**Instructional Plan for Library Media Technology Integrated Lesson**

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| **Name of Library Media Specialist Candidates(s):** Tracy Richter |
| **Content Area**  School Library Media/ Language Arts |
| **Grade Level (if available, include preassessment data on the students)**  Kindergarten (2:40-3:30) will stop instruction at around 3:20 for book check-out  **School Description:** Westowne Elementary is located in Catonsville, MD and has a total of 610 students with diverse backgrounds and cultures. This lesson will be taught in a Kindergarten class that has 20 students in the general education class and 6 students in a special education class. Five of the special education students sit at a table with students aids that manage their behavior, while one of the students sits with the rest of the class.  Students have been introduced to these genres before, according to their general education classroom teacher however they have used the terms "real" and "not-real" to describe them, rather than the more technical terms "fiction" and "non-fiction." Before the lesson starts, teacher will check for understanding of the terms by holding up a fiction and a non-fiction book (briefly describing the content) and have the students use their fiction/ non-fiction assessment sheets by placing their answer (the word "fiction" or "non-fiction") facing up so the teacher can quickly assess students knowledge. This data will be recorded and compared to the summative data at the conclusion of the lesson to check for student learning growth.  The SLMS will collaborate with classroom teachers to encourage to reinforce these new terms with their students so they begin to master their meaning.  Students are used to using the Promethean board on a regular basis, therefore students will be instructed on how to use it if necessary.  This lesson aligns with the overall curriculum by reinforcing the two different kinds of genres, and introducing them to the technical terms: fiction and non-fiction. This lesson will serve as a reinforcement and an extension of their literature genre knowledge by using technology and media center resources. |
| **Title of Lesson**  Fiction or Non-fiction? |
| **Objectives/**[**Maryland State Curriculum**](http://mdk12.org/instruction/curriculum/)**/ Content Standards and Performance Indicators/ Specific Objectives for Grade PK-8 or Objectives/Core Learning Goal for Grades 9-12**  **Lesson Objective:** Given information and examples about fiction and non-fiction books, students will be able to identify if a book is fiction or non-fiction with 100% accuracy.  **Student-friendly objective:** Students will be able to identify if a book is fiction or non-fiction  **Common Core State Standards**  CC.K.L.4.a Vocabulary Acquisition and Use: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  CC.K.R.L.5 Craft and Structure: Recognize common types of texts (e.g., storybooks, poems). |
| **AASL Standards for 21st Century Learners**  1.1.2 Use prior and background knowledge as context for new learning.  4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| **Teacher Preparation/ Equipment & Materials**  **Teacher Preparation**  The teacher will need to create the flipchart for the students to use and interact with in this lesson. The teacher will need to have the Promethean board ready to use and the flipchart on the ActivInspire program ahead of the class instruction. Additionally the interactive pen will need to be synched on the board. The fiction/ non-fiction assessment paper will need to be created and there will need to be copies made for every student in the class. A fiction book will need to be chosen by the teacher to read-aloud to the students in order for them to complete their summative assessment. BrainPop video will need to be downloaded ahead of time, in case extension activity is needed.  **Equipment & Materials**   * Promethean Board * ActivInspire Software * Interactive Pen for Promethean Board * Fiction vs. Non-fiction Flipchart * Fiction Book: Rooster's Off to See the World By: Eric Carle * One fiction book and one non-fiction book * Fiction/ Non-Fiction assessment sheet * BrainPop Video for extension: http://www.brainpopjr.com/readingandwriting/readingskills/readingnonfiction/preview.weml |
| **Technology Integration (Specific description of how hardware, software and online resources will be used. Include all directions given to the students)**  The teacher will be using the ActivInspire software on the Promethean Board for students to view and interact with the information and activities about fiction vs. non-fiction genres. Students have used the Promethean board and the interactive pen many times throughout the semester. If students need reminders on how to use the pen properly with the flipchart activities, it will be provided as needed. For example, the use of the magic ink tool in the ActivInspire program will be needed for this flipchart, assistance may be needed if a student does not know how to us the magic ink tool or where to swipe on the flipchart for the answers to appear. |
| **Instructional Procedures (This should be a very detailed description of the entire activities)**  Lesson Duration: One class period (50 minutes) 2:40-3:30 will stop at 3:20 for book check-out  **Instructional Activities/ Procedures**   * The SLMS will welcome the students into the classroom and instruct them to place their book on the table in front of them, so they are not touching them and do not open them up to look at them. Ensure students are quiet and looking at the SLMS before starting instruction. Materials will also be placed on the tables (fiction/ non-fiction assessment sheet) students will be instructed to leave them alone on the table and not to play with them. The SLMS will then take attendance. * The SLMS will show students the objective and read it aloud to them. * The SLMS will say, “*We will be learning about fiction and non-fiction books and you all are going to help me figure out if a book is fiction or non-fiction.* *Raise your hands if you have heard the words fiction or non-fiction before?* *If you haven’t heard them you have probably heard some different words for them, but fiction and non-fiction are more grown-up words for them. I want to see if you know what these words mean first. In front of you, you have a piece of paper, on one side it says fiction and on the other side it says non-fiction."* SLMS will hold up a fiction book and say, *"This is a book that is not true and tells a story about...*(briefly describe book) *Take the piece paper and put the word fiction or non-fiction facing up flat on the table for what kind of a book you think this is"* SLMS will record what the students answers were. SLMS will hold up a non-fiction book and instruct the students to do the same thing; record their answers. *"We are going to find out more about what these words mean and see if you were correct."