

Julie Papperman
Practicum 552
7 October 2019

Collaborative Lesson

Collaborative Teacher: Jennifer McBrien – Third Grade

Planning Dates: 9/12 with Mrs. McBrien, 9/18 with third grade team, 9/24 with Mrs. McBrien, 9/27 with special education teacher

Project Time Frame: The penguin project will take place over two class periods. This lesson will take place during one of those class periods in the library.

Lesson Overview with Rationale and Purpose: In Language Arts, students are reading *Mr. Popper's Penguins* by Richard and Florence Atwater. The teacher wanted them to research the various types of penguins because only the Adelie penguin is in the novel. The final product of the project is to create a 3D habitat including a picture of the penguin and captions, which will be displayed at the Enrichment Fair. In media class, students will form questions and locate answers about the kind of penguin they have chosen using a tree map graphic organizer and *PebbleGo*. The collaboration for this lesson took place during Mrs. McBrien's planning period and emails in which she shared the topic and previous project ideas. I also met with the whole third grade team where they decided all the classes would participate in the short research project.

Learning Objectives:

Essential Question: How do I form questions and locate answers to research a topic?

Common Core Standards:

CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CCSS.ELA-Literacy.W.3.7_Conduct short research projects that build knowledge about a topic.

CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

AASL Standards Framework for Learners:

I.Inquire A. Think 1. Learners display curiosity and initiative by formulating questions about a personal interest or curricular topic.

I.Inquire B. Create 1. Learner's engage with new knowledge by following a process that includes using evidence to investigate questions.

Objectives:

By the end of the lesson, students will be able to:

- Create relevant questions to research a specific kind of penguin with at least 70% accuracy. This equates to the letter grade of a “C” or better.
- Locate answers to their questions using *PebbleGo* with at least 70% accuracy. This equates to the letter grade of a “C” or better.
- Use a tree map to organize their information.

Prior Knowledge: Students will arrive to media class with the knowledge that they are doing a project on penguins. They will also already have chosen their penguin to research in Language Arts class. Students have used *PebbleGo* to find information about various topics in previous grade levels; however, they have limited experience creating their own questions. This lesson aims to build on the prior knowledge of locating answers to questions by using student generated questions instead of teacher generated questions. An anticipation guide on PowerPoint slides will be given at the beginning of the lesson to see if students can identify a good research question for their project.

Differentiation: Students who need movement to learn will benefit from the anticipation guide activity by raising arms for a good question and making crossing arms for a question that is not good. Students who need visuals will benefit from the tree map graphic organizer and PowerPoint slides used throughout the lesson. Forming heterogeneous partners during guided practice will provide peer support to struggling learners. The cooperative learning partners will also allow students to verbalize their learning with peers. *PebbleGo* provides reading support with the text to speech feature. Students will also see pictures and videos of their penguins in *PebbleGo* to help them find answers and learn about their penguins. Open text boxes on the graphic organizer will allow students to draw their answers if they are struggling with the writing. With help from the special education teacher, a modified tree map will be provided for those students with IEP’s and 504’s.

Grade Level and Subject: 3rd grade Language Arts

Lesson Time Frame: One 60-minute media class period

Lesson Development/Instructional Sequence:

- Motivation/Engagement: (5 minutes) As students come in, I will have the live penguin camera from the San Diego Zoo displayed on the projector. (zoo.sandiegozoo.org/cams/penguin-cam) Once everyone is seated on the floor, I will discuss Mr. Popper’s Penguins and the project they are going to do about the penguin they chose. Students chose a kind of penguin to research in their Language Arts class. Now, they need to find information about that penguin. Ask if they know what they are going to tell their audience about it. First, they need to think about what the audience will want to know. Activate prior knowledge with an anticipation guide activity. Using PowerPoint slides that are projected onto the screen, show good and bad examples of possible questions to ask. As each example appears, students raise both arms if they think it is a question their audience will want to know. If it is not a good question, students will cross their arms to make an “X.”
- Instructional Procedures:

