Use creative and artistic formats to express personal learning.

4.4.4 Interpret new information based on cultural and social context.



ASSESSMENT & CRITERIA

Product: The TL will assess the student checklist to determine whether students have used creative and artistic formats to express new understanding and personal learning.

Process The TL and classroom teacher will observe students' ability to read, view, and listen for information in text and illustrations to make inferences and gather meaning of jokes.

RESOURCES AND OTHER MATERIALS

Barrett, Judi. *Animals Should Definitely Not Wear Clothing*

Freyman, Saxton, et al. *Knock Knock*

Hall, Katy. *Simms Taback's Great Big Book of Spacey, Shakey, Buggy Riddles*

Pencils

Post-it notes

Plain white 8 1/2" x 11" paper

Knock-Knock Jokes to Illustrate paper with checklist on the same sheet

Document camera or visualizer

INSTRUCTION AND ACTIVITIES

Direct Instruction:

TL warms up class by telling a few jokes and asks students what the main idea of one of the jokes was. What made it funny?

Ask students what an illustrator's job is. Discuss how identifying the main idea in the text helps the illustrator make decisions about what to illustrate.

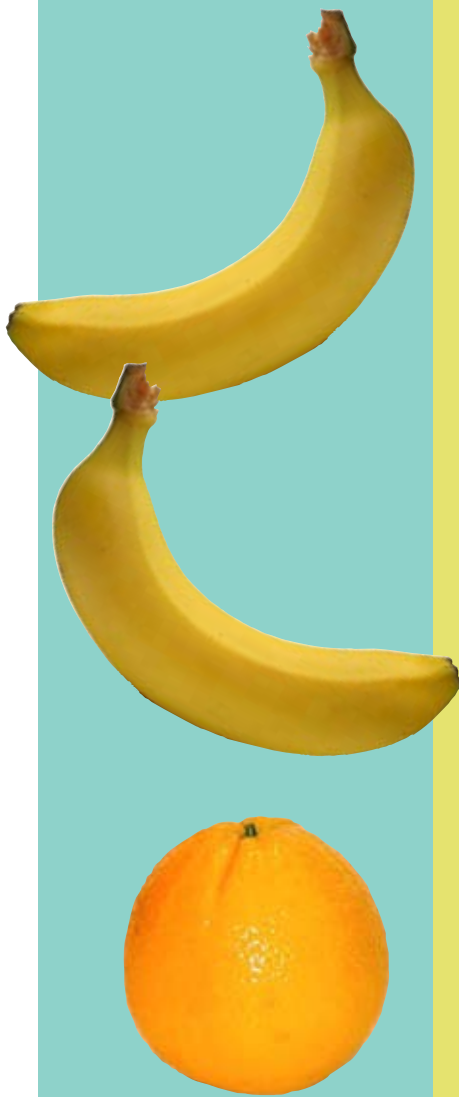
Modeling and Guided Practice:

Read *Animals Should Definitely Not Wear Clothing*. Direct students to identify how the visual puns capture the main idea of the text.

Give each child three Post-it notes and a pencil.

Ask students to illustrate 'happy.' Give them 15 seconds to do this. Ask students to describe what the main idea of 'happy' is, visually. Using the visualizer, share a few examples and discuss.

Ask students to illustrate the main idea of a 'house.' Give them 30 seconds to illustrate. Then discuss and share ideas.



For one final time, ask students to illustrate the main idea of a ‘giraffe.’ Give them 30 seconds to illustrate. Then discuss and share ideas.

Independent Practice:

Read *Knock Knock*. Sixteen different illustrators created illustrations for the jokes in the book. Ask the students to think about the main idea and the illustrations.

Students are given the “Knock-Knock Jokes to Illustrate Worksheet” (SM1_KnockKnock) with the checklist at the bottom. Each student should have a plain piece of paper and a pencil. Go over the directions with the students. Give the students 5 - 10 minutes to complete worksheet.

Sharing and Reflecting:

Student volunteers share their knock-knock joke illustrations on the visualizer.

TL and students use the checklists to identify how well they followed directions to illustrate a knock-knock joke.

Some students may have chosen the same jokes to illustrate. What makes them the same and different at the same time? Did each student identify the main idea visually?

Review again what the illustrator’s job is. After completing this activity, ask students to think about books that they have read; did an illustrator use the main idea to illustrate?

Links to Supporting Materials	Description
SM1_KnockKnock	Illustration handout w/ assignment checklist

**MUSIC/
VISUAL ARTS**

Mary Beth Bauernschub

Music & Visual Arts in Picture Books

Appropriate Grade Level(s): K-1

Required Time: 1 lesson

**Collaborative
Potential:** TL, Art
Teacher, Music Teacher

Overview: Two books with Jazz as an element are explored. By listening to the way they are read, first without and then with music, one book goes through changes in interpretation. Both books' visual styles are compared and discussed.

CONTENT TOPIC: Jazz music; shapes, line and color

**CONNECTION
TO CONTENT
STANDARD(S):
Maryland**

Content Standard for grades K-1 Visual Arts: Students will explore and discuss how color, line, shape, and texture are used in artworks.

Content Standard for grades K-1 Music: Explore the relationship of music to dance, theatre, the visual arts, and other disciplines.

**AASL
STANDARDS
FOR THE
21st-CENTURY
LEARNER
GOALS**

1.1.5 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

4.1.3 Read widely and fluently to make connections with self, the world, and previous reading.

4.4.4 Interpret new information based on cultural and social context.

ASSESSMENT & CRITERIA

Product: TL reviews students' checklists to see that they identified the correct shapes, lines and colors from the books. TL assesses students' Venn diagrams to determine whether they

identified 3 things that are the same and 3 things that are different in the two books.

Process: TL and students discuss their interpretation of the stories after hearing it read without and then with music.

RESOURCES AND OTHER MATERIALS

Raschka, Chris. *Charlie Parker Played Be Bop*. New York: Orchard Books, 1992.

Raschka, Chris & Allen, Richard. *Charlie Parker Played Be Bop*. Pine Plains, NY: Live Oak Media (cd or tape), 2003.

Gillespie, Dizzy & Parker, Charlie. *Town Hall, New York City, June 22, 1945. A Night in Tunisia*. Uptown Records, 2005 (optional selection)

Isadora, Rachel. *Ben's Trumpet*. New York: Scholastic, 1979.

Tape/CD player

Charlie/Ben Checklist; Charlie/Ben Venn Diagram (files attached)

INSTRUCTION AND ACTIVITIES

*For background
notes see
SM1_CharlieBen*

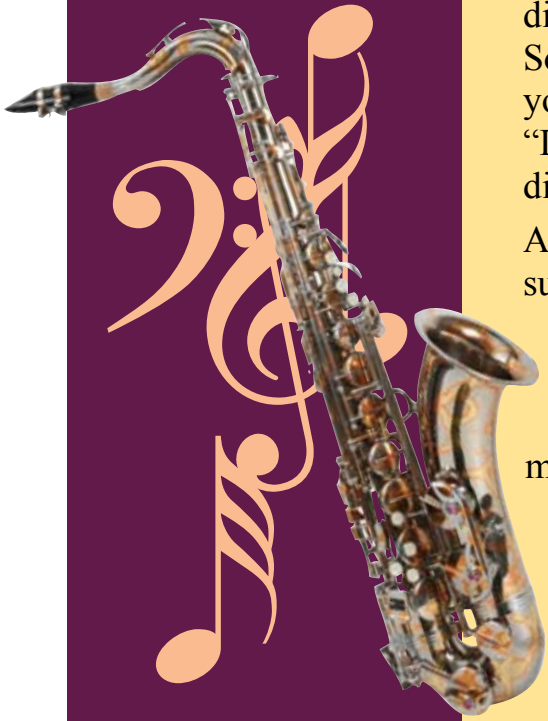
Direct Instruction:

TL warms class up by showing the cover of *Charlie Parker Played Be Bop*. TL asks "What shapes and colors can you see?" and "What are the main subjects on this cover?" Before reading the book TL informs students that Charlie Parker was a real person and was one of the founders of an improvisational jazz style called be bop. The author, Chris Raschka was influenced by Parker's music and wrote this picture book.

TL tells students that they will hear the story read 3 times. They should listen for changes in how the story sounds and how they interpret the meaning (or feel) during each reading.

TL conducts the first reading of *Charlie Parker Played Be Bop*. Students will then hear two taped versions of the story read by Richard Allen and Chris Raschka, first without music and then with background music.

TL introduces and reads *Ben's Trumpet*.



Modeling and Guided Practice:

After each reading of *Charlie Parker...*, TL leads a guided discussion on students' observations of words and illustrations. Some specific questions include: "What shapes or colors do you see in the illustrations?" "What sounds did you hear?" "Did the author read the book differently than I did?" "How did the music change your understanding of the book?"

After reading *Ben's Trumpet*, TL leads a discussion on the subject, illustrations, and similarities/differences between the two books.

Listen to a selection of early jazz trumpet music (e.g., Louis Armstrong's *Memphis Blues*) and ask how this music can make a difference in understanding the story.

