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Professor Cynthia Keller
SLM 509
13 December 2018

AASL Lesson Plan Template

GRADE: 4		SUBJECT: A writing focus within a Social Studies unit	ESTIMATED LESSON TIME: 40 minutes
TEACHER: Dana Lindberg TEACHER'S E-MAIL: dana_lindberg@hcpss.org SCHOOL: Worthington Elementary			
LIBRARY CONTEXT: <input checked="" type="checkbox"/> Fixed <input type="checkbox"/> Flexible <input type="checkbox"/> Combination <input type="checkbox"/> Individualized instruction <input type="checkbox"/> Stand-alone lesson <input checked="" type="checkbox"/> Lesson in a Unit <input type="checkbox"/> Multiple lessons in a unit <p>.....</p>	COLLABORATION CONTINUUM: <input type="checkbox"/> Cooperation <input type="checkbox"/> Coordination <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Data-driven <input type="checkbox"/> Collaboration	AASL Standards Shared Foundation and Key Commitments: I. Inquire – Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems VI. Engage – Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world. Domains: A. Think B. Create Competencies: I.A.2. Recalling prior and background knowledge as context for new meaning VI.A.1. Responsibly applying information, technology, and media to learning. VI.A.2. Understanding the ethical use of information, technology, and media. VI.B.1. Ethically using and reproducing others' work. VI.B.2. Acknowledging authorship and demonstrating respect for the intellectual property of others.	

		<p><u>ISTE NETS Standards:</u></p> <p>1. ISTE for Students: Empowered Learner</p> <p>1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p> <p>2. ISTE for Students: Digital Citizen</p> <p>2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property</p> <p><u>Future Ready Framework</u></p> <p>Builds Instructional Partnerships Partners with educators to design and implement evidence-based curricula and assessments that integrate elements of deeper learning, critical thinking, information literacy, digital citizenship, creativity, innovation, and the active use of technology.</p> <p>Empowers Students as Creators Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving</p> <p><u>Problem-Solving Model step(s):</u></p> <p>The Big6 Inquiry Model Use of Information Stage</p>
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Scenario /overview/content topic/goals/objective:

This lesson is about citing sources. It will occur near the beginning of the unit after the project has been explained to students but before they begin their research. As students research, they will need to record where they got their information from in their notes. In the Common Core Writing Standard CCSS.ELA-Literacy.W.4.8, students are to include a list of sources when they take notes on information from different places. An important information skill is to give credit to sources that are used in work that is presented to others. There is a format to cite sources properly.

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

- Create citations with at least 80% accuracy.
- Explain the importance of citing sources.

Common Core Writing Standard
CCSS.ELA-LITERACY.W.4.8
 Recall relevant information from experiences or gather relevant information from print and digital sources: take notes and categorize information and provide a list of sources.

Essential Questions (2-3):

Why do we include citations in our work?

What is plagiarism?

What information should be included in a citation?

Collaboration (including information from the teacher) that addresses student interests:

The classroom teacher and I communicated through email to plan this lesson. I contacted her about what instructional strategies she uses on a regular basis that have been successful with her students. She responded with turn and talks, video clips, partner work, small groups, rotations, and elbow buddies. I sent her my ideas for the lesson and asked for feedback about differentiation. She wrote that the lesson ideas looked great. She also included a differentiation strategy where struggling students can use a set of books that have been pulled and match them to partially completed citations. Then, those students find the missing information. Once the lesson plan was completed, I sent the teacher a final copy including the resources that accompanied each part. She wrote back saying the final plan was great.

Final Product:

This lesson is part of a bigger unit. The end product of the unit is a presentation with Wixie or Glogster that contains two profiles of colonists that live in two different regions of Maryland. On these presentations, students will include a section for their works cited for the sources they used to gather information. For this lesson, the final product will be citations from books and database articles students create on paper.

Librarian's Lesson(s):

Teacher: Perform diagnostic assessment / pre-assessment.

Prior to library class, the teacher will give students a Google Forms survey that asks questions about plagiarism and citing sources. The librarian will receive the results and review them before teaching the lesson.

[Pre-assessment Link](#)

Librarian: Present motivation activity. (8 min.)

