

Maria K. Houston  
 Instructor Jan Nies  
 SLM 552  
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### Assignment 3: Collaborative Library Lesson

Lesson Title	<p>Save the Pigs!            Subject: English Language Arts            Learner Product: Building homes for the <i>Three Little Pigs</i></p>
<p><b>Lesson Overview</b></p>	<p>This collaborative lesson will take place over five instructional periods. It will require four Media class periods and one of Mrs. Houston’s planning blocks. On the first day, learners will listen to the story of the <i>Three Little Pigs</i>. On the second day, learners will design a house that the Big Bad Wolf cannot blow down. They will design their plan based on the craft materials that will be made available. On the third day, the learners will create their houses out of craft materials. On the fourth and fifth day, the educator and librarian will use hair dryers to test the structural integrities of the learners’ houses.</p> <p>The purpose of this lesson is to introduce learners to traditional fairy tales through hands-on experiences. The goal is to ignite a deeper interest in literature by giving learners opportunities for designing, tinkering, and making. Learners will meet RL5 CCR Anchor Standard 5 through class discussions regarding the “specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza)” and how they “relate to each other and the whole.” Learners will also meet RL7 CCR Anchor Standard specifically in terms of “add[ing] drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.”</p>
<p><b>Dates and Time Needed</b>  <b>Classroom Teacher</b>  <b>Grade Level</b>  <b>Subject Integration</b>  <b>Overview of learners</b></p>	<p>4 Media Classes and 1 Planning Block            Mrs. Vetter            1<sup>st</sup>            ELA            Heterogenous group of twenty-four learners. Two students receive special education services and one of the students has a special education assistant.</p>
<p><b>Materials</b> (List current resources to engage all learners)</p>	<p>Glue            Tape            Green cardstock paper            Q-tips            Cups            Felt            Foam paper            Scissors            Construction paper            Cardboard tubes            Craft sticks            Cotton balls            Pom Poms            Pipe cleaners            Modeling clay            Beaty, Andrea. <i>Rosie Revere, Engineer</i>. E-book, 2014.            Marshall, James. <i>Three Little Pigs</i>. Puffin Books, 1996.</p>

<b>Planning for Instruction</b> (Select option from drop down menu)	Collaboration
<b>AASL Shared Foundations</b> (Select option)	V. Explore
<b>AASL Domains</b> (Select option)	B. Create
<b>AASL Competency</b> (AASL <i>Standards</i> pgs.34-39; copy wording exactly, including corresponding Roman numeral, alphabet, and number)	Learners construct new knowledge by: 1. Problem solving through cycles of design, implementation, and reflection. 2. Persisting through self-directed pursuits by tinkering and making (38).
<b>Content Area Standards</b> (Select only essential)	<p>Found on page 8, of the Maryland College and Career Ready Curriculum Framework English Language Arts:            RL5 CCR Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.            Grade 1- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <ul style="list-style-type: none"> <li>Listen to, read, and discuss a variety of literary texts, both fiction and nonfiction.</li> </ul> <p>Found on page 10, of the Maryland College ad Career Ready Curriculum Framework English Language Arts:            RL7 CCR Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*            Grade 1- Explain the connection between the illustrations and words in a story.</p> <ul style="list-style-type: none"> <li>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (See CCSS SL.1.4)</li> <li>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (See CCSS SL.1.5)</li> </ul>
<b>Project Calendar</b> (Outline actions by days and E = educator, L = librarian)	<p>Day 1- L: During Media class, the librarian will read the story of <i>The Three Little Pigs</i>.            Day 2- L: During Media class, learners will plan their houses based on the craft materials that will be available.            Day 3- L and E: During Media class, learners will construct their house for the pigs using craft materials.            Day 4- L and E: During Media class, learners will be able to finish creating their structures. Mrs. Vetter and Mrs. Houston will test the houses with a hair dryer. Learners will have the opportunity to make changes to their houses after the test. Mrs. Houston will read the e-book version of <i>Rosie Revere, Engineer</i>.            Day 5- During Mrs. Houston's planning period, Mrs. Vetter's class will return to test their houses for the last time. We will then engage in a class discussion about what contributed to the success of their houses.</p>
<b>Learning &amp; Teaching Activities</b>	
<b>Objectives</b> (Use SMART objectives: Specific, Measurable, Achievable, Relevant, and Time-Bound)	<p>Learners will:</p> <ul style="list-style-type: none"> <li>By the end of the first Media class, Mrs. Vetter's first-grade learners will have heard the story of the <i>Three Little Pigs</i>.</li> <li>By the end of the second Media class, Mrs. Vetter's first-grade learners will have created a plan for their pig's house using craft materials.</li> <li>By the end of the third Media class, Mrs. Vetter's first-grade learners will have created a house for their pig out of craft materials.</li> <li>By the end of the fourth Media class and our fifth time together, Mrs. Vetter's first-grade learners will have tested their homes to see if it can withstand the Big Bad Wolf.</li> <li>By the end of the <i>Save the Pigs</i> unit, learners will have engaged in discussions regarding their comprehension of the <i>Three Little Pigs</i>, how to</li> </ul>

