

Christine Carey

SLM509

Assignment 3: Collaborative Unit Plan

Introduction: I identified the third-grade team in my building as a ready and willing team to collaborate with. We began exchanging ideas through email to see what units were coming up and which ones I could fit into the library program. Once we had an idea for which unit we would work together on, I spent some time on my own thinking of the objectives and how we could go about meeting them. According to Buzzeo, once the media specialist has identified collaborative partners in her building, the next step is to meet and use a collaborative planning form to take notes. The collaborative planning form will help focus the planning session and give the media specialist a handy way to record and organize her notes (57). I brought the following form with me in a digital format to my first meeting with the third-grade team and the technology teacher. Since I knew what unit we would be focusing on and already had some ideas, I filled in a lot of the information like the standards, objectives and essential question ahead of time. This really helped focus our energy on the things we could do together as a team to support the goals.

Collaborative Unit Plan

Teacher(s): Classroom teachers: [REDACTED]
Media Teacher: Christine Carey

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Unit: Chesapeake Bay Ecosystem

Grade Level: 3 **Plan Date:** 2/14/18 **Time Frame:** Two Weeks

Unit Overview and Description: Students study the ecosystem of the Chesapeake Bay as part of their social studies curriculum. They will be using class, library, and technology time to work in pairs research three bay organisms. Their focus will be on the habitat, diet, and human impact on their organisms, and what characteristics the organism has to help it survive. They will be provided several websites to gather information from as well as book resources.

Culminating Learning Product: Contribute to a class eBook that summarizes what they learned about their organisms.

AASL Standard(s) and/or County or State Library Standards:

- 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real-world connection for using this process in own life.
- 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective
- 1.3.1 Respect copyright/intellectual property rights of creators and producers.
- 1.3.2 Seek divergent perspectives during information gathering and assessment.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information. information technology responsibly.
- 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
- 2.1.4 Use technology and other information tools to analyze and organize information.
- 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
- 2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
- 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a

Content Standards:

NGSS:

3-LS2-1. Construct an argument that some animals form groups that help members survive.

3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

3-LS4-3. Students can construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Common Core ELA:

CC.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.3.R.I.3 Key Ideas and Details: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

<p>decision or conclusion</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>2.3.1 Connect understanding to the real world.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>3.1.5 Connect learning to community issues.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p> <p>3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.</p> <p>3.4.2 Assess the quality and effectiveness of the learning product.</p>	<p>CC.3.R.I.7 Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>CC.3.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>CC.3.SL.2 Comprehension and Collaboration: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Objectives/Learning Outcomes:</p> <p>By the end of this two-week unit...</p> <ul style="list-style-type: none"> • I can describe the characteristics of a habitat and identify specific plants and animals that live there. • I can identify and describe physical and behavioral characteristics of an organism that help it survive in its natural environment. • I can use evidence to describe how organisms survive or do not survive in various habitats. • I can identify human behaviors that affect an organism's ability to survive in its natural environment. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What characteristics do plants and animals have that help them survive in a particular habitat? • How does nature and human behavior impact an organism's ability to survive in its natural environment? • What do I do when my immediate resources are not adequate? • How do I know my information is reliable and accurate? • What are the benefits of using multiple media to locate information?
<p>Teacher will:</p> <ul style="list-style-type: none"> • Do a KWL to assess student prior knowledge of Chesapeake Bay organisms • Administer Pre-Assessment • Brainstorm with students the different habitats of Maryland and the organisms that live specifically in the Chesapeake Bay • Introduce the project • Allow students time to work on the steps of the project in class • Communicate with the librarian when additional resources or note taking strategy lessons are needed • Develop a rubric with student input for the final project 	<p>Librarian will:</p> <ul style="list-style-type: none"> • Develop and teach lessons using Bayville website, other internet resources, books and note taking skills • Set up a Canvas module that has screencasts that explain each step of the project • Provide both book and web resources • Create formative assessments to monitor student progress on note taking

<ul style="list-style-type: none"> • Administer Post-Assessment 	
Materials: Resources: _x_Internet __OPAC _Word __Excel __Hyperstudio _x_Google Slides __x_Video __Inspiration __Digital camera __scanner _Photo Story _Reference books __x_Canvas	Unit Assessments: Diagnostic or Pre-assessment: KWL, Pre-Assessment to determine which objectives students already know Summative: Project Rubric and Post-Assessment to determine which objectives were met Formative Assessments: Exit Ticket Google Forms Journal Responses