Independent Practice:

Students complete 2 worksheets: Charlie/Ben Checklist and Charlie/Ben Venn Diagram to demonstrate their understanding of the concepts.

See SM2_Ch CharlieBen and SM3_Ch CharlieBen.

Sharing and Reflecting:

TL selects students to share their answers.

Extension activities include acting out *Ben's Trumpet* or dancing to a musical jazz selection.

Links to Supporting Materials	Description
SM1_Ch CharlieBen	Background notes for TL
SM2_Ch CharlieBen	Checklist worksheet for students
SM3_Ch CharlieBen	Venn diagram worksheet for students

**SCIENCE/
ENGLISH LANGUAGE
ARTS/THE ARTS**

Bonnie French

Frogs and Toads

Appropriate Grade Level(s): Grades 1-2 and/or
Intermediate Special Education

Required Time: Ten 40 minute classes

Collaborative

Potential: Special education teacher, classroom teacher, teacher assistants, art teacher

Overview: Students will compare and contrast frogs and toads, use that information while discussing *Frog and Toad* books by Arnold Lobel, and then present a story about these characters in a shadow puppet format. *Note: Special education teachers may use this unit to assess their students based on criteria in IEPs.*

CONTENT TOPIC: Frogs, toads, amphibians, compare/contrast, note-taking, inquiry, research

CONNECTION TO CONTENT STANDARD(S): New York

State Elementary Level Standard, Performance Indicator (Science): Students use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound.

State Elementary Level Standard, Key Idea (Science): Students will know that living things are both similar and different from each other and from nonliving things.

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

4.1.8 Use creative and artistic formats to express personal learning.



ASSESSMENT & CRITERIA

Product: Students will produce and turn in their note-taking cards and, with teacher help, will fill in the “Frog and Toad Compare/Contrast Note-Taking” sheet. The recorded shadow puppet play will be the final product of the lesson.

Students will also create their own shadow puppets.

Process Teacher librarian and classroom teacher will observe students’ participation, willingness to contribute to discussions, ability to follow directions, and effort in note-taking throughout the project.

RESOURCES AND OTHER MATERIALS

Fiction and non-fiction books about frogs and toads

“Frog and Toad Compare/Contrast Note-Taking” worksheet (SM1_FrogsToads)

Pebble Go database

Note cards with Pebble Go headings written on them

Script for “The Hat” (SM2_FrogsToads)

Computers

Art supplies for puppet making (oak tag, patterns, pencils, scissors, sticks)

Shadow puppet theater w/ lamp

Video camera, headphones, mic

Audacity and iMovie for recording and editing (free online download available, see supplemental materials)

Blank CD/DVD discs

INSTRUCTION AND ACTIVITIES

Day 1 – Introduction to Pebble Go (in the computer lab)

**NOTE: The week before beginning this unit, include several fiction and nonfiction books about frogs and toads in the selection of books they browse for book exchange. Listen to student comments as they select their books.*

Direct Instruction:

Discussion – TL asks leading questions: “What do you know



about frogs?” “How do you know it?” “Where did you go to get that information (books, backyard, pond, etc.)?”

TL continues instruction: “There’s a place right in this room where we can get more information about frogs. Does anyone know the place I’m thinking of (computer)? I’m going to show you a place I go to on these computers to find information.”

Modeling and Guided Practice:

TL demonstrates and discusses the following: Opening Firefox, Bookmark, our school page, basic databases, Pebble Go. TL models how to open Pebble Go and discusses what a database is, how to navigate the program, and then locate “Frogs.” Class listens to the page about the body of the frog. TL asks several questions and has students point to the answers on the screen.

Independent Practice:

Each student will go to a computer, open Firefox, and locate Pebble Go. They will search for “frogs” and either read or listen to one of the pages.

Day 2 – Note-Taking: Frogs

Modeling and Guided Practice:

Review – TL will have students describe the steps for locating Pebble Go and will model each step student describes. TL asks a specific question about what frogs like to eat and students walk through how to find the answer. The number of questions asked should be based on how well the students can answer the questions. Nonverbal students will point to the answer on the screen. TL holds up a large index card with the words “frog” and “food” written on it. TL demonstrates how to take notes by writing a specific food frogs eat on the index card.

Independent Practice:

Each student receives a card with one of the headings (use same headings as in Pebble Go) written at the top. Students will each go to a computer, locate Pebble Go, and write facts about their topic. Cards are collected at end of session. Before the next session, TL will print out an oversize copy of the “Frog and Toad Compare/Contrast Note-Taking” worksheet, and write several of their frog facts in the frog column. (See SM1_FrogsToads)

Day 3 - Note-Taking: Toads

Modeling and Guided Practice:

TL displays the enlarged worksheet and reviews by having students take turns reading the notes about frogs that were made during the previous session. TL asks a few questions and has students point to the answer on the chart. Next the TL holds up a picture of a toad and asks what it is. “What do you know about toads?” TL reminds students that last week they found information about frogs on the computer and today we’re going to find information about toads in a book. TL reads a book about toads and chooses the pages that cover the topics on the Note-Taking worksheet. After each page, the TL stops and asks questions, rephrasing several times to be sure everyone understands the information. TL asks students to locate the appropriate box on the chart for writing the facts. The teacher/teacher assistants will help with phrasing questions. TL asks students to state one thing that is the same about a frog and a toad in a complete sentence. Then students will say something that is different. Every student should be able to give an answer. The teacher/TA will help with the discussion.

Day 4 – Fictional stories

Modeling and Guided Practice:

The Frog / Toad chart should be in view and several Frog & Toad books by Arnold Lobel should be displayed.

TL will read one or two Frog and Toad stories aloud. First TL will show the cover of the book and ask the class what they notice about the illustrations. TL will tell the class that the two characters are different, just like the frogs and toads they have researched (refer to chart). TL asks: “Can someone tell me one way frogs and toads are different? (Pause for response.) I’m going to read a story about this frog and toad. At the end of the story I’m going to ask you how they are different.” After story is read, TL encourages a discussion about how the characters are different, then how they are alike. There should be time to read and discuss two stories.

Day 5 – Story: The Hat

Modeling and Guided Practice:

If students have previously worked with shadow puppets, remind them of that and say that this time, they will make their own



shadow puppets and put on a play. When the play is ready, it will be videotaped so that other classes can see it.

TL will introduce the play as “The Hat.” TL reads and discusses “The Hat.” Together, the class makes a list of puppets and props that will be needed. List is written on chart paper or Smartboard and saved for next session.

Day 6 – Making Puppets and Props

Independent Practice:

Ahead of time, draw patterns for Frog, Toad, props.

Students will sit at tables. Give each student a piece of oak tag, a pattern, a pencil, and scissors. Students will trace and cut. Popsicle stick should be taped to cut-out figures with strong tape. While students are working, CT decides which students will have speaking parts. Will need frog, toad, and 1- 8 narrators. CT will take copies of the script so students can practice reading their parts in the classroom and at home.

Day 7 – Recording the Play

Modeling and Guided Practice:

This portion can be done as a class during scheduled library time, or students can report to library separately to record their part. TL will record the students using Audacity (a free online audio recorder and editor) and later edit and import to iMovie or Movie Maker.

Day 8 – Practice the Play

Modeling and Guided Practice:

Puppet theater should be set up prior to class. (If you don’t have one, you can tape a sheet between 2 chairs or tables.)

TL turns on the lamp (behind the sheet, to create the shadow theater) and turns out the lights. TL demonstrates how to move a puppet so that it doesn’t become blurry. Teachers read the script while students work the puppets and props.

Begin with page 1. Decide who will hold what and where they should kneel. Practice, stopping and repeating as needed. When students know what to do with page 1, go on to page 2. Other students will operate the puppets so that everyone gets a chance to participate.



Day 9 – Videotaping the Play

Independent Practice:

Practice page 1, then videotape it. Switch students, practice page 2, then videotape it. Later, import recordings into movie and edit it. Burn to DVD.



Day 10 – Performance

Sharing and reflecting:

A chosen class will be invited to view the play. TL will show the movie, and audience members will give positive comments, saying what they liked about the play and the participants.

Applause! Later, the movie will be shown to other classes during library time. It will also be included in the annual end of the year video/slideshow.

Links to Supporting Materials	Description
SM1_FrogsToads	Frog & Toad Compare/Contrast Note Taking Worksheet
SM2_FrogsToads	“The Hat” script
http://audacity.sourceforge.net/	Link to download Audacity
http://www.apple.com/ilife/imovie/	Link to download iMovie

ENGLISH
LANGUAGE
ARTS

Bonnie French

Poetry All Around

Appropriate Grade Level(s): 4th Grade

Required Time: 13 class periods

Collaborative Potential: Visiting poet, 4th Grade classroom/ELA teacher (s), art teacher

Overview: 4th grade classes will learn to read poetry and each student will write his or her own poem with the help of a visiting poet. Students illustrate their poems in art class and then record their poem using VoiceThread in the library. Poems will be posted and shared on a class wiki so students can comment on poems written by their classmates.