	make a successful house out of craft materials, and how to handle scientific setbacks.
<b>Essential Question(s)</b>	<ul style="list-style-type: none"> <li>• Why did the first two pigs' houses' fall, and the third pig's house stayed up?</li> <li>• Why did the first two pigs' use materials that would not stay up? (i.e., they were lazy).</li> <li>• What can we learn from the story about working hard?</li> <li>• Why does part of the story repeat?</li> <li>• How do we create a realistic plan?</li> <li>• Which materials are essential for our buildings to stay strong?</li> <li>• How should we react if our building falls? What do "failed attempts" mean in science? How can we use what went wrong for the next time?</li> </ul>
<b>Introduction/Prior Knowledge Assessment/Engagement/Motivation</b>	The librarian will ask learners to raise their hand if they have heard the story of <i>The Three Little Pigs</i> . She will explain that since there are many different versions of the story, we are going to read it again so that we all know the same version.
<b>Direct Instruction</b>	<p>The librarian will read the story of <i>The Three Little Pigs</i>. She will then ask these questions:</p> <ul style="list-style-type: none"> <li>• Why did the first two pigs' houses' fall, and the third pig's house stayed up?</li> <li>• Why did the first two pigs' use materials that would not stay up? (i.e., they were lazy).</li> <li>• What can we learn from the story about working hard?</li> <li>• Why does part of the story repeat?</li> </ul>
<b>Guided Practice</b>	<p>The next week, the librarian will tell the learners that they will need to design a house for one of the pigs that the Big Bad Wolf cannot blow down. They will be using specific craft materials to create the house. However, this week they will just design a plan for their house on a piece of paper. The librarian will draw an example of how she would use these materials to create a house. She will reiterate that they can only use these materials. She will ask these questions:</p> <ul style="list-style-type: none"> <li>• How can we create a realistic plan?</li> <li>• Which materials are essential for our building to stay strong?</li> </ul>
<b>Independent Practice</b>	Learners will design their plans for the houses. The next week in Media, learners will retell the story of the <i>Three Little Pigs</i> . They will then follow their plans to create the houses out of craft materials.
<b>Closing/Sharing/Reflecting</b>	<p>During the fourth week in Media, the teacher and the librarian will use a hair dryer to test the structural integrity of their homes. Before testing the homes, the teacher, the librarian, and the students will discuss:</p> <ul style="list-style-type: none"> <li>• How should we react if our building falls?</li> <li>• What do "failed attempts" mean in science?</li> <li>• How can we use what went wrong for the next time?</li> </ul>
<b>Accommodations/Modifications for All Learners</b> (Include at least 3 strategies)	<ul style="list-style-type: none"> <li>• The special education assistant will help the two students complete their project.</li> <li>• Learners can work together.</li> <li>• The librarian and teacher will work with small groups of students if needed.</li> </ul>
<b>Assessments</b> (Summative and Formative)	<p>The librarian will collect their plans and evaluate them based on:</p> <ol style="list-style-type: none"> <li>1. Using classroom materials appropriately.</li> <li>2. Completing their project and having a house ready to be tested.</li> </ol>
<b>Activities for Extending the Learning</b>	The librarian can read other versions of <i>The Three Little Pigs</i> to the class. Together they can compare and contrast how those versions are similar and different. The librarian can lead the class through other fairy tale projects (i.e. building a tower for Rapunzel, building a chair for Baby Bear, building a bridge for the Billy Goats).
<b>Reflection</b> (Include teacher and learner feedback. How will you revise	<b>Planning-</b> I enjoyed planning with an educator to create a multi-day lesson that would benefit all learners. When Mrs. Vetter and I were discussing collaborative