1. Direct Instruction (5 minutes) – Display the examples of the good questions and discuss why those are good questions. Lead students to the conclusion that the questions are about their topic of penguins and they are asking for factual answers. Tell students they will write these questions and others on a graphic organizer.
 2. Guided Practice (10 minutes) – Students will work in partners to brainstorm more questions they will look for answers to during their research. Partners were formed ahead of time by the classroom teacher to make them heterogeneous pairs. This will allow struggling students to learn from stronger students and compatible personalities to work together. Tell students to remember the questions they will write down should help them make their 3D habitat and teach other students and adults about their penguin. Students will go to tables with partner to brainstorm questions. Paper will already be at the tables. After a few minutes, have partners share questions and decide as a class which are the most important. Record the most important questions on a Padlet. (padlet.com/julie_papperman/no9fdd1wjfr8) Make sure questions include the penguin's habitat, what it eats, and what it looks like. Tell students these are the questions they want to include on their organizer. Show them the tree map organizer and where they will write the questions on it.
 3. Transition / Direct Instruction (7 minutes) – Have students return to the floor. Tell students they will use *PebbleGo*, which is a source with expert information, to find the answers to their questions. Show students where they will write the answers to their questions on the graphic organizer. Explain that they do not need to write in complete sentences, just give the answers. Show and explain the rubric. Tell students *PebbleGo* looks different now but has the same features, so they will watch a short screencast I made. (<https://screencast-o-matic.com/watch/cq6Vhuu6o8>)
 4. Independent Practice (15 minutes) – Explain to students they will now get their tree map to write their questions on. Pass out the graphic organizer and have students complete their questions at the tables. Then have students walk over to the adjacent computer lab and use *PebbleGo* to find the answers to their questions. Early finishers can research other topics of their choice. Once most students are finished, they can turn in their work and have book checkout.
 5. Book Checkout (10 minutes)
- Closure: (5 minutes) Students return back to carpet. Tell students they did two important tasks as researchers. First, they created good questions. What makes a good question? (Asks for facts and is about the topic.) Then, they found the answers to their questions. Where did they look for their answers? (They used an expert source, *PebbleGo*, to find the answers to their questions.) Ask if students thought it was helpful using a graphic organizer by giving a thumbs up or thumbs down. Tell them they are now ready to create their 3D habitat next week.

- Debriefing/Next Steps (2 minutes): Tell students what we did today can be used in other tasks besides the penguin project. Ask the question, in what other ways can you use today's activities in or out of school? Pass out reflection slip in which students circle a face with accompanying description about how they feel today's lesson and tasks.
- Assessment/Formative Assessment/Evidence of Success: At the beginning of the lesson, I will pre-assess students' prior knowledge of what is a good question when researching with the anticipation guide activity. I will be able to see who has a good understanding by whether they can make a confident correct decision by raising both arms or crossing them. Their responses will help me see the students who might need extra support during the lesson. I will use observation of students' responses during the group brainstorming activity as formative assessment to guide my explanations of what makes a good question giving support as needed. The responses to the brainstorming activity will tell me how well students are able to create relevant questions for their research on penguins. The questions students write on their graphic organizer will provide me with evidence of success in forming research questions. If all their questions are relevant and ask for facts, then they have succeeded in creating questions. Observation of how easily they are locating answers will provide formative assessment of students' ability to locate answers. I will provide support as needed while I walk around the tables. Finding all the correct information to their answers on the graphic organizer will show me if students were successful at locating answers using *PebbleGo*. A rubric will be used to assess their accuracy in creating questions and finding answers. Students will have a chance to self-reflect on the lesson with an exit ticket thinking about how comfortable they felt performing the tasks.

Student Resources:

Papperman, Julie. "How Do You Feel About Today's Lesson?" 2019. *Microsoft Word* file.

Papperman, Julie. "Tree Map." 2019. *Microsoft Word* file.

Papperman, Julie. "Tree Map Modified." 2019. *Microsoft Word* file.

Papperman, Julie. "Tree Map Rubric." 2019. *Microsoft Word* file.

PebbleGo. Capstone, 2019, site.pebblego.com/modules. Accessed 30 Sept. 2019.

Teacher Resources:

"Africa Rocks Penguin Cam." *San Diego Zoo*, 2019, zoo.sandiegozoo.org/cams/penguin-cam.

Papperman, Julie. "How Do You Feel About Today's Lesson?" 2019. *Microsoft Word* file.

Papperman, Julie. "Penguin Project Presentation." 2019. *Microsoft PowerPoint* file.

Papperman, Julie. "Tree Map." 2019. *Microsoft Word* file.

Papperman, Julie. "Tree Map Modified." 2019. *Microsoft Word* file.

Papperman, Julie. "Tree Map Rubric." 2019. *Microsoft Word* file.

