

# Using Library Stations to meet Learning Standards

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Battle Academy

- How can I provide authentic learning experiences and target specific learning standards?
- How can I consistently connect library instruction to classroom content?
- How can I increase student buy-in and reduce disciplinary issues?

## **My Essential Questions**

## Know the standards

- Standards for the 21st Century Learner
- Common Core standards for English Language Arts
- AASL Common Core Crosswalk

**How can I provide authentic learning experiences and target specific learning standards?**

- **COLLABORATION**

- Be available
- Plan with teachers (get a seat at the table)
- Offer resources and support
- Communicate your goals and share your successes
- Find out what is happening in their classroom

**How can I consistently connect library instruction to classroom content?**

- Provide structure and routine
- Teach the procedures
- Practice the procedures
- Show students that you know what is happening in their classroom and you can help them be successful
- Design activities and experiences that relate to the classroom learning

**How can I increase student buy-in and reduce disciplinary issues?**

- Find what works best for your schedule
- One size doesn't fit all!

## **Schedule Challenges**

- One hour library classes
- 3 parts to the hour
- Lesson/Story - 20-30 minutes
- Station activity - 30-40 minutes
- Check out – during station time call one group at a time to check out books

**My schedule**



**Lesson / Story**





# Station Assignments

- Story
  - Research
  - Map
  - Computer
- 
- Each station is in a specific location and has a folder and tub with specific activities/resources for each grade level.

## **Structure and Routine**

- 1<sup>st</sup> grade – red folders , red tubs
- 2<sup>nd</sup> grade – green folders , green tubs
- 3<sup>rd</sup> grade – yellow folders , yellow tubs
- 4<sup>th</sup> and 5<sup>th</sup> - blue folders , white tubs

## Structure and Routine

# Story Station





# Research Station



# Map Station



# Computer Station





- Stay in your station
- Share
- SHHHHH
- Straighten up
- SUCCESS!

**5 station Ss**



- Students are divided into four groups.
- I use colors so I can put a colored sticker on their folder so they don't forget which group they are in.



Story



Map



Research



Computer

**Structure and Routine**

	Objectives/ Essential ?s	Teaching Strategies	Read Alouds/ Materials	Assessments/Stati ons	Curriculum and MI Connections
K					
1				Story	
				Research	
				Map	
				Computer	
2				Story	
				Research	
				Map	
				Computer	
3				Story	
				Research	
				Map	
				Computer	
4				Story	
				Research	
				Map	
				Computer	
5				Story	
				Research	
				Map	
				Computer	

# Planning

Class Date:	<b>Williams</b>	<b>Scruggs</b>	<b>Pinkerton</b>	<b>Hawhee</b>
Read-Aloud				
Lesson Overview				
Stations	Story	Story	Story	Story
	Research	Research	Research	Research
	Map	Map	Map	Map
	Computer	Computer	Computer	Computer
Check-out				
Reflections / Exit				

# Planning

# Story Station



- Silent Reading
- Five Finger Retell
- BME
- SWBS
- Venn Diagram

**Connection and Purpose**

<b>Beginning</b>	<b>Middle</b>	<b>End</b>

CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text

AASL 1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning.

<b>Title and Author</b>	
<b>Character</b> (Who?)	
<b>Setting</b> (Where? When?)	
<b>Problem</b> (What's wrong?)	
<b>Events</b> (What happens?)	
<b>Ending</b> (How does it end?)	

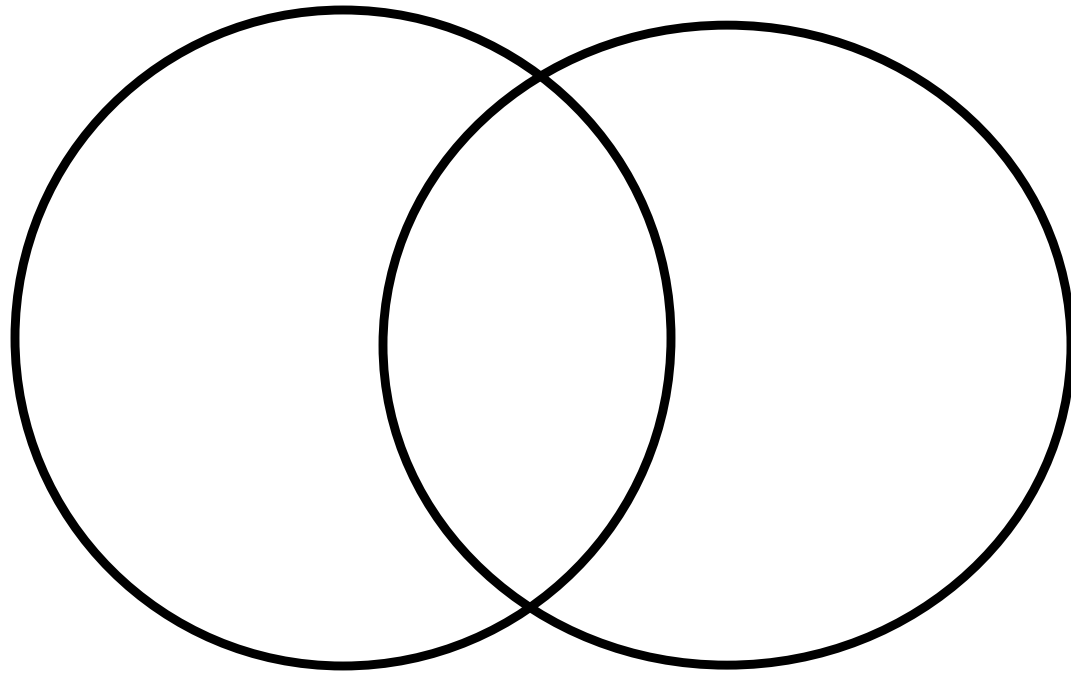
CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in the text.

