

# What I Learned from Kindergarteners:

The Essential Elements of Instruction for Librarians

Gabriella Reznowski, Washington State University Libraries

# It all started with art.....



# What I wondered about my teaching....

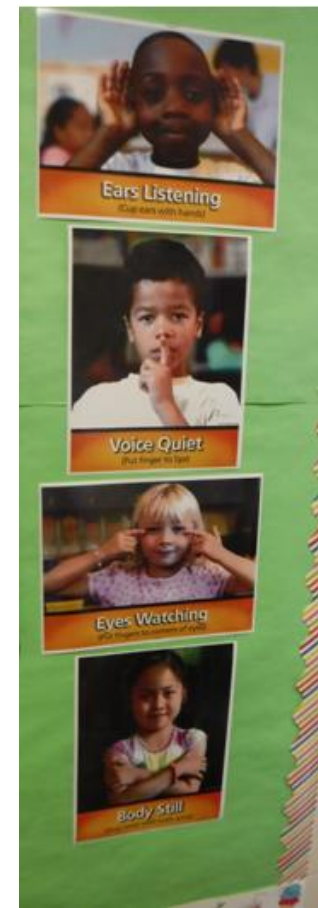
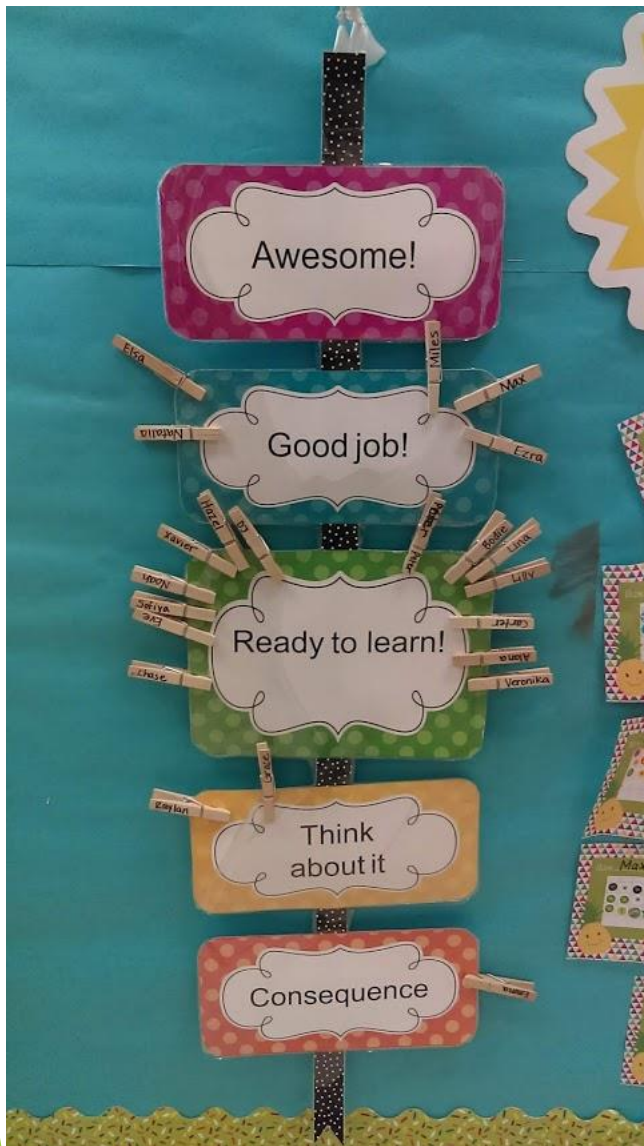
- ▶ How can I liberate my teaching from the demo-based model to an active model?  
*Learning doesn't happen when I am talking*
- ▶ When I am “teaching” are they actually “learning”?
- ▶ Am I setting goals students can realistically achieve in a 50-70 minute session?
- ▶ Are my instructions clear enough?
- ▶ Do I provide a good model for the work I intend them to do?