Papperman, Julie. "Questions For Penguin Project." Padlet, Sept. 2019,
padlet.com/julie_papperman/no9fdd1wjfr8.

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Bibliography:

"Africa Rocks Penguin Cam." *San Diego Zoo*, 2019, zoo.sandiegozoo.org/cams/penguin-cam.

American Association of School Libraries. *National School Library Standards for Learners, School Librarians, and School Libraries*. ALA Editions, 2018.

"English Language Arts – Reading Informational Texts – Grade 3." *Common Core States Standards Initiative*. 2019, www.corestandards.org/ELA-Literacy/RI/3/.

"English Language Arts – Writing – Grade 3." *Common Core States Standards Initiative*. 2019, www.corestandards.org/ELA-Literacy/W/3/.

Papperman, Julie. "How Do You Feel About Today's Lesson?" 2019. *Microsoft Word* file.

Papperman, Julie. "PebbleGo." *Screencast-O-Matic*, 1 Oct. 2019,
screencast-o-matic.com/watch/cq6Vhhu6o8.

Papperman, Julie. "Penguin Project Presentation." 2019. *Microsoft PowerPoint* file.

Papperman, Julie. "Tree Map." 2019. *Microsoft Word* file.

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Papperman, Julie. "Questions For Penguin Project." *Padlet*, Sept. 2019,
padlet.com/julie_papperman/no9fdd1wjfr8.

PebbleGo. Capstone, 2019, site.pebblego.com/modules. Accessed 30 Sept. 2019.

Reflection:

Collaborating with the classroom teacher was a positive experience. Communication took place in person and through email. At our first meeting the teacher shared a project she has done in the past with her class for Mr. Popper's Penguins. Her students were getting ready to begin the novel in a couple of weeks. For the project, the teacher has students research different kinds of penguins to make a model of one. Research had been done from a website, so I mentioned having the students use *PebbleGo* to gather information. The teacher gave me some handouts

and a note-taking chart with questions for students to answer. We discussed the final penguin model and concluded that it didn't have to be the same product. The teacher mentioned she did want to display the final product at the school's Enrichment Fair. I said I would plan some ideas for a final product. I also asked if the whole third grade was going to do this. Because she wasn't sure, she invited me to their next team meeting to present my ideas for research and a final product.

Before the third-grade team meeting, I worked on how students would take notes and present their new knowledge. The questions on the note-taking sheet did not coincide with the information *PebbleGo* provided on the different kinds of penguins, so I created a new one. I chose a tree map because I like how the flow of information is organized for questions and answers. This format also appeals to visual learners. Instead of giving students questions, I decided to have them create their own to provide opportunity for higher order thinking. For the final product, I researched some ideas and found one from a blog called *3rd Grade Thoughts*. Students make a 3-dimensional habitat for their animal and add captions to display information.

At the third-grade meeting, I shared my ideas and the teachers decided all classes would research the penguins and make the 3-dimensional habitat. They asked if I would come into their classes to help students make the habitats. The reading specialist was at the meeting and liked how students got to read fiction text from the classroom novel and nonfiction text from *PebbleGo*.

Once I had the end goal in mind, I began to plan the instructional steps I would take with the students in media class. Using my prior teaching experience in third grade, I decided on ways to address different learning styles and engage students. I used movement during the pre-assessment and visuals with PowerPoint slides, a screencast, and a graphic organizer throughout the lesson. To encourage a social learning environment, I incorporated a cooperative learning opportunity to brainstorm questions for research.

Finally, I met with the classroom teacher and special education teacher to get suggestions to support students with varying abilities. These meetings were very valuable to me as I did not know the best accommodations to use with students. I mentioned *PebbleGo* has a read aloud feature for students that need extra support in reading. To support students while they are brainstorming questions, the classroom teacher said she would have the third-grade team pair students by ability as well as compatible personalities. I shared the tree map with the classroom teacher and told her I was going to meet with the special education teacher to make modifications. She agreed that was a good idea. The special education teacher was able to help me modify the tree map organizer by suggesting a question box for students to choose appropriate questions from. She also mentioned to include sentence starters in the answer boxes to help students match the questions to the correct sentence starter.

The classroom teacher expressed she enjoyed sharing ideas for this project and appreciated the work I did for this project. She explained she likes collaborating with co-workers to keep old ideas fresh. In the future, she would continue to collaborate.

