

LESSON 1: WEBSITES IN 3RD GRADE



CONTEXT & BACKGROUND

This third grade lesson came from the need to evaluate and select reliable nonfiction sources, cite sources, search for copyright-free images and understand what is able to be shared online. In order to apply these concepts learned, students were invited to create a factual website. The idea to create a website came from the students and their personal desires (making it more meaningful and student-centered.) Students chose a topic and created a Google Site website by researching facts, images and creating a home page. It took seven, thirty minute classes to execute. Students worked solo choosing their own topics and then shared out using a museum style process. (Hincks, 2021)



LESSON OBJECTIVES AND STANDARDS

ALA STANDARDS FOR LEARNERS

IV. A. 3 Make critical choices about information sources to use.
V. B. 2 Persisting through self-directed pursuits by tinkering and making (ALA, 2024)

CURRICULAR AREAS

Big Idea IV. Curate: Locate information from sources, including both print and digital, to answer a question or solve a problem.

PA STANDARDS

Standard - CC.1.1.3.E: reading with accuracy and fluency
Standard - CC.1.2.3.E: Use text features and search tools to locate and interpret information.
Standard - CC.1.4.3.A: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Commonwealth of PA, 2026)

OBJECTIVES

By the end of the lesson, students will be able to create a website using Google Sites about a nonfiction topic of choice and include a home page, fact page and resource page.

Students will be able to use online resources such as Pebble Go to gather information about their chosen nonfiction topic (with reliable sources) and record details in their planning booklet.

ISTE STANDARDS FOR LEARNERS

1.3.B Students evaluate the accuracy, validity, bias, origin, and relevance of digital content.
1.3.C Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
1.4.a Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. (ISTE, 2024)

PLANNING EDUCATOR/LIBRARIAN ROLES

The teacher-librarian is responsible for gathering resources, creating a planning guide and designing the Google Site template to make it user friendly for third grade students. It was mentioned that further collaboration with the teacher may be beneficial in the future. (Hincks, 2021)

TEACHING (MAINLY LIBRARIAN)

The librarian or librarian/teacher must teach students how to find reliable sources. In addition, teaching students how to cite print or otherwise electronic sources during research organization is essential. Finally, teaching digital citizenship lessons regarding sharing of information online as well as explicitly teaching Google site design/use is a large part of this lesson. (Hincks, 2021)

RESOURCES



- Google Sites/Google Suite for Education
- Britannica Elementary, WorldBook Kids, PebbleGo or print materials
- Images from Image Quest and Unsplash
- Resource booklet for recording sources, citations and facts to include on the website (Hincks, 2021)

ASSESSMENT

The planning booklet was used as an informal assessment for the teacher-librarian to read and reflect during the research and citation stages of website development

The librarian provided verbal and written feedback before the final "sharing stage" of development.

Feedback was also provided in real-time during the website development stage because the sites were shared with the librarian.

A museum-style share was utilized to showcase completed websites.

The final product/website included their chosen topic, personal page, fact page and images. (Hincks, 2021)

ALA CORE VALUES

Intellectual Freedom and Privacy- students had the opportunity to choose a nonfiction topic of interest and explore resources to create a website.

Access-All students had access to technology in order to create their websites. Students also had access to both digital and print materials. (ALA, 2024)

AASL CORE VALUES

Learning and Innovation



"INFORMATION TECHNOLOGIES MUST BE APPROPRIATELY INTEGRATED AND EQUITABLY AVAILABLE." (AASL, 2024)

CRITIQUES STRENGTHS, GAPS & POTENTIAL IMPROVEMENTS

The strengths in this lesson plan lie in the students' ability to create an artifact, using technology and showcasing other research skills learned previously (source reliability, taking notes, selecting appropriate "free" images and writing/typing nonfiction sentences or paragraphs.) In addition, the lesson touches a lot of ELA reading and writing standards for third grade (along with the ISTE and ALA standards for learners.) Students will inherently practice PA standards such as demonstrating key ideas and details in nonfiction texts, using information gained from text features, etc. For writing, students are able to apply and write informative texts utilizing grade appropriate conventions.

