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LIS 654
Dr. Akers
Collaborative Interview & Unit Planning Part 2

4th Grade Biography Unit In this unit on Biographies, which could be used for either ELA or Social Studies, there are 3 lessons included. Some lessons are used for two class periods.

Collaboration Continuum: Moderate collaboration with classroom teacher. Teacher will activate prior knowledge and establish foundational knowledge of biographies. Librarian will expand upon foundational knowledge through inquiry activity.

Estimated Lesson Time: 40 minutes in the media center (per lesson, 3 lessons in total)

STANDARDS FOR THE 21st-CENTURY LEARNER

AASL Standard:

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Skills Indicators:

- 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connections for using this process in own life.
- 1.1.2 Use prior and background knowledge as context for new learning.
- 2.1.2 Organize knowledge so that it is useful.
- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
- 2.1.4 Use technology and other information tools to analyze and organize information.
- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
- 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.
- 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- 1.1.9 Collaborate with others to broaden and deepen understanding.

Dispositions:

- 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.

1.2.3 Demonstrate creativity by using multiple resources and formats.

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

2.2.4 Demonstrate personal productivity by completing products to express learning.

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

Responsibilities:

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

1.3.2 Seek divergent perspectives during information gathering and assessment.

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

1.3.5 Use information technology responsibly.

Self-Assessment Strategies Indicator:

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

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

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.

2.4.3 Recognize new knowledge and understanding.

1.4.4 Seek appropriate help when it is needed.

Lesson One: What is Research and How Do I Take Notes?

Scenario: Working together with the classroom teacher we will introduce and review the topics of sources, weeding out unreliable versus reliable information, and taking notes. The teacher will have introduced the Cornell system of taking notes in a prior lesson to this one. The librarian will review the Cornell system of taking notes with the students and reinforce how to take notes in this format. The librarian will also work with the students in determining what is a reliable source as well as kinds of sources (primary and secondary). The lesson will also focus on introducing the students to learning how to differentiate between a reliable source and an unreliable source. Students will be given a KWHL Chart (pictured after the lesson) in their classroom that they will begin to fill out before coming to the library. The topic will be sources.

Essential Questions: How can I find reliable sources? How can I determine if a source is trustworthy? What is the difference between a primary and a secondary source?

Enduring Understandings: Knowledge and demonstration of how to perform research to use sources to take notes and how to determine whether a source is reliable or unreliable.

Student Analysis: This lesson will be taught to a 4th grade class of 24 English speaking students; 14 girls and 10 boys. Students' learning abilities range from independent to a few needing teacher assistance. The librarian will have extra resources pulled for the students needing teacher assistance as well as having them paired with an independent learner. Directions will be displayed on the SmartBoard as well as stated verbally and restated by students. Again, using the teacher's recommendations for which students are paired with which, the librarian will put them into their assigned pairs and review the criteria for working together in a group and contributing successfully to the group. The librarian will use the Smartboard to show the group work rubric to the class and review it with them (see rubric in assessment products). She will answer any questions that may come up.

NC Essential Standards:

RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

W.4.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.

1. Organize information and ideas around a topic to plan and prepare to write.
2. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
3. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
4. Link ideas within categories of information using words and phrases.
5. Use precise language and domain-specific vocabulary to inform about or explain the topic.
6. Provide a concluding statement or section related to the information or explanation presented.
7. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.

W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.

W.4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.6 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Standards for the 21st Century Learner:

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

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

1.1.6 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.

1.3.5 Use information technology responsibly.

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

1.4.4 Seek appropriate help when it is needed.

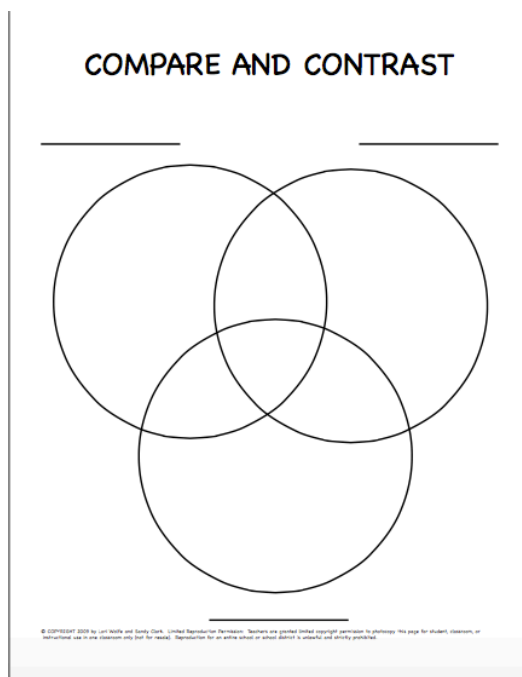
Overview: In the library, the students will be introduced to the topic of research and finding reliable sources. They will also review the Cornell Notes Strategy that they have practiced in the classroom repeatedly. The students will be given opportunities to examine different kinds of sources and determine whether they are reliable or not in a group activity. Students will record graphic organizers and notes in their notebooks as well as complete a worksheet on reliable sources to be used as an assessment and complete rubrics for group work and note taking that will also be used as a self-assessment and teacher assessment tool.

