Template with guiding questions

Teacher(s) Name	Carole Bevis
Position	Teacher
School/District	Thomas County
E-mail	cbevis@thomas.k12.ga.us
Phone	229-225-3908
Grade Level(s)	kindergarten
Content Area	Language: "Mapping the Library"
Time line	30 minutes a day for 12 days.

Standards (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks?)

Content Standards	**Reading: Literature** ELACCK RL.K.2.With prompting and support, retell familiar stories, including key details. ELACCK5: Recognize common types of texts (e.g., storybooks, poems). ELACCKRLK7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). ELACCKRLK9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. ELACCKRLK10: Actively engage in group reading activities with purpose and understanding. **Presentation of Knowledge and Ideas** ELACCKSLK4: Add drawings or other visual displays to descriptions as desired to provide additional detail. ELACCKSLK6: Speak audibly and express thoughts, feelings, and ideas clearly. SSKG2: Features of maps and globes: (1) land and water, (2) view from above, (3) features in a smaller scale

NETS*S Standards:	**1. Creativity and Innovation**
	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
	    a. Apply existing knowledge to generate new ideas, products, or processes
	    b. Create original works as a means of personal or group expression
	    c. Use models and simulations to explore complex systems and issues
	    d. Identify trends and forecast possibilities
	2. Communication and Collaboration
	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
	    a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
	    b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
	6. Technology Operations and Concepts

	Students demonstrate a sound understanding of technology concepts, systems, and operations.
	a. Understand and use technology systems.

Overview (a short summary of the lesson or unit including assignment or expected or possible products)

Screencast-O-matic

Students will be participating in activities that inform them of the location of different types of text in the library. Students will use a digital camera and take pictures of the library and draw maps of the library. They will explain in their photo or drawing where each type of text is located in the library. Hiding Bobo the gorilla in their drawings (seen in the YouTube video) will help them understand where fiction, informational and media are housed in the library. Additionally, this activity will help them differentiate the different types of texts and help them find authors by their last name and information books by number. This nine week period, the students are exposed to maps and globes. We will use the map of the library as an introduction to the social studies standard for maps and globes. We will put the student created maps and photographs into a slide presentation using power point and sharing it through google drive.

As a class we will participate in several guided reading lessons, one of <u>The Librarian From the Black Lagoon</u> and <u>Me on the Map.</u> We will discuss the literary elements of the common core standards mentioned above and students will be able to compare and contrast this story with our real librarian, Ms. Lucy. This film will be placed on the school website for new students and parents to view and we will send it electronically to Ms. Lucy who is in the hospital and out on sick leave for some months to come. It is my hope that we will be able to also Skype with Ms. Lucy about this film and have a question and answer session about the library

Essential Questions (What essential question or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? What questions can you ask students to help them focus on important aspects of the topic? What background or prior knowledge will you expect students to bring to this topic and build on?)

Students already participate in Ms. Lucy's story time and check out books. Therefore, they are familiar with the school library and their classroom library. We will build on this knowledge to further investigate other items and areas of the library they are not so familiar with.

What is a librarian?

What is in our Library?

What does a Librarian do?

What do you want to know about the Library?

What kind of books are in the library?

What is a map?

What things can you find on a map?

Assessment (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (formative assessment)? How will you assess what they produce or do? How will you differentiate products?)

Students will contribute to a video cast of the library and will be assessed using a rubric to determine if:

a. They can distinguish between informational or fictional texts and where they are housed. As well as, identify other components of the library such as; big books, media, and props.
b. Through their drawings create a visual display with details and describe it.
c. Identify the how illustrators help the story.
d. Speak audibly and express knowledge of the library.

"Mapping the Library"	Beginning 1	Progressing 2	Meets 3	Exemplary 4	Score
Narration	Student narrates map with 0-1 word	Student narrates 2 words about their map.	Student narrates 3 words about their map.	Student narrates with 4 or more words about their map.	
Illustration	Includes 0-1 details in their map.	Includes 2 details in their map.	Includes 3 details in their map	Includes 4 details in their map.	
Same/Different	Student can identify1s/d between story and real library.	Student can identify 2 s/d between story and real library.	Student can identify 3s/d between story and real library.	Student can identify 4s/d between story and real library.	
Writing	Student includes at least 1 label in illustration.	Student includes at least 2 labels in illustration.	Student includes at least 3 labels in illustration.	Student includes 3 labels and 1 sentence in illustration.	
Genres	Student identifies 1 type of text in the library.	Student identifies 2 types of text in the library.	Student identifies 3 types of text in the library.	Student identifies 3 types of text in the library and their purposes.	
Maps	Student explains one of the features of maps/globes.	Student explains two of the features of maps/globes.	Student explains three of the features of maps/globes	Student explains all features of maps/globes.	

