Digging for Information

MARYLAND RESEARCH PROJECT

LESSON #2

FOR THE SCHOOL LIBRARIAN

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SLM 509 INSTRUCTIONAL COLLABORATION | INSTRUCTOR JAMIE ROONEY
DECEMBER 10, 2020

Lesson Title: Digging for Information
Lesson Overview: Learners are taught how to locate unbiased and reputable print and digital resources in the library. Learners will explore online databases, locate print resources with LS2 Kids or LS2 PAC resources, and browse pulled resources. This lesson corresponds with the Dig research step in the FCPS Research Process for K-5.

Date: Wednesday December 2, 2020 **Classroom Teacher:** Mrs. Philemon **Grade Level:** Fifth Grade Learners	**Subject Integration:** English Language Arts **Overview of learners:** Heterogeneous group with Special Ed and ELL learners.

Materials (2.1 Planning for Instruction)	
Valley School Library Media Center Resources	
Valley School Library Catalog • LS2 Kids • LS2 PAC Print Resources previously pulled • *Life in the Thirteen Colonies* by Michael Burgan • *Maryland* by Michael Burgan • *Maryland Facts and Symbols* by Muriel Dubois • *Maryland* by Dennis Fradin • *Maryland by* Joyce Johnson • *Maryland* by Paul Joseph • *Maryland* by Patricia Kummer • *Uniquely Maryland* by Jennifer Leese • *The colony of Maryland: a primary source of history* by Melody Mis • *Maryland* by *Ed Pell* • *Everyday Life in Colonial Maryland, Delaware, Pennsylvania and Virginia* by George Schaun • *Maryland* by Barbara Somervill • *A primary source history of the colony of Maryland* by Liz Sonneborn • *Maryland* by Kathleen Thompson	Databases • Britannica School • FactCite American History • Gale In Context Elementary • Learn 360 District • PebbleGoNext • ProQuest CultureGrams • TrueFlix Supplies • Promethean Board • Highlighters, pens, pencils • Class set of Chromebooks
Student Resources	**Educators' Resources**
Worksheets (30 copies of each) • How do I use VES Databases for the Maryland Research Project? • Maryland Research Project Learner's Checklist • Maryland Research Project (research topic and learning goal recording sheet) • Maryland Research Project-My Two Print Resources • Maryland Print Resources reference sheet	• The Research Process- Elementary (Frederick County Public Schools) • Mrs. Philemon's Research Topic and Learning Goal Brainstorming List (the class created this together in Lesson 1)

Planning for Instruction (2.1 Planning for Instruction)
Coordination- While the school librarian and classroom teacher co-planned this lesson together, the school librarian will teach this lesson independently in the library.
AASL Shared Foundations (1.1 Learner Development)
IV. Curate- Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance (AASL 37).
AASL Competency
AASL Domain: B. Create **AASL Competency:** Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information (AASL 37).

Content Area Standards
All standards are from the Maryland State Department of Education Maryland College and Career Ready Curriculum Framework English Language Arts Reading Informational Text Grades 3 through 5 and Writing Grades 3 through 5. **RI7 CCR Anchor Standard** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words (8). **W7 CCR Anchor Standard** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation (15). **W8 CCR Anchor Standard** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism (16).

SMART Objectives
By December 7, 2020, learners will demonstrate how to locate two digital resources for their Maryland Research Project by entering a keyword into the database, or by browsing the subject headings in the database and circling the corresponding databases they used on their "How Do I Use the VES Databases for the Maryland Research Project?" worksheet. Learners will demonstrate how to locate two print resources in the library either by locating resources using a keyword in the Valley Elementary School Library Catalog LS2 PAC or LS2 Kids, by browsing the Maryland shelf, or by selecting resources provided by the school librarian. Students will record the name of the title and author on the "Maryland Research Project- My Two Print Resources."

Essential Questions
Collaborative Unit Plan Essential Question 2- How does conducting your own research empower you?

Learning and Teaching Activities: ALA/AASL/CAEP
Standard 1: The Learner and Learning and Standard 2: Planning for Instruction

Prior Knowledge/Introduction/Engagement/and Motivation (5 min)

Prior Knowledge:
- Learners have experience logging onto their Chromebooks with their username and password.
- Learners have experience using some of the databases on the Valley Elementary School Library Media Center website through past research inquiry projects.
- Learners have experience using Valley Elementary School Library Catalog LS2 PAC and LS2 Kids.
- Learners were made aware of the Maryland Research Project by their classroom teacher (Mrs. Philemon).
- Students already created a research topic and learning goal and recorded it on the "Maryland Research Project" worksheet. Students will be bringing this worksheet and the "Maryland Research Project Learner's Checklist" worksheet with them in their research folders.

