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| School **Library Media Center**  **Collaboration Planning** |

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| **Teacher(s):** Emily Boylan (teacher), Maria O’Toole (school librarian)  **Unit**: Nonfiction Sources  **Grade Level**: 1st  **Plan Date**: Initial Planning – 09.23, Planning via Email – continuous, Lesson Part I – 10.04, Lesson Part II – 10.18, Co-Assessment/Closure – 11.14  **Time Frame**: 2 1-hour collaborative lessons  **Unit Overview and Description**  **Culminating Learning Product:** As a part of theirstudy of nonfiction sources and as their first computer lab experiences of the year, the students will focus on the below skills:   * Nonfiction v. Fiction * Location of Nonfiction Sources in the Library * Purpose of Nonfiction * Digital Nonfiction Sources * Pebblego Animal Database Features * Searching * Importance of Citing Sources * Trash v. Treasure Note-taking   The culminating learning product will be a completed research recording sheet organized according to the students’ research questions which will serve as a mini research project. | |
| **AASL Standard(s) and Library Standards:**  **AASL Standards for the 21st-Century Learner:**  **1.1.2** Use prior and background knowledge as context for new learning.  **1.1.3** Develop and refine a range of questions to frame the search for new understanding.  **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.  **1.2.1** Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.  **1.2.2** Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.  **1.2.6** Display emotional resilience by persisting in information searching despite challenges.  **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.  **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.  **2.1.1** 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.  **2.1.6** 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.  **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.  **3.1.6** Use information and technology ethically and responsibly.  **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.  **3.3.7** Respect the principles of intellectual freedom.  **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.  **Maryland School Library Media State Curriculum:**  **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.  **1.B.1.b** With guidance, identify a personal information need.  **1.B.3.a** With guidance, use prior knowledge to formulate and refine questions to meet an 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.  **3.C.1.e** With guidance, avoid plagiarism by correctly recording information word for word and keeping track of the source.  **3.C.2.a** With guidance, explain the idea of giving credit to sources of information.  **6.A.2.b** Locate and select literature and/or multimedia in a variety of genres.  **6.B.1.a** With guidance, explain the connection between reading, listening to, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors. | **Content Standards:** Reading/ELA Common Core Standards: **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. |
| **Project Description (including goals and 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. * The students will become digital nonfiction experts by using the Pebblego database to search for and collect research on animals of their choosing. * The students will use the trash/treasure note-taking strategy to record their research information and properly cite their sources. | Essential Questions:  * What is the purpose of nonfiction? * Where can I go to find information on a topic? * How do I search for digital nonfiction information? * Why is it important to cite sources? * How can I efficiently record information? |

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| **Teacher will:**   * give pre-assessment * participate in continued collaborative planning in person and via email * establish computer lab etiquette and log-in procedures * assign computers * monitor student progress * facilitate student development of research questions * design research collection sheet * give student self-evaluation * grade mini-research project | **Library Media Specialist will:**   * create pre-assessment * compile student pre-assessment results * participate in continued collaborative planning in person and via email * create Pebblego Digital Nonfiction Information Scavenger Hunt * monitor student progress * evaluate database activity * design research collection sheet * create Pebblego @ home cards * create Digital Nonfiction Expert certificates * compile student self-evaluation results |
| **Materials:**  **Resources:**  X Internet (Pebblego Animal Database)  \_OPAC X Word \_\_Excel  \_\_Hyperstudio X Power Point \_\_Video  \_\_Inspiration \_\_Digital camera \_\_scanner  \_Photo Story \_Reference books | **Unit Assessments:**  **Diagnostic –** NonfictionResources Pre-Assessment Formative – verbal checks, Pebblego Digital Nonfiction Information Scavenger HuntSummative – Mini-Research Project (Recording Sheet with Citation), Digital Nonfiction Research Self-Evaluation |

### Project Calendar

### Daily Learning Activities

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|  | **T-Teacher and SL-School Librarian** |
| **Prior** | * Facilitation of Nonfiction Resources Pre-Assessment (classroom) – T |
| **Day 1** | **10.04.11 –**   * Lab Etiquette (in classroom) – T * Direct Instruction/Modeling of Fiction v. Nonfiction, Nonfiction Sources, Pebblego Database – SL * Facilitation of Group Discussion, Student Assistance During Independent Work Time – SL/T |
| **Day 2** | **10.18.11 –**   * Facilitation of Student Research Question Formation (in classroom) – T * Direct Instruction/Modeling of Searching, Importance of Citing Sources, Trash v. Treasure Notetaking – SL * Facilitation of Group Discussion, Student Assistance During Independent Work Time – SL/T * Facilitation of Students’ Digital Nonfiction Research Self-Evaluation (in classroom) – T |

**Teacher/Media Specialist Evaluation of Unit:**

As Emily and I met together to evaluate our collaborative unit, it was clear that we were both very much pleased with the results. The lessons truly provided a lasting learning experience for the students in Emily’s class – as evidenced by the formalized information we collected by examining the students’ products and self-evaluations. In an ideal world, I would have gotten to collaborate with Emily on three or four more lessons. I would have loved for the students to have been able to take their research and turn it into some type of formalized report, presentation, or product, but time just did not allow for that with only two hour long sessions. Emily instead used the research recording page as a summative demonstration of the students information literacy skill gained during our unit. I hope that Emily and Jan will have the students continue to build on these skills with a different research topic later on in the school year – one that they might have time to develop more fully.

When Emily and I met, I asked her to sum up her feelings about the collaborative process as a whole. She reflected, “The collaborative process was definitely worthwhile for me and my students. I felt like I was able to tell you what my goals and objectives were, and give you some information about what area I wanted to work on, and then you took my ideas and made such a fun and engaging lesson for my students. You included things that I would have never thought of because of your media background and different teaching experience. I thought that the lessons were planned so nicely. You taught them what they were going to be learning about, and exactly how they would do it. Then, you let them try it out and they seemed to really have fun with it. I thought that our planning sessions were short and productive.” As a future school librarian, I found this to be a tremendous commendation. I am so proud of the work that we were able to accomplish together. One of the things that I most look forward to with the prospect of making the switch to a position as a school librarian is the opportunity to really serve as an expert and a resource for teachers – particularly when it comes to information literacy skills. I want to help lessen the burden of planning for teachers, not cause them to be more encumbered. It meant a lot to have Emily say that she thought our planning sessions were brief but productive and that she really felt like I had contributed expertise in the school library subject area that she might not have otherwise thought to infuse into the lessons.

Encouragingly, Emily reported that since our collaborative unit, if during class discussion a question comes up that the class is unsure of, they often tell her that they should try looking it up on the computer. The students have a clear understanding that they can find information digitally, as well as in books. During their free computer time in the classroom, Emily has observed many students revisiting Pebblego to pursue their personal information needs. Additionally, eight of twenty students used their Pebblego @ Home information to fully complete their four page nonfiction information scavenger hunt. These students earned a certificate I specially designed to serve as record of their achievement of Digital Nonfiction Expert status. Given that some of the students in the class do not even have computer access at home, the fact that nearly half of the students did complete the activity is very much significant.

I am also pleased to report that since the collaborative unit, school librarian Jan Nies has discovered that she has unspent budgetary funds allotted to database subscriptions. She is actively pursuing a subscription to a second Pebblgo database which focuses on a research area other than animals. The collaborative unit Emily and I completed together made Jan very confident that Pebblego has many applications with their primary age group. I am excited about the fact that the students I taught will later be able to apply their skills to another database with the same format as the Pebblego animal database, but they will have a wider range of information available to them.