With an assignment such as this one, differentiation is endless. However, with too much choice can also come confusion! I appreciated the fact that there was a fact page, a personal page and then a place to cite sources. Finding reliable sources is critical and if this were to take place at the beginning of the year, paraphrasing facts and then learning to write complete sentences would be challenging enough. It was evident that while some students were working at the sentence level of note-taking and research, others were at the paragraph stage of development where sentences were more complex and information more abundant (Toucan website versus the Bunny website.) Spending time with the ELA teacher to think about how to have students find facts and then appropriately organize (rather than just list the facts) may be a crucial step that is missing here. Partnering with the classroom teacher may also help in differentiating the project for students who require a more scaffolded approach to writing versus students who are writing complete paragraphs.

LESSON 2: PLANNING A FIELD TRIP

CONTEXT & BACKGROUND



The purpose of this grade 5 (ELA/Social Studies) lesson is for students to learn to conduct research and plan before executing a trip or a project. The scenario set forth by the teacher is for students to pretend that they are a travel agent and have been asked to plan a two-day field trip to Washington D.C. Students will put together an itinerary that highlights five important historical sites in Washington D.C (cultural, historical & natural significance.) Students will illustrate each site, explain why they chose that site and include a map with a marked route for every site visited. Three sources (two media formats) are required during research. (Biajini et al., 2019)



LESSON OBJECTIVES AND STANDARDS

AASL STANDARDS FOR LEARNERS

Shared Foundation:

I Inquire Domain B. Create 3. Generate products that illustrate learning
I Inquire. C. Share 4. Share products with an authentic audience (ALA, 2024)

CURRICULAR AREAS

Inquire: How do learners engage with and create meaning from information and text? Curate: How do learners select and organize information for a variety of audiences?

PA STANDARDS

Standard - CC.1.1.5.E Read with accuracy and fluency to support comprehension:
Standard - CC.1.2.5.G Draw on information from multiple print or digital sources,
Standard - CC.1.4.5.C Develop the topic with facts,
Standard - 7.3.5.A
Identify the human characteristics of places and regions using the following criteria: (Commonwealth of PA, 2026)

OBJECTIVES

Students will know/be able to...

Interpret information from a text feature.

Locate information from various print and digital sources to answer a question or solve a problem.

Evaluate print/digital materials effectively

Select and utilize multimedia appropriate to an audience

ISTE STANDARDS FOR LEARNERS

Knowledge Constructor b. evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other resources d. build knowledge by actively exploring realworld issues and problems

Creative Communicator d. publish or present content that customizes the message and medium for their intended audience (ISTE, 2024)

LIBRARIAN PLANNING

- The Librarian/Educator will need to first determine the learning standards and objectives/essential questions (working on backwards design.) The librarian/educator will also be responsible for curating Washington, D.C. resources, creating an itinerary example/template for the students and explicitly teaching how to write an effective paragraph that uses evidence to answer the question "Why is this site important?" Co-collaboration with the ELA may be more effective when modeling the writing stage of the itinerary. (Biajini et al., 2019)

LIBRARIAN/TEACHER TEACHING

- Teaching how to research information related to the Washington D.C .Field Trip
- Teaching how to create a properly cited bibliography at the end of the itinerary
- Teaching how to design and format the itinerary with five chosen historical/cultural sites with corresponding images.
- Teaching how to compile research facts to write a succinct description that answers the question-"why is this site significant?" (Biajini et al., 2019)

RESOURCES



Books include the following:

Washington, D.C.: The U.S. Capital.

Washington, D.C. Milwaukee:

Washington, D.C.: America the Beautiful

20 Fun Facts About the White House.

Washington, D.C.