Products/Performances/Learning Tasks and Process: Each pair of students will be given a worksheet and topic with website to complete to determine whether or not the website is a reliable source for this topic. Topics will include animals, sports, music, and the arts. Students will pick topics by drawing them from a hat. They will use the group work rubric as a guide to help them work collaboratively together. Students will also continue filling out their KWLH charts throughout the lesson. An exit ticket about research will be given to students to fill out individually so the librarian can measure the understanding by the students on the lesson taught.

Library Lesson: The librarian will introduce the topic of types of sources and what qualifies a source as being reliable. The librarian will also explain the differences between online websites that end in “.com, .org., and .gov” by showing students examples of each.

- .org website will be NCWiseOwl.org
- .com website will be Wikipedia.com
- .gov website will be NC.gov

These will be viewed with students and volunteers will be called on to come up with differences between each. Differences will be documented in a 3 circle Venn diagram as shown below on the SmartBoard.

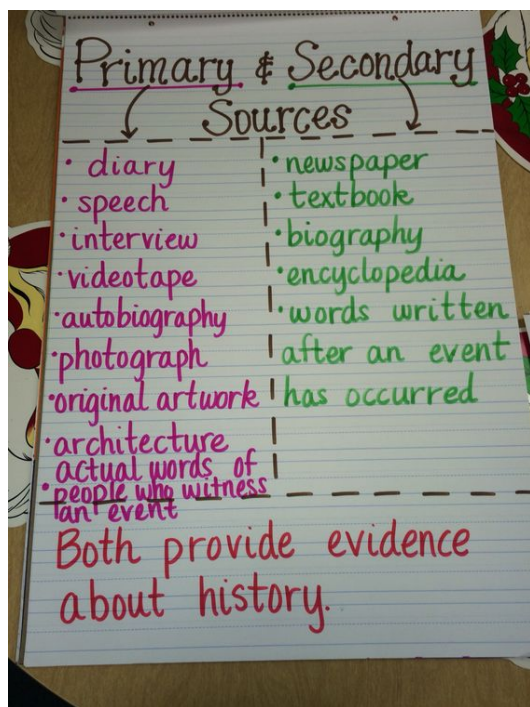


(Image Source: <http://www.roguerent.com/fun2teach/wp-content/uploads/2012/04/freebie-3-Circle-Venn-Diagram-Graphic-Organizer.pdf>)

Students will be prompted to copy the Venn diagram into their ELA notebooks. Once everyone has copied down the diagram, the librarian will then move onto the topic of different types of sources i.e. primary and secondary sources. The librarian will give definitions of each and ask students to give examples of each kind of source. If none can be given, the librarian will show an example of each (an autobiography for a primary source and an encyclopedia for a secondary source). Hopefully, this will prompt students to come up with their own examples. These examples will be written on the SmartBoard in a T-chart format and students will take down the

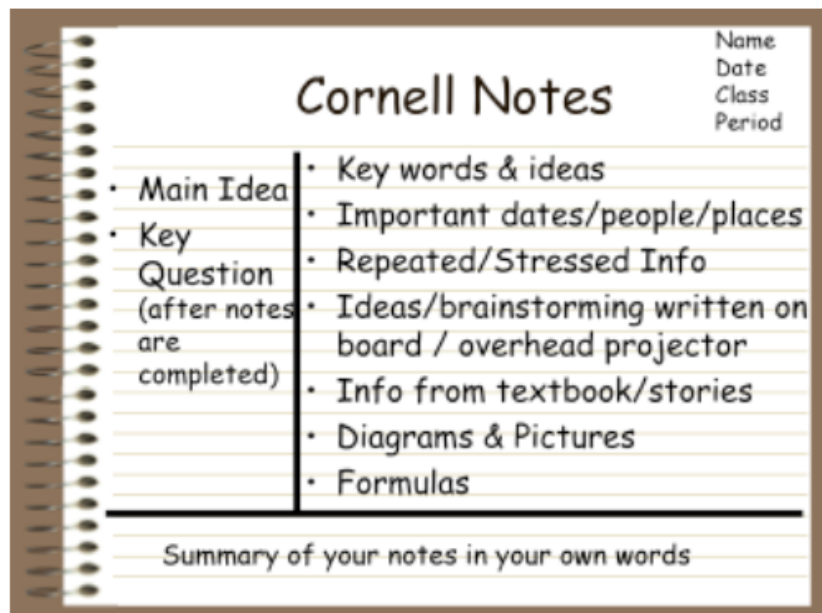
chart in their notebooks along with a definition of both a primary and secondary source written in the student's own words.