Resources: (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

Tools

Screencast-O-matic

Digital camera

Scanner

Power Point

Windows Movie Maker

Glogster

SMARTBoard gallery to create and show Venn Diagram

Students will be given the choice to use the digital camera or draw their own sketch of a portion of the library. They will write or label their picture according to their ability level. They will then use this

picture to read their writing or narrate their knowledge of the library.

YouTube

Children's Library tour: http://www.youtube.com/watch?v=-vdjv2XDtks

How to do research & map of library: http://www.kyvl.org/kids/homebase.html

Meet Mike Thayer: http://www.youtube.com/watch?v=kB_2j-ViKLc

Text

The Librarian from the Black Lagoon by: Mike Thayer pictures by: Jared Lee

Me on the Map by: Jared Lee

Goodnight Gorilla by: Peggy Rathmann

Instructional Plan

Preparation: (What student needs, interests, and prior learning provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

1. Organization of the library.
2. Parts of a book
3. Compare and contrast fictional character with our real Librarian.
4. Present their knowledge through drawings and additionally add writing or labels about this drawing.
5. Speak audibly about their presentation of the library.

Management: Describe the classroom management strategies will you use to manage your students and the use of digital tools and resources. How and where will your students work? (small groups, whole group, individuals, classroom, lab, etc.) What strategies will you use to achieve equitable access to the Internet while completing this lesson? Describe what technical issues might arise during the Internet lesson and explain how you will resolve or troubleshoot them?

I will try to keep the students' routine as much as possible. They are currently on a schedule of meeting as a large group to discuss big overall themes. We then break down into small groups that are facilitated by a teacher while simultaneously some students are working in independent groups. We will use the large group literacy time to introduce new material and participate in shared reading of material. During small group literacy time we will work students' individual projects (drawings, maps and oral expressions of their work).

The challenge of this lesson will be finding quiet places and time to do the voice recording. However, I will use my planning time to get several done as well as nap time for those non-sleepers.

Instructional Strategies and Learning Activities – Describe the research-based instructional strategies you will use with this lesson. How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can you ensure higher order thinking at the analysis, evaluation, or creativity levels of Bloom's Taxonomy? How can the technology support your teaching? What authentic, relevant, and meaningful learning activities and tasks will your students complete? How will they build knowledge and skills? How will students use digital tools and resources to communicate and collaborate with each other and others? How will you facilitate the collaboration?

Ask and chart the essential question: "What do we know about the library?"

1. Read whole group <u>The Librarian from the Black Lagoon.</u>
2. Create a Venn diagram on the SMARTBoard, comparing our librarian to the librarian in the story and the similarities.
3. Class will take a walking tour of the library.
4. Class will take a virtual tour of the library and compare the two.
5. Vocabulary we learned – librarian, author, illustrator, fiction, nonfiction, circulation desk and book drop.
6. Read <u>Me on the Map.</u> Have students silently think for one minute about where things are located in the library. Begin drawing a map of the library on large chart paper asking students where to put things on the map and label with new vocabulary we have learned.
7. After lunch go to library while it is not being used and let students make their own map. Additionally, students will be given the chance to work in pairs for this.
8. On chart paper create a script of what students think we should say.
9. Students can work in pairs each saying lines back and forth if they prefer.
10. At math time read <u>Goodnight Gorilla</u> and use spatial words to describe where Bobo is.

Mapping the library is naturally differentiated as each child will create their illustrations and labeling to their own abilities. However, for this unit I will not use the leveled grouping I usually use. I will arrange students in a more heterogeneous group as I want the struggling students sitting next to and listening to more advanced students. The activities in this unit allow for students to move from their prior knowledge of texts; to synthesis through their creations of the maps and the comparisons of the two librarians. Finally they move into evaluation, according to Bloom's Taxonomy, as they critique one another's work. Students are accessing their prior knowledge through brainstorming activities and then they apply their prior knowledge and newly acquired knowledge to apply it to mapping the library. As they take photographs and create illustrations to be put into a video cast they are synthesizing everything they have learned. This lesson also meets many of the indicators for engagement, empowerment and deep understanding. At times the students explored the library both physically and virtually, as well they were guided by several facilitators. They each created their own work; however, they worked in groups and collaborated with each other on what should be included in the maps. In the end all the students assessed one another's work through the movie and the Glogster. Additionally, I would give it a LOTI level of 5 for expansion as we corresponded with Mrs. Lucy at Emory.

Timeline:

Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
Ask Essential Questions?	Take a walking tour of the library while it is empty (after lunch).	Create a Venn Diagram showing similarities and differences of our library and the library of the Black Lagoon.	Watch YouTube Video of Mike Thayer's discussion on writing the book.	Watch virtual tour of the children's library. Again discuss how this library is the same and different.
Read The Librarian from the Black Lagoon.	Students will take pictures using digital camera of area that interest them.		Discuss authors and illustrators and how they are the same and different. How did the illustrations help the story?	
Discuss fiction and non-fiction.				