Online Resources Include:

At the Smithsonian." Smithsonian.com.

"Attractions." Washington DC.

"Kid-Friendly Museums & Hands-On Attractions." Washington DC.

"100 Free (& Almost Free) Things to Do in Washington DC."

Washington DC. "Planning a Student Field Trip?" Washington DC School Tours.

"See the Best of Washington, DC." Historic Tours of America.

"Visiting the Library." Library of Congress.

Washington DC." Travel for Kids. (Biajini et al., 2019)

ASSESSMENT

The itinerary was used as the end artifact. It included the five sites as well as the historical, cultural and natural sites in Washington D.C., descriptive images, a current map and the rationale behind visiting each site.

Parameters included researching and using three current and authoritative sources in two different media formats (print book & website) in order to fulfill the rubric requirements.

Students also had to design a bibliography with correctly formatted bibliography resources.

ALA CORE VALUES

Intellectual Freedom and Privacy- students had the opportunity to select five historical/cultural sites they feel would be beneficial during a two-day fifth grade field trip to Washington D.C.

Access-All students had access to technology, online and print sources when researching their historical information. (ALA, 2024)

AASL CORE VALUES

Learning and Innovation

"INTELLECTUAL FREEDOM IS EVERY LEARNER'S RIGHT" (AASL, 2018)



CRITIQUES STRENGTHS, GAPS & POTENTIAL IMPROVEMENTS

The strengths in this lesson plan lie in the creative freedom students have to choose a field trip with selected sites. Fifth graders value agency and autonomy. The scenario is also engaging and compelling which is important at this age. In addition, it provides many opportunities and springboards for differentiation which becomes extremely necessary in the older elementary grades. Finally, the plan brings together countless ELA and social studies (PA) standards. Cross curricular lessons can accomplish a lot if carried out thoughtfully.

Fifth graders are still quite young. Thus, explicit directions are still necessary for every component of this project. Students would benefit from a co-teaching lesson with both ELA teacher and librarian on how to take notes when thinking about site significance. It would be helpful for students to have a planner to help structure their notes. A mini lesson on paraphrasing may also be necessary when thinking about how to move forward with the writing portion of the project.

The writing process was not mentioned in the lesson plan. How are students conveying the information in the itinerary? Are they to write sentences? A paragraph? How should evidence be cited? The writing expectation needs to be modeled by the librarian or ELA teacher and think-alouds should be encouraged! Writing is probably one of the most rewarding and yet difficult subject areas to teach across all grade levels (particularly at the elementary level.)

Given the fact that students are focusing on historical, cultural and natural site significance, I may have every student focus on three sites to start rather than five. Structural organization is important. More thought would also need to be given on how the students are designing the itinerary. Should the students practice using Google Sites to create a small "pitch" to the PTA? Would it make more sense for students to create an itinerary by hand or in Canva? Students may even be given a choice on what "medium" works best to convey this information.

LESSON 3: DISSENTER ON THE BENCH



CONTEXT & BACKGROUND

The purpose of this grade 4-6 Library Lesson is to provide contextual/historical information on Pakistan to enrich the discussion and literary reading of *Amal Unbound*. The lesson is to be executed across one or two (40-60 minute) class periods. Students will discuss a variety of intriguing questions to research about Pakistan. Together, they will sort the questions by subject and reorganize into four to six larger questions to research independently. There should be an equal number of students that receive each question. After researching and note taking, students will participate in a jigsaw puzzle discussion with a group of peers. A quiz can be given as a follow up assessments to glean how much students learned from this collaborative experience. (Cullina, 2019)



LESSON OBJECTIVES AND STANDARDS

AASL STANDARDS FOR LEARNERS

- I.A.1. Formulating questions about a personal interest or curricular topic.
- I.B.2. Devising and implementing a plan to fill knowledge gaps.
- III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge. (ALA, 2024)

PA STANDARDS

CCSS.ELA.Literacy.RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA.Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Standard - 7.3.5.A
Identify the human characteristics of places and regions using the following criteria:

Standard - CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (Commonwealth of PA, 2026)

OBJECTIVES

- Students will formulate questions about Pakistan.
- Students will conduct research to answer a question about Pakistan.
- Students will collaborate with peers to share knowledge.

