

Mansfield University of PA / School Library & Information Technologies Program
Lesson Plan Template

GRADE: Kindergarten		ESTIMATED LESSON TIME: 25 minutes
<p>LIBRARY CONTEXT:</p> <p><input checked="" type="checkbox"/> Fixed <input type="checkbox"/> Flexible <input type="checkbox"/> Combination <input type="checkbox"/> Individualized instruction <input type="checkbox"/> Stand-alone lesson <input type="checkbox"/> Lesson in a Unit <input type="checkbox"/> Multiple lessons in a unit</p> <p>.....</p>	<p>COLLABORATION CONTINUUM:</p> <p><input type="checkbox"/> Cooperation <input type="checkbox"/> Coordination <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> None</p>	<p><i>Standards for the 21st Century Learner Goals</i></p> <p>Standard: 1 Inquire, think critically and gain knowledge. Benchmark(s): 1.1.2 Use prior and background knowledge as a context for new learning. 1.1.6 Read, view and listen for information presented in any format in order to make inferences and gather meaning. Dispositions Indicator(s): 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective. Responsibilities Indicator(s): 1.3.2 Seek divergent perspectives during information gathering and assessment. Self-Assessment Strategies Indicator(s): 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.</p>
<p>Scenario /overview/content topic:</p> <p>Kindergarten is learning what a community is and about the different community helpers that contribute. The goal for the lesson is to have students identify the librarian and what her role is in the school. This lesson is being taught so that the children connect the librarian’s jobs and responsibilities both in and out of school (public librarian) since she is also an important community helper. This lesson combines content curriculum and information skills since the students are learning about community helpers in social studies, visiting the public library and they are having the information reinforced through read alouds and library instruction lessons. This grade was selected since it is the most challenging for me and I need to strengthen my ability to serve the lower academy. Another reason the grade was selected is because</p>		<p>Connection to Local or State Standards:</p> <p>Standard 1: Using Information to Build Understanding. Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings. Standard 3: Demonstrating Social Responsibility. Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.</p>

<p>this lesson can be expanded upon for 1st and 2nd grade units on community.</p>	
<p>Collaboration (including information from the teacher that addresses student interests): I met face to face with the teacher three times. Each time was very brief as she was very busy. I wrote and she talked. She first stated that she wanted community and community helpers being reinforced. This is a rather large unit that she does for a couple of months as there is community and school community she draws from. The second time she said she was teaching police and fireman and she wanted to teach doctors and nurses since nurses could be also seen in school and students could create parallels. The next meeting, I suggested doing a school librarian as there are librarians outside and I had just scheduled a library visit as a field trip. I thought this was an excellent idea as the interdisciplinary connections would reinforce what children are learning and make the unit more powerful since students see it in direct relation to their everyday life.</p>	
<p>Final Product: Since this is early in the year and it is kindergarten, students are being assessed on their knowledge in terms of drawing and exit tickets by way of articulation. They are not able to write many words. The end product will be student created drawings of what a librarian’s jobs are. What are the responsibilities of a school librarian and where in relation to the school building does she work? All the drawings will be put together to make a class book that the children can refer to in order to better understand the role of each community helper they are studying.</p>	
<p>Library Lesson(s): The classroom teacher will teach about community. She will define it and teach what community is with several examples of community helpers and how they contribute to the community as a whole. The SLMS will teach about the principal as a community helper. She will make a parallel and teach about the school librarian and her role. She will illustrate how the SLMS contributes to the school community. For differentiated instruction, additional parallels can be made to the librarian in the community and the school librarian. Students can compare and contrast .</p>	
<p>Objectives: Students will be able to identify the school librarian as a community helper and locate where in relation to the school she works. Students will be able to identify the different jobs of a school librarian.</p>	<p>Assessment: Product: Students will draw a job function of the school librarian. Process: Teacher will walk among students to scaffold and support. Prompting will be provided if needed. Student Self-questioning: Student will reflect</p>

