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| **School Library Media Center**  **Collaboration Planning** |

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| **Teacher(s):**  **Unit**: Introduction to Biography: Helen Keller  Beverly Edwards, LS Librarian  Courtney Fox, 2nd grade teacher  Jenny Greene, 2nd grade teacher  **Grade Level**: 2nd Grade **Preparation Date**: October 15-21, 2011  **Unit Time Frame**: approx. 3 weeks - month **Unit Time Span:** October 21rd - November 17, 2011  **Unit Overview and description:**  The 2nd grade teachers study the book ***Helen Keller: Crusader for the Blind and Deaf*** by Stewart and Polly Anne Graff each year. These teachers and the Lower School Librarian have decided to collaborate on a language arts unit surrounding the study of this book. Along with their reading, the students will learn the basic characteristics of a biography, examine these characteristics in Helen Keller’s life story and then apply the research process to report on the life of another courageous person who overcame obstacles.  **Culminating Learning Product:**  Students will create a Glog which presents information they gleaned from their research on a biographical subject. | |
| **AASL Standards**:   * **1.1.2:** Use prior and background knowledge as a context for new learning. * **1.1.3**: Develop and refine a range of questions to frame the search for new understanding. * **1.1.6:** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. * **1.2.3:** Demonstrate creativity by using multiple resources and formats. * **1.3.5:** Use information technology responsibly. * **2.1.2:** Organize knowledge so it is useful. * **2.4.1**: Determine how to act on information (accept, reject, modify). * **2.4.3:** Recognize new knowledge and understanding. * **3.1.4:** Use technology and other information tools to organize and display knowledge andunderstanding in ways others can view, use and assess. * **3.4.2:** Assess the quality and effectiveness of the learning product. * **4.1.1**: Read, view and listen for pleasure and personal growth.   **Maryland State SLM Standards**  3.0 - Find, Generate, Record, and Organize Data/Information: Students will be able to follow an inquiry process to find, generate, record, and organize information relevant to the information need in an ethical manner.   1. **Find Data/Information within a Variety of Sources**   2. Evaluate the relevance of information within a  specific source to meet the information need. | * With guidance, differentiate between fact   and opinion within a specific source.   * With guidance, confirm that the information found within a specific source matches the informational need. * **Record and Organize Data/Information**   **1. Record data/information in a variety**  **of formats.**  a. With guidance, use keywords and  text features to help find information  f. Use technology to record and  organize data/information.  **MD State Common Core Content Standards for English/Language Arts – Grade 2:**   * Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key ideas in a text. * Describe how characters in a story respond to major events and challenges. * Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. * Determine the meaning of words and phrases in a text relevant to grade 2 topics or subject areas**.** * Identify the main purpose of a text, including what the author wants to answer, explain or describe. * Describe how reasons support specific points the author makes in a text. * With guidance and support from adults, use a   variety of digital tools to produce and publish  writing, including in collaboration with peers. |

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| **Objectives/Learning Outcomes:**  Students will:   * recognize the characteristics of a biography. * read and learn about the life of Helen Keller. * read biographies from a variety of sources. * apply the research process to a biographical subject . * create a Bio-Cube and a Glog presenting the information. | Essential Questions:  * What is a biography? * Why do we read biographies? * How does Helen Keller overcome the obstacle of being deaf and blind to become an accomplished, noteworthy citizen? * What can we learn from the lives of people who have faced adversity? * How do we research information on a biographical subject and present it to others? |