CONTENT TOPIC: Poetry, writing process, illustration, publishing

CONNECTION TO CONTENT STANDARD(S) :
New York

State Standard (English): Students will read, write, listen, and speak for literary response.

State Standard (English): Students will read, write, listen, and speak for social interaction.

ASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

4.1.8 Use creative and artistic formats to express personal learning.

4.3.1 Participate in the social exchange of ideas, both electronically and in person.



ASSESSMENT & CRITERIA

Product: Students will be assessed on their contributions to a class wiki—each student’s poem, illustration, and VoiceThread presentation of the poem will be graded according to a set rubric.

Process Teacher librarian and classroom teachers will observe students’ general participation and effort throughout the project. Ability to follow directions with regard to the writing process, word processing, and oral language skills will be noted.

RESOURCES AND OTHER MATERIALS

Variety of poetry books for students to explore
Classroom wiki—set up wiki and student passwords before beginning the project
Computers/laptops for student use (with Internet and word processing access)
Computer/laptop with projector and screen
Access to VoiceThread program
Microphone
Speakers

CREDITS

Georgia Popoff (teaching artist), Carol Iwanicki, Carolyn Bonner, Beth Peppone (4th grade teachers); Pat Rudney (Art teacher); Denice Buchanan (SU fieldwork student)

INSTRUCTION AND ACTIVITIES

Days 1-6

Direct Instruction:

Visiting poet/teaching artist visits class to teach students how to read and interpret poetry, how to use the writing process, and how to write their own poetry. If a visiting poet or teaching artist is not available or possible, these lessons can be taught by the classroom or English Language Arts teacher. Each student will have produced and chosen at least one poem to work with for the following project. During library visits, instruction will include exposure to poetry books and booktalks.

Day 7

Independent Practice:

Students will illustrate their chosen poem in Art class using

water colors and crayons. TL will scan final art products into digital file to be uploaded to VoiceThread program.

Day 8

Modeling and Guided Practice:

Ahead of time, TL will create a wiki and assign usernames and passwords for students and adults. The TL will give students a brief lesson, modeling how to use the class wiki. TL will show students a wiki from the previous year, review how to log in, navigate from one page to another, and edit. TL will hand logins and passwords to each student. Each student will go to a computer and log on, click on their pages and type name & room number. TL will model how to type poem on wiki page and demonstrate how to change font, text color, etc. Students will type their poems and add them to the wiki. After poems have been typed, TL demonstrates how to perform a spell check.

Direct Instruction:

TL will show students a few VoiceThread clips from the website. The class will discuss what they like and don't like about them. What was special about the ones they really liked? (People spoke in a loud, clear voice, etc.) Give students a copy of their poem to practice reading at home.

Day 9

Modeling and Guided Practice:

Students will record their poems using VoiceThread. Once recordings are completed, the Voicethread will be uploaded to the class wiki.

Day 10

Modeling and Guided Practice:

TL will model how to comment on someone else's work using VoiceThread and discuss commenting on others' work appropriately. TL selects a poem, reads it aloud, and asks for positive comments about that poem. A discussion of what is and is not appropriate should take place. Then TL demonstrates how to add a comment to someone else's work, emphasizing the fact that as the wiki administrator, the teacher librarian will know who writes which comment.



Independent Practice:

Students will read poems written by 4th grade students (working on the same project) from other classes and add comments to their poetry VoiceThreads.

Day 11**Independent Practice:**

Using the class wiki, students will answer questions about their own poems (questions posed on the wiki by the visiting poet/teaching artist or classroom teacher). Students will continue to read poems written by their 4th grade classmates and will write comments on them in the comment section of the class wiki.

Day 12**Modeling and Guided Practice:**

Students will choose either Kidspiration or Wordle to further illustrate their poems. The teacher librarian will give brief tutorials about how to use these tools and students will be given time to explore and then create their own Kidspiration and/or Wordle illustrations. Creations will be uploaded to the class wiki.

Day 13**Sharing and Reflection:**

Students will celebrate by viewing their class (and other 4th grade classes') VoiceThreads. Students will write an informal reflection on the Poetry All Around project and voluntarily share if they choose.



Links to Supporting Materials	Description
http://poetryallaround.pbworks.com/	Class wiki including lesson plans, Voicethread examples, and Kidspiration/Wordle examples
http://mbwikipresentation.pbworks.com/	Directions on using wiki
http://voicethread.com/	Access to VoiceThread
http://www.inspiration.com/Kidspiration	Access to Kidspiration
http://www.wordle.net/	Access to Wordle

Ellen Mask

LANGUAGE ARTS/
TECHNOLOGY

Book Talk Podcasts

Appropriate Grade Level(s): 4th

(but can be modified for any grade level)

Required Time: Approximately 6 lessons (30 minutes each)**Collaborative****Potential:** Classroom teacher**Overview:** Students write a book talk about a book they have read, record it as a podcast and create a word cloud, using Wordle, to show as the podcast plays.**CONTENT TOPIC:** Reading, writing, technology**CONNECTION
TO CONTENT
STANDARD(S):**
Florida

Content Standard for Grade 4 Language Arts: The student will write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence.

Content Standard for Grade 4 Language Arts: The student will determine and use appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic .

**ASL
STANDARDS
FOR THE
21st-CENTURY
LEARNER
GOALS**

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

4.3.1 Participate in the social exchange of ideas, both electronically and in person.



The "word cloud" used in this lesson plan is courtesy of www.wordle.net.

ASSESSMENT & CRITERIA

Product: Students will create a podcast and word cloud based on a book they have read and would recommend to someone else.

Process Teacher librarian and classroom teacher will grade final products (podcasts and word clouds) according to rubric.

RESOURCES AND OTHER MATERIALS

Audacity (<http://audacity.sourceforge.net/>) – need to have headsets with microphones

www.wordle.net

Paint (program in Windows)

Word processing software

PhotoStory 3

Wordle

Book Talk form

Highlighter

INSTRUCTION AND ACTIVITIES

Direct Instruction:

TL opens lesson by asking how students decide what book to read next. Guide conversation to getting recommendations from friends. Have students think about a book that they have read that they would recommend to a friend.

Pass out book talk guide (SM1) and have students fill out the top portion (name, teacher, book title, author, characters).

Pass out and review rubric (SM2).

Modeling and Guided Practice:

At the 2nd lesson, discuss how to write a good summary (include information from the beginning and middle, but not end) and what can be included in the “why someone should read this book” section (not “it’s awesome,” but specific reasons)

Students write book talks, including introduction paragraph.

At 3rd meeting, TL shows how to use Audacity software to record audio.

Students record book talks. When all talks are recorded, as a



class, walk through the steps to export the audio as an .mp3 file. (Depending on the number of students and available equipment, this may take more than one lesson.)

At 4th meeting, have sample of summary on overhead and discuss what makes particular words more important than others. Have students go through their book talks and highlight important words. Emphasize that they should not be highlighting entire sentences, only words and short phrases.

At 5th meeting, students should open a word processing document on the computer. Have them type in the title of their book (with no spaces) and copy it twice (so it appears a total of three times), then type in the author's name twice (with no space), and the words they have highlighted (once each – no spaces in phrases).

At 6th meeting, students then open Paint and a web browser and navigate to www.wordle.net. Click on "Create" and copy the words from their word document into the window. Create a word cloud and allow students time to adjust font, colors, etc.

When time is up, have students click on "Open in new window" option, press "Alt" and "Print Screen" buttons and copy the word cloud into Paint. Crop picture so that only word cloud shows and save the document.

At 7th meeting, have students check the properties of their .mp3 file to see the length. Open PhotoStory 3, import their word cloud as the picture and set the duration to 3 seconds longer than the time of the .mp3. Choose to "Select music" and select the .mp3 files. Export as a .wmv file.

Sharing and Reflecting:

When all are finished, have a group sharing time.

A self reflection could be helpful for students to define what they did well and what they could improve upon.

Links to Supporting Materials	Description
SM1_BookTalkPodcast	Book Talk form for students to fill out
SM2_BookTalkPodcast	Rubric for book talk final product
http://teacher.ocps.net/ellen.mask/page40.html	Examples of student book talks

ENGLISH
LANGUAGE ARTS

Margaret Middleton

Haiku Poetry, Google Earth, and “Wabi Sabi” Too!

Appropriate Grade Level(s): 3rd Grade

Required Time: Two 60 minute class periods or one 120 minute class period

Collaborative Potential: Classroom teacher, Art teacher

Overview: This literacy lesson is designed for 3rd grade students as an introductory lesson to haiku poetry. The teacher librarian (TL), 3rd grade classroom teacher and art teacher will work together on this innovative lesson by utilizing a picture book, Google Earth technology and collage artistry to teach students how to write and illustrate haiku poetry. This lesson is typically done in April during National Poetry Month to help build an awareness and appreciation of poetry.

CONTENT TOPIC: Haiku poetry, writing, literature, illustration, world/foreign cultures

CONNECTION TO CONTENT STANDARD(S) :
New York

State Elementary Standard (English Language Arts): Students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

State Elementary Standard (English Language Arts): Students will listen, speak, read and write for social interaction.