*“The more time students spend doing an activity that addresses the skill we want them to learn during the session, the more likely they are to retain the information we deliver and acquire the new skill.” - TUSD EEI Workshop*

# What I learned from Kindergarteners - Their Classroom Environment and Dynamics



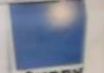


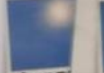




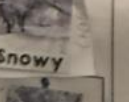

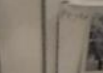
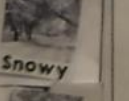


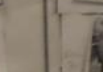


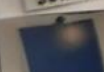
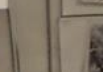


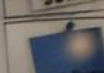

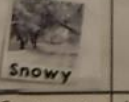

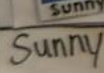
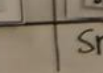
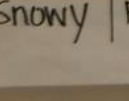
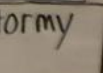
- ▶ The classroom environment is very visual:
- ▶ The students rarely work alone
- ▶ Students have the opportunity to move around the room for many of the activities they do
- ▶ The classroom feels like a community
- ▶ Assessment is often embedded into the activity they are doing







# Our Favorite Weather is...

 Sunny	 Sunny					
 Sunny	 Sunny	 Snowy				
 Sunny	 Sunny	 Snowy				
 Sunny	 Sunny	 Snowy				
 Sunny	 Sunny	 Snowy			 Stormy	
 Sunny	 Sunny	 Snowy			 Stormy	
 Sunny	 Sunny	 Snowy			 Stormy	
 Sunny	 Sunny	 Snowy			 Stormy	
 Sunny	 Sunny	 Snowy			 Stormy	
Sunny	Sunny	Snowy	Foggy	Cloudy	Rainy	Stormy

# May 2018

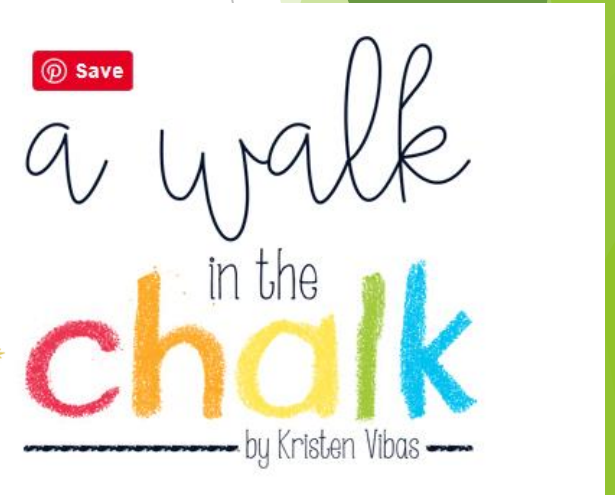
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						
6	7	8	9	10	11	12
						
13	14					

# Days in School

# Teachers share their learning materials, lesson plans, and ideas....

- ▶ [themeasuredmom.com](http://themeasuredmom.com)
- ▶ [awalkinthechalk.com](http://awalkinthechalk.com)
- ▶ [teacherspayteachers.com](http://teacherspayteachers.com)
- ▶ [playdoughtoplato.com](http://playdoughtoplato.com)
- ▶ [themoffatgirls.com](http://themoffatgirls.com)
- ▶ [frogsfairiesandlessonplans.com](http://frogsfairiesandlessonplans.com)





# What I learned from Kindergarten Worksheets....







- Incorporates visual elements
- Offers the opportunity to practice the skill more than one way
- Allows for self-assessment - embedded rubric
- Tasks are “chunked”

**Sentence Detective**  
Solve it, Write it, Draw it

do you want  
to play football

Do you want  
to play football

**Rubric**

	<u>I see a</u> duck.	I started with a capital letter and have punctuation.
	<u>I see a</u> duck.	I have spaces between my words.
		I wrote neatly.
		I drew a picture to match.

Name Veronica ©djum2015

- Practice is accomplished through a variety of tasks:

Coloring, cutting,  
pasting, highlighting,  
identifying, using a code

Name Veronica

## Sight Word Fun

Color and say:

that

Find the word and highlight:

then	than	that	that
that	this	then	that
than	that	that	then

Fill in the missing letters to spell the word:

t	h	a	t
t	h	a	t

Read the sentence and highlight the sight word:

I will get that for you.

