

Table 2.3. Connecting Library Action Steps to School Learning Goals
(LMS = Library Media Specialist)

School Goal	LMS 1 Action Step	LMS 2 Action Step	Your Action Step
1. Teachers at all grade levels develop curriculum maps that reflect horizontal and vertical alignments.	LMS works alone to develop a scope and sequence chart of information literacy skills.	LMS works with different grade levels to incorporate information literacy skills into curriculum maps.	
2. Teachers design classroom assessment tools to measure student achievement in reading skills.	LMS collects data on the number of books borrowed and the number of book talks provided.	LMS reinforces the targeted reading skills and uses the assessment tools being used in the classroom.	
3. Teachers build greater rigor into learning tasks by incorporating assignments that require a higher order thinking.	LMS focuses on teaching the use of the online catalog and the physical location of resources in the library.	LMS focuses on teaching evaluative skills in using both print and online resources.	
4. Teachers focus on the scientific inquiry process to prepare students for high-stakes testing in science.	LMS creates science bibliographies from the library collection.	LMS teaches students how to use a digital collection of community and global resources related to scientific inquiry.	
5. The school mounts a comprehensive plan to incorporate more technology into all curriculum areas.	LMS teaches students how to access the library's online catalog.	LMS works with a technology coordinator to train teachers and students in using a range of tech tools.	

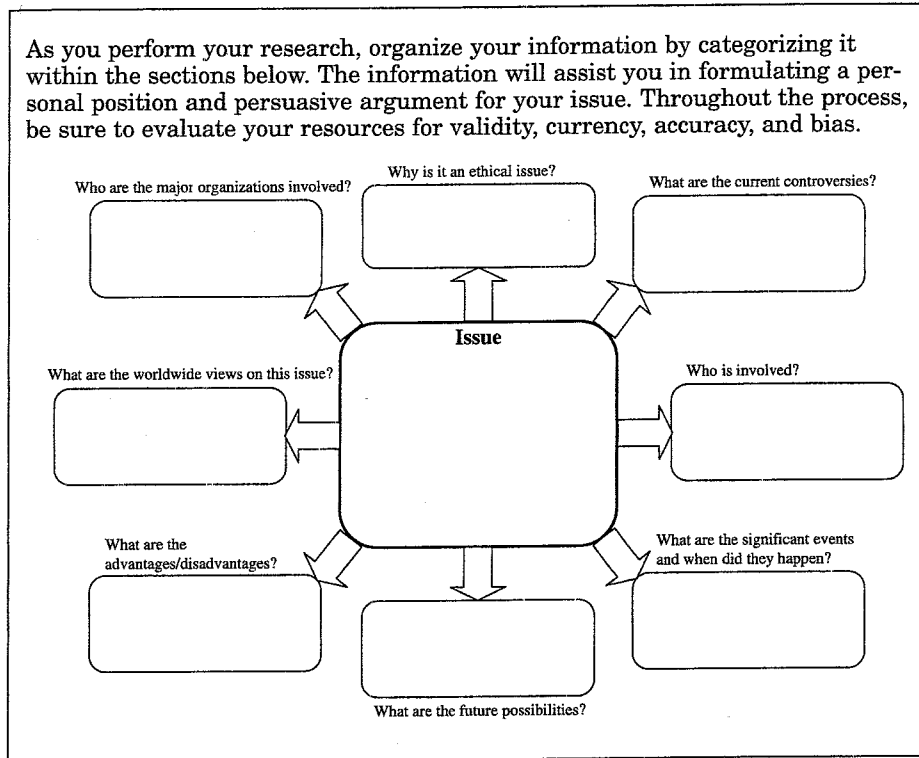
Pursuing Personal and Aesthetic Growth

Library media specialists have a vested interest in fostering a lifelong interest in reading. While collecting evidence may seem overwhelming, an electronic or written exit slip or simple survey might capture vital information that can easily be completed by both elementary and secondary students. The sample in Table 4.3, which was created by Allison Zmuda,

