**Maria O’Toole**

**Collaborative Lesson Plan #1**

**Grade:**  1st (Boylan)

**Content Topic:** Digital Nonfiction Information Sources (PebbleGo)

**Estimated Lesson Time:** 60 min.

**AASL Standard(s) and Indicator(s):**

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

**1.1.4** Find, evaluate, and select appropriate sources to answer questions.

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

**1.2.6** Display emotional resilience by persisting in information searching despite challenges.

**1.3.5** Use technology responsibly.

**3.2.1** Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations

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

**1.4.2** Use interaction with and feedback from teachers and peers to guide own inquiry process.

**1.4.3** Monitor gathered information, and assess for gaps or weaknesses.

**1.4.4** Seek appropriate help when it is needed.

**2.4.2** Reflect on systematic process, and assess for completeness of investigation

**2.4.3** Recognize new knowledge and understanding.

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

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

**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.

**3.4.1** Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

**4.1.1** Read, view, and listen for pleasure and personal growth.

**4.3.2** Recognize that resources are created for a variety of purposes.

**Library Media Objectives in behavioral terms (local standards):**

**1. A.1.c** With guidance, follow the inquiry process used in the school for an assigned information need.

**1.B.1.a** With guidance, identify an assigned information need.

**2.A.1.a** With guidance, explore and identify human, print, online, and multimedia resources.

**2.B.1.a** With guidance, identify the sections of the media center and the attributes of the sources located within each section.

**3.A.1.a** With guidance, use keywords and text features to find information within a specific source.

**3.A.1.c** With guidance, use technology tools to find data/information within a specific source.

**6.A.2.b** Locate and select literature and/or multimedia in a variety of genres.

**Content Standards and Objectives:**

**RL5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**RI1** Ask and answer questions about key details in a text.

**RI5** Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**RI6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**RI10** With prompting and support, read informational texts appropriately complex for grade 1.

**SL1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**SL2** Ask and answer questions about key details in a text read aloud or presented orally or through other media.

**Local Content Area Curriculum Topics:**

* Nonfiction v. Fiction
* Location of Nonfiction Sources in the Library
* Purpose of Nonfiction
* Digital Nonfiction Sources
* Pebblego Animal Database Features

**Lesson Objectives:**

The students will understand the purpose of acquiring nonfiction information.

The students will become digital nonfiction experts by exploring the features of the PebbleGo database.

**Materials needed (print/non-print/technology):**

CCPS log-in card, projector, laptop, student computers in lab, headphones, Pebblego Database, Scavenger Hunt Handout

**Provisions for Differentiation and Learning Styles:**

* **Verbal/Linguistic –** reading, discussion
* **Musical/Rhythmic –** sound recording (also beneficial for emergent readers)
* **Logical/Mathematical –** systematic process of data collection, nonfiction facts
* **Visual/Spatial –** projected images, printscreen images on handout, animal images, film clips
* **Body/Kinesthetic –** hands-on computer practice
* **Intrapersonal –** independent practice
* **Interpersonal –** speaking and listening with friend

**Engagement (interest hook):** Bookie the bookworm has been having some difficulty learning the difference between fiction and nonfiction. He gets confused about where he can find nonfiction materials in the library, and he thinks nonfiction information can only be found in books. He’s really unsure why nonfiction materials are used. Mrs. O’Toole is in need of some digital nonfiction experts to help her prepare to teach Bookie all about nonfiction.

**Pre-assessment of prior knowledge:**

**Formal:** Non-Fiction Resources Pre-Assessment

**Informal Discussion:** Why do we use nonfiction information?

**Direct instruction:**

**1. Class Discussion –** The school librarian will lead the students in discussion about the pre-assessment the students completed. They will view Bookie’s answers to the pre-assessment and make appropriate corrections.

**2. Logging into Pebblego –** The school librarian will demonstrate login procedures for the Pebblego database. The username and password are both “ridge.”

**3. General Navigation of Pebblego –** The school librarian will briefly provide an overview of some of Pebblego’s navigation features, including video and audio capabilities.