Write the missing word:

I will get that for you.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z

Cut and paste the letters to spell the sight word:

t
h
a
t


Use the code to write the word:

20	8	1	20
t	h	a	t



Scaffolding and ownership:


- ▶ Shaped boxes to guide the type of letter that needs to fit
- ▶ An opportunity for the student to write their own sentence

Name: Leo Nikan Pilo 

# Label and Write I

Directions: Use the word bank to label the picture.

dog	boy	sled	scarf	hat
-----	-----	------	-------	-----



Write a sentence about your picture.

~~The boy is pulling the sled with the dog on it.~~  
The boy is pulling the sled with the dog on it.

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## Multisensory:

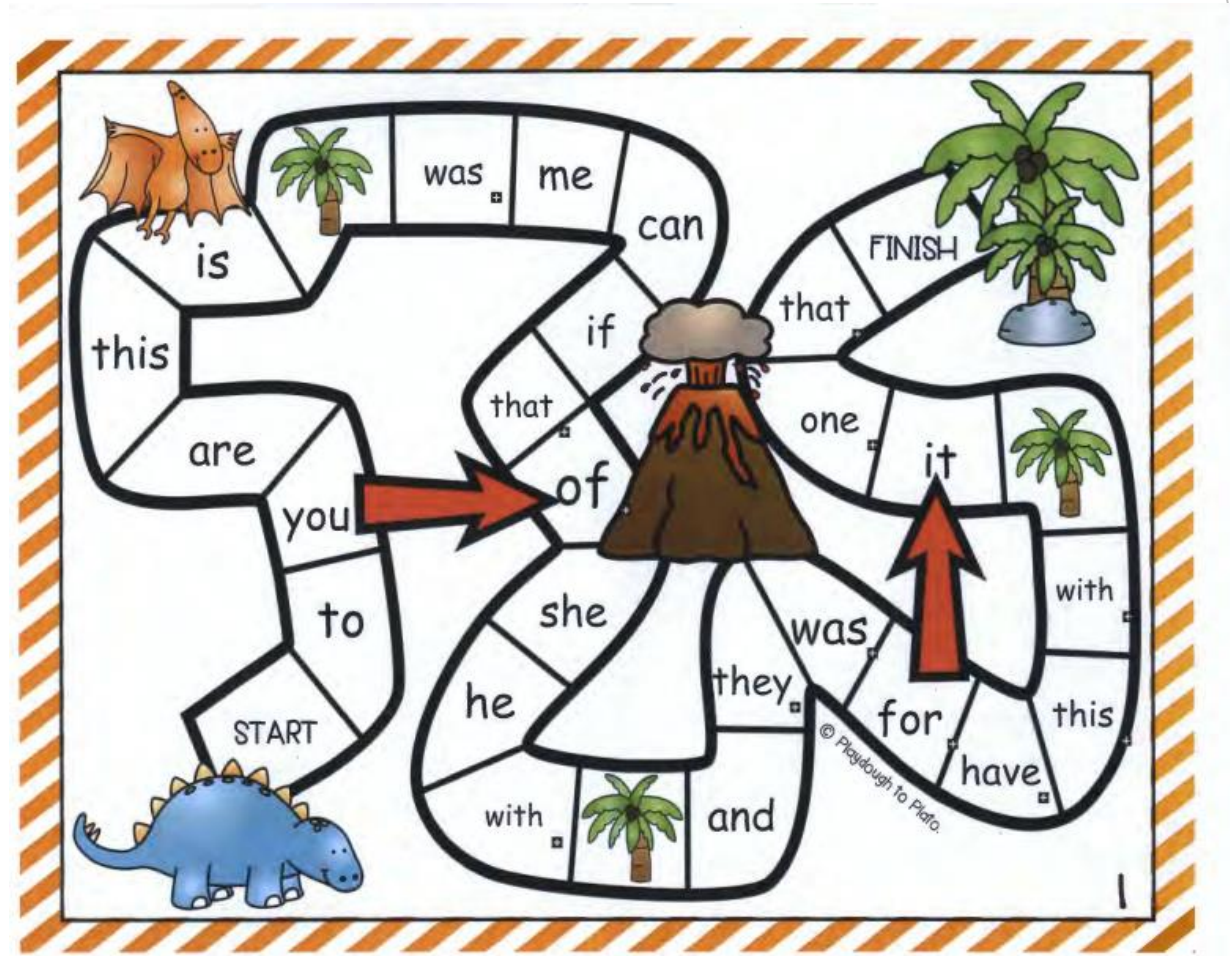
- ▶ Form the playdough
- ▶ Read the sentence
- ▶ Trace the word
- ▶ Write the word