Prior to the Students' Arrival:
- The "How Do I Use VES Databases for the Maryland Research Project?" worksheet and the "Maryland Research Project- My Two Print Resources" recording sheet will be at the group tables.
- Chromebooks are on the tables.
- Books from the Maryland Print Resources list are on the back tables.

Introduction/Engagement/Motivation:
- **Ask Essential Question-** ***"How does conducting your own research empower you?"***
- (Display FCPS Elementary Research Process on the Promethean Board). *"Yesterday with Mrs. Philemon, you were introduced to our Maryland Research Project. You were informed that you are allowed to research any aspect of Maryland's past or present. You may research Maryland's diverse cultures, geography, history, government, or important people. You also were supposed to have created a research topic and learning goal and to have written it on your* "Maryland Research Project" *worksheet. Yesterday you were in the Prepare stage of the FCPS Elementary Research Process."*
- (Display Mrs. Philemon's Research Topic and Learning Goal's Brainstorming List from yesterday).
- **Activate prior knowledge-** *"What is the difference between a Research Topic and a Learning Goal?"* (Call on students) *"Raise your hands to show me who has chosen a Research Topic and Learning Goal?"*
- **Think-Pair-Share-** *"Quickly choose a topic if you haven't- you may look at the list for help, turn to the person next to you, and share with them your research topic and learning goal."* (Ask the class if anyone wants to share with the group).
- *"Today we are moving to the Dig stage of the FCPS Research Process. We are* **Digging for Information.** *We are going to begin researching information based on your research topic and learning goal. We will use our library online databases and our library books. I pulled some books for you to browse and they are on the tables. We also have the Maryland shelf for you to look through. If your subject or topic is not found in these books, please use LS2PAC and/or LS2Kids to locate print resources in this library."*

Direct Instruction (4 Minutes)

Show Learners:
- How to go to the Valley Elementary School Library Media Center Website on the Promethean Board.
- The "How Do I Use VES Databases for the Maryland Research Project?" worksheet on the Promethean Board.
- How the databases we will use are listed on this worksheet.
- Point out the keywords on this worksheet.

Ask Learners:
- If there is a database with which they are unfamiliar with using and would like to see modeled.

Model for Learners:
- How the keyword in the search bar can also be words from their research topic and learning goal.
- How to locate information on the database by using the directions on the "How do I use VES Databases for the Maryland Research Project" worksheet.

Guided Practice (1 minute)

Instructs Learners:
- *"Now it is time for you to get out your research folders with your* "Maryland Research Project" *research topic and learning goal worksheet and your* "Maryland Research Project Learner's Checklist.""* (Hold both worksheets up so the students have a visual model).
- *"Your* "How Do I Use VES Databases for the Maryland Research Project?" *and* "Maryland Research Project- My Two Print Sources" *worksheets are located on your desks."* (Hold both worksheets up so the students have a visual model).
- *"You may now either browse the Maryland bookshelf, the online databases, use LS2 PAC and or/LS2 Kids, or the print resources I have put on the back tables."*
- *"You must choose at least two print resources and two digital resources for this project."*
- "*On the* "How Do I Use VES Databases for the Maryland Research Project?" *worksheet, please circle the databases you used so you know where to find the information tomorrow. This also lets me know if you have done this assignment. If I use Britannica School to find information, then I will circle that database on this page."* (Hold up the worksheet and pretend to circle that database with a pencil.)
- *"You also need to record two book titles and their authors on the* "Maryland Research Project- My Two Print Sources" *worksheet."* (Hold up a book, point to the title and author, and point to the blanks on the worksheet).
- "Make sure you *are keeping track of you progress on your* "Maryland Research Project Learner's Checklist." *Today you will be completing both Dig boxes in the research process."*
- (At this point the school librarian will check in with the ELL learners, learners with special needs, and students that did not have a learning goal or research topic. Those learners will remain at the school librarian's table and will be assisted in getting started). **See accommodations/modifications for all learners**)

Independent Practice (15 minutes)

Learners Will:
- Work independently or with the school librarian to locate two print resources and two digital resources.
- Locate two print resources through LS2 PAC and/or LS2 Kids, by browsing the Maryland shelf, or by browsing the books previously pulled and on the table.
- Use the "How Do I Use VES Databases for the Maryland Research Project" worksheet to locate two digital resources and circle on the worksheet which databases they choose.
- Locate two print books and record their titles and authors on the "Maryland Research Project- My Two Print Sources" worksheet."
- Check both Dig boxes on their "Maryland Research Project Learner's Checklist" in order to keep track of their progress.