Table 4.3. Exit Slip for Promoting Reading Interests

<p>What motivated your selection of this book?</p>	<p>Check those that apply: <input type="checkbox"/> I was personally interested in the topic or author. <input type="checkbox"/> I needed a book on the topic to complete a task for my class.</p>	<p>Circle yes or no: Have you read a book on this subject before? YES NO Have you read a book by this author before? YES NO Did you preread/survey the book before you checked it out? YES NO</p>
<p>What was your experience reading the book? <input type="checkbox"/> # of minutes spent reading OR <input type="checkbox"/> # of days spent reading</p>	<p>Check those that apply: <input type="checkbox"/> I found the book very easy to read. <input type="checkbox"/> I found the book somewhat difficult to read but was able to find out what I was looking for. <input type="checkbox"/> I found the book somewhat difficult to read but enjoyed the reading experience after it was over.</p>	<p>Circle yes or no: Are you glad that you checked out this book? YES NO Did the reading experience make you more knowledgeable about the subject? YES NO Would you read another book on this subject/author again? YES NO</p>
<p>What recommendations would you make to other students about this book?</p>	<p>Check those that apply and write a brief statement: <input type="checkbox"/> I would highly recommend this book to other students because: <input type="checkbox"/> I would recommend this book to other students but would want to warn them in advance that: <input type="checkbox"/> I would not recommend this book to other students because:</p>	

Table 4.7. Issue Organizer



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Table 4.8. Rubric for Assessing Evidence

Expert	Apprentice	Novice
<p>The evidence:</p> <ul style="list-style-type: none"> - supports all the major points of the presentation. - includes appropriate and relevant quotes and excerpts. - clearly and accurately paraphrases and summarizes all points made. - offers fresh or original perspectives on the points made. 	<p>The evidence:</p> <ul style="list-style-type: none"> - misses the inclusion of some key supporting information. - does not always clearly state connection of evidence to the major points. - includes quotes and excerpts that are not always relevant. - does not accurately paraphrase or summarize some of the points made. 	<p>The evidence:</p> <ul style="list-style-type: none"> - does not support almost all of the major points of the presentation. - includes many quotes and excerpts that are not connected to the major points. - inaccurately paraphrases or summarizes almost all of the major points.

Assessing Collaborative Work Skills

We adapted the following rubric (Table 4.9) from templates provided in Rubistar (<http://rubistar.4teachers.org/index.php>). This instrument can easily be modified for use in either elementary or secondary schools. Rubistar is a free tool for instructors to create their own rubrics.

Steps to Designing Inquiry-based Units

In this issue of *SLMAM*, Audrey Okemura provides a step-by-step approach to building inquiry-based science units (November 2008: 47-51), also applicable across the curriculum. Below are steps, summarized, that will assist library media specialists and content area teachers as they collaborate to take an active role in promoting and improving learning using an inquiry-based approach.

Collaborative Planning and Teaching for Inquiry

The teacher and library media specialist will collaborate to:

- ▶ Identify the content and information literacy standards that would serve as the overarching concepts for the unit of study.
- ▶ Answer the questions: What is it that students should be able to demonstrate by the end of the project? How will it be assessed?
- ▶ Identify the skills and knowledge students need in order to achieve outcomes.
- ▶ Identify attributes of inquiry-focused teaching and learning.
- ▶ Identify important essential questions.
- ▶ Design lessons and activities to stimulate curiosity and invite differentiated paths of investigation.
- ▶ Design social and interactive opportunities for learning.
- ▶ Use feedback from students to improve instruction or assist individuals.
- ▶ Adapt instruction, change directions, add, or subtract as needed.
- ▶ Reflect as partners on the progress and success of the unit.

The teacher and library media specialist will (for students):

- ▶ Ensure that students have a clear understanding of the learning targets (e.g., outline expectations and the timeline of the unit, share project rubric, etc.)
- ▶ Provide needed background information (e.g., print, online, video, DVD).
- ▶ Demonstrate flexibility to change plans and adjust instruction based on students' needs.
- ▶ Inform and guide development of essential questions as needed.
- ▶ Teach students how to access and evaluate a variety of information sources.
- ▶ Relinquish control of the learning when appropriate.
- ▶ Recognize students' need for guidance and provide assistance.
- ▶ Allow for greater student choice and voice in progressive steps.
- ▶ Use assessments throughout the unit and provide timely interventions.
- ▶ Assist students in achieving their learner expectations.