Credit: [theOTToolbox.com](http://theOTToolbox.com)

## Gamification:

Roll the die, move the piece, read the word, race to the finish!




Credit: fromplaydoughtoplato.com

- ▶ Write your name with a variety of writing tools:
  - ▶ Activity is changed-up for each practice opportunity
- ▶ Incorporates counting
- ▶ Makes a typically repetitive activity more engaging

Name Veronica Campillo

## First and Last Name Practice

Directions: Practice writing your first and last name below.



My first name is:

Veronica ★

My last name is:

Campillo ★

Use a pen to write your first and last name:

Veronica Campillo

Use a crayon to write your first and last name:

Veronica Campillo

Use a marker to write your first and last name:

Veronica Campillo


Rainbow write your first and last name:

Veronica Campillo

How many letters are in your first name? 8

How many letters are in your last name? 8

How many letters altogether? 16



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## Independent entry task example:

- ▶ A variety of activities
- ▶ Tasks are chunked
- ▶ Counting, read, riding, identifying, grammar, self-check-in - "how do you feel today?"

**MORNING STRETCH**

Days in school: 10

Write your name neatly.  
Veronika

Circle the correct word for each sentence.  
She is ( fly / flying ).  
He ( paints / painting ) a picture.

Mark the correct answer.  
Double 7  
○ 13   ● 14   ○ 15

Trace and write.  
go go

Draw the math story.  
Thirteen minus four  
13 - 4 = 9

Edit and rewrite correctly.  
did you lose a tooth  
Did you lose a tooth?

How do you feel today?  
Hi! Hahaha

Fill in the speech bubble.  
Hi! Hahaha

© Jindary Books

## IDENTIFY A SCHOLARLY ARTICLE

Which database did you search? \_\_\_\_\_

What keywords did you use? \_\_\_\_\_

What is the title of the article you found?  
\_\_\_\_\_

What is the title of the journal that published the article?  
\_\_\_\_\_

List the (first) author \_\_\_\_\_

What is the (first) author's institutional affiliation? \_\_\_\_\_

What date was the article published? \_\_\_\_\_

Did you find any new keywords in the abstract or in the article that apply to your research?  
\_\_\_\_\_

Does the article have any of the following attributes of a scholarly article? (*check all that apply*)

- Begins with an abstract    
  Author's institutional affiliation is provided    
  Citations are provided (references, bibliography, etc)







Attempt to develop a more visual worksheet, with an embedded rubric, and feedback from the students about their research project

## ASSESSING YOUR ARTICLE

I FOUND MY ARTICLE TO BE |

			
Relevant   Appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current or Timely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authoritative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliable   Accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Objective   Free from Bias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THIS IS HOW I FEEL ABOUT MY RESEARCH |

-  **Great!!!**  
I found lots of relevant sources
-  **Good!**  
I found some relevant sources
-  **Ok.**  
I did not find as many sources as I hoped
-  **Worried . . .**  
About my topic choice. I didn't find much.
-  **I'm doomed!!!**  
This topic is not working out!
-  **I'm feeling \_\_\_\_\_**  
Draw your own emoji here.

I would like to set up a meeting with a librarian!

Name/email \_\_\_\_\_

Time Out: Why are 1-shots so hard?





# Why are 1-shots so hard?

- ▶ Timing challenge - how to fit everything in?
- ▶ High-stakes - you might never get to work with these students again
- ▶ Room challenge - most library computer labs are not conducive to collaborative/tem/group work
- ▶ May not have a rapport with the instructor/professor
- ▶ How to hone-in on the instructor's goals for the session?  
*How to balance what the instructor wants, with the best way to deliver the instruction?*
- ▶ Students unfamiliar with the librarian/librarian unfamiliar with the students
- ▶ Allow time for modelling, observation, debriefing, and assessment?
- ▶ May have little input regarding the assignment you are addressing through your teaching
- ▶ How to build-in opportunity for discussion, collaboration, or even the production of new knowledge
- ▶ How to find time to learn the dynamics of, engage with, and get to know this small learning community you have the chance to teach?