Example of T-chart of Sources:



Once the T-charts have been copied down, the librarian will review the Cornell system of taking notes. Students are familiar with this system as it is already being used in their classrooms.

Example of Cornell Notes:



(Photo Source: <http://www.bcbe.org/Page/9530>)

After a brief review, the students will be given laptops to determine reliable sources through a scavenger hunt. Students will be grouped in pairs homogeneously according to reading levels so as to push each other to think critically. Pairs will then select a topic and website from a list created by the librarian displayed on the SmartBoard. Topics will include sports, animals, art, or music. A scavenger hunt handout will be given to each pair that can also be used as an assessment of the students' understanding of sources.

List of Topics:

Carolina Panthers	(http://www.panthers.com/index.html)
Siberian Huskies	(https://en.wikipedia.org/wiki/Siberian_Husky)
Vincent van Gogh	(http://www.theartstory.org/artist-van-gogh-vincent.htm)
Kinds of Guitars	(http://guitarbrief.com/what-are-the-different-kinds-of-guitars/)
Octopus	(http://www.animalfactguide.com/animal-facts/common-octopus/)
NC Basketball	(http://www.50states.com/sports/ncarolin.htm)
NC Native Flowers	(http://www.ncwildflower.org)
George Washington	(http://www.biography.com/people/george-washington-9524786)
Tangerines	(http://thefruitpages.com/tangerines.shtml)
Electric Cars	(https://www.bloomberg.com/news/articles/2017-05-04/electric-car-sales-are-suddenly-taking-off-in-europe)
German Shepherds	(http://www.akc.org/dog-breeds/german-shepherd-dog/)
British Shorthaired Cat	(http://www.cfa.org/Breeds/BreedsAB/BritishShorthair.aspx)

SCAVENGER HUNT RECORD SHEET

Search Topic: _____ Site Address: _____

Group Members: _____ Class Period: _____

Directions: Review a site and answer these questions and prompts. You may divide this task with group members.

Who wrote this information?	
<i>Can you identify an author? A real name or an alias?</i>	
<i>What is the author's education, training, or experience as it relates to this content?</i>	

Does s/he have a professional title or is s/he recognized as an authority? Identify the title.	
Is the author connected with an organization? If so, can you determine if it is a respected organization? Name the organization.	
Can you contact the author or company? How?	
If the author is unnamed, can you take extra steps to find information about this author? What steps did you take?	
When was the article written?	
Does the author include a date for the information written? What is it?	
Is it important that the information be current or are you researching a topic from long ago?	
Do the links on the site work, or are they outdated?	
Can the information be verified for accuracy?	
What sources does the author of this information use? Name one.	
Are these sources listed in the article? Linked?	
Does the author include a works cited or other links to provide additional resources or original source information? Identify one.	
Are there identified sources for any data or statistics in the content? Write one statistic and its source.	
Can you find other sources that share the same information, or is this the only source? Name which other source you accessed.	

Assessment Products:

KWHL Chart, notebook along with note taking rubric, group work rubric, scavenger hunt record sheet, and exit ticket

Group Work Rubric:

Rubric designed to rate how well students are working together on a group project.

<div> <div> Actions Enter rubric description </div> <div> <i>Powered by</i> iRubric™ </div> </div>				
	Excellent 3 pts	Good 2 pts	Poor 1 pts	Non-Satisfactory 0 pts
Helping Student offered assistance to each other and worked together to complete the assignment.	Excellent All of the time	Good Most of the time	Poor Some of the time	Non-Satisfactory None of the time
Participation Student contributed to the project and described their role in the activity during the presentation	Excellent Each student described their role in detail. Gave at least 3 examples of how they contributed to the assignment.	Good Described their role in the assignment. Did not give at least 2 examples of contribution.	Poor Gave name of character/role in the assignment. No examples given.	Non-Satisfactory Did not state their role and did not give examples that they contributed to the assignment.
Listening Student will actively listen to others in the group.	Excellent Student actively listened to others in the group and responded to the topic at hand.	Good Student listened to others in group but did not partake in discussion of topic being discussed.	Poor Student did not actively listen to others and may have caused others to get off task by talking about other unrelated topics.	Non-Satisfactory Student did not listen at all to others in the group. May have even caused arguments to arise.

Pride Did I do work that I would be proud to say was mine?	Great Job! Score: 3 I'm proud of my work and myself for doing it! Excellent Work!	Okay Job! Score: 2 I cared about my work, but could have done better. Whatever, it's done!	Needs Work Score: 1 I don't care about my work. So what!
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Note Taking Rubric:

A rubric for evaluation of note taking using Cornell note taking method.