Closing/Sharing/Reflecting (5 minutes)

Before Learners Leave:
- Ring the bell. Ask students to come back to the rug with their print resources. Ask students do put all their papers in their research folders.
- *"Earlier I asked you, 'How does conducting your own research empower you?' 'Have your thoughts changed on this question?' 'How did you feel doing your own research?'"*
- Display the "How do I use VES Databases for the Maryland Research Project" worksheet on the Promethean Board. Go through each database and ask for a show of hands of students who used that database. Ask the class, *"What keywords did you use?"*
- Ask the class, *"What print sources did you use? Hold up the books so that we can see your titles. Put your books on this cart so we will have them tomorrow."*
- *"Tomorrow we will be taking notes on these resources. If you did not get two digital and two print resources today, then you will need to do this for homework. You can take your research folder home, but please remember to bring it back. You can access the databases at home on the VES website. Also, if you still need two print resources, you may use LS2 PAC and/or LS2 Kids at home to search for books. Make sure to write down the title of the book and the shelf number, so that you can locate those resources tomorrow. Remember you can always come in before school or during your lunch to see use these resources."*
- *"If you have located your resources today, please leave your folders here so I can see the work you have done. If you have homework to do for tomorrow, please raise your hand. Mrs. Philemon is here. If you have homework tonight, please take your folder with you when you line up."*

Assessments

Formative:
During Direct Instruction:
- Ask learners if there are any databases that they are unfamiliar with using and would like to see modeled. Observe which databases they are unfamiliar with using.

During Independent Practice:
- School librarian will walk around the room and to see if students are able to locate print resources on the Valley Elementary School Library Catalog LS2 PAC and LS2 Kids and find them in the library.
- School librarian will walk around to see if the students can access online databases and use keywords to find the information that corresponds with their research topic and learning goal.
- On the "Maryland Research Project Learner's Checklist" students should have checked the Prepare box yesterday and checked both Dig boxes today.

In the Closing/Sharing/Reflection:
- Display the "How do I use VES Databases for the Maryland Research Project" worksheet on the Promethean Board. Go through each database and ask for a show of hands if they used that database.
- Ask the students to hold up the print resources they located.

Summative:
- If the students found two digital resources and two print resources, they will leave their research folders in the library. The school librarian will check to see if: students circled the two databases on the "How do I use VES Databases for the Maryland Research Project" worksheet and written two print resources on the "Maryland Research Project- My Two Print Sources" worksheet."
- At the end of the unit, the students will demonstrate their use of two digital resources and two print resources through a bibliographic work cited page and will integrate these resources into their Adobe Spark or Audacity learning product.

Accommodations/Modifications for All Learners (Include at least 3 strategies)

ELL students and students with an IEP:
- **Reduced workload**- students will only have to locate one digital resource and one print resource for this assignment.
- **Text-to-Speech databases**- encourage students to use the following databases where the text is read aloud: Capstone Interactive Library, Learn 360 District, PebbleGo Next, Fact Cite, ProQuest CultureGrams, and TrueFlix
- **Pre-pulled print resources-** the print resources from the Maryland Print Resources list are books on a variety of reading levels and already on the tables and available to students so they can use their time more efficiently.
- **Visual models-** during Direct Instruction students will observe on the Promethean board how to use the different worksheets during the research process.
- **Scaffolding-** students will meet with the school librarian during Guided Instruction and/or Independent Practice in order to gain a better understanding of the directions and expectations. They may receive assistance locating materials.

Gifted and Talented Students:
- **Challenging topics**- students will be asked to explore a more complex or abstract issue of Maryland (i.e. an event in Maryland's history, an important Maryland figure, an invention created in Maryland, or current issue in Maryland etc.)

Activities for Extending the Learning

Homework:
- Students can access the Valley Elementary School Library Media Center webpage at home to access LS2 PAC or LS2 Kids to search for print resources or locate digital resources on the online databases.
- Students are encouraged finish locating two digital resources and two print resources at home if they did not get their work done that day.

Family Discussion:
- Students can share their favorite information sources with their families.

Class:
- Tomorrow in Lesson 3, students will begin using these resources to gather information.

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