# Essential Elements of Instruction

*Adapted from Tucson Unified School District EEI Workshop*

- ▶ Based on the research and teaching of Madeline Hunter
- ▶ A framework for thinking about teaching and learning
- ▶ Based on Instructional Decisions:
  - ▶ What to teach and how to teach it
  - ▶ How does learning best happen?
- ▶ Teaching doesn't happen unless learning occurs

# Planning and Delivery make the difference

- ▶ What do they already know?
- ▶ What skill or standard will they be learning?
- ▶ Can it reasonably be learned in one lesson?
- ▶ If not, what are the subskills involved - can you chunk the learning?
- ▶ What do they not know, that most could know after 50 minutes of instruction  
- this becomes your learning objective!

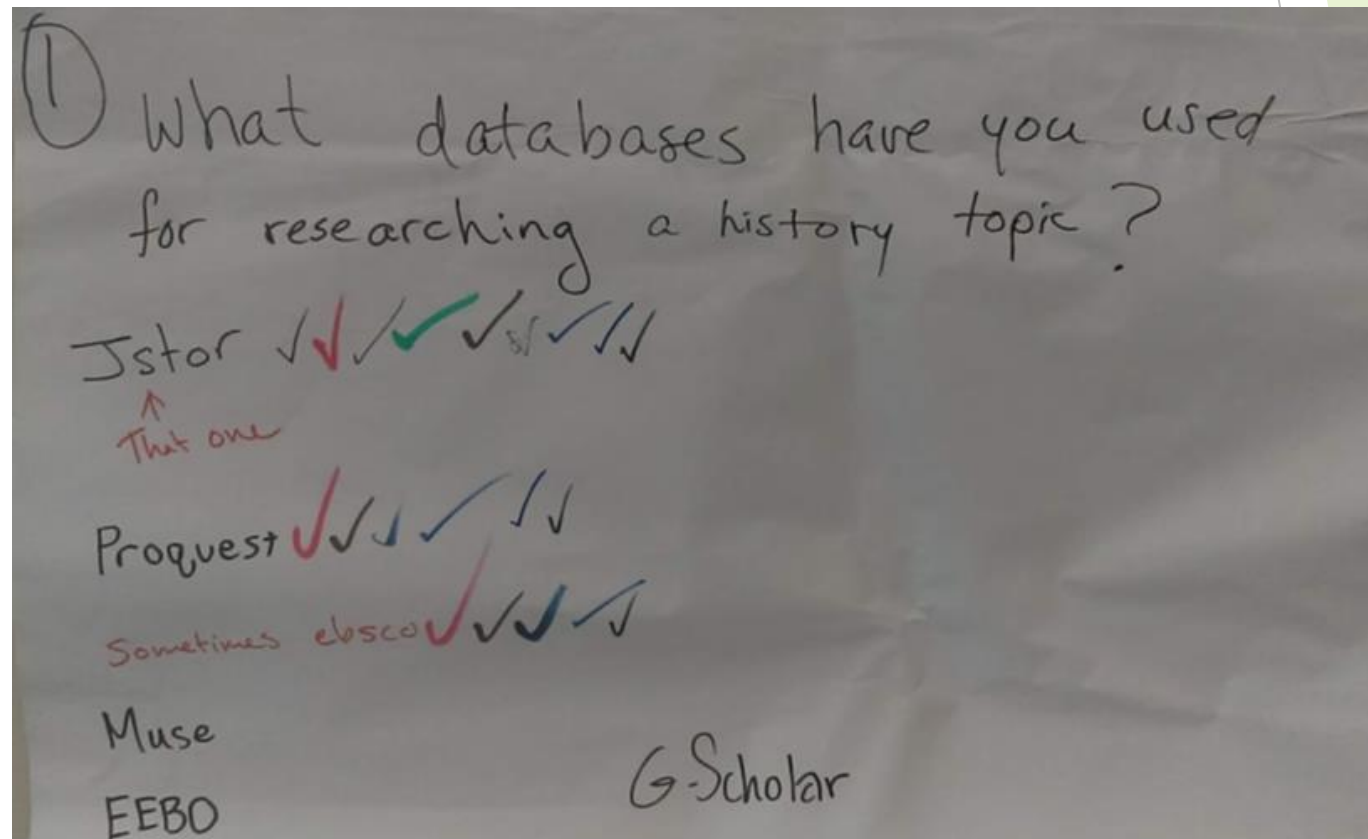


# Preassessment

- ▶ Addresses the question: What do they already know?
- ▶ What are their misconceptions about the topic?
- ▶ Do all students have the foundational skills for the material to be taught?
- ▶ Have some already mastered some or all of this material?
- ▶ What are their interests in relation to the material?
  - ▶ Adapted from Steven L. Turner, “Creating an Assessment-Centered Classroom: Five Assessment Strategies to Support Middle Grades Student Learning and Achievement.” *Middle School Journal*, 45:3. 3-16, 2014.

# Pre-assessment Ideas for 1 shot instruction

- ▶ Breaks the ice - Get to know the students
- ▶ Gives insight on what they already know, and an opportunity to identify muddy points and see what they still need to learn
- ▶ Activates prior knowledge



② Here are some examples of scholarly articles related to Renaissance history. What are some common attributes of scholarly articles? What clues do you look for to ascertain that these are likely from a scholarly source?  
usually published by a University Press (Oxford)

reliability of author knowledge

peer review

book/article reviewed by other scholars in same field

3. What interests you about the Renaissance?

Everything

The Time period in history

Black death

Advances in technology ✓

Evolution of Warfare ✓

Political Developments

FEAR

Economic Incentives during the time period

CUCKOO MONARCH/ ROYALS

The art! ✓

MUSIC ✓

Vision History of the Book



4. Have you ever done the following?  
(check any that apply)

A. Requested a book through Interlibrary Loan  
or article ✓✓

B. Requested a book through Summit ✓✓✓✓

