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LIS 693

Collaborative Learning Experience Assignment

Part I: Collaborative Lesson Plan

For my collaborative project, I used a lesson plan that I found on the website ReadWriteThink.org which is published by the International Literacy Association and NCTE. This is a website that I have found useful in the past. It gives the lesson plans along with supporting documents/ worksheets/ assessments that you can print out for your students. It is also great because they try to tie in two or more subjects at a time. For instance, the lesson I chose to do was on shapes (both 2D and 3D) for kindergarten but it used elements of literacy as well as math in the lesson. I think it is always helpful for the students to see how a subject can be tied into another subject. The lesson I used is called “Going on a Shape Hunt: Integrating Math and Literacy” and can be found at [this link](#) (Cranston, 2018). I have also included a copy of the unit at the bottom of this assignment.

As stated previously, the website gives links to worksheets and materials you can print out. To make this lesson my own, I added some of my own materials and assessments I could use specifically for my kindergarten class. I have also included these in the document. I liked their reflection sheet that I used after the shape hunt. This was a little hard for some as they all do not read on the same level. So I decided to do the reflection sheet as an exit ticket and we did it together (I read the questions to them while they wrote down their answers as best they could). I also included a 2D and 3D shape sort as a means of formal assessment to let me know

what, if any shapes, they needed help with or whether they understood the concept of 2D and 3D shapes. The originals as well as some student's pieces are included in this assignment.

The lesson is designed for an individual teacher to do, but I thought collaboration between myself and the librarian (as well as the other kindergarten teachers) would make the lesson easier to teach, allowing for more time in the classroom and in the library if I split the lesson between us.

To start my class on the lesson, we talked about 2D shapes, reviewing names and number of sides of shapes. We did some worksheets (*Match it; Color by Sides; Color it, Trace it, Draw it; and Shape Sort*). There are student examples of these at the bottom. We did the Shape Sort together on the carpet while we talked about shapes and I had the same sheet projected on my Smart Board.

Looking at the beginning of the lesson plan, it asks that the classroom teacher put the students on the carpet to review the names of shapes. I did this in my classroom and we also watched and played *Sammy's Shapes*, on the SmartBoard, which can be found [here](#) (Beasley, 2012). I made sure to do this right before we went to the library so that when they got there, the librarian could read them some shape books such as *Friendshape* by Amy Krouse Rosemthal, *Shapes That Roll* by Karen Nagel, *When a Line Bends...A Shape Begins* by Rhonda Growler Greene. She also made sure to have other shape books available that they could access such as *Cubes, Cones, Cylinders, & Spheres* by Tana Hoban, *Shapes in Art* by Rebecca Rissman, and *Captain Invincible and the Space Shapes* by Stuart J. Murphy.

The part of the lesson that the librarian did with my class, I did with the other kindergarten classes. I wanted collaboration, so that's why I thought it best for her to play the part of the librarian with my class while I was the librarian for the other classes.

So reading and discussion of the books took place in the library as well as the actual shape hunt took place in the library. The bigger area and the change of scenery added to the excitement of the shape hunt (which can be read about in the unit plan). For the shape hunt, I gave each pair of students a magnifying glass on it with a clipboard and recording sheet to write down the name of the shapes that they found. I was not able to include photos or a video of the lesson as there are always other students coming in and out of the library and there was really no way to get permission slips out to the entire K-12 student body and staff. I have included recording sheets and pictures of the materials used.

As part of the introduction, and then again as a review, I used a solid shapes Power Point. You can view that Power Point [here](#). While viewing the Power Point with them, I had solid shapes that I was able to pass around and let the students feel and see for themselves. We also talked about what real life shapes we could find that would fall under these shape categories, i.e. an ice cream cone could be a cone, a ball could be a sphere, etc. I used it again at the end of the unit to review that also went with a shape sort page I had them fill in as we reviewed the Power Point. Student examples of the shape sort can be viewed below.