State Standard (Technology): Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.

ASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

4.1.3 Respond to literature and creative expression of ideas in various formats and genres

4.1.8 Use creative and artistic formats to express personal learning



ASSESSMENT & CRITERIA

Product: Students will complete their “Practice Haiku Worksheet,” “Haiku Peer Editing Checklist,” and a final poetry book page (to be compiled into a class book).

Process Classroom teacher and teacher librarian will observe student’s participation for the duration of the project including their question and answer responses, and effectively working with partners or groups.

RESOURCES AND OTHER MATERIALS

Picture book *Wabi Sabi* by Mark Reibstein and Ed Young

Graphic Organizer List to keep track of the places Wabi Sabi visits (See supporting materials)

Handout 1: “Learning About Haiku” (See supporting materials)

Handout 2: “Practice Haiku Worksheet” (See supporting materials)

Handout 3: “Possible Haiku Topics” (See supporting materials)

Handout 4: “What Am I?” (See supporting materials)

Handout 5: “Haiku Peer Editing Checklist” (See supporting materials)

Handout 6: “To Be Challenged...” (See supporting materials)

Art supplies

Access to Google Earth

Computer and projectors

Large flip chart to record student responses

Picture of Cherry Blossom Tree in Japan

Poster of/for National Poetry Month

CREDITS

http://teacher.scholastic.com/writewit/poetry/poetry_engine.htm#

<http://ettcweb.lr.k12.nj.us/forms/newpoem.htm>

<http://www.poets.org/page.php/prmID/98>

Day 1

Direct Instruction:

As the 3rd grade students enter the library media center with their classroom teacher, the students will be asked to pick a picture card out of a bag and sit down at the learning tables in the multimedia presentation area. There is a picture of a suitcase on one side and a graphic organizer on the other side (See SM1_WabiSabi). The students will be asked the following two questions: What picture do you have on your card? (Everyone should respond by saying a suitcase, luggage, etc...). Why do you think everyone has a picture of a suitcase on their card? (You may get a variety of responses; however, usually one student will respond by saying “Are we going on a trip?”). The TL will inform the students that they are going on a virtual field trip to Kyoto, Japan to learn about a cat named Wabi Sabi (TL shows them the picture book *Wabi Sabi* by Mark Reibstein and Ed Young). TL will explain to the students that they will also learn about haiku poetry which is a very important aspect of Japanese culture.

The TL will then introduce the technology tool Google Earth to students and ask them to share any personal or academic experiences they have encountered with Google Earth. The TL will demonstrate how the tool can virtually bring the students to different places in the world including Kyoto, Japan which is where the main character lives in the story *Wabi Sabi*.

Modeling and Guided Practice:

Prior to reading the story the classroom teacher will ask the students if they know anything about haiku poetry. The students will brainstorm a list and the classroom teacher will record the answers on a K-W-L chart (using a large flip chart) what they already **know** about haiku prior to instruction. The teacher librarian will share a story about Japanese culture, The Cherry Blossom Festival, which takes place between January and June yearly in various spots throughout Japan. Japanese families go view the beautiful trees in full blossom, have picnics and write haiku poems while sitting under the cherry blossom trees. The teacher librarian can show a picture of an actual Cherry Blossom Tree from Japan.

Direct Instruction:

The teacher librarian will also show a poster of National





Poetry Month to the students (poster can be acquired at <http://www.poets.org/page.php/prmID/98>). The teacher librarian (TL) explains that April is National Poetry Month and their school will be celebrating poetry and its vital place in world cultures. The students will be required to write a haiku poem and create an artistic collage (inspired by Ed Young) to complement each poem's individual topic. All of the poems will be combined and published in the form of a classroom/library book. The students will be working with their 3rd grade teacher, the librarian and the art teacher to complete this literacy project.

Sharing and Reflection:

The students are then asked “What do they **wonder** about haiku poetry?” The classroom teacher (CT) records answers on the K-W-L chart and is now ready to begin reading the picture book *Wabi Sabi* by Mark Reibstein and Ed Young.

Day 2 (or continuation of Day 1 if on block scheduling)

Direct Instruction:

The students are instructed to keep track of the places Wabi Sabi visits on her journey throughout Japan. The students are to record each place using the Graphic Organizer List which is located on the back of the picture of their suitcase.

The CT begins reading the picture book *Wabi Sabi* by Mark Reibstein and Ed Young to the class. As the teacher reads each page she points out the unique writing style the author utilizes, which is a combination of brief text and haiku poetry. The story is about a cat named Wabi Sabi who goes on a journey throughout Japan in search of the true meaning of her name. The teacher also highlights the collage artistry utilized by Ed Young to capture the people and places Wabi Sabi visits on her journey.

Sharing and Reflecting:

After reading the story the students are asked to add to the K-W-L chart by contributing a list of what they **learned** about haiku poetry after having heard the story. The students also share their list of places Wabi Sabi visited throughout Japan (Kyoto-city, Kyoto-woods, Mt. Hiei, Ginkakuji-the “Silver Temple” and back home to Kyoto). The teacher records visited places on chart paper. The TL will then utilize the students' list of places Wabi Sabi visited and Google Earth to virtually bring students to Kyoto, Japan and take

them on a Google Lit trip of Wabi Sabi's journey. The students will have an opportunity to share their thoughts about the Google Lit Trip.

Direct Instruction:

The CT and TL will use *Learning about Haiku Worksheet* to provide instruction on how to write a haiku poem. (See SM2_WabiSabi)

Independent Practice:

In groups of two the students will practice writing their own haiku using the *Haiku Practice Worksheet* and *Possible Haiku Topics*. (See SM3_Wabi Sabi and SM4_WabiSabi) The TL and CT will circulate through each group to observe students' poetry writing and provide constructive feedback. Since haiku writing can be quite simple due to the short length of the writing piece the CT/TL will provide students with additional challenges. All challenges will be provided on the handout *Haiku Challenges and Enrichment Activities* (SM7_WabiSabi). Students who want a difficult challenge will be allowed to draw their haiku topic out of a hat. Each topic will include more abstract topics and provide a unique challenge for the writer. Students who would like a moderate challenge will be asked to pick their own haiku topic, write two separate verses (6 lines using 5-7-5 syllable pattern) for the haiku they write.

Direct Instruction:

The CT will provide a recap of key elements of a quality haiku poem and inform the students that they will be writing their own haiku poetry classroom book titled "What Am I?" to celebrate National Poetry Month. The students will be required to create a haiku poem without revealing their topic. Their classmates, teachers, and others will have to guess the topic by reading the poem and looking at the accompanying artwork. This turns the poem into a riddle and adds an interesting twist to writing haiku poetry. The CT will then distribute the *What am I?* handout (SM5_WabiSabi) and the *Haiku Peer Editing Checklist* (SM6_WabiSabi). The teacher will provide detailed instructions on the haiku poetry book making project.

The Art teacher joins the lesson and explains her role in the collaborative book making project. The students will be required to make artistic collages (just like Ed Young's) for the background of their written haiku poems.



Independent Practice:

The artistic collages will be created during art class. Once the collages are completed the poems will be pasted onto each student's collage to create a single book page for their classroom book titled "What Am I?"

Links to Supporting Materials	Description
SM1_WabiSabi	Sample graphic organizer
SM2_WabiSabi	Learning about Haiku Worksheet
SM3_WabiSabi	Haiku Practice Worksheet
SM4_WabiSabi	List of possible topics
SM5_WabiSabi	What am I? handout
SM6_WabiSabi	Haiku Peer Editing Checklist
SM7_WabiSabi	Haiku Challenges and Enrichment

LANGUAGE
ARTS/
INFORMATION LITERACY

Lucretia D. Miller

Fable Story Spines

Appropriate Grade Level(s): 1st or 2nd

Required Time: Two 45-minute lessons in library, 1-hour art lesson

Collaborative Potential: TL, Art teacher

Overview: This lesson helps students understand the genre of fables. They will create a class fable based on a story spine of leading introductions. Students get a better understanding of a moral or author's purpose by creating their own story rather than defining a moral based on a previous work. Students will illustrate and publish their movie using i-Movie or other movie-making application.

CONTENT TOPIC: Fables

CONNECTION TO CONTENT STANDARD(S): Florida

Content Standard for Grade 2 (Language Arts): The student can:

Identify the basic characteristics of a variety of literary forms (e.g., fables, stories, fiction, poetry, folktales, legends) and how they are alike and different.

Respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends).

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

4.1.8 Use creative and artistic formats to express personal learning.

ASSESSMENT & CRITERIA

Product: TL will assess final movie. Students will have been successful if the final product shows an understanding of sequence and there is a moral that relates to the story. The story should logically follow the lead-in of the story spine and reflect the format of fables that were reviewed.

Process: Students will have been successful if they can relate their product to the modeled fables, if students cooperatively worked as a group to create their story, and if their illustrations relate to and enhance the telling of their story.