ISTE STANDARDS FOR LEARNERS

1.3.c Curate Information

Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. (ISTE, 2024)

1.7.c Project Teams

Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. (ISTE, 2024)

EDUCATOR/LIBRARIAN ROLES LIBRARIAN PLANNING

The librarian works on determining learning standards and objectives, gathering digital and print resources on Pakistan, organizing notetaking paper and jigsaw resources

LIBRARIAN TEACHING

- Though not explicitly mentioned within this lesson, the library/educator would be responsible for teaching the geography of Pakistan (and other overview information), introducing how to use/navigate the resources available to gather facts, explicitly teaching note taking strategies and modeling the jigsaw method before asking students to partake themselves. (Cullina, 2019)

RESOURCES



- Resources on Pakistan, such as the ABC-CLIO World Geography Database, the CIA World Factbook or others available in the library
- Map of Pakistan
- Projector/whiteboard/chart paper
- Notetaking paper and other materials
- (possible) media/video/images regarding Pakistan/Pakistani culture
- Jigsaw method cult of pedagogy resources:
<https://www.cultofpedagogy.com/search/jigsaw+method/> (Cullina, 2019)

ASSESSMENT

An informal assessment may be evaluating the note taking students conduct in order to find the answer to the question they have chosen.

The librarian may decide to create a rubric that evaluates participation in the jigsaw discussion, follow-up questions and active listening skills within the group.

A more formal assessment may be a quiz that is created by the teacher (on the second day) that includes the questions and information discussed by the students.

ALA CORE VALUES

Intellectual Freedom and Privacy- students had the opportunity to select five historical/cultural sites they feel would be beneficial during a two-day fifth grade field trip to Washington D.C.

Access-All students had access to technology, online and print sources when researching their historical information. (ALA, 2024)

AASL CORE VALUES

Learning and Innovation



"READING IS THE CORE OF PERSONAL AND ACADEMIC COMPETENCY." (AASL 2018)