Review the project about colonial life with students and explain they will be doing research to gather information for their chosen region. Tell students they are going to watch a video about a student doing some research and to think about the problem and a possible solution. Show the video clip called "Francine's Paper." (["Francine's Paper" link](#)) The video clip shows Francine copying text from a source and using it as her paper. She does not find out this is not allowed until the end of the clip. After the clip, tell students to think about the problem and their solution. Give time to think. When students have an answer, they can give a thumbs up sign. Tell students to pair with someone near them and share. Once students have time to share, ask for volunteers to share with the whole group. Ask students, "What is the best solution for Francine?" The librarian will guide students to think about creating a list of sources.

Librarian: Give direct instruction. (6 min.)

Once the solution has been agreed upon, the librarian will ask students if they know what a list of sources is called. Confirm students realize it is called a works cited page. The librarian will also ask if students know what each source listed is called. Confirm students know it is called a citation. After these words are defined, the librarian will ask the class if they know what information needs to be included for a citation. Student answers will be recorded on the board. Once all ideas are shared, show the video clip about creating citations called "Citations for Beginners." (["Citations for Beginners" link](#)) After the video, the librarian will circle the items needed in a citation that the students brainstormed before the video. The other responses will be erased. Any components that were left out will be added to the board. Students will need to know the author, title, publisher, and date are included in a citation.

Librarian: Model skills and lead guided practice. (8 min.)

Display the Google Slides presentation created by the librarian called "How Do I Create a Citation?" ([Link to Google Slides](#)). Hand out the worksheet that goes along with the presentation. Make sure students have a purple, green, yellow, and orange colored pencil. Present the first slide for a book. Explain where the title, author, publisher, and date are located. After each piece is identified, tell students to circle the same information in the same color on their sheet. Repeat with the next slide of a database article. Each piece of information will be circled according to the following color code: publisher - purple, date - green, author - yellow, title - orange. Give time for students to circle along and make sure they are circling the correct items.

Librarian: Complete independent practice. (10 min.)

Teacher: Tell librarian of students with IEPs or others that might struggle with the activity, so they can do the modified activity.

Librarian: Tell students they will be creating their own citations using books in the library and database articles from SIRS Discoverer and Explora. Pass out the Scavenger Hunt worksheet. Go over the directions with students. Allow students to complete activity. Set a timer to help keep students on task. Students with IEPs or other struggling students will work with the librarian in a small group on the modified activity. Collect Scavenger Hunt sheet. Check answers after class time and return sheets to teacher with written feedback.

Librarian: Lead sharing and reflection. (7 min)

Gather students back to a whole group. Open Padlet. ([Link to Padlet](#)) Pose the question, “What did I learn about creating citations?” Give students think time. Then have them make a post to the Padlet board. Discuss responses. Emphasize the parts needed and where to find that information in the sources. Pose the next question, “How will today’s lesson help with my presentation and other projects?” Give students think time. Then, have them make a post to the Padlet board. Discuss responses. Emphasize giving credit to others’ work and ideas to avoid plagiarism.

Assessments:

Diagnostic: Quiz questions using Google Forms. [Pre-assessment link](#).

Formative: Responses from Think, Pair, Share will be used to determine if students know to list sources. The student generated list of what information is needed in a citation will be used to see who knows what to include. Observation during guided practice will be used to help determine which students might need to work in a small group with the librarian during independent practice. Padlet responses during reflection to see if students understand the importance of citing sources.

*Note: The Scavenger Hunt worksheet for citing sources is the summative assessment for the lesson. However, once the papers are checked by the librarian, students that did not show mastery can be pulled for extra practice before the final project is due.

Summative: For the lesson, the completed Scavenger Hunt worksheet for citing sources will be the summative assessment. For the unit, the works cited section on students’ digital presentations will be the summative assessment.

