

Reflection after Observation

Observation date: May 12, 2014

3rd grade collaborative lesson—Animal Research

What worked well during the lesson?

Students were able to locate the 3rd grade Livebinder each time they came to the library to research animals. They successfully used the Animal Kingdom database in Discus. The best thing about this site is that it provides tabs for reading levels 1, 2, and 3. Level one is the easiest for 3rd graders to read, but levels 2 and 3 provide more information. It is the perfect way to scaffold varying text complexities.

What are your suggestions for improving the lesson?

I discovered during the first lesson that the National Geographic website required a log-in. I tried to create a log-in, but it did not work. I took that link off the Livebinder and found two more useful links. I added tabs for Animal Fact Guide and the San Diego Zoo. I like the fact that it is easy to edit the Livebinder.

I think third graders need more practice in understanding guide words and ABC order before beginning research. I think they understand alphabetical order by the first letter, but many were confused about how to look for their animal in an encyclopedia or index. After I demonstrated all the ways to look for information, some students asked if I had a book on a certain animal. The goal of this lesson is for them to know how to find a book or an article, not to be handed the book. I need to do more front-loading in how to search for materials.

What worked well during collaborative planning?

Mrs. Wasatonic provided me with the standards addressed and with the subtopics for note-taking. I used these subtopics (adaptations, diet, habitat, and other interesting facts) to model note-taking in each class's second visit to the library for research. I knew that each class would visit the library 3 times this week, so I divided my direct instruction accordingly. I cleared the schedule of kindergarten and first grade classes so that I could offer flexible times to 3rd and 5th grades who all began research this week.

What are your suggestions for improving the collaborative planning process?

Since I had done this unit with 3rd grade before, we did not meet face-to-face to plan this unit, other than to sign up for time slots. I would like to meet in person to find out what the note-taking templates will be like, what the final project will be like, and how it will be assessed. I feel that the biggest weakness in the collaborative process is that I do not have access to all of the lessons or assessment tools that the teachers plan to use for one unit. I often don't see the final product.

Reflection, continued

What materials/technology/resources will be needed if this lesson is repeated?

We have an ample supply of materials for animal research. This fall, my intern weeded the 590s section and created a list of books to order in preparation for this spring's research unit. Based on topic requests from previous years, I added books on the arctic fox, the poison dart frog, and hedgehogs and porcupines. This year, there were a few topics for which we did not have print resources, such as the bearded dragon and the spider monkey. I will continue to look for a variety of animal books in my ongoing collection development.

The Animal Kingdom website provided by Discus was an excellent technology resource. Students could use headphones to listen to articles read aloud. I need to be sure to have working headphones at every computer station.

How effectively were the information literacy standards addressed during this lesson?

Students did access a variety of sources—books, encyclopedias, and websites. Students documented the sources they used. More emphasis should be put on how to search and find information. I felt that many students were not sure how to start using print sources, but they were comfortable using electronic ones.

What impact did the technology integration have on this lesson?

Using a Livebinder on the media center website and sending home labels with passwords for Discus enabled students to continue researching at home or at the Frazee Center. I sent the Discus username and password to Brittani Kronquist at the Frazee Center so that she could assist students with research on their new computers. With 12 computers in the library, most classes could divide into two groups for each visit—one group on computers and one group with print. If the internet were to go down, I think we would have enough print sources for a whole class.

How well did the library resource collection support the objectives of this lesson?

Scale: 5 =excellent 4=above average 3=average 2 =below average 1=poor

Diversity of formats (books, multimedia, electronic, web-based)	__5__
Currency of books and other materials	__4__
Sufficiency of resources (enough for the number of students)	__4__
Appropriateness (reading/viewing/listening levels meet needs)	__5__
Total of the above 4 ratings	__18__
Average of the above 4 ratings	__4.5__

Name: Alice Littlejohn, Media Specialist
Unit Title: Animal Research **Grade:** 3rd

Unit Essential Question:

(Research) How can we access and use information from a variety of sources?
(Science) Why do some animals survive and thrive in their habitats?

Topic of this Lesson: Locating sources and information

Standards/Indicators Addressed:

Research 3-6: The student will access and use information from a variety of sources.

Science 3-2: The student will demonstrate an understanding of the structures, characteristics, and adaptations of organisms that allow them to function and survive within their habitats.

Time Frame for Lesson: 40 minutes

Lesson Essential Question:

How do I find appropriate information in the library for my research project?

Activating Strategy/Link to Prior Knowledge:

To the students: "The sources you will use should be **nonfiction**, that is, factual information. The Livebinder will help you locate print and electronic sources about animals."

