

1. **Pre-Instructional Planning** for lesson to be taught by Kathie Jackson on 2/9/12 at 8 AM, 90-minute "A" block.
  - a. **Planning team** – the CTL initiated the idea for this lesson with the ESL teacher. I was given multiple ideas by both of them and allowed to provide ample input.
  - b. **Student Group** – This is a class of 6 English Language Learners in 10<sup>th</sup> and 11<sup>th</sup> grades. Two kids are from Korea, two from Ukraine, one from China and one Tibet. Most can read and understand conversational English but are not yet comfortable presenting or speaking to a group.
  - c. **Unit Topic** – Library skills. We are unsure how much these students know about how to use the library nor whether they're aware of all the resources available.
  - d. **PA K-12 Academic Standards**
    - PDE/SAS 1.9.10.A: Use media and technology resources for research and problem solving in content learning
    - Assessment Anchor R11.B.3.3.4 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
  - e. **AASL 21<sup>st</sup> Century Reading/Information Literacy Standards**
    - 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
    - 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
2. **Purpose/Objectives**
  - a. **Audience** – 6 new English language learners in 10<sup>th</sup> & 11<sup>th</sup> grades; we do not yet know what level of library skills these students have.
  - b. **Behavior**- As a result of this lesson we want our students to:
    - Find fiction, nonfiction, reference and periodical materials in the library
    - Understand how to log into the databases at school and at home
    - Cite different types of information and tell where they would find this information
    - Use the library OPAC to find print resources
    - Re-shelve a stack of books using the Dewey Decimal system
    - Describe library procedures and identify staff
  - c. **Condition** – We've arranged a number of hands-on and competitive library-related activities to test the library skills of this ESL class as well as to make it fun for the students.
  - d. **Degree** – Students will be able to perform the behaviors described with 80% accuracy.
3. **Instructional Procedures**
  - a. **Introduction – 5 minutes** – Before the class, we will have the library space set up with powered-up computers and the tools and materials arranged and ready to use. The class will file in to the theme music to the Olympics. We'll divide the class into groups of 2 by region/country and have paper flags for each team's country on the 3 library tables. We'll explain the rules of the game and of the library, as well as role-playing/modeling some behaviors: politeness and turn-taking, helping each other, learning about and enjoying all of the resources.
  - b. **Development – 70 – 80 minutes** – We will instruct and model behavior in advance of each of these hands-on library skills "events" that introduce students to both virtual and physical

library resources. Because we are unsure of this group's level of knowledge we will begin with simple familiarity tasks and build to more sophisticated library use:

1. Whiteboard - We'll have the 3 teams' names and library location on the white board; we'll point this out as the class files in to make them aware to check this board each time they come to the library to know where to go. For today's lesson we'll use the white board to keep team scores in the scavenger hunt. The library areas are labeled – Open Lab, Closed Lab, Instructional Area and Reference – first team to locate them correctly – 3 points.
2. Orientation Video - We'll introduce the lesson with a humorous 5 minute library orientation video the seniors made. After the video we'll ask each team for 2 library facts – first team to respond 3 points.
3. Pencil Sharpener/Library Stationery Supplies - We'll give each student a new pencil so they must find the library pencil sharpener and use it. First team done – 3 points.
4. Lunch Pass - We'll instruct students how to sign up for lunch pass and have them do so. – 6 points.
5. STHS Library Home Page - We'll ask students to pull up the library home page - first team there –3 points.
6. Databases - We'll give each student a library database sign-in sheet which they must locate and use the 3- hole puncher, add the sheet to their binder, and use the directions to log into a library computer. First team to find its assigned database – 3 points.
7. OPAC (library catalog) - We will demonstrate how to use the library catalog for book finding. We'll give a 3 minute overview of how books are organized in nonfiction, fiction, biography and reference sections. Each time must define nonfiction, fiction, biography and reference. – 6 points.
8. Book Shelving Skills -Each team's table will contain a stack of books that team must put in Dewey order on a cart. First team to complete correctly – 6 points
9. Book Locating/Selecting Skills - We'll give each team explicit instructions on how to look up and a find book, walk them over to find a book on the shelves. We'll give each team 3 books to find (index card) - first team to bring back 3 correct books – 6 points.
10. A/V Equipment –The library has a still camera, flip video cameras, Kindles, headphones, DVDs and videos for student use. Each team will sign out a flip camera and each student will use it to record a joke. First team to complete correctly – 6 points
11. Printers - Each student will install a library printer –3 points.