Instructional Plan:

Resources students will use:

- Online subscription database(s)-SIRS Discoverer, Explora
- Websites
- Books – Nonfiction books
- Reference
- Non-print
- Periodical/newspapers

Others/list: Citation Guide worksheet, Padlet, Scavenger Hunt worksheet, modified Scavenger Hunt worksheet, laptops, colored pencils

The teacher will need the following resources:

- Pre-assessment quiz - [Pre-assessment link](#).
- Laptop
- link to “Francine’s Paper” video clip <https://www.classhook.com/resources/1875>
- Link to “Citations for Beginners” video clip <https://vimeo.com/95551890>

Motivation, anticipatory set:

Students will watch the video clip called “Francine’s Paper.” The video clip shows Francine copying text from a source and using it as her paper. She does not find out this is not allowed until the end of the clip. After the clip students will participate in a Think, Pair, Share activity to answer the question, “What was the problem and how can it be solved?”

[Link to “Francine’s Paper”](#)

Inclusion, adaptations, strategies for differentiation:

- Think, pair, share will be used to allow for learners that need more time to process information and form answers.
- Using video clips such as “Francine’s Paper” will allow students that are auditory and visual learners to better understand the content.
- Color coding the citation information on pictures of sources is a visual for struggling learners.

- Slide presentation with Google Slides – [Link to presentation](#)
- Padlet – [link to reflection](#)

- Struggling learners will receive a table with pictures that show where the information for the citations is located on the source. However, anyone can take it if they want.
- The scavenger hunt style activity for the independent practice will allow students to move throughout the room for kinesthetic learners. Hands-on learners will get use actual book and articles to create citations.
- The independent practice will have a modified format for struggling learners. Books will be previously pulled, and database articles will be printed out. The Scavenger Hunt worksheet will have partially completed citations that students will have to find the matching source for and fill in the missing components of the citation.

Instructional Activities:

___ Direct Instruction:

The motivation/anticipatory set will contain a video clip called “Francine’s Paper.” The video clip shows Francine plagiarizing her paper. After the clip students will participate in a Think, Pair, Share activity to answer the question, “What was the problem and how can it be solved?”

[“Francine’s Paper” link.](#)

Next, a discussion will take place that defines a works cited page and citation as well as what is included in a citation. Students will watch a video clip called “Citations for Beginners” to explain what information needs to be included in a citation. The video also addresses why citations are used in research.

[“Citations for Beginners” link.](#)

___ Modeling and Guided practice:

Demonstrate where to find information for a citation in a book and database article. The Google Slides presentation created by the librarian will be shown to students that includes pictures of a book and database article. The title, author, date, and publisher will be color coded on the slide. Students will have a handout that includes the same pictures. They will circle the information along with the librarian on their own sheet. The following color scheme will be used: publisher - purple, date - green, author - yellow, title – orange.

[Link to Google Slides presentation](#)

*Accompanying worksheet is attached below. The completed notes sheet for struggling students is also attached.

___ Independent practice:

Students will create their own citations using a scavenger hunt style worksheet. The sheet tells students to find books and database articles on certain topics and write the citations for them. The order and topics

will be different on each worksheet to prevent overcrowding in sections of the library. Answers will be checked by the librarian and returned to the teacher, so students can receive feedback on their citations. A modified activity will be available for students that have IEPs or who might struggle with the activity. The modified activity will provide previously pulled books and printed database articles. The Scavenger Hunt worksheet will have partially completed citations that students will have to find the matching source for and fill in the missing components of the citation.

*Scavenger Hunt worksheet is attached below as well as the modified version for struggling learners.

____ Sharing and reflecting:

Students will share and reflect on what they learned about the importance of using citations and how to create citations using the web tool Padlet. At the end of the lesson, students will answer the question, “What did I learn about creating citations?” and “How will today’s lesson help with my presentation and other projects?” Students will post their responses on Padlet. A discussion of the responses will follow each question.

[Padlet link.](#)

Lesson reflection, including feedback from the teacher:

After writing this lesson, I sent it to the classroom teacher. She said she thought it looked great. Some aspects that I think will engage the students well are the video clips. The teacher said her students love video clips, so I wanted to include those. I also think they give a context for the lesson and explain about creating citations just as well or better than I could. I also think the guided practice will be successful because it uses a picture of a real article in one of the school’s databases. The structure of the Google Slides presentation will allow students to focus on one piece of the citation at a time; thus, slowing students down as they follow along with the librarian.