the lesson to help learners become more fully engaged?

ideas, she said that she used to do STEM based fairytale lessons in her classroom. However, due to the demands of the new curriculum she is now unable to fit these activities in her schedule. I told her that STEM based literacy lessons are perfect for me—the school librarian—to implement in the Media Center and would make a wonderful collaborative lesson.

**Teaching-** I enjoyed introducing the story to the class, choosing the craft materials they would use, showing them how to design a plan, gathering all the materials, and helping them create their structures. I enjoyed talking to the learners about how they should react if their structures fall. We discussed the importance of thinking like a scientist and learning from your mistakes.

**Collaboration-** During our fourth lesson, Mrs. Vetter and I realized we had some extra time with the learners. She recommended that I read aloud *Rosie Revere, Engineer*. While, I am well acquainted with that book, I did not think about tying that book into this lesson. Her comment reminded me that she is collaborating with me as much as I am collaborating with her. Additionally, I realized that when she selected a library material, she was also demonstrating how the school library can support her learners.

**Assessment of learner learning-** In my opinion, all the learners were successful. All the learners used their materials appropriately and had a completed project that was ready to be tested. All the learners were extremely engaged in listening to the story, designing their plan, creating their houses, and testing their structures.

**Differentiated instructional strategies-** All learners were supported in this activity due to a variety of factors. The Special Education Instructional Assistant was able to support one of the learners in the classroom, while the classroom teacher was able to support another learner. I was able to circulate around the room and support other learners. Some learners worked together in pairs to create their homes. Other learners discussed what they were doing with those at their tables. I noticed that through their discussions, learners were able to support, challenge, and encourage one another through the process.

**Modifications for the future-** The most difficult aspect of this lesson was setting up and cleaning up the materials. Since I am on a fixed library schedule, it was difficult to make sure that all the craft materials were ready for the first graders and then completely cleaned up before the second graders arrived. In the future, I will make sure I have a couple volunteers that can assist with set up and clean up.

**Reflections-** Mrs. Vetter and I both believe the lesson was successful for multiple reasons. First of all, the learners had a chance to work together. One boy said to me, “Me and Gary are working together.” I also heard one learner say to another, “You need a stronger base.” This cooperative learning opportunity allowed learners to socialize, encourage, and work together in a constructive manner. Secondly, all the learners—regardless of their ability level—were able to create a quality product. Mrs. Vetter and I were pleased that every child was able to feel successful on testing day. Thirdly, learners were able to partake in a hands-on, tactile, learning experience that was developmentally appropriate for their age. Mrs. Vetter thanked me for letting her be part of this collaborative experience and remarked that we must do it again.

Pictures



Based on [Sharon Fox Librarian Lesson Plan Templates](#)

## Works Cited

American Association of School Librarians. *National School Library Standards*. American Library Association, 2018.

Beaty, Andrea. *Rosie Revere, Engineer*. E-book, 2014.

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