Criteria				
	Poor 10 pts	Minimally Acceptable 15 pts	Proficient 20 pts	Advanced 25 pts
Legibility	Poor Cannot read notes.	Minimally Acceptable Some part are readable, but some sections are hard to read.	Proficient Readable but could be neater.	Advanced Notes are readable and neat
Notes/Body	Poor Notes are not accurate No paraphrasing	Minimally Acceptable Some inaccuracies present Some paraphrasing present	Proficient Notes are accurate Paraphrasing used but not always	Advanced Notes are accurate and paraphrased Main ideas captured
Key Points/Vocabulary/Questions	Poor No key points or vocabulary present No questions present	Minimally Acceptable Some key points or some vocabulary present only one key question written or did not reflect notes or lesson	Proficient Key points and some vocabulary present Two questions present but not critical in analysis or depth of understanding.	Advanced Key points and vocabulary present. Two or more questions present demonstrating critical analysis and understanding. Questions are answered in notes
Conclusion Drawn	Poor No conclusion present	Minimally Acceptable Conclusion more of a summary than facts drawn.	Proficient Some ideas from notes are in the conclusion drawn.	Advanced Conclusion reflects the notes and insightful information drawn.

Assessment Process: At the beginning of the lesson I will remind students that they are to continue filling out their KWL charts and that they will be given Throughout the lesson, I will walk the room and determine whether students are working on task. Note taking rubrics and group work rubrics could be filled out or started as I walk the room. The librarian will continue to question students about sources by asking the following questions. What is an example of a primary source? What is an example of a secondary resource? What is the benefit of using a .org website? What is the drawback of using a .com website? Are all .com websites unreliable? How can you tell? The exit ticket will give me a final glimpse as to where the students need help and what they truly grasp.

Student Self-Questioning: Students will monitor their learning through the use of the KWL chart as well as the illustrations they create while discussing sources (the 3 circle Venn diagram and the T-chart as well as other notes). This will help to aide in student reflection of their learning and activities.

Instructional Plan

Resources each pair of students will use: KWL Chart, notebook with notes, laptop computer, scavenger hunt record worksheet, topic to research with website, group work rubric, pencils

Resources instructors will use: KWL chart, note taking rubric, group work rubric, scavenger hunt record sheet, exit ticket

Instruction/ Activities

Connect/Activate Prior Knowledge/Wonder: In the classroom, students will begin a their KWL chart about research. They will use their note taking skills to take down important information.

Direct Instruction

Modeling and Guided Practice: Librarian will model primary and secondary sources by pointing out examples of each in the library. T-charts and 3 circle Venn diagrams will be filled out by prompting from the librarian. The librarian will also review the Cornell note taking strategy and display the template on the SmartBoard. Review of the note taking and group work rubrics will be completed before the lesson.

Independent Practice (Investigate and Construct): Students will come up with examples of the different kinds of sources and put them into a T-chart as well as complete a 3 circle Venn diagram on the differing websites. They will copy these into their notebooks. A KWL chart will be completed by each student.

Sharing and Reflecting (Express and Reflect): Student volunteers will be called on throughout the lesson to give examples of the source being discussed. KWL charts and exit tickets will be completed by each student so as to provide a way to reflect on what they have learned and what they still have questions about.

Instructional Strategies for Differentiation: The librarian will review all directions aloud as well as posting directions on the SmartBoard. Students will be paired together according to reading level and group work experience so as to challenge each student in the pair to push each other.

Instructional Strategies for Reading Comprehension: All directions will be verbally reviewed by the librarian as well as posting them on the SmartBoard. Vocabulary will have been gone over

and students will be asked to put definitions into their own words. Lower level learners could use words and drawings to use as definitions that they can understand.

Instructional Strategies for Multiple Literacies: Students will evaluate, analyze, and synthesize websites as they navigate the internet to determine reliable and unreliable sources. They will also be given opportunities to examine printed material as it relates to primary and secondary sources.

Supplementary Materials:

Exit Ticket:

Subject _____

Today I learned this about research and sources _____

_____ and I learned it because _____

I learned this about working in a group ____ and I learned it because...

I may need more practice with _____

I realize in the inquiry process you develop more questions. I have more question about

This is what I learned about finding reliable sources _____ and I now

understand that the difference between “.org,” “.com,” and “.gov” is _____

KWHL Chart: (Image source: <https://www.ncsu.edu/midlink/kwl.pdf>)

K-W-H-L Chart			
Use this chart to help you gather information and think through a research problem. Fill in the blanks below with NOTES and ideas, rather than complete sentences. You may use these notes later to write your report or presentation. Use this sheet to help you think on paper.			
Name: _____			
Period: _____			
Date: _____			
What is your topic? _____			
What do you hope to prove or discover about it? _____			
What is your central research question? _____ (NOTE: Everything you write below should help you answer this question.)			
K What I K now	W What I W ant to Know	H How will I find information? (Which resources, web pages, texts, etc.)	L What I L earned

Lesson Two: What is a Biography?