While I think some parts of the lesson will be successful, I am wondering about the implementation of the independent practice with the scavenger hunt. I am hoping students will use the freedom to find a book of their choice responsibly. If not, I may have to change how students use books and database articles to practice writing citations. I think the differentiated activity the teacher suggested for struggling students will be engaging since it is still a hands-on activity but modifies how students practice.

Overall, collaborating on the instructional activities went well. Working through email, created some barriers. The flow of ideas that occurs in person was missing. Despite this, communication with email did go better than I thought. I found that if I included specific questions, I got better feedback. I will be sure to include a few detailed questions in the future when I find myself planning electronically to collaborate.

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How Do I Create a Citation?

Circle where the information is located with the librarian.

Yellow = Author

Orange = Title

Purple = Publisher

Green = Date

Database Article



Translate ▼

Related Subjects ▼

 Newspaper

Lexile Measure: 940L

Use This Article

 Save to Google Drive

 Add to Google Classroom

 Print

 Email

 Export to EasyBib

 Cite

 Copy URL

 Use Dictionary

Washington Post
(Washington, DC)
Jun 30, 2016, p. C.8

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Unruly Kid Became a Baseball Legend

By Fred Bowen

Looking for something different to do this summer?

If you like sports, baseball and **history**, you should check out the "One Life: Babe Ruth" exhibit at the National Portrait [Gallery](#) in Washington. The exhibit features more than 30 images that tell the amazing story of the legendary slugger.

George Herman Ruth Jr. was born in 1895 in **Baltimore**. He got into a lot of trouble as a little boy, so when he was 7 his parents took him to the St. Mary's Industrial School for Boys, a strict boarding school. It was at St. Mary's that Ruth discovered his incredible baseball talents.

How incredible? Ruth started as a pitcher for the Boston Red Sox at age 19. (He had picked up the nickname "Babe" during a short stint with the semipro **Baltimore** Orioles.) Ruth won 89



Circle where the information is located with the librarian.

