

Learning to Change the Way We Teach: Lessons Learned from a Collaborative Unit

- I. Our Collaboration – Evelyn – 5 minutes
 - a. Introduction
 - Who are we?
 - Douglas as A+ school
 - b. How and when did we collaborate?
 - Initiated by classroom teacher
 - Before school, during planning period of classroom teacher, at lunch, in the hallway, by email
 - Classroom teacher brought objectives and big picture idea of project, media specialist and technology specialist brought objectives and ideas of how to go about instructing students
 - Afterwards to reflect +, - and changes for next time

- II. Our Instruction
 - a. What was the project & why were we doing it? – Anne – 3 minutes
 - Name of project and what would be the end product?
 - I Wonder . . . Debbie Miller Reading with Meaning
 - Meeting the objectives NC SCOS for reading, writing, technology, and media with higher level students. Meeting the objectives of the A+ philosophy by collaborating with MI team.
 - Students will be able to demonstrate the understanding of the different types of text features and how text features inform the reader by reading multi sources of nonfiction text to summarize information learned to create a learning log.

- Objectives – integrated language arts, information literacy, and computer/technology skills

b. How did we do it?

- What did Anne teach? – Anne – 5 minutes
 - I. Quote Debbie Miller Reading with meaning chapters 9 - “Asking questions and chpt. 10- Determining importance in nonfiction. (The book was read by the grade level as a book study).
 - II. Taught mini lessons on isolated text features
 - III. Read an I wonder science book to model then students brainstormed their own I wonder questions
 - IV. Discussed the 5 W’s of questioning
 - V. Student chose a topic they wondered about and wrote questions they had
 - VI. Students created a wonder wheel
 - VII. Student share prior knowledge on classmate’s topics.
 - VIII. Learn about resources with Mrs. Bussell
 - IX. Learn about the internet as a resource with Mr. Myers
 - X. Create an end product (learning log or nonfiction text)

- What did Evelyn teach? – Evelyn – 5 minutes
 - Using encyclopedias, non-fiction books, magazines – pointing out text features and paraphrasing information
 - Wrote step-by-step instructions on chart paper
 - Modeled using each type of resource, students worked together as a group to practice using each resource, then students researched on their own

- What did Wally teach? – Wally – 5 minutes
 - Research on the internet
 - Focusing / narrowing topic
 - Summarizing information
 - Selecting photos

III. Our Analysis and Reflection

a. What worked well?

Anne – 2 minutes

- Collaboration and flexibility
- Age appropriate for the level of higher students
- End products/students work
- Integration of reading, writing, technology and information literacy objectives

Evelyn – 2 minutes

- Model, group work, independent work
- Step-by-step instructions

Wally – 2 minutes

- Selection of good topic to model (spiders)
- Focusing/narrowing topic
- Teaching students to summarize

b. What would we change?

Anne – 5 minutes

- Adjust assignment based on ability
- Have students work in pairs of mixed ability, rather than independently
- Have students do all of the project at school (instruction and research was done at school, and students finished the project at home which led to ~30% did with help from parents)

- Share students' topics with media and technology specialists beforehand
- Evelyn – 3 minutes
 - Make sure we have resources on each topic, that are on appropriate level for students
 - Include citing sources in instruction – done in other units, just not this project
- Wally – 3 minutes
 - Search students' topics/search terms prior to class to ensure appropriate websites and pictures will come up
 - Include citing sources in instruction – copy & pasting of URL and name of webpage