Each team will use the online databases to:

12. Find a biography of an important person from their country using "Biography in Context" database, print it out, make a copy, staple it. First team to complete correctly – 6 points
13. Use Historical Newspapers database to find a newspaper front page from day of their birth, print it out. First team to complete correctly – 6 points
14. Use "NewTools" LibGuide to make an avatar of themselves, print it out. First team to complete correctly – 12 points

15. Each student must introduce him/herself to the two library aides, shaking hands and making eye contact. Each student must tell us one interesting fact they found out about these ladies. First team to complete correctly – 12 points
- c. **Assessment** – Each student will complete the Library Olympics worksheet (attached) that will be used to assess areas of strength and where we can provide more assistance. Our best assessment tool will be asking students what they got out of this lesson (Closure, below). We will also confer with their ELL teacher after the lesson to provide individual assistance where needed.
- d. **Closure –5 minutes** - We'll award prizes to each team – medals and goodies – for their various skills. We'll close by asking students what they learned; what did they enjoy? What worked for them and what did not? What did they already know?
4. **Resources:**
- Olympics score sheet (attached)
  - Index cards with book choices, index card with specific database name
  - Library Open Lab projector and screen
  - Flipchart/easel
  - 6 library computers, 3 library tables and chairs, book cart, copy machine, flip camera
5. **Reflection/Self-Assessment** –

**What Worked:** This lesson was custom-made for a small group – 6 kids in this ESL class – because we went in knowing these students have a wide range of English language skills and we weren't sure of their level of awareness of all our library has to offer. You could also use this lesson with middle or elementary schoolers with some modifications. This group embraced the spirit of fun and truly enjoyed competing to master library skills. We teachers discussed and planned in advance for flexibility, knowing that we may not have time for all 16 events. It is important to realize you may have to improvise and cut out some activities in order to allow the kids to focus on the activities where they have a lot of questions and discovery. But some of the areas where we wound up expanding an activity for extra exploration were unexpected. This group had a lot of questions about using a pass to come to the library during lunch. Several of them were finding out for the first time that the library is open late on Wednesdays and offers tutoring. They wound up spending a huge chunk of time discovering the online resources and asking questions, which was time well spent!

**Things I would do differently:** The playful nature of this lesson may make the extroverts shine, making it hard for the shy students to feel involved. In our group we have a couple of class clowns who enjoy competition and love to steal the show. As a student teacher I need to focus on toning down the extroverts and pulling the introverts into the learning situation, in a non-confrontational and nonthreatening way. Finally, I would create a version of this lesson with "less moving parts" if I were to use it with a larger group, younger students, or with less co-teaching support. This lesson, while successful and fun, took a ton of prep and was a real challenge to pull off.

## Library Olympics Score Sheet

**Circle your team:**      **Team China & Tibet**      **Team Ukraine**      **Team Korea**

**Team member 1 name:** \_\_\_\_\_ **Team member 2 name:** \_\_\_\_\_

1. Find the various areas of the library – 3 points \_\_\_\_\_
2. Write 2 library facts you learned from the video – 3 points \_\_\_\_\_
3. First team to find & use the library pencil sharpener , take a blue database password list,  
3-hole punch it – 3 points \_\_\_\_\_
4. First team to sign up for lunch pass–6 points \_\_\_\_\_
5. First team to find library home page – 3 points \_\_\_\_\_
6. First team logged to their assigned database –3 points \_\_\_\_\_
7. Define nonfiction, fiction, biography and reference – 6 points \_\_\_\_\_
8. First team to correctly put books in Dewey order –6 points \_\_\_\_\_
9. First team to find their 3 assigned books – 6 points \_\_\_\_\_
10. First team to correctly use flip camera to record 2 jokes (both teammates) – 6 points \_\_\_\_\_
11. First team to install the library printer – 3 points \_\_\_\_\_
12. Find a biography of an important person from your country using Biography in Context:  
<http://sdst.libguides.com/content.php?pid=175173&sid=1474611>  
print it out, make a copy, staple it. First team to complete correctly – 6 points \_\_\_\_\_
13. Use Historical Newspapers database to find the front page from day of your birth, print it out.  
<http://hn.bigchalk.com/hnweb/hn/do/search>  
(both teammates) First team to complete correctly – 6 points \_\_\_\_\_
14. Use "NewTools" LibGuide to make an avatar of yourself (both teammates) print it out.  
<http://sdst.libguides.com/content.php?pid=192765&sid=1618739>  
First team to complete correctly – 12 points \_\_\_\_\_
15. One interesting fact about each library aide:– 24 points \_\_\_\_\_

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Total points 90-100 Points = GOLD medal      80-89 Points = SILVER      Points = 79 or below BRONZE

*\*NOTE: Teachers can assign bonus points for extreme politeness, teamwork and good attitude!*