

Collaboration Lesson Plan Unit

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Learners

Frederick County Public Schools in Virginia is in the Northern Shenandoah Valley. Frederick County's population is 91,149 (United States Census Bureau, n.d.). The median household income is \$78,002 with 7.4% of the population under the national poverty rate (United States Census Bureau, n.d.). The population is 90% white, 4.7% black or African American, 1.8% Asian and 9.3% Hispanic or Latino (United States Census Bureau, n.d.). Almost 90% of the population is a high school graduate or higher and 28% has a bachelor's degree or higher (United States Census Bureau, n.d.).

The 14,000 students attend this school system in 12 elementary schools, four middle schools, three high schools and a career and technical/alternative learning center (Frederick County Public Schools, n.d.). The school system ranks 20th largest out of 132 school divisions in Virginia (Frederick County Public Schools, n.d.). The schools demographics are 68% white, 21% Hispanic or Latino, 4% black or African American, and 2% Asian (Virginia Department of Education , n.d.).

The cost per student for the fiscal year 2020 was \$13,091, which is slightly below the state and regional average (Virginia Department of Education , n.d.). The overall budget for the school system is \$235 million. In the last year, the school system has seen an increase in enrollment in all levels except middle, which saw a slight decrease in enrollment (Virginia Department of Education ,

n.d.). Sixty percent of students from the school system plan to attend a four-year college after graduation (Virginia Department of Education , n.d.).

Jordan Springs Elementary School was built in 2020 and currently has an enrollment of 500 students (Frederick County Public Schools, 2022). The school covers grade kindergarten-5th grade. Students have a 56% pass rate for English reading compared to a pass rate in the division of 64% and the state of 69% for 2020-2021 (Virginia Department of Education , n.d.). The school also performed lower than the district for math with a pass rate of 40% for the school and a 49% pass rate for the district (Virginia Department of Education , n.d.). The school's science pass rate was 27% with the division being 52% and the state average of 59% (Virginia Department of Education , n.d.).

The fourth-grade class of Ms. Charles will be receiving the lesson on biographies. The class consists of twenty-one students. Two students are on IEPs however, no specific accommodations are needed for these lessons. No students are in the gifted programs. Students in this class are very vocal about information that they do not understand and/or vocal about items that they already know.

Accommodations: Direct instruction will be provided with written and verbal instructions. Students will be provided the opportunity to choose a book on their reading level. Websites are provided for a variety of different reading levels. For the presentation portion of the assignment, students will be able to utilize different types of technology to present.

Instructional Preparation

Unit title: Genre Unit: Biographies

Brief Description: This unit lesson will cover the nonfiction literary texts of the biography genre. Students will learn the definition of a biography, components, and subject matter. Students will also explore biographies provided by the library and compare with other information on their chosen subject matter. The lesson will end with the creation of a presentation on their chosen subject matter to later be shared with the class.

Instructional Methodology and Inquiry Model Description: The instructional methodologies used for these lessons include direct instruction, modeling, cues, questions, activating prior knowledge, individual work, and book tasting stations. The inquiry model is the Big 6 Inquiry Model.

Task Definition	Choose biography of interest to students and figure out what information they want to know more about.
Information Seeking and Location & Access	Read biography and utilize online sources to find more information about subject.
Use of Information	Opportunity to compare information from a biography to online sources.
Synthesis and Sharing	Creation of presentation using multiple sources.
Self-Evaluation	Presentation review ?????

Primary Goal and Objective:

Lesson 1: 4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry. d) Identify genres.

Students will verbalize two components that make a book a biography.

Lesson 2: 4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry. i) Compare/contrast details in literary and informational nonfiction texts.

Students will find three facts on the person they read a biography about in Britannica.

Lesson 3: Content Strand: Innovative Designer (ID): Students use a variety of technologies, including assistive technologies, within a design process to identify and solve problems by creating new, useful or imaginative solutions or iterations.

Students will create a presentation about the person that they learned about in the biography.