C. Visited the WSU Libraries archival collections (MASC) ✓✓✓✓✓

D. Accessed a book in the 'Deweys' at Holland + Terrell?  
(Basement Floor) ✓✓✓

# Getting to Know Them: Gallery Walks as a Preassessment Activity

- ▶ What topic do you plan to explore, or what topic interests you most?
- ▶ What is your biggest concern related to your research?
- ▶ What is your “go-to” database for scholarly sources?
- ▶ What was your last research paper topic?
- ▶ What went well about it? What was difficult?

## Gallery Walk for Lower-Level History Class

List a subject database you would use to search for a scholarly/academic article related to a history topic

List an attribute of a scholarly/academic article

Provide an example of a type of primary source

What topic are you considering researching for your paper?

- Low-risk activity
- Activates prior knowledge
- Gives them the opportunity to show what they already know
- Highlights muddy points, areas that may require further instruction and clarification
- If they agree with an answer already listed, they can add a checkmark to show agreement



# Carousel Activities

- ▶ Allows for more-in-depth interaction with the content vs a gallery walk
- ▶ Allows small group discussion
- ▶ Students have the opportunity to teach new content to their peers
- ▶ Students create the teaching materials
- ▶ Students share what they have learned
- ▶ Students have the opportunity to view several examples of their peer's work and ask their peers questions
- ▶ Can be used as a brainstorming activity as well

# Article Carousel Activity using the “Stay and Teach” model

- ▶ Students counted off into teams of 3 and convene at a poster paper for their group number, posted around the room
- ▶ Each team given a scholarly article related to Hip Hop studies written from different disciplinary perspectives; 1 team was given a book review; 1 team was given a scholarly book; 1 team was given a newspaper article; 1 team was given a primary source
- ▶ Teams answered questions about the sources and recorded answers on paper
- ▶ When they were finished recording their answers, 2 of the 3 team members rotated to the next station, while the remaining team member stayed to introduce the source to the students who were rotating in
- ▶ Newly configured teams asked additional questions, clarified ideas, and added their thoughts to the posters
- ▶ After 2-3 rotations, we debriefed and each team briefly presented their source