Scenario: Working together with the classroom teacher we will introduce and review the topic of biographies. The lesson will begin in the classroom with the teacher reviewing students' prior knowledge about biographies by having students create a bubble map (an example has been included at the bottom of the lesson) to evaluate students' understanding of biographies. The classroom teacher will continue the discussion by showing examples of biographies and choosing one (either by the teacher or using a blind poll with the students) from which to read as a class. A selection could be made from the *Who Was...? Book Series*. Student copies of the chosen biography will be given out. The students would be given time to look through the books, noting what information was included.

In the library, together as a class, we will view the [BrainPOP](#) resources to learn about biographies. The librarian will pause, reflect, and discuss while the movie is being viewed to ascertain the understanding of the students. Students will be encouraged to take notes. After viewing as a class, students will be given the opportunity to take the quiz following the movie to reflect on what they have learned and to show the students' understanding level to the librarian. Students will then be paired by the librarian to allow for self-pacing, different learning abilities, and peer teaching and interaction for the next part of the lesson. With these smaller groups the students will develop collaboration skills to work together to create a "Biography" map on [BrainPOP](#) (detailing the information to include when writing a biography) that can then be shared with the class. The small groups will collaborate and create their maps and then print them out to use in the next lesson. If time allows, the librarian will review the location of the printed biographies in the library. After the library lesson, exit tickets will be handed out and then collected by the librarian to allow for students to reflect on their collaboration and how well they grasped an understanding of the concepts taught.

Essential questions: What is a biography? What is the information that should be included in a biography? What is the purpose of a biography?

Enduring Understandings: Knowledge and demonstration of what a biography is and why biographies exist.

Student Analysis: same as previous lesson

NC Essential Standards:

4.RI.6. Assess how point of view or purpose shapes the content and style of a text.

4.RI.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Standards for the 21st Century Learner

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 Use prior and background knowledge as context for new learning.

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.

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

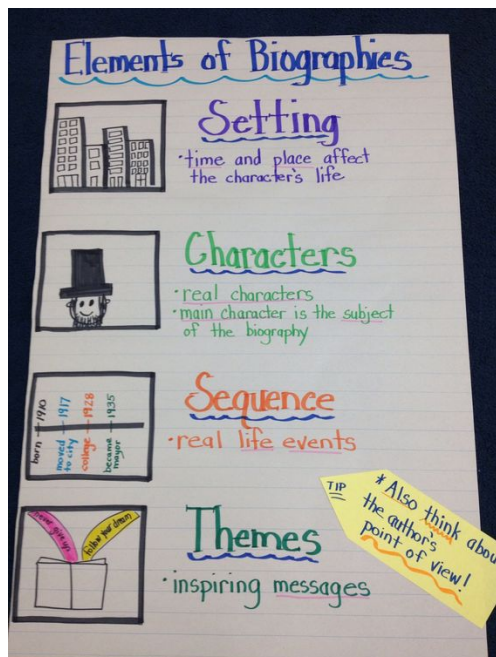
1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.

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.

Overview: In the library, students will add to their knowledge of biographies to define, describe, and create visual aides (i.e. anchor charts) about biographical elements. See example:



Using their prior knowledge and knowledge gained through the previously mentioned [BrainPOP](#) movie and “Biography” maps, the students will create visual aides to reference during the upcoming lessons where they will create timelines and biographies of people of their choosing. Using their bubble maps as well as any notes they take during the [BrainPOP](#) movie, students will self-monitor, demonstrate, and broaden learning from these activities.

Products/Performances/Learning Tasks and Process: Each pair of students will investigate what a biography is, why a biography is important, and what should be included in a biography. Students will use new vocabulary (biography, reliable, autobiography, memoirs, primary sources, secondary sources) as they collaborate and investigate proper information to go into and reliable sources to use in a biography during the [BrainPOP](#) movie. Students will also demonstrate their total knowledge of biographies through the task of refining or revising their bubble maps as well as with the “Biography” maps and visual aide they create. Pairing students should strengthen collaboration skills. Students will refer to their bubble maps and notebook as they investigate, illustrate, and build their results. Students will complete an exit ticket at the end of the activity to reflect on learning and identify any questions (see at bottom of lesson).