Students will:

- ▶ Connect what they are learning in the classroom to their personal lives and/or to the world around them.
- ▶ Be actively engaged in question making, problem solving, and learning.
- ▶ Make choices in what they study/research.
- ▶ Generate and answer essential questions.
- ▶ Work in teams and exchange peer feedback.
- ▶ Undertake reflection on the process and learning (e.g., journal writing).
- ▶ Have an understanding of how to improve performance.

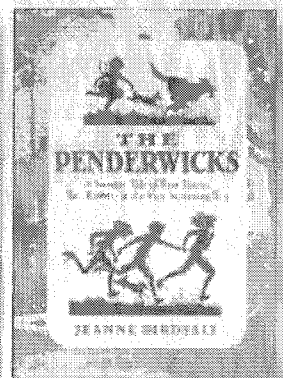
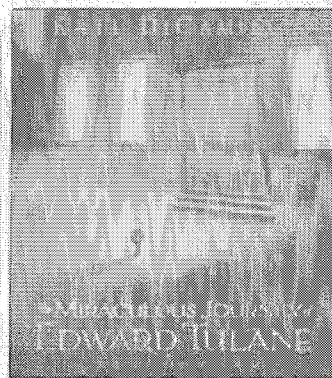
Critical Thinking and Deep Discussions

Using Bloom's Taxonomy

These simple questioning techniques will deepen literary discussions in the classroom. **By Kay Weisman**

Teachers often lament the cursory level of dialogue their students bring to literary discussions. A class considering E. I. Konigsburg's Newbery winner *From the Mixed Up Files of Mrs. Basil E. Frankweiler* (Atheneum, 1968) will probably have no trouble recounting where Claudia and Jamie went or explaining how they financed their adventure; but ask them to create a scenario for a contemporary adventure or to evaluate Claudia's reasons for wanting to run away, and you will probably be greeted with silence. What's a teacher to do?

One solution may be to consider the scaffolded questioning techniques proposed in Bloom's Taxonomy. Devised in 1956 by a group of educational psychologists headed by Benjamin Bloom, this classification of cognitive abilities suggests that learning occurs in a hierarchy of levels—knowledge, comprehension, application, analysis, synthesis, and evaluation. The most concrete level—knowledge—asks students to recall facts; the most advanced—evaluation—requires complex and abstract thought. Bloom believed that students need to become proficient at one level before moving up to the next. His lists of useful verbs and sample questions provide a helpful structure for teachers and discussion



leaders attempting to guide their students to higher levels of critical thought.

Below is a sampling of recent novels suitable for upper-elementary or middle-school classes that can be used to generate in-depth literary discussions to help build students' critical-thinking skills. Discussion questions begin at Bloom's lowest level and move up in complexity. Note that each annotation includes a suggested excerpt if time does not permit reading the entire book.

Life-Changing Choices

Breakout by Paul Fleischman tells the story of 17-year-old Del, who, fed up with life in foster homes, breaks out of her old world, only to find herself

stuck in a Los Angeles freeway traffic jam. Recounted in alternating voices by Del's present self and her future, 25-year-old self, "Elena," performing a one-woman play about being stuck in traffic, Fleischman's story is full of insight, poignancy, and humor.

Suggested Excerpt

Share Elena's monologue on p.33–38. Elena describes the inhabitants of a nearby car, also stopped in the traffic jam. The driver, a young father named Bill Horbeck, has his 11-month-old daughter Brittany in tow. Although he tries to accomplish some work while they are stopped, he finds that the demands of fatherhood get in the way.

Discussion Questions

- List the things Mrs. Horbeck

does to make things easier for her husband in her absence.

- Explain what Brittany does once the car stops on the freeway. Describe her father's response.
- Does this scene on the freeway seem realistic? Explain why or why not.
- Compare and contrast the parenting styles of Mr. and Mrs. Horbeck. What is most important to each of them?
- Predict what you think will happen in the hours following this scene while Mr. Horbeck and his daughter are still stuck in traffic.
- Decide whether or not you think Mr. Horbeck will be a better father after this incident. Defend your views.