With the planning complete, I was excited to teach students the lesson. Students were engaged throughout the lesson. They really liked looking at the San Diego Zoo penguin camera when they

walked in. Some days the camera did not have many penguins in view, but the students still wanted to watch to see if any penguins showed up. During the pre-assessment of determining good questions, students actively participated in raising their hands or making an “X.” I could easily tell if students could recognize the good question I picked for their research. Most students could pick the correct one. In a couple of the classes, the last question, “How are glaciers made?” had a mixed response. I immediately followed up about why that question was not the best one. One student was able to identify that it didn’t relate to penguins or where they live. I agreed and clarified that while some penguins live on glaciers, we do not need to know how a glacier is made for this project.

Next, students brainstormed more questions with partners at the tables. Some students had questions about what to do, but once I explained directions again, they were engaged in the task. Walking around, I noticed some partners wrote more questions than others. Some did not have any questions written down, so I prompted them to think about the project and the example of the good question, “What does my penguin look like?” Partners were then able to think of at least one additional question. Once I observed each table, I began allowing students to share with the whole class as I recorded the best questions on Padlet. Many students were eager to share and had good questions relating to the project that would help them make the habitat and penguin. Some students shared questions that asked for a specific detail. I pointed out that would be a good question for an interesting fact. I explained these questions would go on a tree map organizer for their research and showed them a picture of it on a PowerPoint slide. I also explained the rubric.

Students gathered on the floor to learn about using *PebbleGo*. Several commented they previously had used *PebbleGo*. I told them we would go to the lab in just a few minutes where they would need to log in and click on Firefox to get to the page where the screencast starts. As we began to view the screencast I made, no sound was audible. After trouble shooting, I began to narrate the screencast myself, then a student pointed out the power button for the speakers was not on. I turned it on, and we finished watching. This made me realize to check the equipment before my lesson in the future. When the video was over, I had students get a tree map and write down their good questions like we recorded on the Padlet. As I passed out the tree maps, I gave students needing a modified version at this time. A change I am going to make for the next time I teach this lesson is to use the tree map when students brainstorm their questions with their partner in hopes of allowing more time in the lesson and preventing activities from being repetitive.

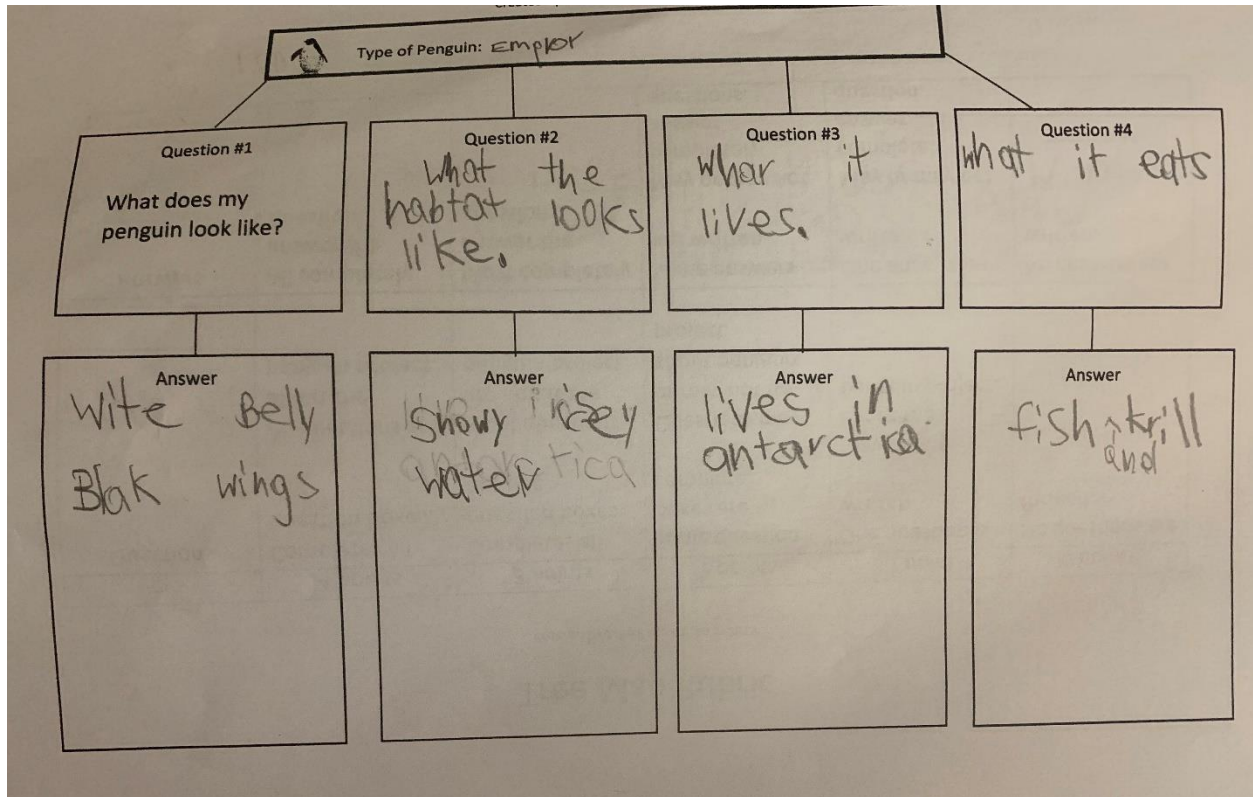
Then, we went to the adjacent computer lab to use *PebbleGo*. Because I knew the computers sometimes had problems, I had two responsible students use the PAC computers in the library. I also told students to sit beside their partner in case the computer didn’t work properly. A few students ended up working together. I walked around the lab making sure students filled out their tree map. Some were busy looking at all the features on the *PebbleGo* penguin page, that they were not writing down answers to their questions. I refocused students’ attention and gave them a warning when time was running out. A few finished early, so I told them they could look at any animal or topic in *PebbleGo*. As time in the lab was ending, I let students who had finished go