Time: The three lessons described will take place over three class periods and will last twenty minutes. Lessons in search strategies and technological applications have occurred prior to this lesson through the library and the instructional technology coach. Lessons in the classroom will include other genres of literary nonfictional text.

Instructional Delivery and Assessment

Pretest

The pretest is a Google form that students were asked to complete during class time.

The questions included:

- 1) Tell me two things about biographies.

- 2) Have you read a biography before?
- 3) Name one thing you might read about in a biography?

Posttest

The pretest is a Google form that students were asked to complete during class time.

The questions included:

- 1) Tell me two things about biographies.
- 2) Have you read a biography before?
- 3) Name one thing you might read about in a biography?

Other Assessments include: Questions asked throughout lessons, graphic organizer, final presentation.

Grade Level, Collaborative Content Area	Lesson 1: What is a Biography? Grade: 4 th Grade Teacher/Subject: Mrs. Charles/English Librarian: Mrs. Ralls Date/Time: Tuesdays Class Length: 20 minutes
Content Objective	4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry. d) Identify genres.
AASL Competency Library Objective	I.D.1. Continually Seeking Knowledge Students will verbalize two components that make a book a biography.
Link to Background Knowledge	This lesson will complement the students' lesson in genres and literary nonfictional texts. Students have been reading passages in other works of literary nonfictional texts including newspaper articles, nonfiction book

	<p>excerpts, essays, and other passages. The teacher has been reading various passages from nonfiction works and having the students answer questions about what has been read. Biographies have not been discussed in class. This lesson will complement the teacher's work with identifying genres and gathering information from nonfictional readings.</p>
Hook or Introduction	<p>Students will be told that they will be learning about a specific genre of books called Biographies. Students will be told this is a multi-lesson unit and will end with a presentation of everyone's biography content.</p>
Engagement in Learning (This should be enough detail so someone reading the plan could teach the lesson)	<ol style="list-style-type: none"> 1. Direction Instruction: Students will be provided instruction on the definition of a biography, components of a biography and subject matter of a biography. Students will be asked "What content would you want to find in a biography?" "What would your biography look like?" "Why read a biography?" 2. Book Tasting (part of task definition of inquiry model): Students will be divided up into small groups. Students will be given instructions. Tables will contain different biographies from the library on the table. The students will look at the biography to see if it is something they would be interested in reading. Biographies will be available for different reading levels and the subjects of the biographies will contain historical and literary figures that students will study in class. Groups will rotate to different tables of the library. Students will look at and explore different biographies. If they find one, they will write it down on a piece of paper. When students are done, the books will be lined up and they will go choose one of interest. 3. Students will be told in three weeks; they will be creating a presentation on the biography subject.
Assessment & Reflection	<p>A pre-assessment form will be distributed to students through Google Forms prior to the lesson. The direct instruction can be modified based on the students' prior knowledge of biographies. Students will be asked guided questions to help them learn information about biographies and assess their knowledge. A post-assessment will occur at the end of the multi-lessons to determine students' knowledge of biographies.</p>

	<p>Biographies will be varied in reading level to accommodate all students. Instructions will be given in verbal and written instructions. Librarians will circulate to help students with book tasting.</p> <p>Students will reflect on biographies through the questions that encourage them to think about the parts of a biography and the purpose of biographies. Students will also independently reflect on biographies through the book tasting as they find a book, they are interested in.</p>
Materials/Resources	Biographies, smart screen, baskets, pencils and paper

Grade Level, Collaborative Content Area	<p>Lesson 2: Explore More</p> <p>Grade: 4th Grade</p> <p>Teacher/Subject: Mrs. Charles/English</p> <p>Date/Time: Tuesdays</p> <p>Class Length: 20 minutes</p>
Content Objective	<p>4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.</p> <p>i) Compare/contrast details in literary and informational nonfiction texts.</p>
AASL Competency	I.D.1. Continually Seeking Knowledge
Library Objective	Students will find three facts on the person they read a biography about in Britannica.
Link to Background Knowledge	Students will have read a biography prior to this lesson. Students have previously had an orientation on reference sources available on the computer from the librarian and technology instruction. This lesson will allow students the opportunity to conduct a search and find facts to use in a presentation.
Hook or Introduction	Students will be told that they will be locating information in Britannica about the subject of their biography