Day 6:	Day 7:	Day 8:	Day 9:	Day 10:
Read Me on the Map. Visit the library while it is empty and have students create their own map.	Have students share their maps and with teacher's help create a class map of our library.	Have students write a sentence(s) about their map or label it according to their ability.	Using script students narrate their portion of the map (read their writings).	Using script students narrate their portion of the map (read their writings).
Day 11: View video on the SMARTBoard and discuss the features of it i.e., what we liked, what was done well and what we would change. Finally, post for Mrs. Lucy.	Day 12: Skype with Mrs. Lucy.			

Differentiation (How will you differentiate content and process to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

As mentioned above I will use heterogeneous grouping for this activity. Additionally, I will add library words to the word wall for those who are challenged by letter sounds. After generating a script, students will be given the choice to narrate either their drawing or the photo they took with the digital camera. All students will be encouraged to narrate their work; however, for those who are uncomfortable this will not be required. They have several choices in this lesson on how to display their library knowledge either through a photo or a drawing, whether to work alone or with a partner and to speak or write (label or sentence) their piece.

However, I believe the audio features of this lesson will be the choice for those who writing is too large a task for them.

Reflection (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be your process for answering the following questions?
- Did students find the lesson meaningful and worth completing?
- In what ways was this lesson effective?
- What went well and why?
- What did not go well and why?
- How would you teach this lesson differently?)

All of the students wanted to draw their own map much more than use the digital camera. I was amazed at how much information and vocabulary they learned during this lesson. I believed this lesson hooked them because of the video tour of a children's library we watched in the beginning of the unit. In this video a

librarian encourages the viewer to look for Bobo the gorilla from Goodnight Gorilla. Bobo hides in various places of the library and each time the children would yell out statements "he's in the informational books or he's in the fiction books!" As the students drew their maps they wanted to include Bobo being mischievous and hiding somewhere in their picture. This was unexpected for me as I didn't give much thought to Bobo when I watched the YouTube video by myself. If I were to do this lesson again I think I would begin with Bobo. Bobo was a good hook and link device. This is also the first time I have used audio with these students. It was a thrill to watch their faces when they heard their own voice for the first time. I was also amazed at how critical they were about their voices, "they would say it's not loud enough let's do it again." After creating a Venn Diagram, the students also drew comparison pictures of Mrs. Beamster from The Librarian from the Black Lagoon and Mrs. Lucy. The Glogster contains these comparisons pictures and have some of the most delightful comments from the students. I learned that using students' voices was a powerful motivator and it added a dimension to the project that kept them engaged. The marriage of narrating and drawing was perfect for this age group. The audio lightened the task of writing and yet I was able to see how much of the information they retained.

As a culminating activity we watched the YouTube video and the Glogster on the SMARTBoard. The students on the Glogster loved clicking the audio tab and hearing their voices. I wish the Glogster had been easier to use and could have accommodated more students. The students were very quick to complement each other on their art work. The students generally go to the library to listen to a story and check out a book. However, this lesson had them touring the library and learning where the books are shelved, as well as, some of the tasks required of a librarian. Our substitute librarian did a great job giving the students information and reinforcing the vocabulary they were learning.

Closure: Anything else you would like to reflect upon regarding lessons learned and/or your experience with implementing this lesson. What advice would you give others if they were to implement the lesson?

I left the overview as I originally intended to show how a plan can make changes. After spending hours creating a power point, I learned after the fact that it could not be shared and keep the audio clips. In the end I put all the pictures, music and audio clips in Windows Movie Maker and was able to save it as a YouTube video very easily. I wanted a final product that I could put up on the SMARTBoard and allow students to manipulate the sound on their own, Glogster was perfect for this. I really enjoyed the look of the Glogster; however, if I had known how much time it was going to take, I would have used something else. It was very difficult to get the pictures, frames and audio buttons all in the right place. There were times the audio buttons simply would not be manipulated. The program relies heavily on graphics for commands that are all very similar. Hovering over the graphics didn't add any additional information that would let me know what that button was for, therefore, I had to just memorize them, and this was also frustrating. The Glogster could only accommodate a portion of the class; therefore, I would have had to produce several Glogsters. Finally, we were not able to Skype with Mrs. Lucy as she was not up to it, instead we exchanged several emails with her and the students were happy to hear from her.

I am very pleased with the content of the lesson and I feel the students learned a great deal about the organization of the library. They had already been introduced to the terms fiction and non-fiction, but they had not realized there were more categories than those two. Now they know several categories and could easily find them in the library. The students also know their teachers can check out additional equipment for them to use such as; tape recorders, books on tape and puppets. They also have learned some basic mapping skills which is one of their social studies standards. I did not get the writing I was hoping for; however, this lesson of mapping lends itself more to labeling than the writing of complete sentences. It is still too early in the year to expect that from kindergarteners, which resulted in me changing my

expectations.