

INTEGRATED LIBRARY INSTRUCTION LESSON

Lesson Template:

Grade Level, Collaborative Content Area	<p>English 11 N.Bogan/S.Brunner April 4, 2022 5th block 10:05-10:50; lunch; 11:25-11:50</p> <p>The collaborative English teacher, Mrs. Brunner, requested that the library practicum student provide instruction regarding research methods and library tools as this group of students has not been offered library orientation for two years, and they are beginning a research unit and approaching their End of Course Reading SOL. The collaborative teacher was particularly interested in assisting students with general internet research skills and accessing library databases as the Granby High School library is unable to host classes and assist with instruction at this time. This class has 18 students on roll, but attendance is an issue for several students. There is one student who attends the Governor's School for the Arts, so that student leaves class early. And there are at least 5 English Language Learners, and all are native Spanish speakers. There are three special education students in the class, but none have read-aloud accommodations although all three have extended time.</p>
Content Objective	<p>English Research SOL: 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. a) Use technology as a tool to research, organize, evaluate, and communicate information.</p> <p>The students will explore a list of suggested topics related to their unit, The Devil in the White City. By the end of the class, students will select a research topic.</p>
AASL Competency Library Objective	<p>V. Explore, C. Share 1: Expressing curiosity about a topic of personal interest or curricular relevance.</p> <p>The students will explore a list of suggested topics related to The Devil in the White City and select a topic to research.</p>
Link to Background Knowledge	<p>Prior to this lesson, the content teacher has introduced the narrative nonfiction selection, begun instruction of the novel through guided and independent reading, explained the connection of research to the upcoming Reading SOL, and explained the final product (a slide show presentation) that students must produce.</p>

Hook or Introdu	Feigning ignorance of the novel, I will ask the students to tell me a what they recall from their reading of <i>The Devil and the White City</i> and what they find interesting. (5 minutes)
Engagement in Learning (This should be enough detail so someone reading the plan could teach the lesson)	<p>Instructional Activities</p> <p>Activity 1: Pre-assessment (20 min)</p> <p>Activity 2: Whole Group Instruction (10 min) Give overview of assignment and show students how to access hyperdoc. The link to the hyperdoc is below: https://docs.google.com/document/d/1xYmHOzs0i1ou3Kwb1ypbVQmHXfB9q-ag1LmBAF2C8f8/edit?usp=sharing</p> <p>Activity 3: Independent Practice (30 min) Students will access hyperdoc and explore topics. Librarian and teacher will monitor student progress, question for understanding, and assist students as they complete the hyperdoc activities. During this activity, students may also suggest new topics.</p> <p>Closure: (5 min) Review objectives, purpose of activities, importance of selecting a topic of authentic interest, timeline, and connection to current reading unity</p>
Assessment & Reflection	<p>The pre-test will provide data about students's prior knowledge and understanding of unit objectives and includes a response section that asks students to self-assess.</p> <p>Pre-test data: <i>Self-assessment responses</i></p> <ul style="list-style-type: none"> ● Only 31% of students know how to access their library's resources online. ● 100% of students believe they know how to find information sources on the internet. ● 81% of students believe they can tell a reliable source from one that presents questionable information. ● 69% of students believe they know how to credit information. <p><i>Multiple Choice Questions testing students' abilities to evaluate information.</i></p> <ul style="list-style-type: none"> ● 1 student earned a score within the 90-100 range ● 4 students earned scores within the 80-89 range

- 4 students earned scores within the 70-79 range
- 1 student earned a score within the 60-69 range
- 2 students earned a score within the 50-59 range
- 4 students earned scores below 49

I will know if students met the objective if they submit a selected topic in the Google form and complete their Flipgrid response in which they explain why they find interest in their selected topic. Differentiation is provided by allowing students to work at their own pace during class and access the hyperdoc from home (extended time). Although no students have read-aloud accommodations, some may be auditory learners, so the read aloud is accessible in the hyperdoc. English Language Learners have access to Google Translate, and I added a link to exploration topics in Spanish to the hyperdoc during the lesson. Moreover, the exploration document includes video links to provide students with visual, audio, and captions.

What might I consider changing? Upon reflection and further collaboration with my co-operating teacher, I would like to create more support for the ELL learners. During the lesson, I attempted to make adjustments by having them sit with the strongest English speaker, who helped them with the assignment, and they all had access to Google translate.

Reflection: I really tried to come up with a spectacular hook for my opening lesson, but I just could not. I felt that my hook was pedestrian, but it was surprisingly successful--the students find the book intriguing and eagerly shared details from their reading. Although my co-teacher was supportive, receptive, and provided excellent feedback, she was overburdened by her responsibilities as the senior class sponsor who is busy selling prom tickets and last minute preparations, an 11th grade IB teacher, who was wrapping up internal assessments, and an 11th grade teacher whose students just took the Writing SOL and are preparing for the Reading SOL. Hence, most of our collaborating took place electronically and through texting, and often she was unable to respond in a timely fashion. Therefore, my first lesson did not go as planned because the hyperdoc had not been loaded into Canvas, and so there were often pauses in instruction to take care of such details and my sequence deviated so that there were not so many wasted minutes. However, the students were very patient, returned to task cooperatively and with ease, and did not seem flustered when I adjusted sequencing. Also, the cooperating teacher was unable to see student responses in Flipgrid, so she created an account, and we used the link associated with her account so that

	<p>she could have access to them. I am also glad that we established the option of students suggesting topics, as students did create a new topic--"divorce during the 1890s", which showed excellent engagement and connections. Moreover, I would slow down my pace in my lessons. My cooperating teacher noted that we were likely over-planned, but she felt that this was better than being under-planned, and suggested we proceed with the lesson content that we mapped out. I did not accurately gauge the students' abilities and take into account their Covid losses when planning, which is an adjustment that I will likely continue to face</p>
Materials/Resources	<p>Although this is an face-to-face lesson, all resources are electronic. I must have a hyperdoc prepared and be sure that it is accessible to students through Canvas and that links are functioning.</p>