<p>Engagement in Learning (This should be enough detail so someone reading the plan could teach the lesson)</p>	<ol style="list-style-type: none"> 1. Modeling: Students will be told that they will be learning more about the subject of the biography through online sources. Librarian will model how to search in Britannica using a biography subject from the library collection. Librarian will explain how to search a name (first name last name or last name, first name) 2. Independent Work (Task definition, information seeking strategies and location and access of inquiry model): Students will get out their Chrome books. Students will pull up the Britannica site. Students will be given time to look for information about their sources. Students will review information and see if they can find additional information about their subject. The graphic organizer includes three sections for information (see what new information you can find, answer any questions you have about the person and save anything you find interesting). Students will save or write down this information on a graphic organizer. Librarian will circulate through students to answer questions and assess their finding of information. 3. Reflection: Students will put away chrome books. Students will be asked questions about what they found in comparison to the biographies. Did you find facts about the subject of your biography that wasn't in the biography? Was it helpful looking up the subject in Britannica? Was it any different from what you found in the biography?
<p>Assessment & Reflection</p>	<p>Assessment will be ongoing through the librarian circulating to observe students looking up their subject. The reflective process will also assess students understanding of the difference in biographies and other sources. The graphic organizer will be utilized as a formative assessment to see how students are able to search and find facts. Sources will vary to accommodate all levels. Instructions will be provided in verbal and written form.</p>
<p>Materials/Resources</p>	<p>Chromebooks, smart screen, graphic organizer, writing instrument, Britannica.</p>

Grade Level, Collaborative Content Area	Lesson 3: Who am I? Presentation Creation Grade: 4 th Grade Teacher/Subject: Mrs. Charles/English Date/Time: Tuesdays Class Length: 20 minutes
Content Objective	Content Strand: Innovative Designer (ID): Students use a variety of technologies, including assistive technologies, within a design process to identify and solve problems by creating new, useful or imaginative solutions or iterations.
AASL Competency Library Objective	VI.C.2. Disseminating new knowledge through means appropriate for the intended audience. Students will create a presentation about the person that they learned about in the biography.
Link to Background Knowledge	Students will utilize the tools that they are learning about through the technology instructor to create a presentation on the subject of their biographies. Students will take the information that they searched and the use of the biography to create a presentation.
Hook or Introduction	The introduction to this lesson will be to review the biographies content and to discuss different ways to present what they learned.
Engagement in Learning (This should be enough detail so someone reading the plan could teach the lesson)	<ol style="list-style-type: none"> 1. Direct instruction: Librarian will review biographies content and verbalize instructions for presentation. The biography content reviewed will include accomplishments, childhood, adversity, and reason for their biography. 2. Individual Work (Use of information and Synthesis of inquiry model) Students will be asked get out their Chrome books and the graphic organizer from Britannica that they have taken on their biography subject. Students will also retrieve the books that they have read. Students will be asked to create a Flipgrid, Google slide show, Kahoot or poster about the subject of their biography. Students will be given time to create their presentation. Different electronic sources will be available for students to use. 3. Reflection (Evaluation of inquiry model): Students will put away their presentation materials. Students will be asked reflection questions. How did you decide what to include in your presentation?