Library Lesson: I will explain to students they will work collaboratively with their partner and using their knowledge of biographies, explore what a biography is, what purpose a biography

serves, and what should be included in a biography. We will watch the [BrainPOP](#) movie as stated earlier as a whole class; students will be encouraged to take notes. Students will be given a chance to rotate through the two tasks: creating a “Biography” map on [BrainPOP](#) and creating a visual aide to show the elements of a biography. I will then review what each material for the lesson is and how they are to be used. Directions will be at each students’ table as well as projected onto the Smartboard. For the students with IEP’s, along with peer pairing for more productive collaboration, there will be directions with highlighted key words at their tables. Since the library has ten computers, the students will be allowed to work on these tasks in pairs (which were previously assigned) and in two groups; one group will be on the computers while the other group will be at the tables creating their visual aides. Discussion questions are included throughout the outline of the lesson. The following structure of the lesson will ensue. For the visual aide students: Each pair of students will have a set of markers, ruler, poster board, and pencil on their desk or table. Students will bring their notes and bubble maps with them. A quick review of the elements (setting, character, sequence, theme) will be discussed between the students and the librarian. Students will then draw and label a visual aide depicting the elements that should be included in a biography. The librarian will roam the room to keep students on task/ answer any questions/ help solve problems/ help with information.

Possible questions to pose to students while walking the room might be: What would you want someone to include about you if they were writing your biography? Another possible question to pose to students for assessment during the activity might be: What is the difference between a biography and an autobiography? (Answer: Biography is written by someone else, autobiography is written by self). Which would you rather write and why? (AWV). Allowing students to pace themselves, they can follow posted directions; however, a time limit of about 15 minutes should be set so that both groups can achieve their tasks on time.

For the group at the computers: Students go to the [BrainPOP](#) website after the movie where it allows students to create a “map.” This should already be pulled up for them so as to save time but if they need the website it is: <https://www.brainpop.com/english/writing/biography/>. Here the students will create their collaborative “biography” map, highlighting the details of the movie they watched. Students may use their notes. The librarian will roam the room to keep students on task/ answer any questions/ help solve problems/ help with information. Possible questions for assessing while roaming: What did Moby say was important information to include in any

biography? What word did Moby say would describe a good biography? Why do you think so? (Answer: Factual, important to have facts). What are some primary sources? (Possible answer: a diary, etc.). After completing their map, the student can then print it out. This map will be used along with the visual aide in future lessons. Once again, a time limit of about 15 minutes should be set so that both groups can achieve their tasks on time. When time is up, groups switch. The librarian will roam the room viewing collaboration within the groups as well as asking possible questions to gain insight of the students' understanding of the concept. Some questions were mentioned above.

Assessment Products: Bubble map, [BrainPOP](#) quiz, “biography” map, visual aide, exit ticket

Assessment Process: At the beginning of the lesson I will briefly review and assess student understanding of biographies by asking the following questions: What is a biography? How is it different from an autobiography? Can you give me an example of a biography? Does anyone have a favorite biography and why? At this point I could point out the location of the biography section in the library. These questions will let me assess the student understanding of biographies and show me which students may need additional help during the lesson. Throughout the lesson the librarian will formatively assess students as I monitor and question the student groups to provide individualized support as needed. The librarian will also be formatively assessing the students when they create their bubble maps and complete the [BrainPOP](#) quiz. The bubble maps (and notes taken) will guide students to self monitor themselves as they refer to their bubbles or add new ones and extend their learning as they move through the activities and create their maps and visual aides. The exit ticket responses will further play a role in assessment both for the teacher and librarian and for the students themselves too. The exit ticket will provide student reflection and measurement of essential questions, collaboration, and identify gaps in learning.

Student Self-Questioning: Students will monitor their learning through the use of the bubble maps as well as the products they create while viewing the results of their activities. This will help to aide in student reflection of their learning and activities.

Instructional Plan

Resources each pair of students will use:

Bubble maps and notes, computer with internet access for [BrainPOP](#), Smartboard with directions, individual highlighted directions for students that require them, poster board, pencil, ruler, colored markers, exit ticket

Resources instructors will use:

Smartboard for directions and to project [BrainPOP](#) movie, printed examples of biographies (including the one they are reading from in the classroom)

Instruction/Activities

Connect/Activate Prior Knowledge/Wonder: In the classroom, students will generate a bubble map about biographies. They will discuss what biographies are and begin reading a biography together as a class, possibly from the *Who Was...? series*.

Direction Instruction:

Modeling and Guided Practice: Librarian will model how to create “biography” map and an anchor chart or other visual aide to show elements of a biography, while posing appropriate discussion and questioning between partners with the aide of a student volunteer.

Independent Practice (Investigate and Construct): Student pairs will demonstrate understanding of biographies and then create a visual aide and “biography” map. They will try to come up with solutions to questions that may be posed (i.e. What should be considered important and relevant information to include in a biography?).