checkout books. A small number of students were done, but the others continued to work and soon finished. At the very end, some students weren't finished, so I said they could have more time next week to look at *PebbleGo* before they work on their final product. In the meantime, I monitored the lab and library with the help of the media specialist who was filling the role of the library para-educator. The library para-educator was substituting in a classroom. Having a para-educator is valuable to a library, but not all libraries have one. If there was no para-educator, I would have waited for more students to finish in the lab before dismissing for book checkout. Another option would be to stay more centrally located instead of walking around.

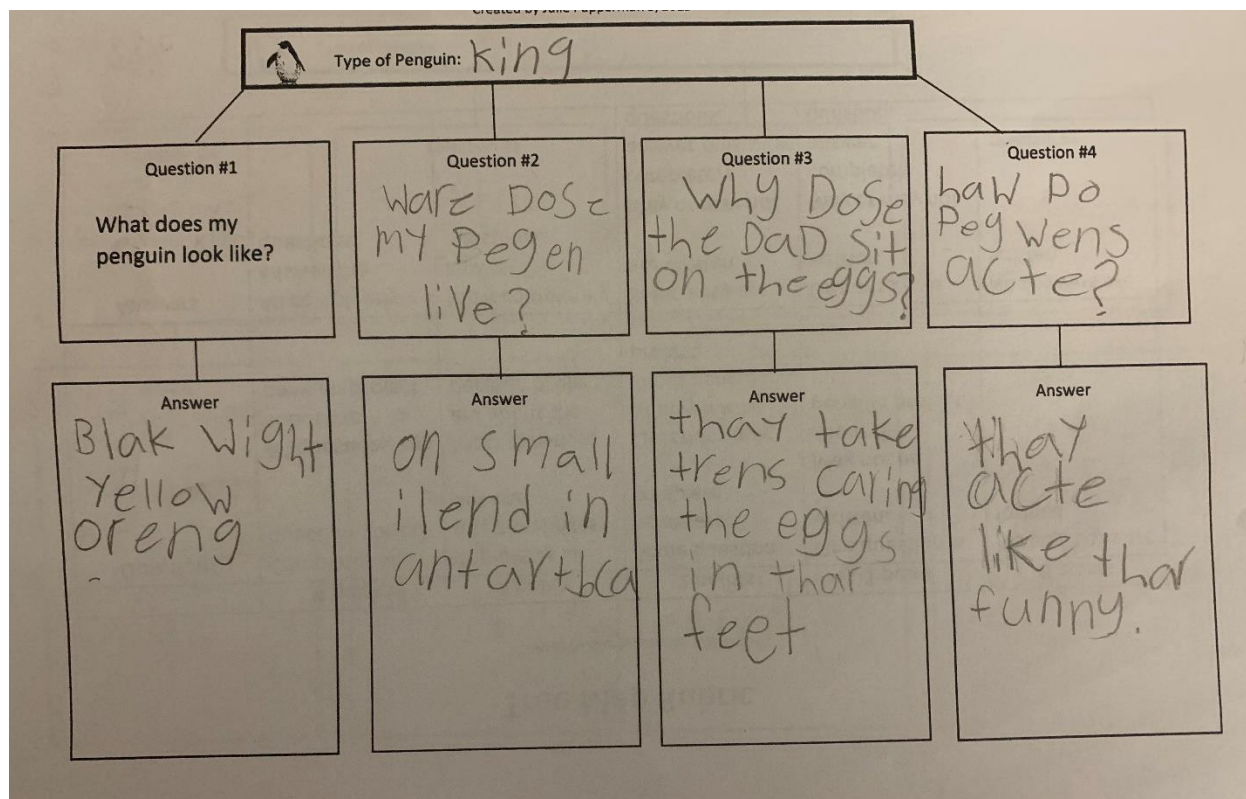
When most students had gotten their books, I gathered them back to the floor for the closing activity. Students were able to tell me that good questions are related to the topic you are researching. I added they ask for facts. They also told me we used *PebbleGo* to find information. I added that *PebbleGo* has great expert information. In response to thinking about times they would need to ask and answer questions again, one student shared that they would need this skill in college. I acknowledged the answer and added they would also need this skill in other grade levels or other classes this year. Then, students completed the exit slip and lined up to be dismissed from media class.