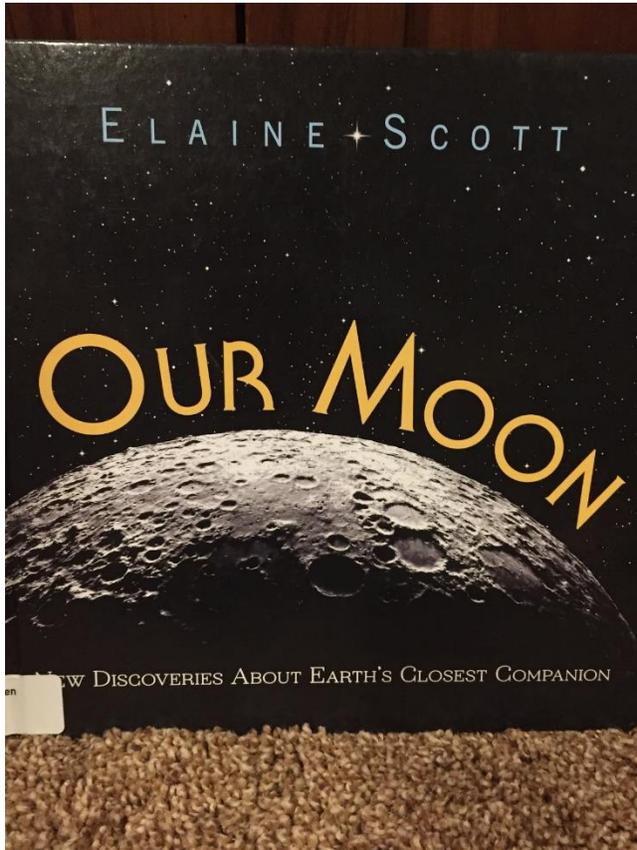
Yellow = Author

Orange = Title

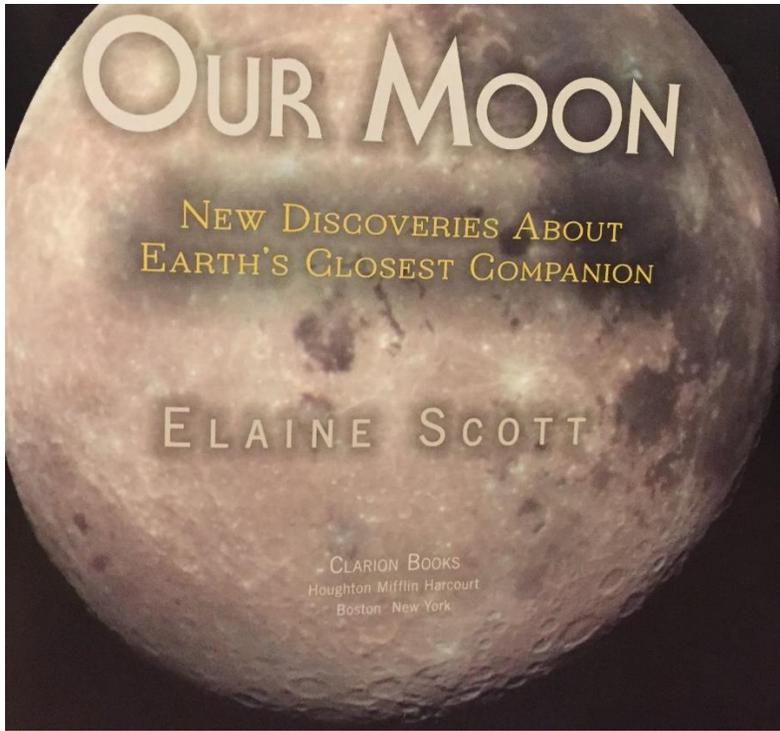
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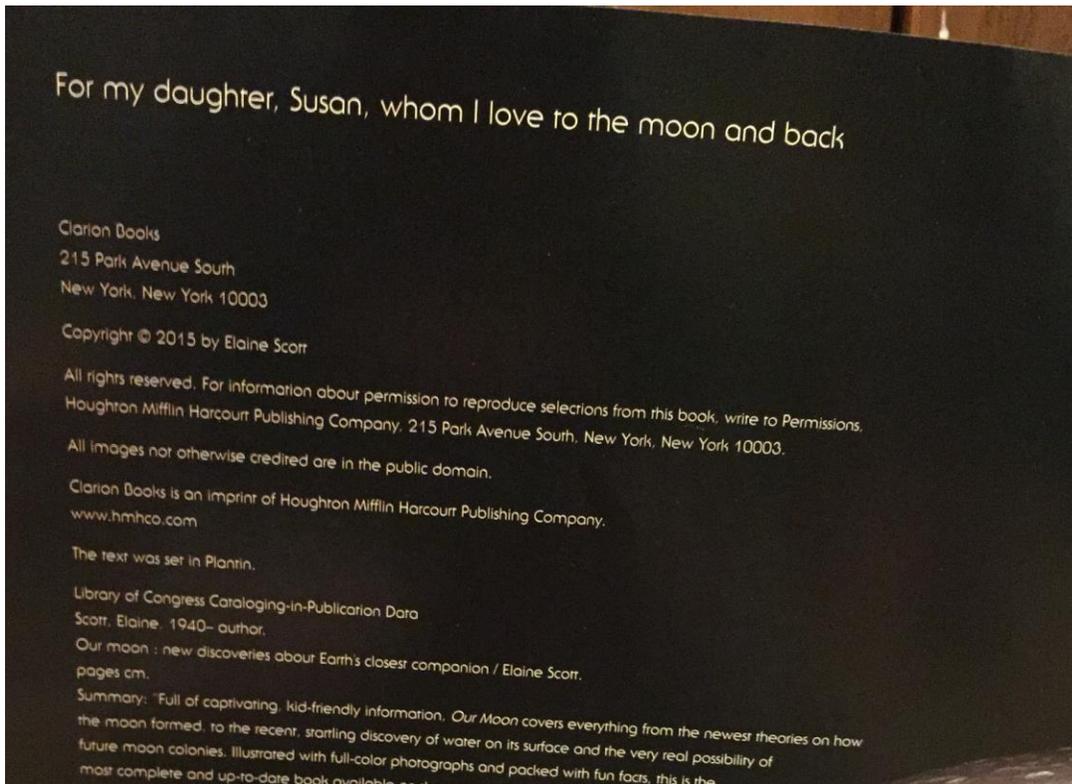
Book



Cover



Title Page



Verso

How Do I Create a Citation?