Project Calendar
Outline of Learning Actions

	T-Teacher L-Librarian TT- Technology Teacher
Day 1 Monday	T – Review previously learned vocabulary about ecosystems, complete a KWL chart to determine what students already know and what they want to know about Maryland ecosystems
Day 2 Tuesday	T – Brainstorm with class what organisms live in the Chesapeake Bay, introduce the project explaining that students will work in pairs to research three organisms of the bay and create pages in a class eBook about the Chesapeake Bay Ecosystem
Day 3 Wednesday	T – Introduce the different habitats of the Chesapeake Bay and the different organism that live within each, pair students up and have each pair choose three different organisms for their research, have students write their predictions of how humans might affect the organisms in the Chesapeake Bay in their Science Journals
Day 4 Thursday	L –Direct students to the Bay Research Canvas Module, show students how to navigate through each step and direct them to the first step where there is a screen cast and link to the Bayville website, show students how to navigate the Bayville website and demonstrate how to take notes on their note taking sheet, remind them that if they forget how to navigate the website or how to take notes, they can watch the screencast in Step 1. T – Allow students time to go to Canvas and start Step 1
Day 5 Friday	TT – Remind students how to get to Canvas Modules, direct students to the first screencast which reviews how to take notes from the Bayville Website, allow students time to continue their work on Step 1 where they will be using the Bayville website to start taking notes T – Allow students additional class time to complete Step 1 in the Canvas Module
Day 6 Monday	T – Allow students additional class time to complete Step 1 in the Canvas Module, as students finish their note taking direct them to Step 2 where they will fill out a Google Form evaluating the information they got from the Bayville website, allow students to move on to Step 3 when they are ready where they will be exploring other websites for additional information
Day 7 Tuesday	T – Allow students additional class time to complete Step 1 in the Canvas Module, as students finish their note taking direct them to step 2 where they will fill out a Google Form evaluating the information they got from the Bayville website, allow students to move on to Step 3 where they will be exploring other websites for additional information, have students write in their Science Journal what they have learned so far about human interactions with the Chesapeake Bay ecosystem and how organisms survive
Day 8 Wednesday	T – Allow students additional class time to complete Step 3 in the Canvas Module, ensure that all students are moving on to Step 4 in the Canvas Module where they are directed to fill out another Google form evaluating the information the found on the other websites
Day 9 Thursday	L – Introduce Step 4 in the Chesapeake Bay Canvas Module, demonstrate how to cite a book source, explain that they will be taking notes from their books in class, demonstrate how to find and cite pictures for their final projects, give an exit ticket to assess which students need more support

	on how to find and cite picture sources T – Allow students time to take notes from their book sources, use student input to make a rubric for their final project
Day 10 Friday	TT – Introduce Step 5 in the Canvas Module, demonstrate how to open the shared Google Slide presentation in their GAFE, explain that each pair of students will contribute three slides to the class book (one for each of the organisms they researched), review the rubric they made in class, demonstrate how to insert pictures and text into their slides, allow students time to work on their slides T – Allow students time to work on their slides
Day 11 Monday	T – Allow students time to work on their slides
Day 12 Tuesday	T – Allow students time to finish their slides
Day 13 Wednesday	T – Students will take turns presenting the slides that they created, focusing on how their organisms are impacted by humans, teacher will grade each pair of students based on the rubric, have students write a final reflection on Bay organisms and human impact in their Science Journals
Day 13 Thursday	L – direct students to the last step in the Canvas Module where they will fill out a Google Form assessing their own learning, effort, and take-aways from this unit T- Administer the Post-Assessment to determine which of the unit’s objectives have been achieved
Day 14 Friday	T, L, TT – meet to discuss the project, evaluate the effectiveness of the Canvas Module and resources, make plans for changes to the unit for next year

Librarian and Co-Teacher(s) Reflection of Collaborative Process and Planning: See reflection row in scoring tool.

The first challenge for planning this unit was finding a time for all of us to get together, especially given the time constraints of this assignment. Luckily, we had a little bit of time on Friday during our county-wide professionally learning day for all of us to get together. The media specialist at my other school last year did something similar last year with her team, so I suggested to our third-grade team that we try and it and they were all for it. We had started to try to plan it through email, which was very difficult, and so the time we had on Friday was a true gift.

Our first hurdle was the fact that media and technology have fixed schedules, so co-teaching is almost impossible. We had to figure out how we were going to bridge the gap between classroom and related arts so I suggested a Canvas module that students could work on in all three spaces: classroom, technology, and media. The Canvas module would have each step explained in a screen cast with links to all the resources students needed to complete it. This made it easy for the teachers to support the students in their classrooms because everything was there for them. By bringing in the technology teacher, we were able to provide extra support with the use of Canvas and with the students’ use of Google Slides. The classroom teachers were extremely grateful for my

volunteering to create the Module and seemed excited to try it in their classrooms. We all agreed that there needed to be a pre- and post- assessment that helped the teachers determine if the students met the objectives of the unit and the teachers decided they would get together at their next planning meeting to create those on their own. We also wanted students to be involved in the assessment process, so the teachers decided they would allow them to have a say in the project rubric. I offered to imbed a few self-assessments in the Canvas Module so that we could allow students the time to reflect on the information they were finding, evaluate their sources, and comment on their own progress with the project. These would be good formative assessments too. Some of the teachers were concerned with their students' experience using Google Slides, so the technology teacher offered to give them overview during one of their classes in the unit. The teachers also mentioned that they have not used the students' science journals as much this year as a formative assessment and so I made sure I integrated a few days of its use in the unit.

Works Cited

American Association of School Librarians. *Crosswalk of the Common Core Standards and the Standards for the 21st Century Learner*. American Library Association, 2011.

Buzzeo, Toni. *The Collaboration Handbook*. Linworth Books, 2008.

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