RESOURCES AND OTHER MATERIALS

A variety of fable collections such as: *Fables* by Lobel, *Aesop's Fables* by Sneed, *The McElderry Book of Aesop's Fables* by Morpurgo, *Aesop's Fables* by Pinkney, *Mice, Morals, and Monkey Business: Lively Lessons from Aesop's Fables* by Wormell

I-movie or other movie-making application

Story spine: "Once upon a time..." "Everyday..." "But one day..." "Because of that..." "Because of that..." "Because of that..." "Until finally..." "Ever since then..." "And the moral of the story is..."

Chart paper and markers,

8 ½ x 11" paper and markers or crayons for illustrations

Scanner

Laptop

CREDITS

Mark Benoit, Apple Trainer: Uses story spine as ice-breaker for trainings

INSTRUCTION AND ACTIVITIES

Day 1- Library

Direct Instruction:

Review genre of fables (classroom teacher will have previously taught genre), asking students what the purpose and main characteristics of a fable are.

Ask key questions like Form- "What is it like?" Function- "How does it work?" Connection- "How is it connected to



things?” Reflection- “How do we know?”

Picture-walk through some collections of fables, noting similarities.

Modeling and Guided Practice:

TL reads a fable or two without giving away the moral or author’s purpose.

TL suggests a moral or author’s purpose to the fable, explaining the reasoning.

Independent Practice:

TL reads fables to the class without giving the moral, and has students engage in discussion about their ideas of what the moral is.

Modeling and Guided Practice:

TL explains to students that they are going to write their own fable, together as a class, and that they will illustrate it, put it all together, and record it as a movie, following a format called a story spine.

TL gives students the first lead-in: “Once upon a time...”

TL calls on a student to finish the sentence, modeling the format of fables previously read.

TL writes the lead-in and response on chart paper.

TL gives the next lead-in: “Everyday...”

Continue on through the story spine, finishing with “And the moral of the story is...”

Sharing and Reflecting:

Along with class, TL reviews the fable to make sure it follows a logical sequence, relates to the lead-in, and has a moral that reflects the main purpose of the story.

Corrections or changes are made if needed.

Students will take the chart paper with their fable to their art class.

Day 2 – Art class

Direct Instruction:

Students illustrate the fable in art class.

TL scans the illustrations onto laptop in order to use with i-movie or other digital application.



Day 3

Direct Instruction:

TL explains that students will now be putting together their class fable and their illustrations in order to record and make a movie.

TL teaches process for adding text, adding pictures, adding transitions, and recording in the movie application.

Modeling and Guided Practice:

TL models adding in the slides with the words of the lead-ins of the story spine, the students' illustrations, and how to record their story.

Independent Practice:

If using an interactive whiteboard, when students are called on, they can come up to click and drag the slides and pictures into the desired sequence and add the transitions between slides.

If using a regular screen, TL can call on students to tell which illustration to drag, etc.

TL calls on students one at a time to come up and record on the laptop the lead-in of the story spine and the response, which students read off the chart made previously.

Sharing and Reflecting:

TL plays the finished product for the class and students point out any changes needed (e.g., transitions, incorrect illustrations) Edits are made.

TL questions students on the difference between guessing the moral of an author's previously published fable versus creating their own fable with a moral. Is it easier or more difficult? Will having created their own fable and moral help them figure out other morals? Review the key questions on form, function, connection, and reflection again to sense students' better understanding.



Links to Supporting Materials	Description
http://web.mac.com/millerl7/Site/Fables.html	View examples of our fables

ENGLISH
LANGUAGE ARTS

Heather Turner

Poetry Radio

Appropriate Grade Level(s): 2nd - 6th Grades

Required Time: 3 - 45 minute lesson periods

Collaborative

Potential: Classroom teacher, Technology Assistant, Art or Music Teacher

Overview: This project will introduce students to recording in Audacity. This lesson will also expose students to poetry. Students will be read poetry and will also memorize a poem of their choice. This lesson ties directly to the Poetry Tea which goes on each year in 2nd Grade. This lesson is a blending of traditional literature and technology skills.

CONTENT TOPIC: Poetry, Technology

CONNECTION TO CONTENT STANDARD(S) : New York

Standard 2 (ELA):

Students will read, write, listen, and speak for literary response and expression.

Indicator: Present original works, such as stories, poems, and plays, to adults and peers, using audible voice and pacing appropriate to content and audience.

Content Standards for Technology:

Students use technology tools to enhance learning, increase productivity, and promote creativity.

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

4.1.8 Use creative and artistic formats to express personal learning.

4.4.1 Identify own areas of interest.

ASSESSMENT & CRITERIA

Product: TL and CT will review final recording of poetry along with students' illustrations. An exemplary final product will demonstrate audible voice with good pacing and appropriate content. Illustrations should indicate

students' understanding and interpretation of the poem.

Process TL will assess students' participation and understanding of technology while they use Audacity and Tux Paint to investigate this poetry unit.

RESOURCES AND OTHER MATERIALS

Grade appropriate poetry books/collections

Selected poems to read aloud (e.g., Shel Silverstein)

Computer with access to Audacity, microphones

Copies of selected poems

Access to Tuxpaint (<http://www.tuxpaint.org/>)

INSTRUCTION AND ACTIVITIES

Day 1

Direct Instruction:

TL will introduce poetry to students by reading selected poems by Shel Silverstein (Sick, Lazy Jane, Double-Tail Dog, Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out; and The Worst). TL and CT talk about the different kinds of poems and distinguish poetry from other types of literature students have been exposed to. For example: poetry is made up of phrases not complete sentences, poetry is descriptive (draws a picture in your head), etc.

TL and CT introduce available resources including poetry collections and poetry books. TL may booktalk some of these resources in an effort to pique students' interest in particular resources.

Independent Practice:

Students sample available resources and choose a poem that they would like to read aloud, illustrate, and share with others. Students report their choice to TL.

Day 2

This lesson should take place in a computer lab or at com-

puter stations in the media center.

Direct Instruction:

TL explains the requirements of the project: (1) students will record a reading of their selected poems using Audacity, and (2) they will create an illustration using Tux Paint.

Modeling and Guided Practice:

TL models reading a poem, emphasizing voice, inflection, mood, etc.

TL models how to create an illustration in Tux Paint. Students may be familiar with this program before this project.

Individually the TL will have the students record their poem. TL will explain the Audacity program to students as they come to record. (Remember to have a copy of their poems available.)

Independent Practice:

Students create an illustration for their poem while individual students are working with TL to record voice.

Day 3

Sharing and Reflecting:

TL will play all poems during the following class so that students can hear their classmates' poems. They can also be made available on the library website via a slideshow that utilizes the illustrations.



*A free Teacher Tube account is needed to view the following examples.

Links to Supporting Materials	Description
http://www.teachertube.com/members/music.php?music_id=2934&title=I_Wish_I_Had_a_Dragon	I Wish I had a Dragon Example posted on Teacher Tube
http://www.teachertube.com/members/music.php?music_id=2935&title=I_Know_All_the_Sounds_that_the_Animals_Make_by_Jac	I Know the Sounds that Animals Make Example posted on Teacher Tube

MIDDLE SCHOOL



ENGLISH

Lindsay Cesari

Adopt a Book Project

Appropriate Grade Level(s): 7th, 8th, and 9th Grades

Required Time: 40 minutes of library time

Collaborative Potential: English teachers

Overview: This is an independent novel project taught in conjunction with the classroom English teacher. Students select a book that has never been checked out of the library and then choose 1 of 3 ways to market it to their fellow classmates, including designing a new book jacket, making a poster, or producing a book trailer. If students' books are poor, they may choose instead to complete a *discard* recommendation.

CONTENT TOPIC: English

CONNECTION TO CONTENT STANDARD(S)

ELA Intermediate Level Standard: Listening and Reading – Students will read and view texts and performances from a wide range of authors, subjects, and genres.

ASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.



ASSESSMENT & CRITERIA

Product: English teacher and TL collectively evaluate finished product based on checklist provided to students. Students receive “bonus” points if another student checks their book out before the end of the marking period.

Process Students successfully complete graphic organizer. Students explain what project they’ve chosen to complete, and justify their choice of that product.

RESOURCES AND OTHER MATERIALS

Books that have never been checked out of the library

Computer with Internet access & projector for PowerPoint presentation

Animoto video created by TL (<http://animoto.com/>)

Circulation software that lets you run a report of titles never checked out of the library

INSTRUCTION AND ACTIVITIES

Direct Instruction:

TL asks students to brainstorm a list of techniques they use when deciding which books to check out. (See SM1_adoptabook.)

As a class, discuss their answers. Answers usually include: looking at the cover, recommendations from friends, length of the book, etc.

Show a brief Animoto (or other) video showcasing books that have never been checked out of the library with the song “I’m So Lonely,” by Akon. Discuss what is unappealing about these books – usually an ugly cover, old-fashioned looking, too long, etc. (See SM2_Adoptabook.)