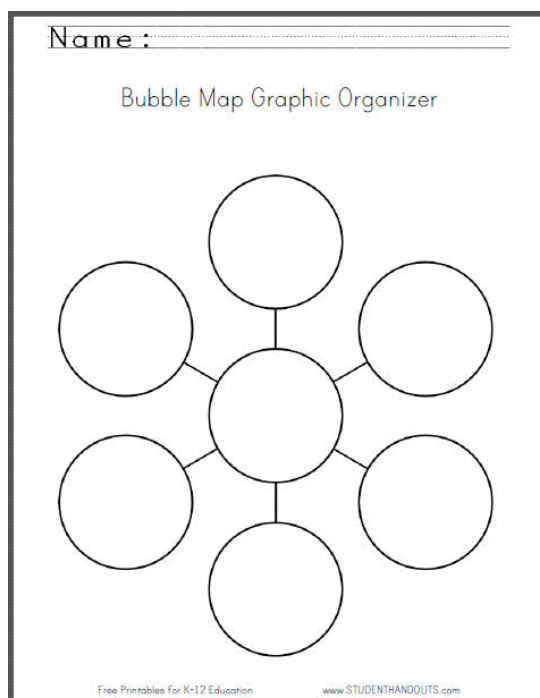
Sharing and Reflecting (Express and Reflect): During the activities through the use of their bubble maps, and visual aides and “biography” maps created, and then at the end of the lesson using an exit ticket.

Instructional Strategies for Differentiation: Pairs will determine what a biography is and which information should be included in a biography; they will apply this knowledge in their creation of a visual aide and “biography” map.

Instructional Strategies for Reading Comprehension: All directions and materials will be verbally explained, displayed on the Smartboard and at each table, and key words highlighted in directions given to those students with IEP’s.

Instructional Strategies for Multiple Literacies: All directions and materials will be verbally explained, displayed on the Smartboard and at each table, and highlighted (key words) directions given to those students with IEP’s. Activities are hands on learning and students will be preassigned with learners that will best suit their learning needs so as to take full advantage of peer learning. Librarian will constantly be available through roaming the room.

Bubble Map Example:



A graphic organizer template titled "Bubble Map Graphic Organizer". It features a central circle connected to six surrounding circles, forming a hub-and-spoke design. At the top, there is a line for "Name :". At the bottom, there is a small footer that reads "Free Printables for K-12 Education" and "www.STUDENTHANDOUTS.com".

Exit Ticket Example:

Name _____

Subject _____

Today I learned _____ about biographies _____

because _____

I learned this about working in a group _____

and I learned it because _____

I may need more practice with _____

when researching biographies.

I realize in the inquiry process you develop more questions.

I have a question about biographies that is _____

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Lesson 3: Creating a Shareable PowerPoint of My Biography

Scenario: Working with the classroom teacher we will help students create sharable PowerPoint presentations using materials previously completed by the students, such as a biography in the library and a time line in the classroom. The PowerPoint will be on the same person they have completed their biography on. The time line students created will be used along with new information presented to the students during the library lesson on how to create a PowerPoint presentation. These presentations will then be shared with the rest of the class through Google Slides so that peer evaluations could be completed on the slides. The students will fill out a KWLH chart that will help them keep track of what they already know and what they hope to learn in regards to PowerPoint presentations. The librarian will review the concepts of successful group work with the use of a group work rubric presented to the students before the lesson, and then handed out to the groups once the group work starts. Each student will have a group work

rubric to fill out. This is not a new concept to them as they have worked in groups before. After each library lesson is over (this will take more than one library period and may take up to three library periods to complete their presentations) the students will be given exit tickets to complete. This will allow students to reflect on their learning as well as give the teacher and the librarian an idea as to where each student stands as far as grasping the lesson taught.

Adjustments can be made accordingly to lessons that follow based on the exit tickets.

Essential questions: What is a PowerPoint presentation? What should it include? What can be left out? How many slides should it contain? How can I work well with my partner while creating our PowerPoint? How can we share the PowerPoint once it is complete?

Enduring Understandings: Knowledge and understanding of how to create an effective PowerPoint presentation in a group and how to share the completed PowerPoint presentation.

Student Analysis: same as previous lessons

NC Essential Standards:

4.RI.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

4.RI.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

4.RI.10. Read and comprehend complex literary and informational texts independently and proficiently.

Standards for the 21st Century Learner

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.

2.1.5 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.

2.2.4 Demonstrate personal productivity by completing products to express learning.

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

Overview: In the library the students will be introduced to PowerPoint presentations or a review given to those who are familiar with them already. Not only how to create a PowerPoint presentation but also what information should be included will be reviewed with students. With students assigned to groups by the teacher according to learning abilities and past group work experiences they will demonstrate their full knowledge of biographies by creating a PowerPoint of a biography using a timeline they created in the classroom. In the library, students will be put into teacher-assigned pairs to work through activities where they will be given the opportunity to demonstrate their understanding of creating PowerPoint presentations. Using their prior knowledge and knowledge gained through the previously mentioned [BrainPOP](#) movie, the students will use their timelines as the base for their PowerPoint about their biographies. Students will also be able to view and share these creations through Google Slides. Students will come to the library with their time lines and Biography bubble maps created in the previous library lesson. They will also know the groups they are assigned to. Using their bubble maps, timelines, as well as future handouts, students will self-monitor, demonstrate, and broaden learning from these activities through the creation of a sharable PowerPoint presentation. Example of Bubble map and Time Line shown below:

Bubble Map Example:


Name: Neela J.

