

**Module 4: Lesson Plans**

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LIBS 676:

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### Inquiry Lesson

<b>Grade Level, Collaborative Content Area</b>	High School, Latin II Thursday, February 22, 2022 10:00-10:30
<b>Content Objective</b>	VA SOL: LII.3 The student will demonstrate understanding of the perspectives, practices, and products of Roman culture and the ways these cultural aspects are interrelated. 1. Describe cultural practices of the Romans, such as weddings and funerals, leisure activities, games, entertainment, and meals
<b>AASL Competency  Library Objective</b>	AASL I.A.1: Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic  Stripling Inquiry Model: Wonder  Students will develop three questions about the Colosseum and/or gladiators to drive their exploration into the material.
<b>Link to Background Knowledge</b>	The Latin II class will have already read stories in Latin related to the games held in Ancient Rome. The purpose of the library lesson is to connect these readings with historical evidence and gain a greater understanding of the role of gladiators, games, and the Colosseum in Ancient Rome.
<b>Hook or Introduction</b>	The librarian will have 5 pictures relating to the Colosseum and gladiators set up around the library that students will see as they enter. The classroom teacher will have already shared that students should look around the library as they enter. This will help engage students with the material before it is officially introduced.
<b>Engagement in Learning</b> (This should be enough detail so someone reading the plan could teach the lesson)	Instructional activities: <ul style="list-style-type: none"> <li>● Students will enter the library and sit together as a whole group. The librarian will have a slide show presented to welcome students to the library. The librarian will inform the students that the pictures they saw coming in are related to the Colosseum and gladiators using a slide show</li> <li>● The librarian will then ask students to walk around and look at the pictures (Gallery Walk) and write their reactions and questions on the paper where the images are situated <ul style="list-style-type: none"> <li>○ <b>Differentiation:</b> The librarian will have question stems prepared and projected in the google slide to help them generate their questions</li> </ul> </li> </ul>

- Allow students about 10 minutes to react to all five pictures. The librarian will engage students during this to help them develop their questions. This will help students who struggle to understand what to ask or write, as well as helping students to explore more questions.
  - **Differentiation:** The librarian should point out specific elements of the pictures and ask questions of the students: What do you think this is? What looks unusual in this picture? etc.
- The librarian will bring the students back to the group setting and hang the pictures with reactions in front of students.
- The teacher, with the help of the librarian, will lead students in a brief discussion about their reactions. The teacher will share some facts about each of the pictures, while the librarian will encourage students to ask additional questions.
- After the discussion, the librarian will inform students that their goal is to select a topic and develop three questions to explore by the end of the lesson.
- The librarian will model the sorts of questions that are ideal for this assignment (bigger picture ideas-why was the Colosseum built) versus questions that are less ideal (more limited to fact finding-when was the Colosseum built)
- The librarian will provide curated print resources for students to examine.
  - **Differentiation:** These will be of diverse variety: picture books, short news articles, art books, architecture books, primary historical resources. These will allow students of different needs to find something that engages them appropriately.
- Students will work alone or in small groups based on their needs and interests to explore these materials.
  - **Differentiation:** The librarian will redistribute the print resources to students who demonstrate certain interests, or who are struggling to focus on a topic. The librarian will work to help students without ideas by providing different resources as well as some guiding questions.
- The librarian will help guide students' questions to ensure that they are broad enough to drive research, but focused enough on one topic.
  - **Differentiation:** The librarian will engage students in conversation as they explore and ask students who are struggling to refine their idea questions to help pique their interest.
- Students will then submit their potential topic and their three driving questions on a google form.

<b>Assessment &amp; Reflection</b>	<ul style="list-style-type: none"><li>● Students will select a preliminary topic and submit three questions that demonstrate what they intend to research. These will be submitted via google form that both the teacher and the librarian have access to. This will demonstrate that they have an understanding of what their topic is and where they are headed in subsequent lessons.</li><li>● The teacher and the librarian will collaborate to ensure that these questions meet the needs of their selected topic, and will speak with students individually if they have not met the requirements.</li><li>● The teacher and librarian will also reflect on the responses to ensure that the presentation of information was clear and effective for the students before continuing into the next stages of the inquiry process.</li></ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"><li>● The librarian will select and set up pictures on easel paper arranged in various locations in the library. The librarian will ensure that there are several markers available with each picture for students to use.</li><li>● The librarian will develop a slideshow that provides guidance for students to design questions both for the Gallery Walk and as they begin to develop their topic and questions to research.</li><li>● The librarian will curate at least 6 print resources for the first part of the inquiry process. These resources should provide text and pictures to help students develop their topics.</li><li>● Students will use personal Chromebook devices to submit their topics to their teacher by the end of class</li></ul>