Looking at the tree map assessments gave me more insight into the success of the lesson and what students learned. My goal was to have all students complete the tree map with 70% accuracy. After grading the tree maps, 95% of students scored 70% or better. While I did not meet my goal, I came close with a vast majority of students being successful. In this class, I had 50% of students score 100%, 9% score 94%, 23 score 88%, 14% score 75%, and 5% score 63%. According to these scores, students were able to comprehend the tasks and apply the skills taught.

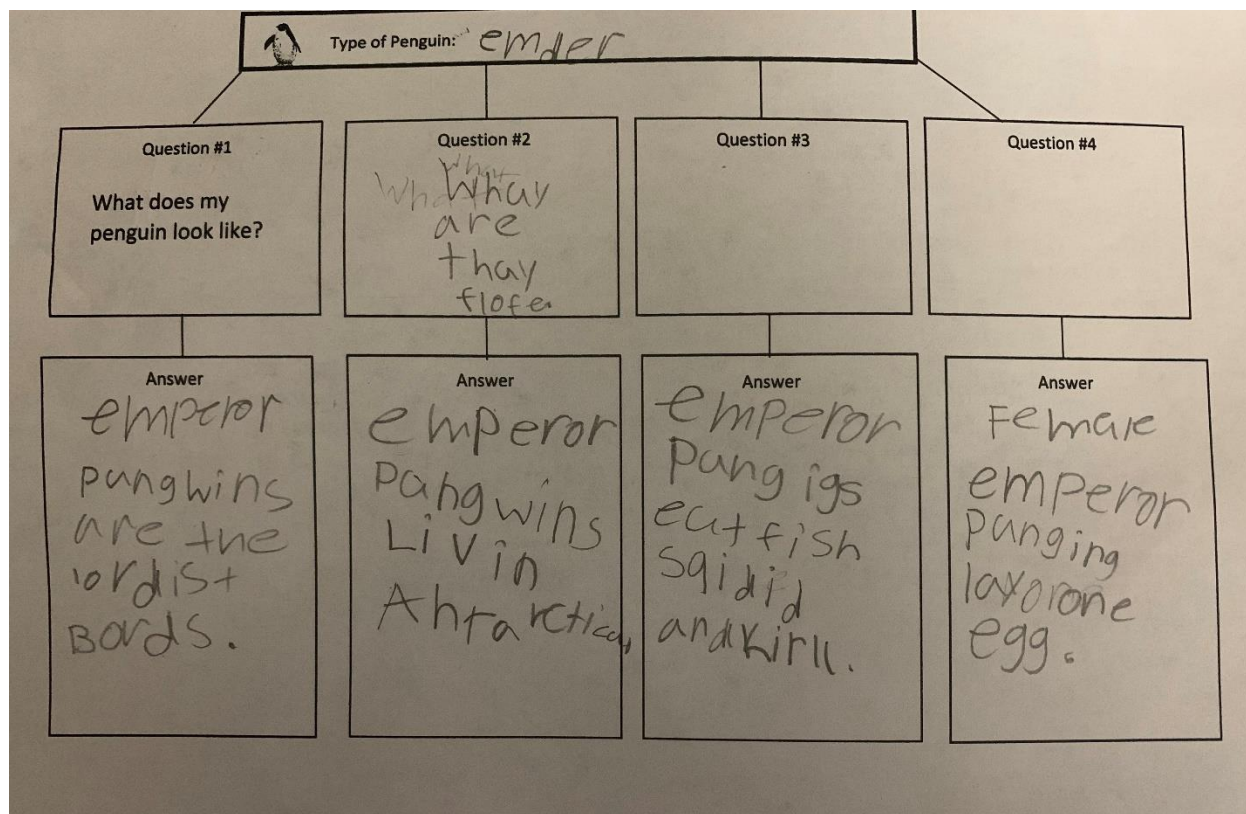
Below is an example of a student that scored a 100%. This student was successful because the questions relate to the penguin topic and allow the student to find information that will help him or her create the habitat product. The answers relate to the questions and are accurate.