Survival Story

In Prue Mason's *Camel Rider*, Adam, an Australian boy living in the fictional Middle Eastern city of Abudai, leaves the convoy escorting him out of a war zone and ends up lost in the desert. There he meets Bangladeshi refugee Walid, an abused camel boy who has escaped from his captors. Neither boy speaks the other's language, nor do they particularly appreciate the other's culture, but they must learn to work together in order to survive.

Suggested Excerpt

Share chapters 8 and 9 (p. 59–72). In these chapters the two boys meet for the first time. Each mistrusts the other and neither really understands the other's culture.

Discussion Questions

- List the tools that Adam has with him to help him survive in the desert.
- Adam makes certain assumptions about Walid based on his own cultural experiences as an Australian living in the Middle East. Explain what he thinks about Walid.
- Based on the information in the

story, describe the desert where the boys are lost.

- Compare and contrast what you know about Adam and Walid. Are there any ways that they are the same?
- These boys come from very different backgrounds and cultures and have no common language. Can you devise a way in which they might communicate more effectively? Do you think they will ever reach any kind of understanding of each other?
- Up until this point in the story, Adam has lived a life very isolated from the natives of this Middle Eastern country. Do you think it's okay that Adam and his family live separately from the native population? Or should they have tried to learn the language and adopt the customs of this country? Justify your point of view.

Intergenerational Friendship

Toby meets Pearl, an elderly poet, and her aged cow, Blossom, during a summer in the country in Valerie Hobbs' *Defiance*. Toby and Pearl share poetry, friendship, and life philosophies, even as Toby hides the recurrence of his cancer, fearing the painful treatments he knows will follow.

Suggested Excerpt

Share chapters 10–12 (p. 68–84). In these chapters, Toby's cancer recurrence comes to light, first for his parents and later for Pearl. His parents are shocked and saddened but immediately begin making plans for his treatment; only Pearl is willing to listen to what Toby wants for himself.

Discussion Questions

- How do Toby's parents learn of his cancer recurrence? What is their reaction?
- Explain why Toby thinks of his parents as "jailers." Why does he think they will be angry with

him? How does he feel when he finally tells his mother that he does not plan to undergo more treatment?

- Pearl makes a point of not telling Toby what to do about his illness. From the information given in the story, how do you think she feels about this news? What do you think Pearl would want Toby to do?
- Pearl asks Toby to read Dylan Thomas' poem, "Do Not Go Gentle into That Good Night." Read and analyze this poem. What is Thomas trying to say? How does it relate to this story?
- Pretend that you are a young person with cancer, like Toby's friend Susan (Popeye) in this story. Compose a letter or e-mail to Toby reacting to his news and offering advice.
- Judge whether Toby has the right to refuse cancer treatment.

Small-Town Life

Although media attention might suggest otherwise, there is much more to Susan Patron's Newbery Medal-winning novel, *The Higher Power of Lucky*, than one word. Ten-year-old Lucky lives in Hard Pan, California (population 43), where she worries that her guardian, Brigitte, will decide to return to France. Lucky's search for a higher power (or at the very least, one adult she can count on) takes her out into the desert during a raging windstorm; as a result of her journey, she comes to terms with her mother's death and finally understands that Brigitte loves her.

Suggested Excerpt

Read chapter 4, titled "Graffiti" (p. 17–25). This chapter introduces Lucky's best friend Lincoln, knottier extraordinaire. The two hike out along a highway to a sign that annoys Lincoln: "Slow Children at Play." Using Lucky's permanent marker, Lincoln inserts a colon after the word



Science in the Library: Outrageous Collaborative Ideas

By Laurie Thelen

Science in the library media center? Are you kidding? Obviously, the library media center cannot be turned into a science laboratory, but library media specialists can demonstrate quite a few science truths with some creative, even “outrageous” twists.

Certainly there are science books and materials on the library media center shelves, but let’s go beyond just books. Science in the library media center is not about redundancy, it’s about enhancing science learning objectives. Look at the state’s science curriculum, meet with the teachers, and ask what science concepts they focus on in each term. Then, plan extension activities in partnership with the classroom teacher. This article spotlights ideas on how library media specialists can easily bring science activities to the library media center and the learning community.

SCIENCE-TELLING

National Science Education Standards

Content Standard A K-4 5-8

Content Standard G K-4 5-8

Bring a new twist to storytelling and try science-telling, which blends a story with scientific objectives and concepts. Below is one story to use. Other science stories are available in the book, *75 Outrageous Ways Librarians Can Impact Student Achievement in Grade K-8*.

Story: The Dragon Is Coming to Town

(In preparation for the story, cover a table and the floor with shower curtains or cut trash bags. Place a bowl on the table.)

The townspeople of Quietville are friendly folk, but value quietness as a great virtue. In fact, everyone whispers all of the time. They greet one another quietly. (Use a whisper voice while raising a hand in a wave.)

“Hey there, neighbor!”

The traffic police must never yell.

“Stop! Go!” (using a whisper voice).

Quietville’s favorite sport is horseracing. However, since the horses must also make no noise, their hoofs are covered with slippers. (Place house

slippers on feet and pretend to run.) No snoring is allowed in Quietville. (Snore very quietly.) One market day, as the townspeople were buying their food for the week, they heard a very loud roar overhead. Startled, the townsfolk looked up and saw a ferocious, fire-breathing dragon.

“I give you two hours to give me all your possessions or I will burn this town and everything in it,” screamed the dragon.

With that announcement, the dragon turned heel and went up the hill surrounding the town and glared at the townspeople. No one had ever heard anyone or anything speak so loudly, so you can understand their fright. The mayor of Quietville gathered all of the townspeople into the City Hall.

“We must do something quickly!” he said in a strained, yet quiet yell.

“Let’s find our own dragon and fight fire with fire,” whispered a man.

“They are very noisy and it would be improper for us to use such a creature,” voiced the mayor.

All of the townspeople thought and thought.

“I know how to make a quiet, but scary giant,” whispered a small child.

“What? You know how to do this? Come forward, young one,” said the mayor. Little Theodora quietly stepped forward.

“How do you propose to make a quiet giant?” asked the mayor.

“All I need is some dish detergent, glycerin, water, and coffee stirrers,” said Theodora.

The townsfolk quickly gathered all of the supplies and hurried back to City Hall. (At this point, choose a girl volunteer.) Theodora mixed the dish detergent, glycerin, and water in a bowl. (Help the student mix the items in the bowl.)

“I do need others to help,” said Theodora.

(The girl volunteer chooses two more students. Pour a small amount of the bubble solution onto the table and ask the students to blow with coffee stirrers until the table is covered. Students can blow arms, a head by placing the coffee stirrer into the solution and blow while moving away from the solution.)

When the bubble giant was finished, the townspeople were astonished.

It was quite huge and scary, they thought. At that moment the dragon returned to claim the fortune from the townspeople. When he saw the huge bubble giant and his reflection in each bubble, he gasped in fear and ran far away. He has not been seen or heard from again, which makes the folk of Quietville very happy indeed.

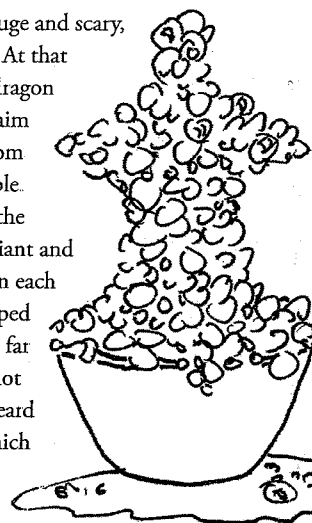


Figure 1 Bubble Giant

Supplies:

- Shower curtains or trash bags cut with scissors to lay flat
- Tape (to tape trash bags together)
- ¼ cup dish detergent
- 4 Tablespoons vegetable glycerin
- Long coffee stirrers
- Table • 2 cups water • Small, deep bowl

Directions:

- 1 Cover the table and floor with old shower curtains or cut and taped trash bags. Place a small bowl on the table. Choose a volunteer to help mix the glycerin, dish detergent, and water in the bowl. Check the story for the appropriate time.
- 2 After mixing, ask the student volunteer to choose three more students. Caution the students not to swallow the bubble solution. Using the coffee stirrers with the students, begin to blow bubbles.
- 3 Questions to ask:
 - If I used only water, would I get bubbles that last?
(Answer: The bubbles will not last due to water’s surface tension. Water molecules join together and provide no space for air between them.)