Introduce the project and explain the goal. Preview each of the project options (book jacket, poster, or book trailer) and discuss some aspects of the different ideas. (See supporting material, SM3_Adoptabook)

Modeling and Guided Practice:

TL models how to locate the Cataloging in Publication (C.I.P.) summary, and talk about how this is another strategy for selecting books. Students practice finding the C.I.P. in a book.



Independent Practice:

Students perform a “speed dating” activity. TL divides lonely books onto six different tables. Students spend 1 minute and 30 seconds per table. At each table students review as many books as possible and create a list of interesting titles. Students practice a variety of selection techniques, including C.I.P., to evaluate books. When the buzzer sounds, students rotate. (See SM1_adoptabook.)

At the conclusion of the activity, students rank their list of books from most interesting to least interesting.

TL draws student names out of a hat – when their name is chosen, they pick a book and check it out.

Sharing and Reflecting:

Once students check out a book, they predict, which type of marketing strategy they’ll use for their books, and explain why they think that strategy is most appropriate. (See SM1_adoptabook.)

TL polls the class to find out how many students are doing each project.

TL checks book circulation at the end of the marking period to award bonus points.

Links to Supporting Materials	Description
SM1_Adoptabook	Student Worksheet – for use during direct instruction
SM2_Adoptabook	PowerPoint used during the lesson
SM3_Adoptabook	Bat Movie – Book trailer example

Esther Keller

LANGUAGE ARTS/
ART

Design a Book Cover

Appropriate Grade Level(s): 6 - 8th Grade
Required Time: 3-4 Class Periods and independent time

Collaborative

Potential: Classroom
English Teacher, Art
Teacher

Overview: Students will redesign book covers after having read the books.

CONTENT TOPIC: Visual Art, Drawing, Literature

**CONNECTION
TO CONTENT
STANDARD(S) :**
New York

Content Standard for Grade 6-8 (Art):

A.1: Creating, Performing, and Participating in the Arts

A.1(a): Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Content Standard for Grade 6-8 (English Language Arts):

E.2(b): Produce a response to literature.

Content Standard for Grade 6-8
(Information Fluency Continuum):

Creates personal responses to literature using arts and technology.

Creates and shares reading experiences and responses variety of ways and formats.

Demonstrates an awareness of audience and purpose in creating a response.



AASL
STANDARDS
FOR THE
21st-CENTURY
LEARNER
GOALS

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

4.1.8 Use creative and artistic formats to express personal learning.

ASSESSMENT
& CRITERIA

Product: Students will read a book of their choice and then design a book cover. TL will assess final product to see that it contains knowledge of the book, a title and author (both on the cover and the spine). The back and/or inside flap must contain a summary of the book. Students will then present their

covers to the class and explain why they chose their design.

Process TL assesses students' engagement during class discussions on book covers and the effect they have on choosing a particular book. TL observes students' book selection and creativity during process of designing a new cover.

RESOURCES
AND OTHER
MATERIALS

Art paper

Drawing supplies

Various book covers (single titles w/ multiple cover designs) and library collection

Computer/ projector/ screen

CREDITS

<http://rubistar.4teachers.org> – for creating the rubric.

INSTRUCTION
AND
ACTIVITIES

Students will have chosen a book title that they have previously read and enjoyed for independent reading. The classroom teacher should have previously approved their selection for this project.

Lesson 1

Direct Instruction:

Students will come to the library. TL initiates a discussion by displaying the quote: “Don’t judge a book by its cover.” Class discusses the meaning of this proverb and how many of us do judge a book by its cover. TL moves the discussion to the topic of what appeals to readers in terms of book cover design.

Students will then examine various covers (of the same elements) and explain why one appeals to them over the other.

Modeling and Guided Practice:

TL can use a PowerPoint presentation or actual books to illustrate how changes in book designs can affect who chooses a certain book (SM1_Design a Book Cover).

Words/ideas to know: color, line elements, boldness, layout, photo vs. cartoon drawing or other illustration, etc.

Independent Practice:

Students examine 1 title with 2 covers and complete a “quick-write” and explain why one cover appeals to them over the other.

Sharing and Reflecting:

Students will make note of some of the elements they think they might want to include in their own cover design.

TL concludes lesson by introducing the project, reviewing rubric (SM2), and showing examples (SM3 and SM4). Each student commits to a title for the project.

Lesson 2

Modeling and Guided Practice:

TL demonstrates how to fold their paper into a book jacket. TL models how to lay out the required elements, on the spine, front and back covers, as well as the inside flaps.

Independent Practice:

Students will design a cover for the title they chose. Work will be completed in the classroom if this is a collaborative project, or for homework.





Lesson 3

Modeling and Guided Practice:

TL will model one oral presentation, preferably before the class is ready to present, so the students can prepare their presentation ahead of time.

Sharing and Reflecting:

Students will stand, show their book cover and offer a brief summary of the book. They will then explain why they chose to design their cover as they did.

Some ideas to enhance the unit: Invite an art editor from a small or major publishing company to discuss the process of designing a book cover.

Links to Supporting Materials	Description
SM1_DesignBookCover	PowerPoint Presentation for Lesson #1
SM2_DesignBookCover	Assignment Rubric
SM3_DesignBookCover	Sample Book Design
SM4_DesignBookCover	Sample Book Design

HIGH SCHOOL



**BUSINESS/
COMPUTER
APPLICATIONS AND HEALTH**

Donna Smith

To Your Health! *Investigating Personal Health History*

Appropriate Grade Level(s): 9th – 12th

Required Time: 3 library sessions

One day of introduction to the concept of a family history and to introduce the task

One week outside of class to collect the information

One day to discuss follow up information needed and to introduce the databases

One day to introduce reflection paper

Collaborative

Potential: Computer Applications and Health Classes

Overview: A family tree is a common assignment for students. This unit will expand on that assignment to look into family health history. Adolescence is a time where teens go to the doctor alone and need to have medical history information. This information will impact what medical care they need to receive. In order to be advocates for their own health care, students will prepare a family tree of health history and research how this history will impact the care they will need in the future. They will also research a condition found in their family health history, looking specifically for reliable health information through databases.

In cases where students' privacy is a concern, an option should be available where students can create a fictitious family tree and research a health condition not necessarily linked to their own family history.

CONTENT TOPIC: Health/ Personal Health

CONNECTION TO CONTENT STANDARD(S): Wisconsin

A. Health Promotion and Disease Prevention

Students will understand concepts related to personal health promotion and disease prevention.

A.12.6 Analyze how the family, peers, and community influence the health of individuals

B. Healthy Behaviors

Students will practice behaviors to promote health, prevent disease, and reduce health risks.

B.12.2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction

C. Goal Setting and Decision Making

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

C.12.2 Apply knowledge of individual, family, and community influences to decision-making processes

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

1.1.2 Use prior background knowledge as a context for new learning.

1.1.9 Collaborate with others to broaden and deepen understanding

4.4.2 Recognize the limits of own personal knowledge

4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

ASSESSMENT & CRITERIA

The product for Standard 1.1.2 would be the completion of the personal history in class without the help of others. Students will assess the limits of their own personal knowledge (Standard 4.4.6) by completing Personal Health History Rubric. From that rubric individuals will plan who they will need to interview to acquire the additional information and set up a specific time to contact that person or those people within the next week. Students will again assess their own personal knowledge after they collaborate to gain more information for this assignment. The final product will then be the completed online health history. From a health topic found in their own health history (or of a student's choosing) students will locate appropriate resources providing information on the impact having this condition in their health history will have on their lives. Students will turn in a reflective paper on locating and understanding this new information (product for standard 4.4.6).

Product: Online Health History Page, Reflective Paper on Health Information.

Process Students will complete the health History Form on their own and complete after collaborating with others

(relatives, etc.). Students will then collect information on a health issue in their personal health history (or another of interest) and compose a reflective paper on health information.



RESOURCES AND OTHER MATERIALS

My Family Health History (A tool from the Surgeon General @ <https://familyhistory.hhs.gov/fhh-web/familyHistory/start.action>)

Online Databases: Badgerlink (EBSCOhost), Teen Health and Wellness, Facts on File: Health Reference Center

Interviews with Family Members/others

Rubric for personal health history completion

Rubric for reflective paper



INSTRUCTION AND ACTIVITIES

Day 1

Direct Instruction:

TL and classroom teacher present the assignment objectives:

You are going to your first appointment with a new doctor and you have been asked to fill out a medical history form. Please begin filling out the information in class. (Give students time to fill out as completely as they can.) How much could you not fill out on your own?

Your appointment with your new doctor will be next week (date); you must provide as much medical information as you can at this appointment.

Within the next week: Using the information that you have compiled, fill out the online form. This is private information so therefore it will not be collected. It is for your information.

Day 2 (following week)

Direct Instruction:

TL and classroom teacher continue the assignment objectives:

Your doctor has told you that because of your family history, you are at a higher risk for _____ (fill in one condition from your family history or in which you have a specific interest). After discussing briefly with your new physician you try to find out as much as possible before your follow up appointment next week.