Completed Notes

Database Article

Purple = Publisher / Magazine Name

Green = Date

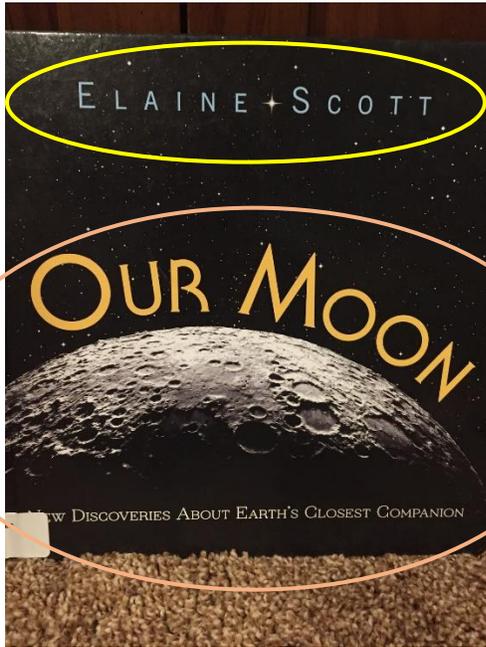
The screenshot shows a database article interface. On the left is a blue sidebar titled "Use This Article" with options: Save to Google Drive, Add to Google Classroom, Print, Email, Export to EasyBib, Cite, Copy URL, and Use Dictionary. The main content area includes a "Newspaper" icon, "Lexile Measure: 940L", and the article source: "Washington Post (Washington, DC) Jun 30, 2016 p. C-8". Below this is a copyright notice: "Copyright © The Washington Post Company Jun 30, 2016. All rights reserved. Reprinted with permission." The article title is "Unruly Kid Became a Baseball Legend" and the author is "By Fred Bowen". The article text begins with "Looking for something different to do this summer?" and "If you like sports, baseball and history, you should check out the 'One Life: Babe Ruth' exhibit at the National Portrait Gallery in Washington. The exhibit features more than 30 images that tell the amazing story of the legendary slugger." A small photo of Babe Ruth is visible on the right. Red arrows point from the text labels to the corresponding elements in the screenshot: Purple to "Washington Post", Green to "Jun 30, 2016", Yellow to "By Fred Bowen", and Orange to "Unruly Kid Became a Baseball Legend".