**4. Scavenger Hunt Directions –** The school librarian will model the appropriate method for following the Digital Nonfiction Information Scavenger Hunt. The students will use the screenshot images to guide them as they search for the answers to the specific questions asked.

**Modeling and Guided Practice:**

Pebblego Digital Nonfiction Information Scavenger Hunt Handout #1-2

**Independent Practice:**

Pebblego Digital Nonfiction Information Scavenger Hunt Handout #3-8

**Sharing and Reflecting:**

**Speaking and Listening Practice with a Friend:** share out friend’s response to the question, “What is one new piece of information you learned about an animal today?”

**Assessment (formative and/or summative):**

* Assessment of Student Success with Scavenger Hunt handouts
* Product Assessment after Collaborative Lesson #2

**Evaluation of Lesson:**

I was very excited to have the opportunity to co-teach this lesson with Emily to her first grade class. As I explored the Pebblego database in preparation for my collaborative unit, I was completely blown away by its captivating kid-friendly design and the expert way in which it addresses so many important information literacy skills – including the ethical use of information. And yet, I have to admit that I was a little anxious going into the lesson. While I have worked with children of all ages, my formal teaching experience is at the high school level, and I had certainly never tried to teach children this young how to do research.

As it turned out, the most difficult part of the lesson was actually getting the students logged into their computers. Unfortunately, the Carroll County Public Schools Teach Services Department finds it necessary for even primary students to have their own personal complex numerical login and password information. Since this marked the students first time in the computer lab, it took quite a while to clarify the login procedures for the students. Thankfully, we had multiple adults in the classroom. I asked that the students who were able to log themselves in quickly go help a friend who was still having trouble. They were incredibly patient with one another. It really was an eye-opening experience to see children so young readily step into the role of teacher.

I was very impressed by the students’ level of engagement in their learning and their desire to perform the assigned tasks fully and effectively. The students easily bridged the gap between nonfiction information found in books and digital nonfiction information. They were eager to help Bookie to be academically successful (as they have with many skills in the past) by training to become digital nonfiction experts. I think the initial engagement prompting I provided was very effective because it gave the students the goal of using the knowledge and skills they would be acquiring to help someone else. Bookie is a very relatable character for them because he often struggles with difficult learning skills just as they do. Bookie was also a connection to the previous library education that made it easier for the students to associate my lesson with them with their library lessons with Jan Nies.

My goal in designing the scavenger hunt was to make it as easy as possible for the students to follow. I knew that it would be important to include ample images and screenshots to help guide emergent readers. I also wanted to provide the students with plenty of practice questions so that they could truly work at their own pace. I feel that I was successful in each of the areas. Some of the students required some additional assistance while reading the questions, but all were able to be successful. My just needed a reminder to match the picture on their papers to the images they were seeing on the screen. With a small amount of scaffolding, the students were very capable. Students who were more advanced readers with more extensive computer experience came close to finishing the four page handout. All of the students were able to complete at least the first page.

I wish that I could have had even more time with the students, but I was pleased with the pacing of the lesson given our one hour time block. If it hadn’t taken so long to get the students logged in, I might have provided time for guided practice when answering a few more questions on the scavenger hunt sheet. I do think that between Emily and I and with extra help from school librarian, Jan Nies, and my internship supervisor, Linda Crump, that we were able to provide the individualized attention that our emergent learners needed. Above all else, I finished my lesson feeling very positive about its impact because of the reaction of both Emily and one of her students.

I think that initially Emily felt like Jan Nies had almost coerced her into collaborating with me. I could tell that she was hesitant about the whole thing. With this being the first year that she had moved from teaching kindergarten to first grade, she has a lot on her plate in terms of day-to-day planning. The last thing she wanted was to add more complexity to her life as a teacher. As she prepared to lead the students back to class, she expressed to me how pleased she was with the lesson and how productive she thought it had been for her students. I could tell that she was very pleasantly surprised. The collaborative planning had not been overly labor intensive, we were able to do much of our communication via email, and the resulting product was a highly effective lesson. I was so pleased that I was really able to be a helpful resource for Emily. Perhaps even more pleasing was the positive student reaction to the lesson. One little boy even left the room happily proclaiming, “We’ll see *you* again in two weeks.”