Modeling and Guided Practice

TL shows his/her own (or an example) health history and then with what could be filled out after interviews



Demonstrate choosing a health topic from health history and searching for information

Independent Practice:

Students work independently, using an appropriate database to find out:

- basic information about this condition
- specific tests and screening for this condition
- dietary and lifestyle changes that can prevent or improve this condition
- any alternative medicine recommendations for this condition
- traditional medicine and therapy used for this condition
- the impact of having this condition in your family history

Students are instructed to prepare this information in a useable format for their next appointment making sure they cite their sources to prove their information is reliable.

Day 3

Sharing and reflecting:

After collecting the information students will write a one-page reflection paper to convey their understanding of why knowing their medical history is so important and why locating reliable information is necessary. The requirements include a discussion of the specific condition the students have researched, a personal reflection about the exercise, and citations for all sources used.

Links to Supporting Materials	Description
SM1_ToYourHealth	Student personal reflection rubric
SM2_ToYourHealth	Student rubric to assess information skills
SM3_ToYourHealth	Teacher and TL assessment rubric

JAPANESE LANGUAGE CLASS

Donna Smith

(ADAPTABLE TO ANY FOREIGN LANGUAGE CLASS)

Japanese Business Trip

Appropriate Grade Level(s): 9th - 12th Grades

Required Time: 5 class periods plus class presentation time

Collaborative

Potential: Japanese
Language Teacher
(could also be Social
Studies or Business
Teacher)

Overview: Students are given the role of manager of a company that is hoping to expand business to Japan. The students' task is to prepare the sales force for travel to Japan taking place in 1 week. The sales force will have an interpreter traveling with it. The trip itinerary will help dictate what Japanese cultural elements will need to be introduced. After identifying and anticipating the specific aspects of culture in which the sales force needs to be trained, the managers (students) need to prepare the training (worksheets, video, and/or presentations) along with a timetable for training. Students will present the plan to their supervisor (teachers and classmates) for review.

CONTENT TOPIC: Japanese culture, business, foreign travel, foreign language

CONNECTION TO CONTENT STANDARD(S) : Wisconsin

Wisconsin Model Academic Standards for Foreign Language

Students will interact in a variety of cultural contexts (formal/informal, social/work) with sensitivity and respect.

Students will connect objects and symbols of other cultures to the underlying beliefs and perspectives.

AASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

4.1.8 Use creative and artistic formats to express personal learning

4.4.4 Interpret new information based on cultural and social context



ASSESSMENT & CRITERIA

Product: Students will be graded on completion of a written training schedule and training materials, including a properly formatted reference list. The “Business Trip” rubric will be used to evaluate student presentations. (SM1_Japa-

neseBusinessTrip).

Process Teacher librarian and language teacher will observe students for full participation and effective collaboration with classmates throughout the course of the week.

RESOURCES AND OTHER MATERIALS

Online databases, including: CultureGrams, ABC CLIO Geography, CIA World Fact Book

Choice of presentation materials: Word processing, Presentation (PowerPoint), Video (MovieMaker, Animoto, etc.)

Business Trip self progress rubric handout (see supplemental materials)

INSTRUCTION AND ACTIVITIES

Day 1

Direct Instruction:

On the first day the students are given the following task:

You are the manager of a company that is hoping to expand business to Japan. Your task is to prepare your sales force for travel to Japan. The sales force will have an interpreter traveling with it. The trip itinerary is as follows:

1. Fly into Tokyo Sunday afternoon
2. Dinner (formal) Sunday night with prospective clients
3. Monday morning breakfast at hotel
4. Mid-morning tour of prospective client’s facilities
5. Lunch (informal) with prospective clients
6. Team sales presentations
7. Attend traditional tea with prospective clients
8. Dinner with sales colleagues prior to flight home

Because your sales force members have no experience with Japanese culture, you must prepare them before they leave in one work week. After identifying specific aspects of culture in which your sales team needs to be trained, prepare your training (worksheets, video, and/or presentation) along with training

schedule (remember, you only have one work week and a maximum of two hours of direct instruction!).

Modeling and Guided Practice:

Direct students to databases, such as CultureGrams and ABC CLIO World Geography, and online resources, such as CIA Factbook, to find quality information on Japan. Discuss how these sites might be better to use than travel sites. Show students how to manage their resources using word processing software. Have the students individually list specific aspects of culture that the sales force will need to understand for the trip. Have students share with a partner, and then share with the large group. List cultural elements on the board. Together, examine one cultural element and compose questions that need to be answered: For example, list the tea ceremony. Some questions might be:

- What should one wear to a tea ceremony?
- What type of tea is typically served?
- What types of food are served?
- Do I bring a gift to the host of a tea ceremony?

Students should be creating questions from their list of cultural elements. Choosing the best resources, students will begin research to find answers to these and other questions that emerge, making sure they cite their sources.

Day 2

Direct Instruction:

Discuss different ways to present—list on the board how students are taught at school. List may include: Straight lectures, PowerPoint presentations, worksheets, readings, group projects, videos, tests, online course materials, etc. Have students consider which ways work best. How do they know it works? Which instruction methods take the most time? With these things in mind, students should plan their training schedule.

Independent Practice:

Students should determine what type(s) of instruction will work best for the information and time frame given. Remind them they have one week, but only 2 hours maximum of direct instruction. Be creative! Students will continue with their research and planning.





Day 3

Independent Practice:

Work day. Students should finish their research and planning. Students will evaluate their own progress (SM2_JapaneseBusinessTrip) and communicate with their teacher (supervisor).

Day 4

Independent Practice:

Students will tie up loose ends of their research and planning. Back in the classroom, teacher (supervisor) will discuss expectations of the presentation of each student's training plan.

Day 5

Sharing and Reflecting:

Begin presentations. Each student will have 5 minutes to present his/her training plan to the supervisor (teacher and class).

Students should discuss the cultural elements presented, types of instruction used, and the timeline of their project. Students will provide feedback for each presenter (this feedback can be added to a class Moodle or other type of online forum), answering the following questions:

1. Which cultural elements were presented? Which, if any, of the elements were missed?
2. Which types of instruction were used? Explain why these work well. Explain why these types of instruction might not work.
3. What areas of the time line work well? Which parts of the time line would you change? Give reasons for your answers.
4. What resources were used? Suggest other resources. Was credit given to all resources?

Each presenter will receive the feedback and write his/her own reflection, answering the questions above for his/her own presentation. This reflection will be handed in with the timeline and all other instructional materials. As a follow up, have a local international business representative discuss training for overseas business travel. Have students prepare questions ahead of time and write a thank you note afterward.

Links to Supporting Materials	Description
SM1_JapaneseBusinessPlan	Rubric used by teachers
SM2_JapaneseBusinessPlan	Rubric for student self evaluation

Donna Smith

LANGUAGE ARTS

Reading Sampler (a.k.a. speed dating for books)

Appropriate Grade Level(s): 9-12

(could be adapted for any age)

Required Time: 1 class period

Collaborative

Potential: English/
Language Arts
Teachers

Overview: To help students find books they will enjoy, this lesson allows them to sample books before committing to specific titles.

CONTENT TOPIC: Modern Literature, Reading

**CONNECTION
TO CONTENT
STANDARD(S) :**
Wisconsin

Content Standards for Grade 9-12 (Information and Technology Literacy)

Students will appreciate and derive meaning from literature and other creative expressions of information.

Students can apply personal criteria for choosing literature and other creative expressions of information

**AASL
STANDARDS
FOR THE
21st-CENTURY
LEARNER
GOALS**

4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.



ASSESSMENT & CRITERIA

Product: The TL and English teacher evaluate the completed Reading Sampler Worksheets to ensure that each student sampled 3 books and recorded all pertinent information including title, author, and their reactions to the sample readings they completed.

Process: TL monitors student participation and class behavior during the activity and discussion portion of the lesson. TL ensures that all students check out a modern literature book for independent reading.

RESOURCES AND OTHER MATERIALS

Reading Sampler Worksheet (see SM1_Readingsampler)
Modern fiction books from the library

INSTRUCTION AND ACTIVITIES

Day 1

The room should be arranged with large tables that can seat 4-5 students or desks in groups. Each table or group of desks should have 10 modern fiction books spread on them. The students will each receive a *Reading Sampler Worksheet*.

Direct Instruction:

TL will explain to students that they will be reading samples from 3 books and writing an impression about each one. The goal of this activity is to expose students to a variety of books in order to help students choose a book they would most enjoy. Students should understand that everyone's criteria for choosing a book may be different. TL announces that a discussion will take place after the activity to examine the criteria used to select literature, and to share students' reactions to the books.

Modeling and Guided Practice:

The teacher should read along with the students so he/she can offer his/her impressions of some of the titles.

Independent Practice:

Students will open a book of choice from their table to any page (preferably near the beginning so that the ending is not spoiled)



and read for 10 minutes straight. After time is called by TL, students will take 2-3 minutes to record the title, author and write a short reaction to the book. This process will be repeated 2 more times.