	when asked exit question of the different jobs of a school librarian and how she contributes to the school community.
<p>Instructional Plan:</p> <p>___ Resources students will use:</p> <p>___ Online subscription database(s)</p> <p>___ Websites</p> <p>_x_ Books</p> <p>___ Reference</p> <p>___ Non-print</p> <p>___ Periodical/newspapers</p> <p>_x_ Others/list : Teacher created pictures</p> <p>You can be specific here so that you are able to use this lesson plan at a later date.</p> <ul style="list-style-type: none"> • Be sure to attach your handouts, PPT and any materials you produce to teach the lesson 	<p>Motivation, anticipatory set:</p> <p>How does a school librarian contribute to the school community?</p> <hr/> <p>Inclusion, adaptations:</p>
<p>Instructional Activities:</p> <p>___ Direct Instruction: Teacher will read aloud different jobs. Pictures will be presented of school librarian’s jobs.</p> <p>___ Modeling and Guided practice: Teacher will use drawings to model what a school librarian does.</p> <p>___ Independent practice: Students will draw a librarian’s job.</p> <p>___ Sharing and reflecting: Students will be asked to share their interpretation. Students will be given a chance to reflect by use of the exit ticket, articulating the librarian’s job.</p>	
<p>Lesson reflection: In hindsight, I need to read with more voice and expression in order to keep a younger audience’s attention. I have to change voices in order to make it sound more interesting and to hold their attention. I also need to be more mindful of my vocabulary. Sometimes I use words that are difficult for kindergarteners to understand. I try to define words after I use them if they seem hesitant to respond. Teaching to a younger audience, I need to do more to keep the students engaged and stimulated. Partners using accountable talk instead of individual exit tickets might facilitate exiting.</p>	

Excerpted from Standards for the 21st-Century Learner in Action by the American Association of School Librarians, a division of the American Library Association, copyright © 2009 American Library Association. Used with permission.

Preplanning:

The lesson was a collaborative effort. The lesson was taught in a kindergarten class in a public school in the Bronx, N.Y. Some of the students are hold overs due to English being a second language. They are a very hands on and aggressive group. Both the classroom teacher and the school librarian media specialist taught towards the end goal. Educators sat a couple of times to discuss different roles and responsibilities. The teacher supplied all needed information around community and community helpers and the school librarian pulled books and picture resources to be used by the classroom teacher. The students were familiar to me and I knew them before the lesson since I would teach them every Thursday when I would do my practicum. Since it is a relatively familiar unit, the time was sufficient. It was strongly suggested by my mentor that I use this class for my lesson since teaching with them was difficult. My mentor felt I needed to improve my ability to interact with the younger grades and this was the perfect opportunity to do so.

Implementation:

Students understood the lesson and were able to follow directions precisely. They had background knowledge from their own observations of the school, its helpers and the school community. I felt the instruction went well. I was prepared and the students were responsive. I would have liked to have used a Smartboard, but another class had that area of the library and this class has not had interaction to a Smartboard. I think the Smartboard would have made the lesson more interesting and more interactive. Students would have been able to match pictures to jobs of a school librarian. If I taught this lesson again, I would read differently. One of my problems with teaching the lower academy is that I am fast paced and I do not read with enough voice changes. I need to sound different for different characters and I need to make the read

aloud more engaging. At one point, a student yawned during my read aloud. So I feel I need to be more engaging.

Assessment of Student Learning:

The students understood the essential questions and the whole purpose of the activities. They quickly learned that the school librarian is a school community helper and the job roles as well as the library is centrally located since it is an important room. Since it is kindergarten, students were assessed on pictures, the end product, they created since many can just write their names. I went around and wrote what each student dictated for the picture. All students were actively engaged and participating. They met standards of using information to build understanding and were thinking critically to gain knowledge. In addition, I believe they enjoyed it and they all grasped the concepts taught.

Lesson Assessment:

I believe the lesson can be a more authentic experience and internalized by students if the guided is on the Smartboard. Children love using their hands and being the teacher. They love to show what they know. A prezzi could be used to show the roles of the school librarian and then the Smartboard can allow them to move correct jobs to the librarian picture. I believe technology would make the lesson more stimulating and have a lasting impact. In addition, watching a video of myself teaching shows what needs to be improved and how I can become a better teacher. I need to be more engaging during read alouds and slow down for a younger audience. On the strength side, I supported students by using and teaching vocabulary like “media.” I circulated the room during independent practice and wrote what they drew in order to further support their learning. Prompting was gentle and nudged critical thinking to begin to establish parallels so students have beginning dispositions of life long learners.