## Popstar Source

1. Author - Jeff Weiss
2. Newspaper - To inform and keep people up to date on the LA arts and culture
3. How could this be used - To argue and cite how a community feels in regards to the hip hop culture around them in LA.
4. Publish one perspective - They tend to publish articles about the life of ~~celebrities~~ celebrities in different art and culture, focus in the LA area.
5. Who are they studying - They let him speak himself because they use a lot of his own quotes.  
voices - 2Mex, the artist they are talking about  
voices left out - His fans and the people who surround him in his life.  
(did interview his family a little bit, and talked a tiny bit about them paying for his funeral)  
- No Medical Professionals in this article.



# The Real HipHop BOOK

## SCHOLARLY SOURCE

AUTHOR: MARCYLIENA MOLGAN - PROF. OF AFRO-AMERICAN STUDIES @ HARVARD

- FOUNDER & EXEC. DIRECTOR OF THE HIPHOP ARCHIVE

- 2 other books published on Afro-American culture

PERSPECTIVE: ORIGINS OF HIPHOP - Ethnocentric Research within LA hip-hop community

- Primary/Secondary Resources  
- Interviews

REFERENCES: UNIVERSITIES, SONGS, HIPHOP ARTISTS

SEARCH TERMS: UNDERGROUND, LA CULTURE, LANGUAGE

WHO: HIPHOP ARTISTS, BLACK YOUTH IN LA

- FOR, WITH, and LET'S THEM SPEAK FOR THEMSELVES  
- interviews, commentary, analysis

VOICES: HIPHOP ARTISTS, BLACK YOUTH IN LA

LEFT OUT: EAST COAST HIPHOP ARTISTS • YOUTH

• PRIMARY SOURCE

• ORIGINS OF HIPHOP IN LA

## Scholarly Source

1. Hip Hop Dance Experience Linked to Sociocognitive Ability

2. Journal: PLOS (One)

3. J. Bonny, J. Lindberg, M. Pacampara  
- Foundry 10, Seattle WA  
- Department of Psychology

4. Scientific perspective

5. Psychology, Education, Video games,

6. Dance Experience & Sociocognitive Skills

7. Speaking for the youth

- older age groups left out

## **Guidelines for Primary Source Literacy**

Developed by the ACRL RBMS<sup>1</sup>-SAA<sup>2</sup> Joint Task Force on the Development of Guidelines for Primary Source Literacy

Approved by the ACRL Board of Directors, February 12, 2018

Approved by the Society of American Archivists Council, June 2018

A person knowledgeable in the use of primary sources can:

### **1. Conceptualize**

- A. Distinguish primary from secondary sources for a given research question. Demonstrate an understanding of the interrelatedness of primary and secondary sources for research.
- B. Articulate what might serve as primary sources for a specific research project within the framework of an academic discipline or area of study.
  
- C. Draw on primary sources to generate and refine research questions.
- D. Understand that research is an iterative process and that as primary sources are found and analyzed the research question(s) may change.

# Translating Standards into Lesson Plans

- ▶ What information is critical to the learning objective?
- ▶ Structure: Is the content “chunked” into “digestible bites”?
- ▶ Is the opportunity for practice embedded in the session?
- ▶ Are the learning goals and scales (rubrics) clear?
- ▶ Are the tasks modeled for the students? (clear procedures)
- ▶ Do students understand what is expected of them?
  - ▶ students are busy at work because they know what is expected of them
  - ▶ students are comfortable and secure because they know what is expected of them



# “An objective is a description of the student at the end of the lesson”

- ▶ What do I want students to be able to do by the time they leave the session?
- ▶ How will I track student progress?
- ▶ How will students record and represent knowledge?
- ▶ What+Activity = Objective

# Clearly Defined Objectives

- ▶ Provides context for the instruction: Lets students know where we are going
- ▶ Tells the learner what specifically they will be able to do by the end of the instruction - gets everyone on the same page
- ▶ Tells the student what they are learning, and how they will show you they know it
- ▶ Your objective might need to be changed in the middle of the lesson!