	<p>Did you learn interesting facts about the person?</p> <p>Did you have a hard time choosing what to include in your presentation?</p> <p>Did you use more information from the biography than the online sources?</p>
Assessment & Reflection	<p>The assessment for this lesson will be the presentation that the students created. The presentation will assess their ability to use technology and what they learned about the subject of their biography. Students will have the opportunity to use multiple different technology applications based on their skill level. Students will also be able to use paper/writing instruments as a modification to technology. The final presentation will be an assessment of the students' work.</p>
Materials/Resources	<p>Chrome Books, graphic organizer/writing instruments, Smart Board</p>

Grade Level, Collaborative Content Area	<p>Lesson 4: Who am I? Presentation</p> <p>Grade: 4th Grade</p> <p>Teacher/Subject: Mrs. Charles/English</p> <p>Date/Time: Tuesdays</p> <p>Class Length: 20 minutes</p>
Content Objective	<p>4.1 The student will use effective oral communication skills in a variety of settings.</p> <p>c) Orally summarize information expressing ideas clearly.</p>
AASL Competency	<p>VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.</p>
Library Objective	<p>Students will share their presentations on their biography subjects with classmates.</p>
Link to Background Knowledge	<p>The three previous lessons will culminate with the presentation of the students' biography subject. The teacher will review all presentations prior to presentation and provided feedback to students. Teacher will have all students' presentations available on Smartboard.</p>

Hook or Introduction	The introduction for the students will modeling of a presentation of a biography subject by the teacher.
Engagement in Learning (This should be enough detail so someone reading the plan could teach the lesson)	<ol style="list-style-type: none"> 1. Modeling: Introduction of modeling of a presentation by the teacher. 2. Students' names will be drawn by a randomizer to decide who presents first. 3. Presentation: Students' will orally communicate the presentation. 4. Reflection: As a group, students will be asked about the process and what they learned from their biographies. Students will be able to share what they learned and liked/disliked from the process through a checklist/survey.
Assessment & Reflection	Assessment will occur through the oral presentation the students delivered. Teacher will provide feedback through Google.
Materials/Resources	Smartboard, presentations

Results and Reflection

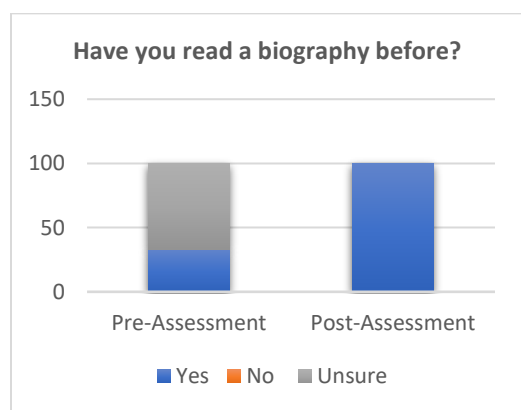
Results

Students were given pre and post assessments in their Google classroom as a Google form. The students did not have to include their names on this survey so a breakdown by subgroup was not available. Improvement was found in the three questions that the students were asked.

In the pre-assessment, only half of the students could name two things about biographies. Students' answers included "about a person", "written by other people", "nonfiction". In the post-assessment, all students that answered the survey could name two things about biographies. Answers included information about who the book is about like, "someone important", and answers of what is included in the biography like, "a timeline." The difference in the results of the assessments

demonstrate the students had a greater understanding of what a biography is by being able to name two facts about biographies.

Most students answered in the pre-assessment that they were unsure if they had read a biography before as shown in chart below. Students being unsure if they have read a biography matches the students not being able to name two things about a biography. Students are not able to communicate or confidently answer what a biography is. In the post assessment, 100% of students have said that they have read a biography. This result indicates that three times of the students have read a biography compared to the pre-assessment.



The third question asked students to name one thing that you might read about in a biography. Only 16% of those surveyed was able to give something specific for the pre-assessment. Some provided answers like “an important person” and “real stuff about people” but did not indicate that they knew what kind of details about the person were included. In the post assessment, students were able to specifically name items that were included in a biography. This illustrated an understanding of the components of a biography.