Lesson Content and Teaching Strategies:

- Use Promethean board to show Animal Research Livebinder to introduce useful sources of information.
- Show students where the print sources are located in the library.
- Use document camera to show the index of an encyclopedia. Students will look at the books at their tables to find the index. Students will practice locating volume and/or page numbers for topics.
- Students will have form to use for citing sources. Media specialist will model where to find the information needed for this form.

Summarizing Activity

Students will begin their search for sources they can use for their individual topics. They will record the title, volume, page number, etc. for the sources they find. A fill-in-the-blank handout is prepared.

Assessment (informal)

"Ticket out the door" --Students must show that they have written down one or more sources that they can use for research on their topic.

Greenville County Schools

Goal Setting Form for Media Specialists

This form is a tool to assist media specialists in setting annual goals that are measurable. Each year, the media specialist should write one goal for each of the three identified areas.

Media Specialist's Name: Alice Littlejohn **School:** Stone Academy of Communication Arts

The goal relates to the following area:

Collaboration Programming Professionalism

Baseline Data (*What is the current situation?*):

I have collaborated with teachers in 2nd, 3rd, 4th, and 5th grades each year on at least one research project. I have used a traditional pathfinder on paper to provide students with a list of print and online resources available on the topic of their research (2nd and 3rd grade Animals; 4th grade Explorers; 5th grade Famous People).

Goal Statement:

This year, I plan to enhance research in grades 2-5 with an online pathfinder, using "Livebinders" to organize selected research materials. I will collaborate with each of these grade levels to select information for the Livebinder and to make links to the Livebinder available on computers in the classrooms, laptop carts, and library computers.

Livebinders is organized like a notebook or webpage. The benefit of using this instructional tool is that students can access the list of recommended reference sources from any computer with internet. Links to approved websites will help students locate appropriate information, instead of using Google or Wikipedia.

Strategies for Improvement:

- Meet with each grade level to plan the scope and timeframe for each research unit.
- Collaborate with teachers to select sources appropriate for each research topic.
- For each research unit, organize the selected resources in an online Livebinder with headings such as Print, Websites, DISCUS, Citing Sources, etc.
- Share the link to the Livebinder with teachers who will share the link with students and parents.
- Make the link a Favorite on computers in the library, laptop cart, and classroom.
- Introduce the research unit using the Livebinder on the Promethean board.

Mid-Year Review:

In the first quarter, my intern, Jill Tyner, and I met with Mr. Koontz to collaborate on a research project on Immigration. We created a Livebinder with all the resources available on this topic. Print sources were listed on a tab with call numbers and electronic sources were listed on a tab as links. I asked ETS to make this Livebinder a "Favorite" on all the computers in the library.

Next, we met with fourth grade teachers to plan a research project on Explorers. We used the same format to provide students with a list of print and electronic sources.

As part of her internship requirement, Jill Tyner offered a professional development session for teachers on how to create Livebinders. The teachers who attended learned how to share binders with each other and how to capture websites to file in existing binders.

In November, I collaborated with 3rd grade teachers to present a lesson on writing friendly letters.

End of the year results:

Each class in the 3rd, 4th, and 5th grades began each research unit in the library with an introduction to the Livebinder as their source for information on that topic (Animals, Explorers, Immigration, and Biographies).

In the fourth quarter, Mr. Koontz and I met to plan the Biography research unit. Our collaboration reached a comfortable level of co-teaching. I introduced the Livebinder in the library and gave a lesson note-taking and documenting sources. Just before PASS, I presented a lesson to review reference materials. After the PASS ELA test, his students told him they felt well-prepared for the research questions. The other fifth grade classes began research after PASS.

100% of 3rd, 4th, and 5th grade students and teachers used Livebinders as a research tool this year. Second grade did not plan a research project in the library this year; however, the Livebinder developed for Animal Research could be used by 2nd grade when they are ready.

Livebinders has been a successful tool in my collaboration with teachers to plan and deliver instruction that integrates information literacy and technology with curriculum standards.

Media Specialist's Signature: _____ **Date** _____

Principal's Signature: _____ **Date** _____

Other collaborative lessons this year:

Kindergarten

- Parts of a book
- Rhyming words
- Nursery Rhymes
- Fairy Tales
- POP performance preparation for “The Very Hungry Caterpillar” and “The Little Engine that Could”
- 3-D Shape Scavenger Hunt in the library

First Grade

- Just Right books
- Text-to-Text connections
- The Tale of Peter Rabbit before the Peter Rabbit Opera
- Elements of fiction (character, setting, plot)
- Nonfiction
- POP performance preparation with Eric Carle books
- Literature Circle for 6 highest-level readers in first grade

Second Grade

- ABC order
 - Number order
 - Destiny Quest
 - Tall Tales and Legends
 - POP performance preparation for “Stuart Little”
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- I introduced the **TumbleBooks** website to first and second graders. I sent each teacher a set of password labels to that the students could access this literacy website from home.