# Student-centered Activities

- ▶ Is the activity aligned to the objective?
- ▶ Does the activity engage student learning?
- ▶ Is it meaningful: Do the students understand why they are doing the activity?
- ▶ Does the activity build on prior knowledge?
- ▶ Does the activity incorporate high-level questions?
- ▶ Do students have an opportunity to reflect on their learning?  
Do they have the opportunity to self-assess?

# Anticipatory Sets

- ▶ What will happen during the first 10 minutes of class?
- ▶ How do you engage the students' interest?
- ▶ How can you connect them to previous experiences and previous knowledge?
- ▶ “Prime the pump” to address your learning objective



# Direct Instruction: “the set up for the main event in which the students do the heavy lifting” -

- ▶ It should be kept to no more than 10 minutes
- ▶ Some part of the lesson usually involves direct instruction, keeping in mind that...
- ▶ Learning doesn't happen when we are talking - it happens when they are talking!

# Active Participation: *“We get out of the way and let them engage in productive struggle”*

- ▶ Students engage with the idea or concept that is the focus of the learning objective
- ▶ Provides practice for the question “what do I want the students to be able to do when they leave the session?”
- ▶ Gives student the chance to incorporate the ideas into their own thinking
- ▶ Provides us with insight about who knows what as the lesson unfolds
- ▶ How will you respond to those who are not getting it? How will you know who gets it? How will you respond to those who are ready for more?

<p>Who?</p> <p>convicted &amp; released felons Society</p>	<p>What?</p> <p>· impact of 'new Jim Crow' on voting rights</p> <p>how does "new Jim Crow" differ from old?</p>
<p>Where &amp; When?</p> <p>primarily America</p> <p>began with heavy control on felons [upon release] through legislative action</p>	<p>Why?</p> <p>Research question:</p> <ul style="list-style-type: none"> <li>· what is the impact of restricting the rights of felons on society as a whole?</li> <li>· How can we make the CJS more rehabilitative?</li> </ul> <p>- Who is counted in the "felon" category? Any exceptions?</p>

<p>Who?</p> <p>Major makeup brands</p> <p>↳ ex: Almay, Bobbi Brown, Calvin Klein</p> <p>Other products besides makeup → Hycol, Vaseline, Dove, Febreze</p>	<p>What?</p> <p>Makeup brands + other cosmetics or men's products testing on animals</p> <p>Possibly adding skinning animals for fur for coats, etc.</p>
<p>When + Where?</p> <p>currently</p> <p>since 1950's</p> <p>U.S.A.</p> <p>Japan</p> <p>etc.</p>	<p>Why?</p> <p>Why would a company favor testing on animals over humans? (e.g. dangerous humans?)</p> <p>test products on animals because they have "no rights"</p> <p>↳ testing products to make sure they are safe</p> <p>This is important because animals should be treated humanely, not tortured just to benefit humans.</p>

# Revising Objectives - After the session

- ▶ Review
  - ▶ Refine
  - ▶ Revise
- 
- ▶ Makes notes about what worked and what didn't
  - ▶ What did the majority of students “get”, what did the majority of them “miss”?
  - ▶ What did some of them miss that they could have been successful at if taught another way, or clarified?



# Debrief / Closure

- ▶ Gives the students a chance to summarize what they did or learned
- ▶ Provides direct feedback, or a debriefing of the activity
- ▶ Quick writes, muddiest points, share what you learned with a partner, ask groups to report-out

# Assessment - Did they Grow?

“Assessment refers to activities that lead teachers to modify their teaching to meet student needs.”

- Anna Geiger, Top 10 Secrets to Great Teaching

Formative assessments:

Provide feedback about what students know

Can be quick and informal

Helps the student evaluate their own learning

Helps students think critically about what they are learning

Helps students focus and reflect on their own understanding of the material

Adapted from Anna Geiger, Top 10 Secrets to Great Teaching

Where do they need to grow? What is the weak spot?

Where did your lesson fall short? What can you improve? What needed more clarification?

- Anna Geiger, *Top 10 Secrets to Great Teaching*