To go along with the unit, I have included at the bottom, the anchor charts and graphic organizers we created together as a class. There is even a song/poem that we learned to help them remember what shapes are what. This can be seen at the bottom with student work,

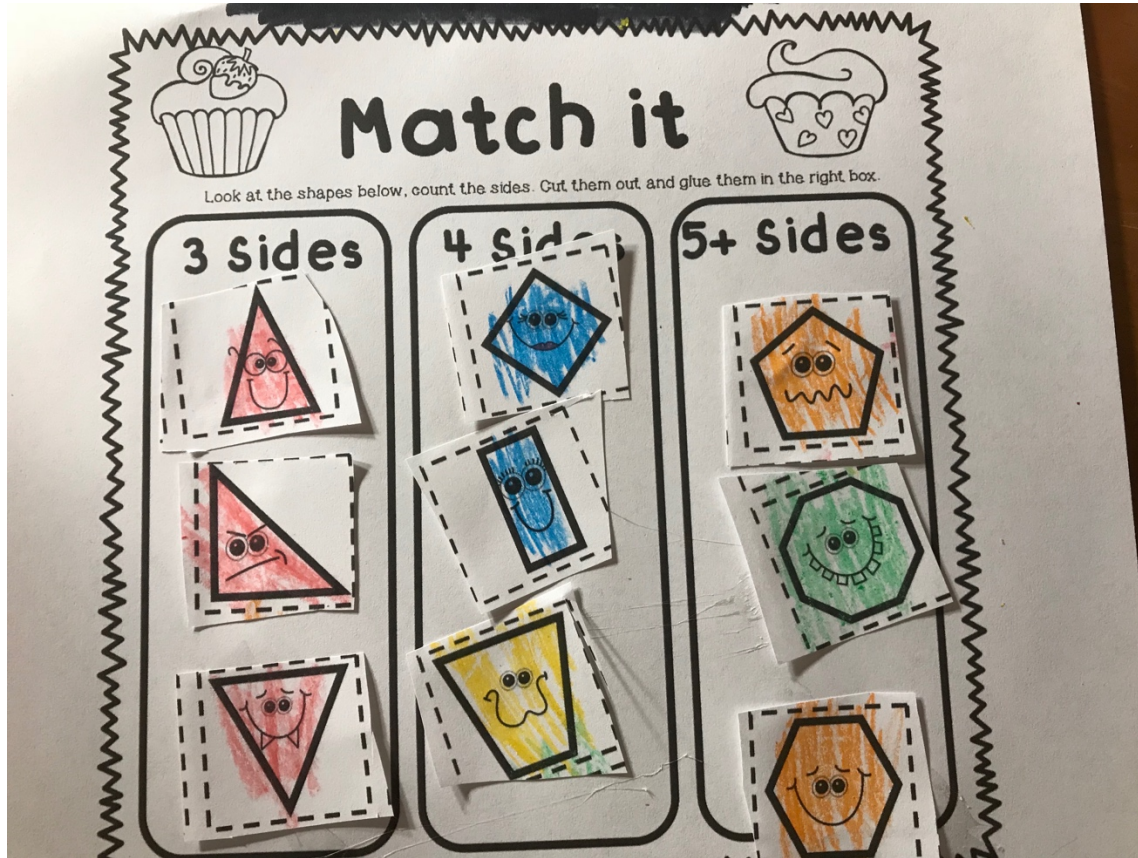
which is titled “3D Shapes.” YouTube was a useful resource as well that gave us some catchy tunes to sing to help the students remember their shapes. One of my class’s favorites was the Harry Kindergarten song titled, *3D Shapes I Know* which you can find [here](#) (Harry Kindergarten Music, n.d.).

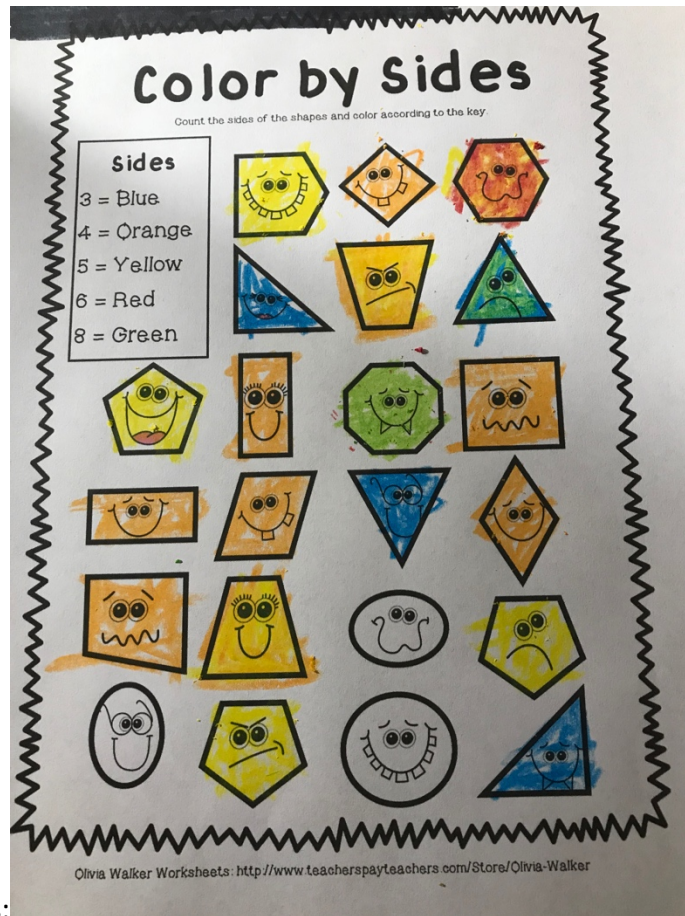
To follow up with the unit on 2D and 3D shapes, I brought some STEM activities into my classroom as well as the other kindergarten classes. They had to build their own 2D shapes first and then try to build them into 3D shapes. They were given materials of task cards, toothpicks, mini marshmallows, and gummy candies. They had to apply what they had learned about 2D and 3D shapes and put it into practice by building various shapes. While they shared the materials with a partner, each child had to build their own structure. The pictures from this activity can be seen at the bottom of this assignment in the Part 2 section. I had to block out faces of students, but their structures and activity can still be seen. I was not able to record the lesson as some parents did not give permission to record their child and so using still photos was an easier way to complete this part of the evidence and a way to include all of the students so no one would feel left out.

To follow up and see what the students learned or didn’t learn about shapes, I used both an informal assessment, their recording sheets from the shape hunt (for the 3D shapes) and a shape count (for their 2D shapes), and a formal assessment, a 2D and 3D shape sort. Student examples can be seen below. To close out the entire unit, the students were given reflection sheets that I used to see what they enjoyed about the unit.

Student Work Examples:

Match it:

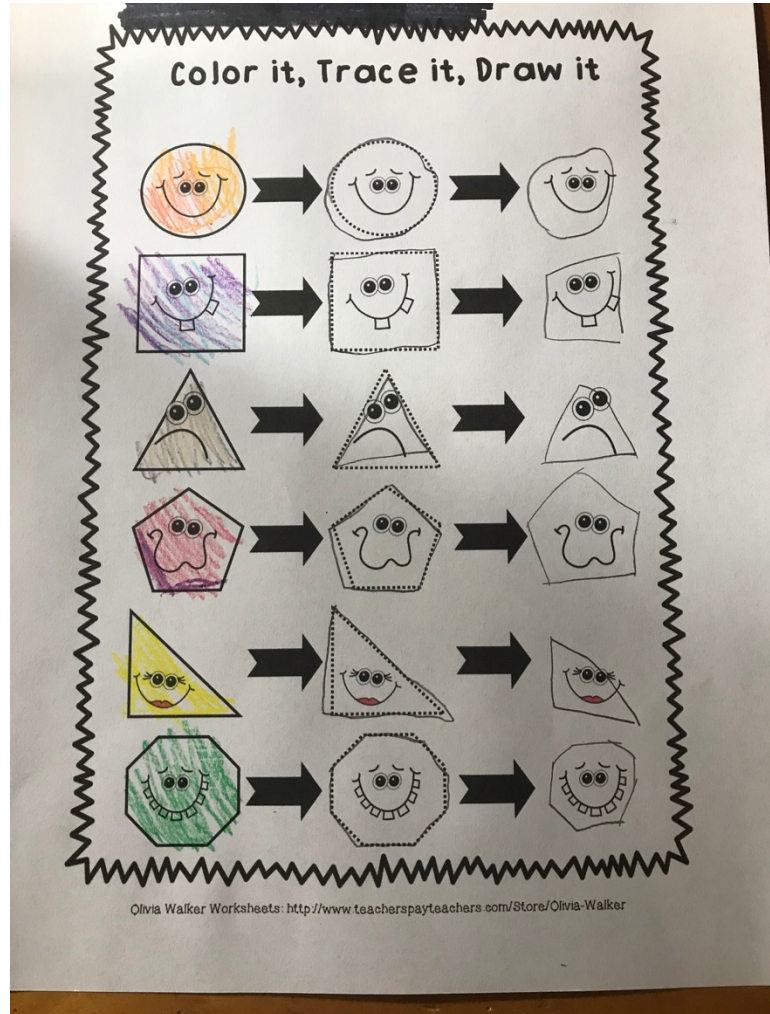




Color by Sides:

(This was a homework assignment)

Color it, Trace it, Draw it:



Shape Sort:

Name: _____

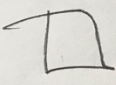
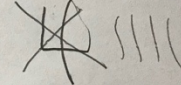
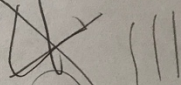
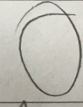
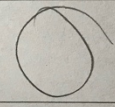
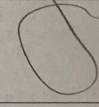
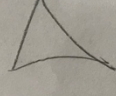
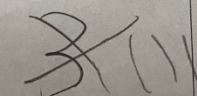
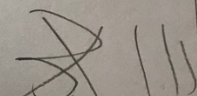
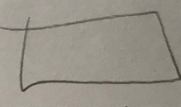
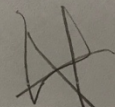
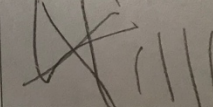
SHAPE SORT

Name of Shape	Picture/Example	Number of Sides	Number of Vertices
Square			
Circle		/	○
Triangle			
Rectangle			

A Sort Created By: Just Tinkin' Around

Name: _____

SHAPE SORT


Name of Shape	Picture/Example	Number of Sides	Number of Vertices
Square			
Circle			
Triangle			
Rectangle			


A Sort Created By: Just Tinkering Around!


3D Shapes Song:


3D Shapes


3D shapes are fat not flat,

A cone is like a party hat! 

A sphere is like a bouncy ball, 

A prism is a building tall! 



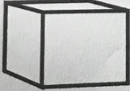
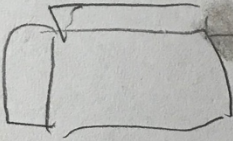
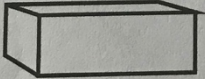
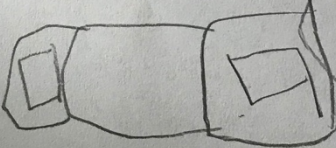
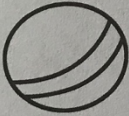

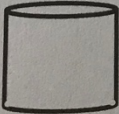
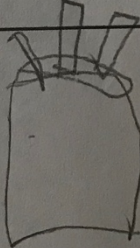
A cylinder is a can of pop, 

A cube is like the dice you drop. 

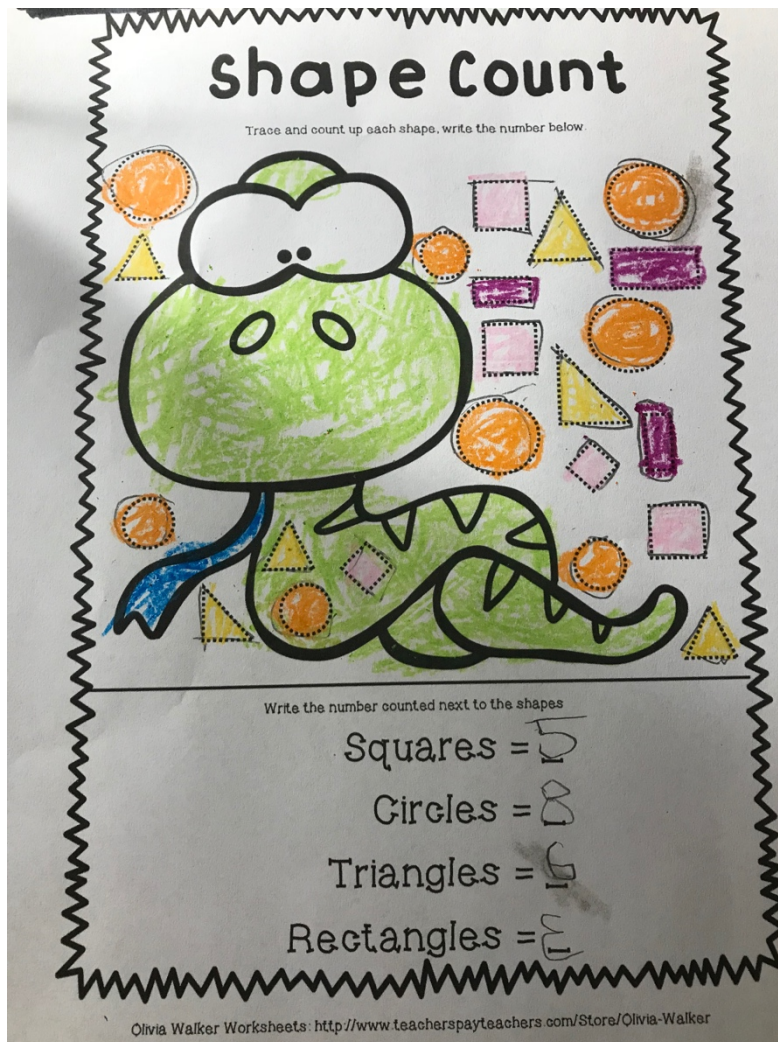
3D shapes are here and there!
3D shapes are everywhere!

Shape Hunt Recording Sheets:

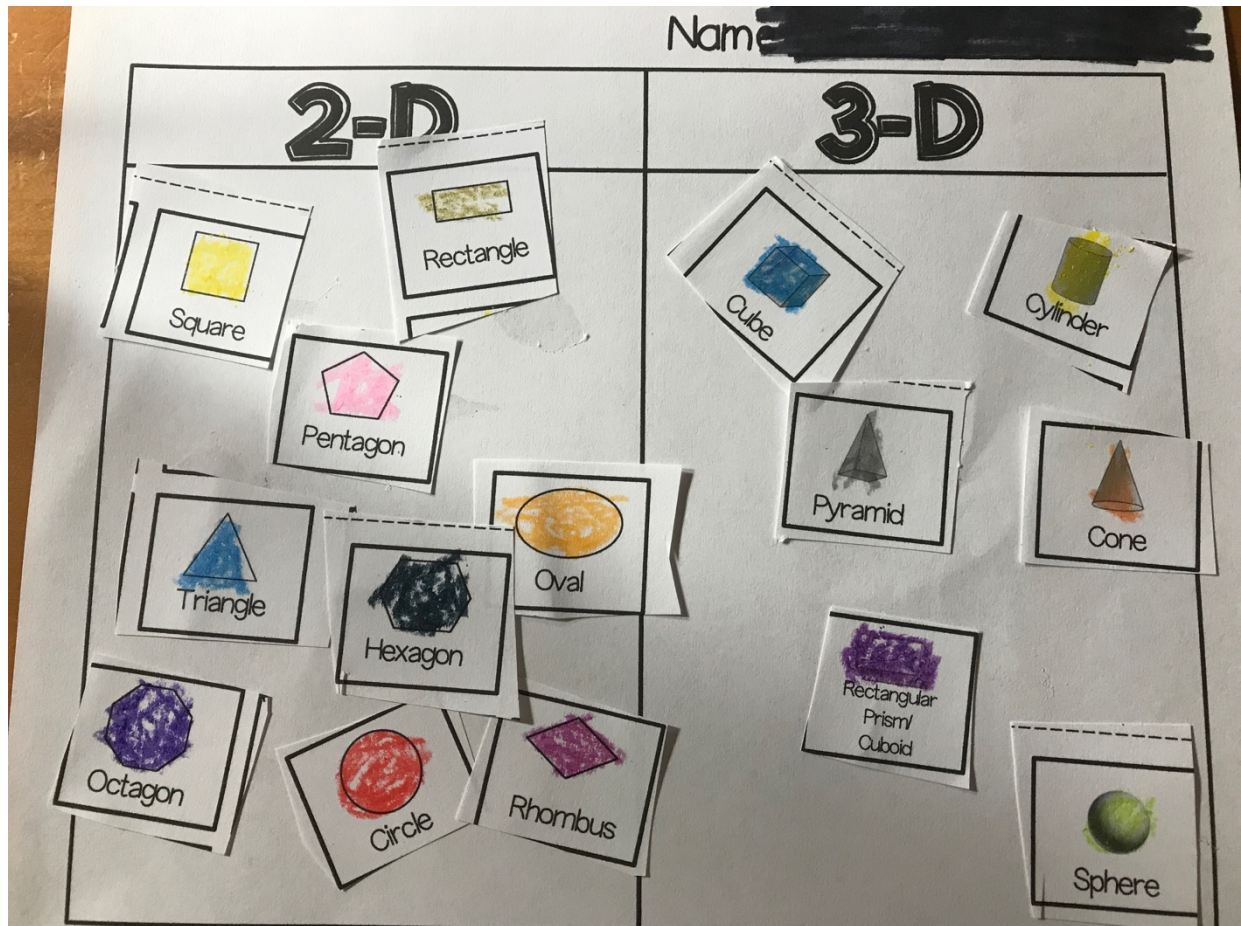
3D Shapes
Draw a real life object for each 3D shape.

Shape	Real Life Object
	 (ice cream cone)
	 (box in the library)
	 (shelf)
	 (ball)
	 (pencil holder)

Shape Count:



2D/3D Shape Sort:



Shape Hunt Reflection Sheet:

1. I found

- ☐ One shape
- ☐ Two shapes
- ☒ Three shapes
- ☐ Four shapes
- ☐ More than four shapes

2. I wrote about the shapes that I found.

Yes

No

3. The hardest word I wrote was

TOAST & F

4. I picked the letters to spell that word by

COYING

sheep

5. What did you learn about shapes?

X of or FAN

What was your favorite part of this activity?

Findings

write-think
NCTE marcopolo

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Name: _____

Date: _____

SHAPE HUNT REFLECTION SHEET

1. I found

- ☐ One shape
- ☐ Two shapes
- ☐ Three shapes
- ☐ Four shapes
- ☒ More than four shapes

2. I wrote about the shapes that I found.

☒ Yes

☐ No

3. The hardest word I wrote was

rectangular

SM

4. I picked the letters to spell that word by

scribble

it says

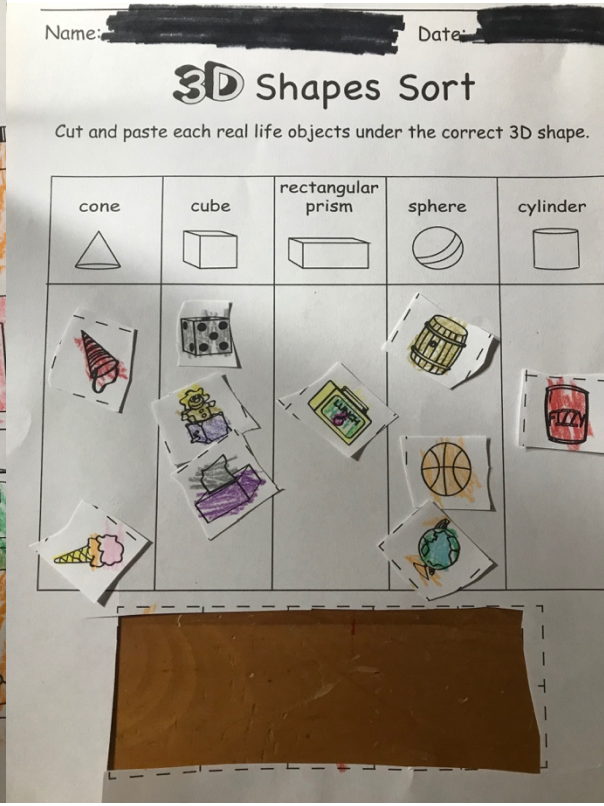
5. What did you learn about shapes?

They are lines.

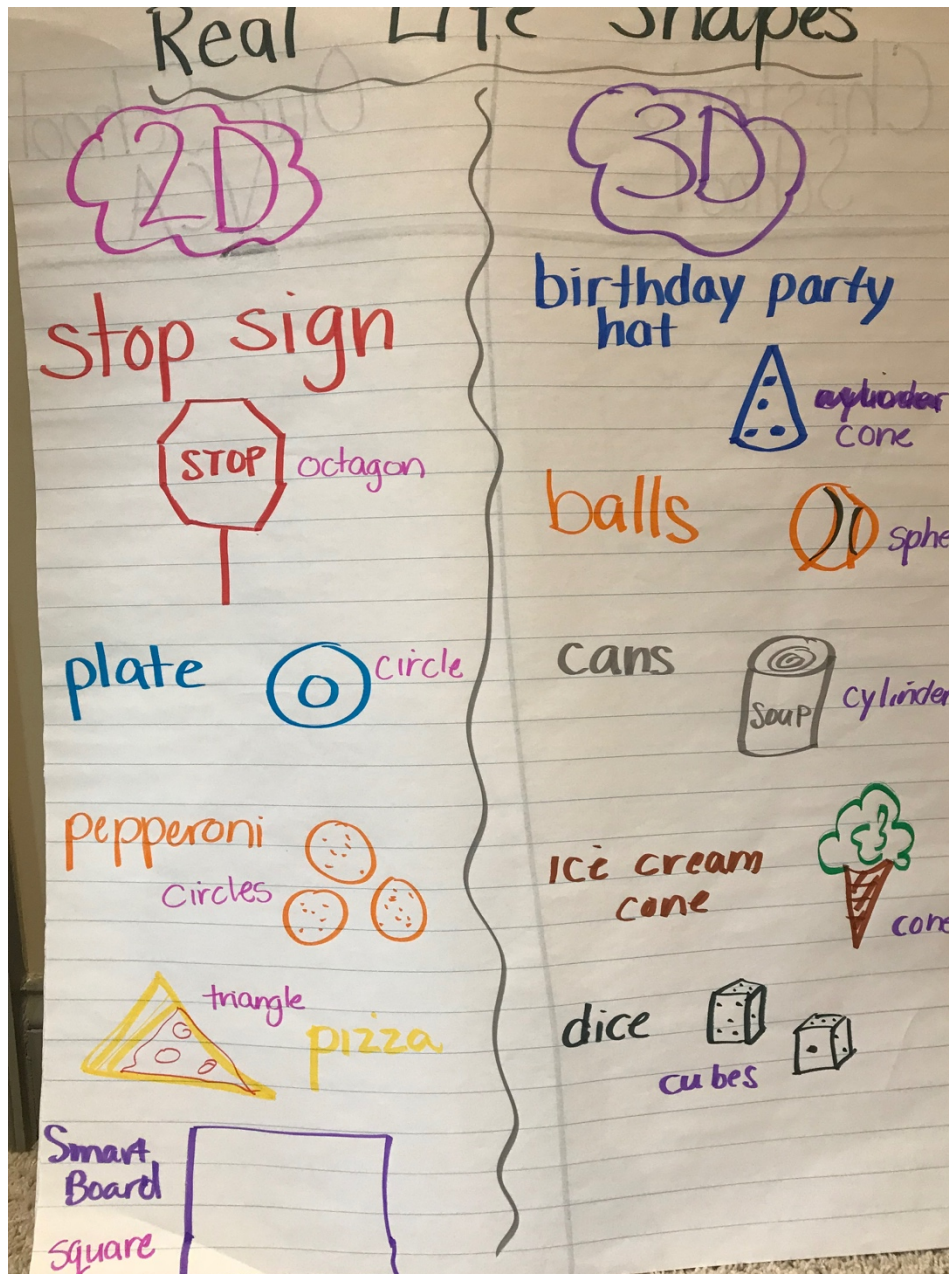
6. What was your favorite part of this activity?

It is fun.

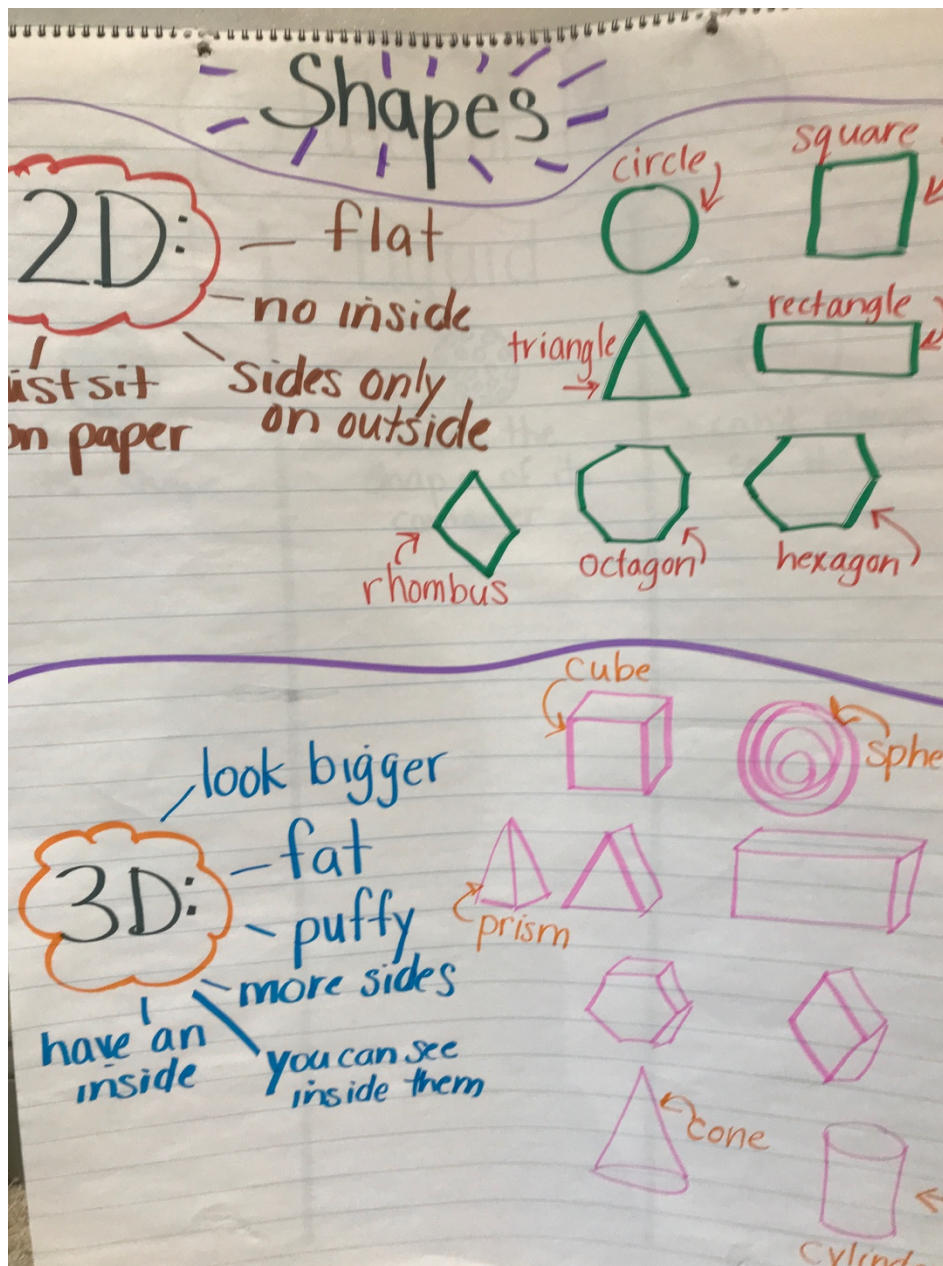
Other Assessment Tools:



Graphic Organizers/ Anchor Charts:



We did this organizer together while the kids thought of different real life shapes that fell under the 2 categories. They would tell me a shape and whether it was 2D or 3D, I would draw it, and then they would tell me what shape it was.



This was an anchor chart that we did together coming up with different attributes 2D and 3D shapes have. The kids told me the attributes and then I wrote them down. Then they told me a shape and said whether it was 2D or 3D.

Common Core Standards:

NC.CC.K.RL.

Reading Standards for Literature

Key Ideas and Details

K.RL.1.

With prompting and support, ask and answer questions about key details in a text.

Craft and Structure

K.RL.4.

Ask and answer questions about unknown words in a text.

	Integration of Knowledge and Ideas
K.RL.7.	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).
K.RL.10.	Actively engage in group reading activities with purpose and understanding.
NC.CC.K.RF.	Reading Standards: Foundational Skills
K.RF.4.	Read emergent-reader texts with purpose and understanding.
NC.CC.K.SL.	Speaking and Listening Standards
	Comprehension and Collaboration
K.SL.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
NC.CC.K.L.	Language Standards
	Vocabulary Acquisition and Use
K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
NC.CC.K.RL.	Reading Standards for Literature
	Key Ideas and Details
K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
K.RL.2.	With prompting and support, retell familiar stories, including key details.
	Craft and Structure
K.RL.4.	Ask and answer questions about unknown words in a text.
K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
	Integration of Knowledge and Ideas
K.RL.7.	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).
K.RL.10.	Actively engage in group reading activities with purpose and understanding.
NC.CC.K.RF.	Reading Standards: Foundational Skills
K.RF.4.	Read emergent-reader texts with purpose and understanding.
NC.CC.K.SL.	Speaking and Listening Standards
	Comprehension and Collaboration

K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

NC.CC.K.L. Language Standards

Vocabulary Acquisition and Use

K.L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

K.L.5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Source: ReadWriteThink.org website (Cranston, Going on a Shape Hunt: Common Core Standards, 2018)

AASL Standards:

Standard 1: Teaching for Learning

Standard 2: Literacy and Reading

Standard 3: Information and Knowledge

Standard 4: Advocacy and Leadership

Source: ALA Website (American Library Association, 2010)

Bibliography

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ReadWriteThink.org: <http://www.readwritethink.org/classroom-resources/lesson-plans/going-shape-hunt-integrating-776.html?tab=2#tabs>

Cranston, L. (2018). *Going on a Shape Hunt: Integrating Math & Literacy*. Retrieved from

ReadWriteThink.org: <http://www.readwritethink.org/classroom-resources/lesson-plans/going-shape-hunt-integrating-776.html?tab=4#student-assessment>

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<https://youtu.be/2cg-Uc556-Q>