### Reading Lesson (Virtual)

<b>Grade Level, Collaborative Content Area</b>	9th Grade English March 4th 10:00-10:30
<b>Content Objective</b>	9.5 The student will read and analyze a variety of nonfiction texts.  a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.
<b>AASL Competency Library Objective</b>	V.A.1 Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.  Students will reflect on their personal interests as they select a biography.
<b>Link to Background Knowledge</b>	The teacher will have previously worked with students to discuss biographies and their overall assignment. They will understand that their responsibility is to find a person who interests them and read their biography, ultimately resulting in a book report or project to be shared with the class.
<b>Hook or Introduction</b>	As this is a virtual lesson, students will login to the librarian's google meet classroom, where the librarian will have her screen shared to a Nearpod presentation with the link for students to enter into their own devices.
<b>Engagement in Learning</b> (This should be enough detail so someone reading the plan could teach the lesson)	<ul style="list-style-type: none"> <li>Once students have arrived into the google meet, the librarian will introduce herself and discuss the objective: to reflect on their personal interests in order to select a biography for their English assignment</li> <li>The librarian will engage students in a Nearpod, which will first contain open ended questions about what they know about biographies, what types of people they are interested in learning about (careers, public figures, athletes, overcoming adversity, etc.), and who specifically they already have an interest in learning more about. <ul style="list-style-type: none"> <li><b>Differentiation:</b> The librarian will allow students to see each other's responses, but will remove names to ensure that all students are comfortable sharing without being personally named.</li> </ul> </li> </ul>

- **Differentiation:** The librarian will encourage students who are comfortable to unmute or use the chat box to elaborate more on the initial questions.
- The Nearpod will continue with four brief (90 seconds or less) booktalks about various biographies that are in the school library.
- After each booktalk, the Nearpod will allow students the opportunity to react. The librarian will encourage students to indicate if they found the person intriguing, what they would like to learn more about, etc.
  - **Differentiation:** Encourage students to use emojis if they are comfortable to indicate their reactions rather than words
- At the end of the Nearpod, the librarian will provide a link to a google doc that contains a list of the books from the booktalks, along with others similar to them. The google doc will also contain a link to the school library's catalog so that students can reserve their books immediately.
  - **Differentiation:** The librarian will have lists available of different styles of biographies: graphic novels, traditional biographies, mixed-media, etc. to ensure that students have different options depending on their interests and literacy levels
- Once students have selected their book, they will complete a google form with their name, the title of the book, and why they have selected it. This form will be available both to the classroom teacher and to the librarian.
- The librarian will leave the google meet open for students to ask additional questions and will provide contact information for further questions.

**Additional Differentiation:**

- For students who are currently having internet/technological issues during the live Nearpod presentation, the classroom teacher will also have access to the presentation to post in the student learning portal to access at a later time. While these students may not be engaged directly in the lesson with their peers, they will still be able to experience the questioning and the videos when the internet/technological difficulties have been resolved.
- Guide students on how to use the lexile reading levels in the library catalog as they search for books.
- Ensure that books in the google doc list cover a variety of reading levels, topics, and formats to ensure that all students' reading needs are met.

<b>Assessment &amp; Reflection</b>	<ul style="list-style-type: none"> <li>• The google form (and the requests from the library catalog) will indicate that the students have made their selection and what their justification is.</li> <li>• The comments in the Nearpod will allow the librarian and the teacher to reflect on students' engagement in order to complete formative assessments. They will be able to see how many and which students were engaged, as well as where their interests lie.</li> <li>• Students' comments on why they have selected their book will indicate what their personal interest is and help them reflect on their choices. This likewise will allow the librarian to assess where interests lie for future lessons. If students tend towards one type of person or category, the librarian may want to consider adding more books like these to the collection. Alternatively, the librarian may also want to look into how better to market less popular individuals or stories for future classes.</li> <li>• The librarian and the collaborating classroom teacher should consider what went well and what changes to make with future students. Both should reflect on the google form responses to ensure that students' interests are reached.</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>• The librarian will need to prepare a Nearpod activity in advance with questions prepared.</li> <li>• The librarian will need to create or locate booktalks for four different biographies of various topics and ensure they are short enough for the time period.</li> <li>• The librarian will create a google doc with a list of biographies for students to select. These should be organized based on the booktalks, and provide links to the library catalog for students both to reserve and read synopses. This curated list should provide students with a wide variety of individuals and topics from diverse backgrounds, as well as varying reading levels. The librarian should work with the teacher to ensure that the needs of the students are reflected in the book list.</li> <li>• The librarian will create a google form that will also be shared with the classroom teacher.</li> </ul>