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| **Teacher will:**   * Introduce book to students * Co-teach lessons with LSL (as listed below) * Conduct all reading associated with the book, including read-alouds and student reading * Formulate questions and lead discussions on events and themes throughout the book * Use the resources on or related to Helen Keller, American Sign Language, Braille, etc. as classroom activities during the study of the novel. * Assign, monitor and assess student journals to go along with reading of the book * Develop assessment tool(s) related to the study of the book | **Library Media Specialist will:**   * Find a variety of resources on or related to Helen Keller, including American Sign Language, Braille, American Federation for the Blind, etc. * Collect print and online resources for a variety of biographical subjects for student research. * Teach introductory lesson of unit * Co-teach lessons with teachers (as listed below) * Conduct lessons on research * Introduce Glogster to the students and assist them with setting up their Glogs. |
| **Materials/Resources Used:**  Websites :   * Braille Games from American Federation for the Blind: <http://www.afb.org/braillebug/Games.asp> * Helen Keller Kids’ Museum: <http://www.afb.org/braillebug/hkmuseum.asp> * American Sign Language Browser: <http://commtechlab.msu.edu/sites/aslweb/browser.htm>   Elmo Document Camera  Books on Braille and American Sign Language  Online Databases from RPCS Library Home Page  ReadWriteThink Bio Cube, including Bio Cube Planning (URLs provided within lesson plans)  Books from the David Adler biographical series***: A Picture Book About…*** | **Unit Assessments:**  **Diagnostic or Pre-assessment**  KWL Chart – Helen Keller  KWL Chart – Subject of Biography Research  Verbal questions at the beginning of unit/lessons Formative: Student journals on Helen Keller readings Exit Slip – Intro to Biography Lesson Bio Cube from Read-Write-Think xit passesnts will keep a dailyid to know t capitalization, puncuation\_\_\_\_\_ons but not very creative. wer to our questions. \_Summative: Teachers’ quizzes on Helen Keller book  Student-designed Glog |

### Project Calendar

### Daily Learning Activities:

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|  | T-Teachers and LSL-Lower School Librarian |
| Day 1 | See Lesson 1 Plan – taught in library class by LSL, focusing on ***A Picture Book of Louis Braille*** by David Adler:  [A Picture Book of Louis Braille](http://www.barnesandnoble.com/w/a-picture-book-of-louis-braille-david-a-adler/1003009233?ean=9780823414130&itm=1&usri=a%2bpicture%2bbook%2bof%2blouis%2bbraille) |
| Day 2 | See Part 1 of Lesson Plan 2 – taught in language arts class by Teachers and LSL. |
| Days  3 - 18 | Teachers conduct reading and study of ***Helen Keller: Crusader for the Blind and Deaf*** by Stewart and Polly Anne Graff in language arts classes, using packet they previously developed that contains questions, journal entries and activities.  [Helen Keller: Crusader for the Blind and Deaf](http://www.barnesandnoble.com/w/helen-keller-polly-anne-graff/1003214795?ean=9780440404392&itm=1&usri=helen%2bkeller%2bcrusader%2bof)  During this time, LSL supplements classroom work in library classes with the following:   * Braille games in computer lab : <http://www.afb.org/braillebug/Games.asp> and <http://pbskids.org/arthur/print/braille/braille_guide.html> * “Visit” Helen Keller Kids’ Museum site: <http://www.afb.org/braillebug/hkmuseum.asp> * Read ***The Handmade Alphabet*** by Laura Rankin, practice fingerspelling and do fingerspelling activities.   [The Handmade Alphabet](http://www.barnesandnoble.com/w/handmade-alphabet-laura-rankin/1101080475?ean=9780140558760&itm=1&usri=the%2bhandmade%2balphabet)   * Conduct sign language game along with the reading of ***Sam’s Sandwich*** by David Pelham:   [Product Details](http://www.amazon.com/Sams-Sandwich-SAMS-SANDWICH-Hardcover/dp/B002VKKT8K/ref=sr_1_3?s=books&ie=UTF8&qid=1319311614&sr=1-3)   * Do activities with American Sign Language Browser: <http://commtechlab.msu.edu/sites/aslweb/browser.htm> |
| Day 19 | See Part II of Lesson Plan 2 – taught in library class by LSL |
| Days  20 - 22 | Taught in library class by LSL:   * Lesson on Notetaking * Students take notes from books they read in previous class * Introduce World Book Kids Online to students *(note: RPCS does not have PebbleGo database at this time, but LSL will be sure to talk to Library Department Chair to see if it can be added in the near future. When that happens, it will be the database of choice for this assignment.)* * Students add notes from database * Students do Bio Cube activity and make Bio Cubes: <http://www.readwritethink.org/files/resources/interactives/bio_cube/> |
| Days  23 - 25 | * Introduction to Glogster * Introduce Britannica Image Quest Online database and have students select an image for their Glogs * Students work in pairs on Glogs of biographical subjects, using information from Bio Cubes and notes * Students share Glogs |

**Teacher/LSL Evaluation of Unit:** This will take place once the unit has been taught, but assessment and evaluation will take place in different steps along the way. The first lesson has been completed, and after viewing the exit slips and discussing the high level of enthusiasm among the students, the teachers and LSL are pleased with the start of the unit.