Yellow = Author

Orange = Title

Book

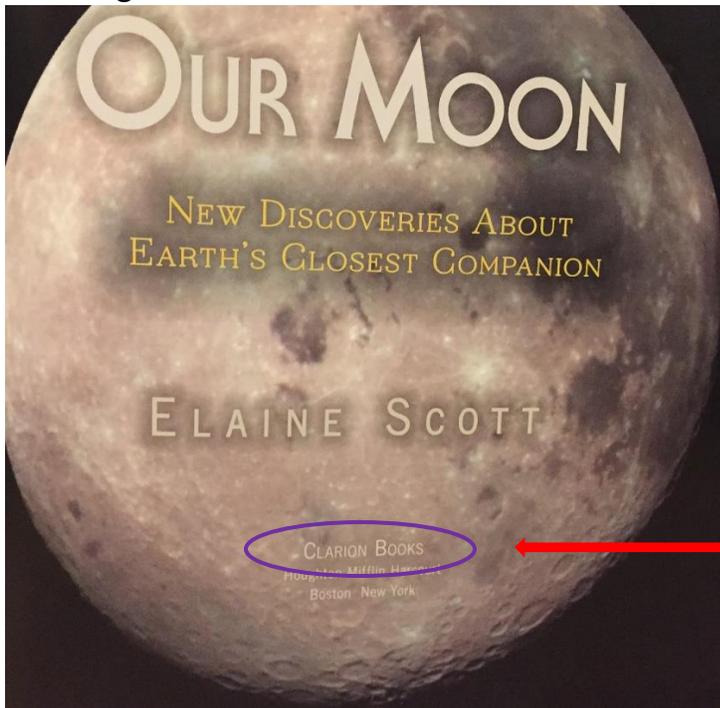
Cover



Yellow = Author

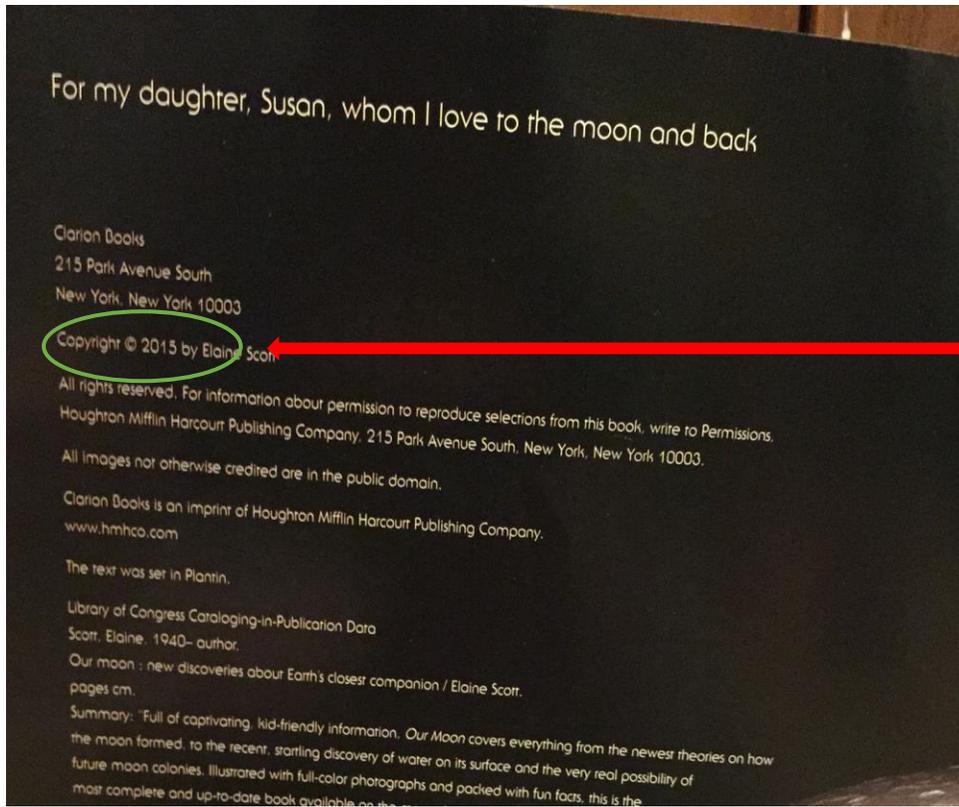
Orange = Title

Title Page



Purple = Publisher

Verso



Green = Date

Citation Scavenger Hunt #1

***Remember the order is author, title, publisher, and date.**

Find a book about an animal. Write the citation down on the lines below. Remember you need the author, title, publisher, and date.

Find another book about outer space. Write the citation down on the lines below. Remember you need the author, title, publisher, and date.

Find a database article about a sport. Write the citation down on the lines below. Remember you need the author, title, publisher, and date.

Find a database article about a natural disaster. Write the citation down on the lines below. Remember you need the author, title, publisher, and date.

Citation Scavenger Hunt #2

***Remember the order is author, title, publisher, and date.**

Find a database article about a sport. Write the citation down on the lines below. Remember you need the author, title, publisher, and date.

Find a database article about a natural disaster. Write the citation down on the lines below. Remember you need the author, title, publisher, and date.

Find a book about a famous person (biography). Write the citation down on the lines below. Remember you need the author, title, publisher, and date.

Find another book about plants. Write the citation down on the lines below. Remember you need the author, title, publisher, and date.

Citation Scavenger Hunt

***Remember the order is author, title, publisher, and date.**

1. Match the citation to its book. Complete the missing information.

Sears, Kathleen. _____, Adams Media, _____.

2. Match the citation to its book. Complete the missing information.

_____. *Horses*, _____, 2017.

3. Match the citation to its book. Complete the missing information.

Gifford, Clive. _____, _____, 2015.

4. Match the citation to the printed database article. Complete the missing information.

_____. "Eye on the Olympics," *Current Health Kids*, _____.

5. Match the citation to the printed database article. Complete the missing information.

Downey, Francis. _____, _____, 2015.

Works Cited

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