The lessons provided on biographies helped students articulate what a biography is and what to expect is included in a biography. This was demonstrated in the pre and post assessment. It was also indicated in the formative assessments that took place in the lessons through questions asked of the students, and the final presentation that the students created. Students also learned information about their biography subject. This was not part of the objectives of the lessons however, the formative assessments reveal that students learned multiple facts about their biography subject. It was shown in their graphic organizers and final presentations.

Reflection

This lesson gave students a more in-depth learning experience about biographies than they have received about other nonfictional literary works in the classroom. Even though the focus was on biographies, it gave students a more comprehensive view of the literary workings of nonfiction. It also guided students through the inquiry process for reading something and finding out more information. These lessons will help students gather information and understand some of the literary nonfiction. The goal is that this will help students with their SOL English assessment and future inquiry projects.

Most students were highly engaged in the activities that they participated in as observed through rounding on the children. In the first lesson, with the book tasting students started reading many of the books without looking at the other books. Students had to be reminded to skim the books for interest. This showed an interest in reading and the books. Students had written many choices down as selections to read. The books covered a diverse range of individuals with different

racers, gender and professional achievements covered. In lesson two, students were eager to look up information about their biography subject and a frequent question that they wanted to observe was if the person was still alive. The students also enjoyed pairing the illustrations in the book to pictures of the actual person. In the third lesson, students were excited to create a presentation with most choosing Flipgrid and Google slide shows. A few did choose to draw the posters. One girl did cry during this lesson because she did not have any notes on her graphic organizer to do a presentation. She had missed lesson #2. With the librarian's assistance the girl was able to find some information on the biography subject for her presentation. It was tough to see the student upset about the assignment. It made me realize the anxiety and stress that students can put on themselves and how important it is to address deadlines and expectations. Overall, I was pleasantly surprised by the engagement of the students in the lessons and their interest in the biographies that they chose.

Timing was a big takeaway that I had from this lesson experience. The students have to get settled into seats, then at the end check out books and line up. This takes away from the lesson time leaving very little for them to work on an assignment like this. If I had to do it again, I would break up lesson one into two sections. The direct instruction would be one lesson and the book tasting would be another. Doing both things in one lesson was really a challenge. It didn't give as much time for reflection as I would have liked. Lessons two and three only had one activity which allowed for more time for students to participate however there are some students that did not complete. These students were going to get more

time during class to finish. This is something else that I learned from doing these lessons is balancing students who may finish an assignment at different times. Students who finished early were able to look for books to check out longer and students that took a little longer could finish during class time. These options may not always be available so this needs to be considered.

In a non-practicum situation, it would have been beneficial to have more time to collaborate with the teacher to include different nonfiction literary works. Time is often a factor that is a barrier in collaboration (Sturge, 2019, p. 27). With the coordination of multiple individuals' schedules, it was difficult to get more in-depth about the classroom curriculum or be able to brainstorm more ideas. While I think the biography lesson was valuable, I do wonder if there was a better opportunity for collaboration. Also, while the librarian I worked with has relationships with the teachers, I was coming from the outside and did not even know anyone that worked at school. Trust is an essential piece to collaboration (Rhino, 2018, p. 45). Without having a lot of time to get to know anyone at the school, it was difficult to build that sense of trust. Often through the process, it felt like they were satisfied that they were helping me with an assignment rather than the collaboration. That is not to say that benefit was not found in the lessons for the kids but that the process missed the opportunity that trust and building relationships brings. When I become a librarian, it will be important to focus on this by providing opportunities for regular communication including attending meetings of teachers and getting to know them (Rhino, 2018, p. 46). This will help me be able to dig deeper into content areas

and align the timing to be beneficial. Since SOL assessment review and practice is often the focus during this time of year, the lesson may have been more beneficial.

Overall, I was very satisfied with the lesson and the engagement from the students. The students were engaged in the lesson, which was evident from the work that they did, the students raising hands to answer questions and talking to them about the project. Timing is something that I need to focus on when planning the implementation of lessons. I look forward to having a greater opportunity to collaborate with teachers. I think this will benefit the content and lessons that I am able to provide and help me develop a library program.

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