* * The SLMS will then go on to say, "*We are going to learn and be able to figure out if a book is fiction or non-fiction. Let’s have my friend Mr. Bookworm help us learn more about what fiction and non-fiction means.”* The SLMS will call on students who are sitting properly in their sits and raising their hands quietly to use the interactive pen to click on Mr. Bookworm to open up the page defining the two genres. * The SLMS will continue going through the flipchart with the students and asking for volunteers to raise their hands and answer questions that are asked throughout the flipchart activity. For the magic pen activity, the SLMS will have students use think-pair-share, in order for students to help each other figure out the answer and work together. Before the answer is revealed, students will be instructed to use the fiction/ non-fiction assessment sheet on their tables. They will lay their papers, so their answers are facing up on their table. The SLMS will have a student use the magic pen to reveal the correct answer. The SLMS will ask the students, *“How do you know your answer is correct? How do you know that this book is fiction/ non-fiction?”* * After the Flipchart activity, students will be instructed to stand and walk quietly (with their fiction/ non-fiction assessment sheets) to the rug. Students will be instructed to not play with the sheet and keep it flat on their lap. SLMS will wait until all students are sitting on the rug quietly, and not playing with their papers before continuing. * The SLMS will say*," Now I am going to read you a story, but it will be your job to figure out if the book is fiction or non-fiction, so put your detective hats on. You will be using the sheets the same way you used them at your tables, by showing me your answer facing up flat on your laps (pretend your lap is the table) but don't reveal your answer until I have finished reading the story, because good detectives wait until they have heard all of the important information first before making their decisions, and you don't want your friends to look and see what your answer is. The book I am going to read to you is written and illustrated by Eric Carle. He is a very famous author and illustrator, and you have probably read some of his other book before, but we will be learning more about him in the upcoming weeks."* * SLMS will read the book stopping throughout to check for understanding with the students. * When the story is finished, the SLMS will say*, "Okay now that you have heard the entire story, I want to see what you think, is this book a fiction book or a non-fiction book? Place your answers flat on your lap so that your answer is facing up so I can see what you think."* * Make anecdotal records of how many students answered fiction or non-fiction. Ask a student who is sitting quietly why they think their answer is correct, how do they know it is fiction? Reinforce to the students why the answer is fiction rather than non-fiction. * Students will be instructed to hand their sheets to me and go and sit their seat for book check-out. For those who do not have a book to exchange they can begin getting ready to leave and sit in their seats. * **Extension Activity (If time permits):** If time is left at the end of the lesson, or if students are sitting at tables that do not have a book to exchange, the SLMS will play the BrainPop Jr. video about non-fiction books and what features they have in them.   Link for BrainPop video: http://www.brainpopjr.com/readingandwriting/readingskills/readingnonfiction/preview.weml |
| **Formative Assessment/ Plans for Differentiation (Describes how you will be assessing the progression of the lesson as it is being delivered)**  During instruction the SLMS will continuously check for understanding by asking students questions to review or reinforce content knowledge or instructions (e.g. what does fiction mean? What does non-fiction mean? Who do you know this book is fiction/ non-fiction? etc.) The SLMS will check to see the students answers with their fiction/ non-fiction assessment sheets during the Flipchart activity to record how many students understand the content. The SLMS will monitor and walk around the room to check for understanding of the content and the instructions.  The SLMS will closely monitor any students who have IEPs, reading disabilities, etc. and give extra assistance if necessary. Student aids will be given information about the lesson so they will be able to assist. |
| **Discussion Prompts for Critical and Creative Thinking (Questions that you will pose that lead to critical thinking)**  When doing the activities in the lesson, as well as during the lesson closure the SLMS might ask questions that would lead to critical thinking like the following:   * How do you know that this book is fiction or non-fiction? * How do you know your answer is correct? * What were some clues that helped you figure out if the book was fiction or non-fiction? |
| **Summary and Lesson Closure (Describe how you will close and summarize the activities)**  The SLMS will close the lesson by referring back to the objective by saying, *“The objective for today was for you all to be able to tell me if a book was fiction or non-fiction, were you all able to do that today? Now that you are all experts at fiction and non-fiction, who can tell me what fiction means again? Non-fiction?* (Allow wait time, if no one answers prompt them with questions e.g. If I have a book that has animals talking in it, is it fiction or non-fiction? Who do you know? etc.) *What is a way that will help you remember what these important words mean? If you want to check out fiction books they are along this wall* (point out fiction section) *and non-fiction books are along this wall* (point out non-fiction section). |
| **Assessment Plan (Rubrics, quizzes, student produced work and other methods that will be used to determine the degree to which the learning objectives were achieved)**  The fiction/ non-fiction assessment sheet will be the main form of assessment in this lesson. They will be used in the pre-assessment, the formative assessment, and the summative assessment by facing their answer up so that the teacher can quickly and easily check for understanding at the beginning, middle, and the end of the lesson. Data will be compared at the end of the lesson to determine students learning growth.  The SLMS will also use the flipchart activity as another way to gauge student learning and if content needs to be further explained for better understanding. |
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**Analysis & Instructional Decision Making:**