Sharing and Reflection:

After 3 books are sampled and worksheet is completed, the TL will lead a discussion on the process and ask for students' reactions to the books. The discussion should also focus on students' individual criteria for choosing literature. As students discuss the books, if they did not like a title ask them who the audience for this book would be. Offer insight into some of the titles by mentioning a familiarity with the book or any awards the book has received.

Links to Supporting Materials	Description
SM1_Readingsampler	Student worksheet for recording impressions

Donna Smith

**MASS MEDIA/
BUSINESS/MARKETING**

Shot Analysis

Appropriate Grade Level(s): 9th - 12th Grade
Required Time: One 80 minute block class period

Collaborative

Potential: Business
Teacher, English Teacher

Overview: The production of advertisements has a lot to do with the emotion and ideas the producer would like to evoke in viewers in order to sell a product. In this lesson, students demonstrate and show examples of different shots and transitions. Together we will identify and discuss the purpose of each shot and transition from advertisements. Finally, students will identify and analyze shots from a commercial of choice.

CONTENT TOPIC: Advertising, media, marketing, commercialism, photography/video

CONNECTION TO CONTENT STANDARD(S): Wisconsin

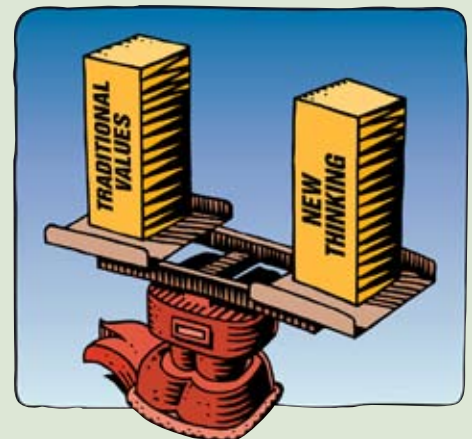
State Standard, Grade 12 [Information and Technology Literacy]: The student can evaluate the use of media and technology in a production or presentation.

State Standard, Grade 12 [Information and Technology Literacy]: The student will develop competence and selectivity in reading, listening, and viewing and evaluate how words, images, sounds, and illustrations are constructed to convey specific messages, viewpoints, and values to shape attitudes and influence action.

ASL STANDARDS FOR THE 21st-CENTURY LEARNER GOALS

4.3.2 Recognize that resources are created for a variety of purposes.

4.4.4 Interpret new information based on cultural and social context.



ASSESSMENT & CRITERIA

Product: Students will be assessed on their advertisement presentation and their decision as to whether or not they, as “executive,” will use the same production company in a new series of advertisements. Students will also be assessed on their executive paper analyzing the effectiveness of the shots in conveying the advertisement’s message. This paper will demonstrate whether or not the student under-

stands media production and how media is used to serve a particular purpose or convey a particular message.

Process Teacher librarian and classroom teacher will guide and observe students identifying and analyzing media for different shots and transitions. Students will then choose an advertisement to analyze on their own to make judgment as to its effectiveness based on shots and transitions and the meaning these elements are meant to convey.

RESOURCES AND OTHER MATERIALS

Shot Worksheets (SM1_ShotAnalysis)

Television (recorded) or Internet streamed commercials for analysis

Magazine advertisements

Video camera connected to a projection unit

Television or Internet advertisements (possibly the Clio award winners) for assignment

INSTRUCTION AND ACTIVITIES

Direct Instruction:

As students enter the room, film them. Ask for volunteers to film and be filmed. Have students shoot close-ups, medium shots, long shots, high angle and low angle shots, etc. As students film each other, have students identify and talk about why this shot might be chosen. For example, a low angle shot makes someone look bigger and more powerful, while a high angle shot makes the person look smaller and weaker.

Modeling and Guided Practice:

Hand out magazines and assign individuals to find different shots in the magazines. Have students pair/share why each shot

was chosen for the advertisement.

Show a 30-second advertisement. Show it again and have students clap after each shot. Discuss the transitions chosen and why they might be chosen.

Finally, show the advertisement again and have students complete the shot worksheet, stopping as needed. Discuss.



Independent Practice:

Hand out additional shot worksheets. **TASK:** Students are serving as advertisement executives who need to determine whether the same production company will be used for a new series of advertisements. The executives should base their decisions on the production (shots and transitions) of one 30-second advertisement. Using the shot analysis, the executives prepare a 2-3 page report to present to the executive board giving reasons why or why not this production company will be used for the future campaign. Executives will be asked to present the advertisement and decision to the class.

Sharing and Reflecting:

As students present, we will reflect on whether or not the production of an advertisement is a good way to judge it. What are other factors we can use to judge advertisements? How does audience come into play when analyzing advertisements?

Links to Supporting Materials	Description
SM1_ShotAnalysis	Assignment Worksheet

CHAPTER 5

Some Final Thoughts: The Power of Creative Synergy

Twenty-first century school librarians are, indeed, a creative group and this e-book is a perfect demonstration of that, providing a remarkable and timely resource to the larger school library community. This compilation offers 60 freely-available, high quality lesson plans, each of which addresses at least one of the 2008 AASL *Standards for the 21st Century Learner*, including skills, dispositions, responsibilities and self-assessment strategies. Each lesson plan is organized within an attractive, color-coded, easy-to-follow template that provides a consistent format for succinct yet sufficiently detailed lesson plans, including links to all support materials.

Most of the lesson plans in this e-book were designed by school library professionals serving in schools throughout the U.S. Some plans were created by advanced school library graduate students who developed their lesson plans for their course, fieldwork or internship experiences. Any of these lesson plans may be adopted and used “as is,” but most readers will more likely select and adapt them, adding their own personal touches to meet their students’ specific learning needs. Some may even “cherry-pick” strategies or ideas as the basis for creating completely new lesson plans.

This exciting set of lesson plans targeted a mixture of grade levels, subject areas and content and AASL standards, ensuring that the reader was likely to find at least some that are exactly what was needed and others that could either be simplified or expanded for a given situation. As you read through the lesson plans, you probably noticed that topics ran the gamut, ranging from Margaret Middleton’s “Haiku Poetry” for 3rd graders to Ana Canino-Fluit’s “Where Credit Is Due” plan on proper citation of images for 7th graders and from Mary Beth Bauernschub’s “Illustrating Knock-Knock Jokes” for 5th graders to Nicole Chase-Iverson’s “Discovering the Holocaust Through Primary Sources” for 9th and 10th grade students.

The lesson plans also spanned a variety of time requirements, ranging from a single session on one day to multiple sessions over several months. Some lessons required students to work independently, some in groups or teams, and some combined both. One of the most powerful aspects to each lesson plan was that it demonstrated collaboration between the librarian and at least one other educator, such as Donna

Smith's "Japanese Business Trip," in which the librarian collaborated with the business and Japanese language teachers, Steven Nabinger's "Smee" in which the librarian and ELA teacher collaborated, Tibbi Angelastro's "Smart Art Searching" that demonstrated librarian-studio arts teacher collaboration, and Terri Snethen and Abby Cornelius' "Dystopian Booktalks" where librarians and communications arts staff worked together.

A variety of traditional paper-and-pencil tools, such as quizzes, rubrics, checklists, and fill-in worksheets, were incorporated into some plans to assess student learning; however, many of the lesson plans stimulated students' imagination in their use of technology both for teaching and learning and as the format for student learning products. In Bonnie French's "Investing Snakes," for example, first graders learned to do simple database searching to collect information for story creation. April Meyers' "Read Anything Good Lately?" required 2nd grade students to record and share their book talks via podcasts, while in Ellen Mask's "Independent Research Projects," 5th graders were asked to create digital stories. Susanne Bang required her 5th graders to create glogs on "Internet Safety" while Lucretia D. Miller worked with 1st and 2nd graders to create stories using movie-making technology.

One essential factor to consider when designing lessons is motivation, i.e., the use of motivational strategies to stimulate students' curiosity and interest and keep them engaged throughout the learning process. There were many examples of effective motivational strategies throughout these lesson plans; for example, Kate Shanahan's "We Wish You Would Act on This Issue" used music to immediately focus the attention of her high school students. In "Move That Body," Jessie Ammons used skeleton costumes, music, a mystery box and modeling to motivate her students from the moment they walked in the room. Lindsay Cesari required her students to use animation technology to illustrate complex sentences in "Summarizing with Scratch," making what could have been a dry topic into an exciting one for students.

One of the most powerful motivational strategies was used by Kristen Link in "The Fact and Fiction of Fish." In this plan, older elementary students conducted research and used the information they found to create a fictional story and an informational PowerPoint which they then used to teach 1st graders the difference between fiction and nonfiction. This type of lesson was a win-win for both groups of students. The older students learned to conduct research and create resources that could be used by the younger students to learn an important concept.

It is the hope of the authors that the reader will be inspired by this e-book's creative ideas and motivated to use the lesson planning template to create and share his or her own lesson plans through such lesson planning sites as "S.O.S. for Information Literacy" (see <http://www.informationliteracy.org/>). It is this type of resource sharing that distinguishes our profession and professionals for the benefit of the students we serve.

September 2010

Ruth V. Small, Syracuse University, School of Information Studies

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