Biography of Susan B. Anthony

Early Life:
Susan Brownell Anthony was born on February 15, 1820 in Adams, Massachusetts. She was the second of 7 children.

In 1856 Anthony becomes an agent for the American Anti-Slavery Society.

Picture:



Family Life:
At the age of 6, her family moved to New York where she was homeschooled.
She had 6 brothers and sisters.

Major Accomplishments:
Susan B. Anthony founded the National Women's Suffrage Association in 1869 with Elizabeth Cady Stanton.

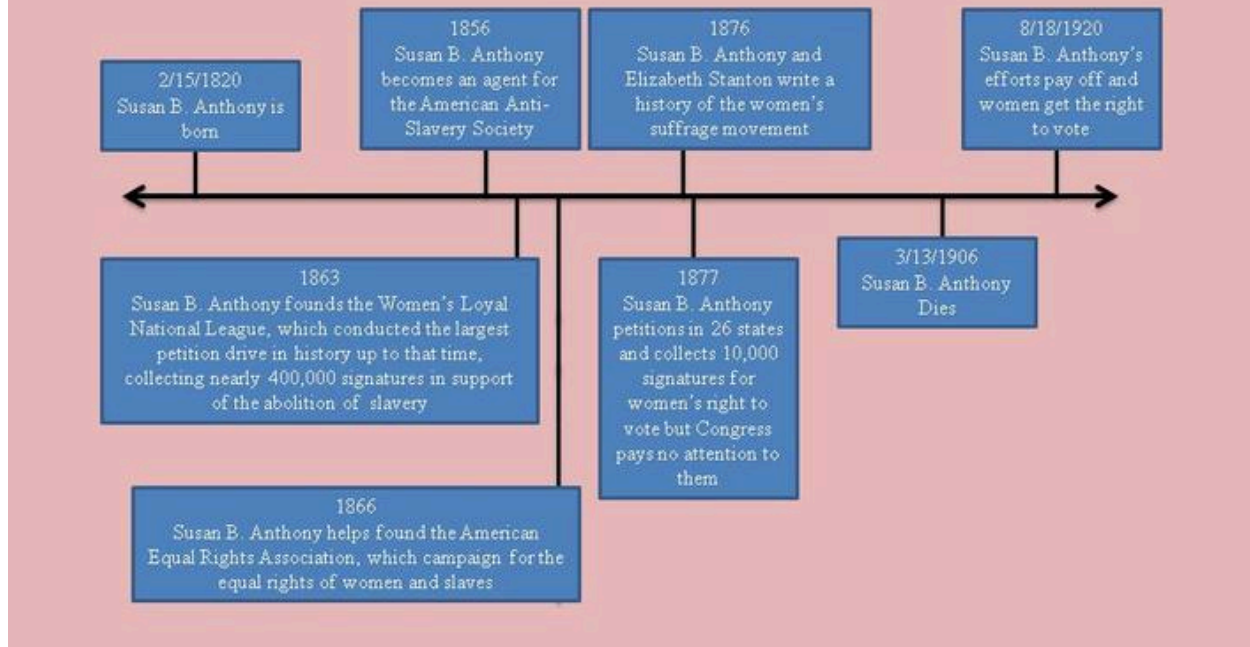
In 1860 women gained the right to own property because of Susan's constant work and effort.

Interesting Facts:

- She had her own US coin called the Susan B. Anthony dollar. It was a one dollar coin about the size of a quarter.
- The house where she was born is now the home of the Susan B. Anthony Birthplace museum.
- Susan was only three years old when she learned to read and write.

Time Line Example:

Susan B. Anthony Timeline



(Source:<http://amhist.wikis.birmingham.k12.mi.us/file/view/Susie%20Timeline.jpg/577833267/704x528/Susie%20Timeline.jpg>)

Products/Performances/Learning Tasks and Process: Each pair of students will be given a set of index cards that will be used to determine what information should be included on each slide of the presentation. They will have to determine what facts are most important to include and what information doesn't need to be included using information on their bubble maps and time lines they previously created. They will use the group work rubric as a guide to help them work collaboratively together. Students will also continue filling out their KWLH charts throughout the lesson. An exit ticket about research will be given to students to fill out individually so the librarian can measure the understanding by the students on the lesson taught.

Library Lesson: