

Collaboration Unit:
Locating Information: Where do I find that?

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Collaboration Unit: Locating Information

OVERVIEW:

Learners

This collaborative unit was designed for a 3rd grade general education class at Fort Belvoir Upper Elementary School. Fort Belvoir. Belvoir Upper Elementary School serves 596 students grades 3-6. (Fairfax County Public Schools, 2022). Third grade was added to the school in 2020. The school is located on a gated military base and serves military children living on and off base. The collaborating librarian, Ms. Florence, has National Board Certification and the collaborating teacher, Ms. Knapp, has over 20+ years of experience in the classroom.

Six of the students have individualized education plans and are reading two or more grade levels below 3rd grade standards. Five students are reading one year below grade level. An instructional assistant will participate in the lessons and support the students with an IEP. The teacher asked that I create graphic organizers or a recording sheet to pinpoint the reflection of their work.

Instructional Preparation

The unit is titled: *Locating Information: Where do I find that?* This unit was built to support cross-curricular efforts but specifically the third grade English standards on use of table of contents, indices and charts. The class will be studying ancient civilizations: Egypt, China and Mayans as part of their social studies curriculum. These lessons will be built on the guided inquiry design and structured with direct instruction and small group scaffolding. The objective is for students to be able to identify and use the table of contents, indices and charts in a nonfiction resource. The pre-test and post-test were developed with both images and writing to engage and support learners

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reading at lower levels. The graphic organizers also provided sentence stems and options for students to either circle prepared answers or fill in their own writing. Each lesson will be 30 minutes taught in the classroom. The class teacher will connect these lessons to their unit of inquiry on civilizations. Due to time constraints, the class teacher will give instruction on charts and leave the table of contents and indices for my instruction.

LESSON ONE: Locating Information in the Table of Contents and Index

Grade Level, Collaborative Content Area	Grade 3, Classroom teacher, 30 minute reading lesson on locating information.
Content Objective	ELA 3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources. a) Use encyclopedias and other reference books, including online reference materials. b) Use table of contents, indices, and charts.
AASL Competency	<i>AASL Standard: IV.A.2: Learners act on an information need by: 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.</i>
Library Objective	<ul style="list-style-type: none">• Students will identify the table of contents and index in a nonfiction resource book on ancient civilizations.• Students will record information found in the table of contents and index of a nonfiction resource on ancient civilization.
Link to Background Knowledge	<ul style="list-style-type: none">• 3rd graders are studying Ancient Civilizations.• 3rd graders have accessed nonfiction resources.• Teacher has previously taught and assessed the ability to use a chart in both nonfiction sources as well as in math.
Hook or Introduction	1. Librarian states that we are on a quest for information. We know we can find information in books but what about specific information? If we don't want to read the whole book but want to find detailed information, where do we look?

Engagement in Learning	<ol style="list-style-type: none"> 1. Librarian displays a copy of the book: Ancient Civilizations: EGYPT. “You don’t have time to read the whole book. How do we find out information about pyramids?” Open the book. Show the table of contents. Explain that the table of contents can be found in fiction and nonfiction. It lists the chapters in each book and the pages that the chapter begins on. Tell them the Table of Contents is not the only place to look for information. If you cannot read the whole book, you can go to the back of the book and look at the index. Explain that the index does not give chapters of the book but lists specific information. (5 minutes) 2. Hand out a replica of the Table of Contents and Index worksheet to the students. 3. As a whole class, work through questions 1-3 on Table of Contents and 1-3 on the Index. (15 minutes) 4. In groups of 4, students choose from a preselected collection of nonfiction Egypt books. Students answer questions 5-6. The groups will be preselected to support learners with lower reading levels or who need support. (10 minutes) 5. Students put their worksheets in the nonfiction books they were working on and turn in.
Assessment & Reflection	<ol style="list-style-type: none"> 1. Graphic organizers are collected for assessment. Will check for understanding. 2. Librarian asks the student thumbs up, down or middle of identifying the information from a Table of Contents and the Index.
Materials/Resources	<ul style="list-style-type: none"> • Egypt books • Table of Contents & Index replica and worksheet. • Pencils.

LESSON TWO: Locating Information in Online Sources

Grade Level, Collaborative Content Area	Grade 3, Classroom teacher, 30 minute reading lesson on locating information.
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Content Objective	ELA 3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources. a) Use encyclopedias and other reference books, including online reference materials. b) Use table of contents, indices, and chart.
AASL Competency	<i>AASL Standard: IV.A.2: Learners act on an information need by: 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.</i>
Library Objective	<ul style="list-style-type: none"> ● Students will navigate two online sources on Ancient Egypt. ● Students will record information found in the table of contents and index of an online source about Ancient Egypt..
Link to Background Knowledge	<ul style="list-style-type: none"> ● 3rd graders are studying Ancient Civilizations. ● Students have identified and recorded information from print nonfiction materials on Ancient Egypt.
Hook or Introduction	Librarian script: Yesterday we investigated where to find information in a print book. Does anyone remember where we looked?" Students respond (Table of Contents, Index). Today we are going to look at the online sources of NatGeo and PebbleGo. How many of you have been on NatGeo and PebbleGo? Do you think these resources will have Table of Contents and an Index? Let's find out! (5 minutes)
Engagement in Learning	<ol style="list-style-type: none"> 1. Librarian directs students to MyOn: Let's Look at Egypt by Mary Meinking. Librarian projects onto SmartBoard. Students use their own computers. 2. Librarian walks students through to Other Pages, Table of Contents and Index. Looking for information on Pyramids. 3. Independently or in pairs students record information found in the Online Sources Graphic Organizer. Librarian supports students who are unable to work independently. Organizer is projected on SmartBoard. (10 minutes) 4. Librarian directs students to NatGeo: 1,000 Facts about Ancient Egypt by Nancy Honovich. Librarian projects onto SmartBoard. Students use their own computers. 5. Librarian Directs students to Front Matter: Table of Contents tab and Back Matter: Index tab. 6. Students record information found in the Online Sources Graphic Organizer. (10 minutes)

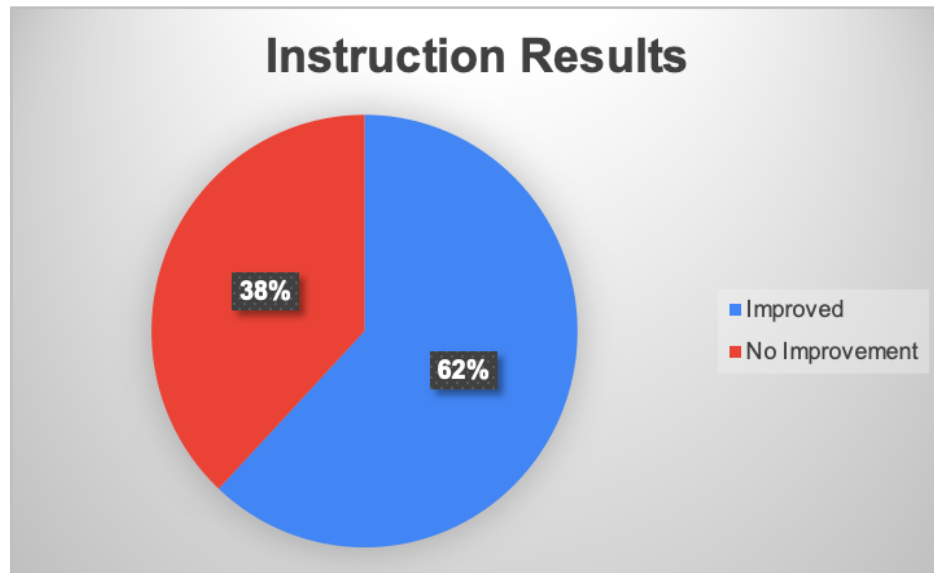
	Differentiation: Students can return to their groups from the previous day to complete the graphic organizer.
Assessment & Reflection	<ol style="list-style-type: none"> 1. Graphic Organizers are collected for assessment. Will check for understanding. 2. Librarian asks the student thumbs up, down or middle if they liked the online sources
Materials/Resources	<ul style="list-style-type: none"> • SmartBoard/Projector • Student laptops • MyOn: Let's Look at Egypt by Mary Meinking. • NatGeo: 1,000 Facts about Ancient Egypt by Nancy Honovich. • Online Sources Graphic Organizer. • Pencils

LESSON THREE: Making Critical Choices on Locating Information

Grade Level, Collaborative Content Area	Grade 3, Classroom teacher, 30 minute reading lesson on locating information.
Content Objective	ELA 3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources. a) Use encyclopedias and other reference books, including online reference materials. b) Use table of contents, indices, and chart.
AASL Competency	<i>AASL Standard: IV.A.3: Learners act on an information need by: Making critical choices about information sources to use.</i>
Library Objective	<ul style="list-style-type: none"> • Students will record their reflections on choosing print or online sources to complete research on Ancient Egypt.
Link to Background Knowledge	<ul style="list-style-type: none"> • 3rd graders are studying Ancient Civilizations. • Students have identified and recorded information from print nonfiction materials on Ancient Egypt. • Students have identified and recorded information from online nonfiction materials on Ancient Egypt.
Hook or Introduction	Librarian script: The last two days we have investigated print resources (books) and online resources (MyOn and NatGeo). Today we are going to spend some time reflecting on using these two types of resources and which ones you prefer.

Engagement in Learning	<ol style="list-style-type: none"> 1. Librarian hands out Reflecting on Resources Graphic Organizer. 2. Students are asked to work in pairs to pair and share their answers of the Graphic Organizer. 3. Students record their reflections in the graphic organizer. Differentiation of questions is created so there is ability to give feedback by circling their response and there are open ended questions so students with higher writing skills can print out their opinions in depth. (10 minutes) 4. Librarian calls students to the carpet. Librarian asks: Which is your preferred resource print or online and why? Students are called on to give responses or their partners can share their answers. Asks would anyone like to share their journey of investigating information? Where did you start? What did you learn? What would you do again if you were looking for information? (10 minutes) <p>Differentiation: Students can return to their groups from the previous day to complete the graphic organizer. If there is not enough time as a whole group to share their reflections, students can Pair and Share with a person sitting next to them.</p>
Assessment & Reflection	<ol style="list-style-type: none"> 1. Graphic Organizers are collected for assessment. Will check for understanding. 2. Librarian asks the student thumbs up, down or middle if they liked the online sources
Materials/Resources	<ul style="list-style-type: none"> ● Reflecting on Resources Graphic Organizer. ● Talking Stick ● Pencil

ANALYSIS:



Overall, 62% of the students showed improvement from the pre-test to the post-test. Showing that the instruction did have a positive impact on the learners. After instruction, the results showed that 85% of the students were able to identify two online resources. 76% of students could identify the use of the table of contents and 66% of students could identify where to find the index.

I was nervous that the pre-test would be too easy but the results showed only 42% of the students could answer two or more of the location information questions. Three of the students received a zero, answering none of the questions correctly. It was of note that one of the three students who originally scored a 0 increased their score to a 100% after instruction, another student increased to 75% and the third student to 25%, all showing improvement. Of the students reading two or one year below reading level, 80% showed improvement and could meet the objective goal. I believe this was due to the scaffolding and support from the Instructional Assistant, the teacher, the librarian and the graphic organizers.

REFLECTION:

I look back on this experience with mixed feelings. Identifying a collaborating librarian was easy. The Head Librarian at Ft. Belvoir Upper School had mentored numerous MLIS students in the past and was more than gracious in offering her space and expertise. Identifying a collaborating teacher was more of a challenge. Finding a time that fit with my current duties as a library assistant, and the current schedule at the elementary school limited our collaborative options to the third grade team. Ft. Belvoir Upper School was originally grades 4-6 and the third grade was added just last year. The entire third grade team was new, except for one teacher. After a personal ask from the Head Librarian, Ms. Knapp accepted the invitation to collaborate. We met through, zoom and most of our collaborative lesson planning was over emails. Due to upcoming SOL testing and Spring Break, we were also forced to expedite our process to create and teach the lessons to meet the course due date.

On the collaborative continuum, Ms. Knapp and I certainly met the coordination element where, “the library staff has shown students not only how to use the resources but has participated in facilitating their use.” (Marcoux, 2007). We had potential for ultimate collaboration, but I feel that the majority of the lesson planning and all of the assessment were done by me. Due to a fixed schedule, the lessons were taught in Mrs. Knapp’s classroom. She and the students were incredibly welcoming and you could feel a surge of excitement from the students from a new instructor entering their space. It was important for me to build a relationship of trust with them even if I was only going to be there for a short period of time. Deborah Rinio states, “Students are much more likely to

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engage in discussion and try new things if they trust the librarian to look out for them and their interests.” (Rinio, 2018). I was pleased by the last day to receive written feedback from the students on their graphic organizers that “Ms. Jolly Rocks” and “Thank you!” I was surprised that the class was split on preference of resources. It was interesting to note many students prefer print to online.

Strengths:

The data results show that the lessons were successful and the students showed improvement. I am proud that the lessons springboarded Ms. Knapp to collaborate with the Head Librarian to continue further lessons on identifying and using both print and online resources in the upcoming library lessons. Ms. Knapp was grateful that this information was covered as the students continued their guide inquiry unit and hoped to see a reflection of these skills in their upcoming SOL testing.

Professionally, I created a strong connection with both Ms. Knapp and the Head Librarian, Ms. Florence. We have discussed continuing our collaboration as we are in the same pyramid and the Ft Belvoir Upper School students attend my middle school, Walt Whitman. Having created this new relationship, will serve our students in the future as we share strategies that work best with this community of learners.

Weaknesses:

The print resources I used were very challenging for the students. I pulled a number of books from the library and while I quickly previewed them, I did not realize until into the lesson that the books were way above their reading level. When I spoke to Ms. Florence informed me that the third grade was recently added to the school and the

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resources did not meet the needs of the third grade. It was certainly an instance that reflected when, “School librarians who co-plan, coteach, and co-assess student learning outcomes and the instruction itself also gather evidence of the relative strength or weakness of school library resources and tools. (Moreillon, 2019). Ms. Florence made note to order grade level appropriate resources for the ancient civilizations units and Ms. Knapp said she would steer students to more appropriate online resources. If I were to go back and do the lessons again, I would have requested an Interlibrary loan from the K-2 school, with more appropriate print resources for the students’ reading levels.

Overall:

The collaboration unit was incredibly stressful in that I felt like I was trying to serve two masters. Meeting the requirements of the practicum by creating a rigorous information literacy unit on paper sometimes conflicted with the reality of the current classroom situation and time constraints of the teacher. I hope that I was able to accomplish both of these goals. I do know that not all of the students met the objectives and I expect that Ms. Knapp and Ms. Florence will continue the work we began to continue to support their learning in the coming weeks. It was a joy to be back in the classroom with the third grade students and makes me excited to apply these collaborative practices in the middle school with our students and faculty.

VIDEO:

[Caroline Jolly Teaching Table of Contents Lesson](#)

References

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