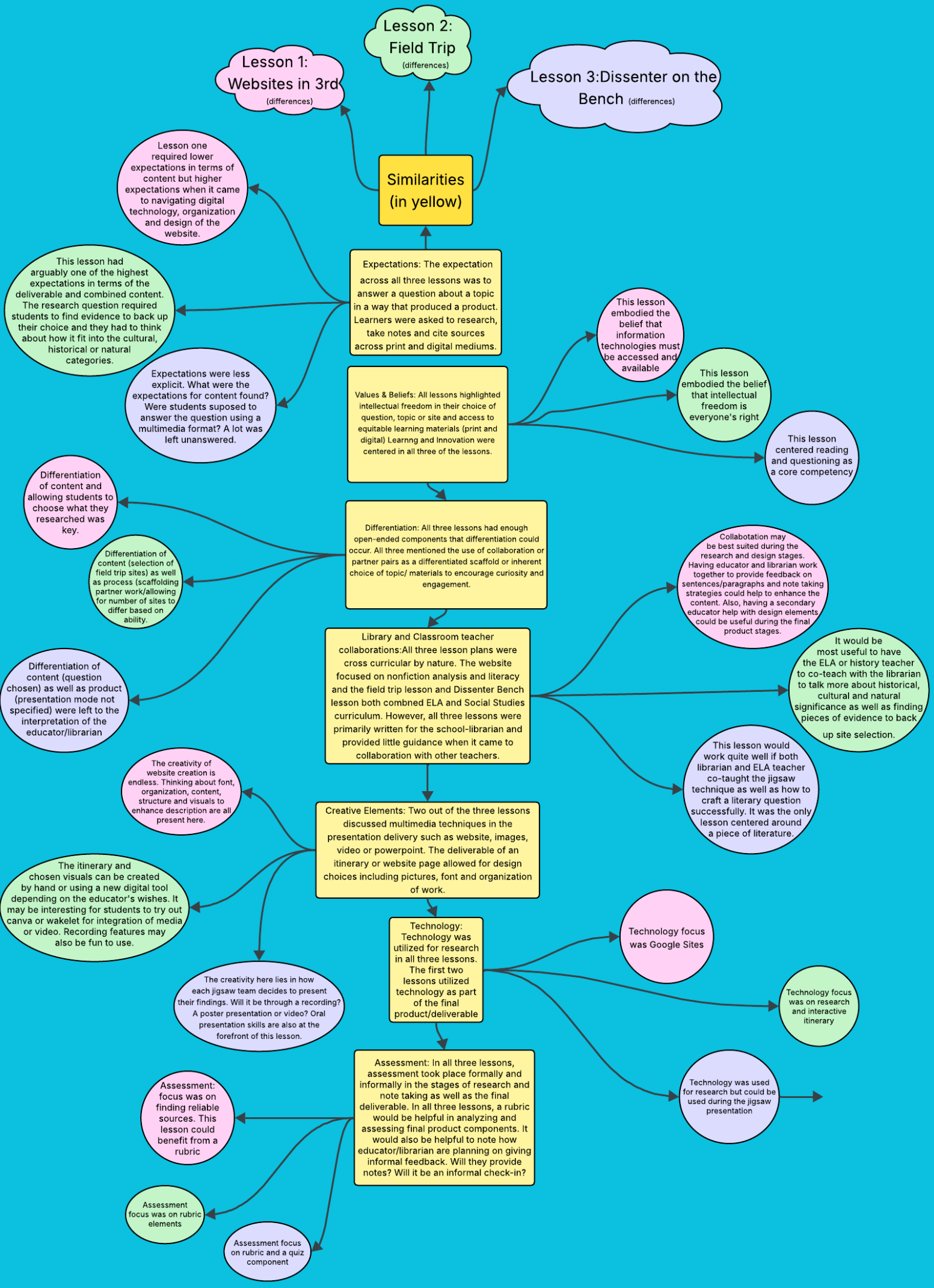
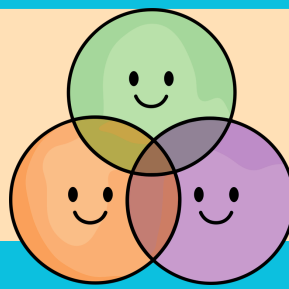
CRITIQUES

STRENGTHS, GAPS & POTENTIAL IMPROVEMENTS

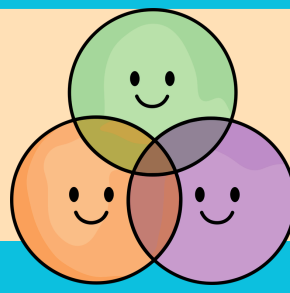
I appreciate that this is a mini research introduction in order to better understand a culturally rich (and wonderful) piece of literature. Students are asked to collaborate and generate a list of many questions they have about Pakistan before narrowing those questions down to just a few. This process is rich in inquiry and discussion among students is endless.

For classes that have very little geographical background regarding Pakistan, providing real world pictures or even video content of Pakistan and the people living there may be helpful for learners who require a more visual representation. For classes that struggle with formulating questions, it may be helpful for the teacher to have a few already crafted to think about and generate discussion. Having students meet with their "content specialist" group before heading into their jigsaw groups would help to build research collaboration, discussion and help struggling students. Finally, explicitly teaching the jigsaw method and utilizing the quiz takes time and some direct instruction. It would be helpful for these steps to be outlined in the lesson.

SIMILARITIES & DIFFERENCES



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