Below is a student that scored 88%. The questions relate to the topic of penguins and includes some information that will help him or her create the habitat. However, the last two answers do not fully connect to the question. The answer to the egg question shares what penguins do with the egg, but not why. I wonder if the student wrote down the only information about eggs that *PebbleGo* had. When answering the question about how penguins act, the student did not provide facts as an answer and was vague with the response.



Below is a student's work that scored 63%. The student was able to add one additional question about penguins, but the response does not answer the question. The response to the first question also does not completely answer it. While the student mentioned size, the answer does not describe the penguin. The responses in the answer boxes do have good information. It seems the student could not create questions but was able to find good information.



Most of the students, 75 %, reported they felt good about the lesson by circling the smiley face. A few students, 25%, reported they felt okay but could use a little help. No students reported they felt confused and had many questions. Overall, students felt successful about what they accomplished in the lesson. For the students that indicated they felt like they needed some help, I would visit with them in the next media class before they make their final product.

After experiencing this collaboration process, I realize how content area teachers and media specialists together can enrich lessons for students. I am not sure I could have planned such an authentic project on my own. By taking the project idea of the classroom teacher and combining information skills a media specialist can provide as well as modifications from the special education teacher, all students will experience a rigorous and meaningful learning experience.

I was fortunate to teach this lesson multiple times. The first thing I realized is how different the same lesson can evolve with each class. The technology could end up working or not working in various ways. Students can lead the discussion in different ways. Also, having the opportunity to teach more than once allowed me to implement changes each time. With each class, I had to be flexible with whatever happened. The words I spoke or actions I took were slightly different each time, which was okay because I was responding to the different needs of the students in each class.

Name _____ TC _____ Source _____

Created by Julie Papperman 9/2019



Type of Penguin:

Question #1

What does my
penguin look like?

Question #2

Question #3

Question #4

Answer

Answer

Answer

Answer

Name _____ TC _____ Source _____

Created by Julie Papperman 9/2019



Type of Penguin:

Question #1

What does my
penguin look like?

Question #2

Question #3

**Choose a question from this
box.**

Does Mrs. Papperman like
penguins?

What does my penguin eat?

Where does my penguin
live?

What do glaciers look like?

Tree Map Rubric

Created by Julie Papperman 9/2019

	4 points	3 points	2 points	1 point	0 points
Questions	<p>Completes all question boxes.</p> <p>All questions are about the penguin project.</p>	<p>Completes all question boxes but one.</p> <p>Most questions are about the penguin project.</p>	<p>Some question boxes are complete.</p> <p>Questions may or may not be about penguin project.</p>	<p>One question is written.</p> <p>May not be about the penguin project.</p>	<p>No questions are formed.</p>
Answers	<p>All completely answer the questions.</p>	<p>Most completely answer the questions.</p>	<p>Some answers are written.</p> <p>May or may not completely answer questions.</p>	<p>One answer is written.</p> <p>May or may not completely answer question.</p>	<p>No answers are written.</p>

Name_____TC_____

Created by Julie Papperman 9/2019

How do you feel about today's lesson?

Circle your answer.



Good! I got it.



Okay. I could use a little help.



Confused. I have many questions.

Name_____TC_____

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How do you feel about today's lesson?

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Good! I got it.



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