After pre- and post-assessment data, I believe my students showed a strong growth of student learning. Based on pre-assessment data, the majority of the students did not know what the terms "fiction" and "non-fiction" meant. About 4 out of 24 students identified a non-fiction book correctly, and 3 out of 24 students identified a fiction book correctly, therefore only 12-16% of the students were able to correctly identify whether a book was fiction or non-fiction before the lesson. During the lesson, I checked my students for understanding during the lesson, and about 75% of the students were able to correctly identify a fiction book and 91% of the students were able to correctly identify a non-fiction book. Finally, data from the summative assessment showed that 87% of the students were able to correctly identify a fiction book. Therefore, based on the pre- and post-assessment data there was a about a 71% growth in students' learning.

After all the assessments, I made sure to ask the students how they knew their answer was correct? or Why is this book fiction or non-fiction? That way students who were not able to identify the books correctly, were given an explanation as to why their answer was incorrect without singling them out. Next week we will continue on with the "Fun with Fiction!" Unit and will reinforce the terms at the beginning of the next lesson. This way students will be able to review and recall the meaning of these terms and apply it in their future lessons.

**Reflection & Self-Evaluation:**

Overall, I was really pleased with this lesson. The pre-assessment showed that the majority of the students had no idea what the terms "fiction" and "non-fiction" meant, and to have the summative assessment reflect that the majority of the students by the end of the lesson not only knew what the words meant, but could apply their new knowledge by identifying if a book is a fiction or non-fiction, showed me that my lesson objective was achieved. One strategy that I thought worked well for my students learning growth was to ask students who got the correct answer, how they knew their answer was correct. It allowed me to assess if the students truly understood the terms, by explaining why they chose their answer, but it also allowed students who got the incorrect answer to understand why their answer was incorrect. I noticed that after the explanations from the students, and then my further reinforcement of their reasoning, the students who had the wrong answer facing up corrected their mistake, without being told that they were wrong. I also made sure to show many examples of fiction and non-fiction books, to give students a chance reinforce their learning and it gave me a chance to assess every students response, many times throughout the lesson to see if more instruction or explanations were necessary.

Something about this lesson that I would have changed, was to give my students who could not check-out a book something to do while I was checking the other students' books out. The other students were doing other things or talking to other students in the class which is not instructional or helping their learning. I had wanted to play a video for them, but the technology was not working correctly. Therefore, a learning goal that I will make for myself for future instruction is to think of something for those students to do. For example, in this lesson I could have given the students a fiction book and a non-fiction book at each table and had them sort/ identify the book by looking at the cover or glancing at the pages in the book or I could have double-checked the technology right before my lesson started to ensure that it would work properly. Additionally, my classroom management for this lesson worked pretty well I think, however at the end the students started to get a little loud before dismissal. Instead of trying to talk over them, I should remember to clap hands or another quick and effective classroom management technique to get their attention. Therefore, another learning goal for my future instruction is to try out different classroom management techniques to see which ones work best for me and my students.