1.1.3 Develop and refine a range of questions to frame search for new understanding.

Somebody	
Wanted	
But	
So	
Then	

CC.2.R.F.4.a Read grade level text with purpose and understanding

AASL 1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning.



CC.3.R.I.9 Integration of Knowledge and Ideas: Compare and Contrast the most important points and key details on two texts on the same topic

AASL 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.



# Research Station



- Using words and pictures to gather information
- Using text features to locate important facts
- Summarizing new learning
- Using your own words to take notes
- Citing your sources

## Connection and Purpose

Name of Animal \_\_\_\_\_



What does it look like?	
Where does it live?	
What does it eat?	
What can it do?	

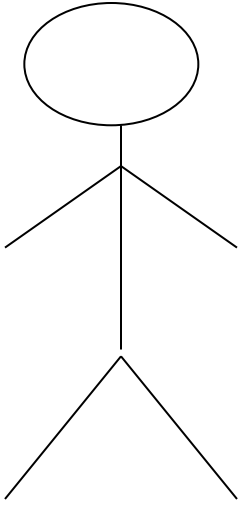
Look at the map of the **United States** to see where they live.

Do they live in **Tennessee**? YES or NO

CC.1.R.I.7 Integration of Knowledge and Ideas: Use the illustration and details in a text to describe its key ideas

AASL 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understanding

## 2<sup>nd</sup> grade Biography

	Why is this person remembered?
	What did you <b>LEARN</b> about this person?
	1.
	2.
3.	

CC.2.R.I.8 Integration of Knowledge and Ideas: Describe how reasons support specific points the author makes in a text.

AASL 2.1.3 Use strategies to draw conclusion from information and apply knowledge to curricular areas, real world situations, and further investigations

# Looking at Nonfiction Books

Title \_\_\_\_\_  
Author \_\_\_\_\_

Find the **Table of Contents**. Pick a chapter that is interesting to you.

Chapter: \_\_\_\_\_ page # \_\_\_\_\_

What did you **learn**? \_\_\_\_\_

\_\_\_\_\_

Find a **photograph** with a **caption**. What did you **learn**?

\_\_\_\_\_

\_\_\_\_\_

Pick a **bold-faced word**. \_\_\_\_\_ Look it up in the **glossary**.

What does it mean? \_\_\_\_\_

CC.2.R.I.5 Craft and Structure: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts and information in a text efficiently.

AASL 1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning.



Title \_\_\_\_\_

Author \_\_\_\_\_

Spine Label \_\_\_\_\_

Table of Contents

Yes or No

Where is it? \_\_\_\_\_

Index

Yes or No

Where is it? \_\_\_\_\_

Glossary

Yes or No

Where is it? \_\_\_\_\_

<b>Plants</b>	<b>Animals</b>
<b>Climate</b>	<b>Interesting facts</b>

CC.3.R.I.7 Knowledge and ideas: Use information gained from illustrations and the words in a text to demonstrate understanding of the text

AASL 1.1.4 Find, evaluate, and select appropriate sources to answer questions.

# Map Station

- Creating
- Labeling
- Reading



**Connection and Purpose**

## 1<sup>st</sup> grade Map Station

### Tennessee

**Add mountains, rivers, and cities to the map.**



**What did you learn about Tennessee?**

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CC.1.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

AASL 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understanding

## 2<sup>nd</sup> grade Map Station

## Tennessee

### A funny box, four lines and four dots

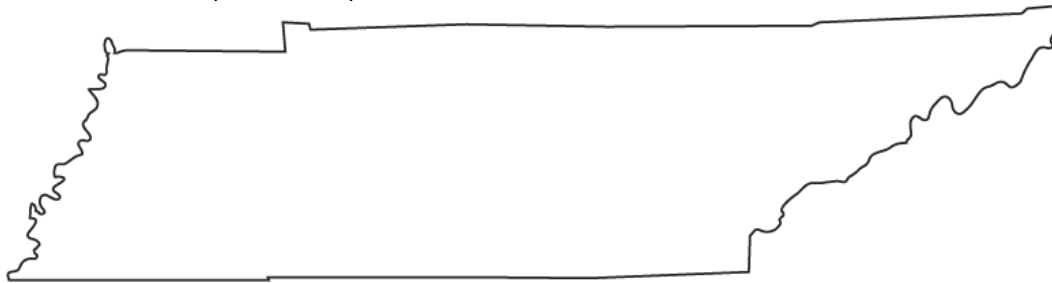
Make four dots and label the following cities:

**Memphis**  
**Nashville**  
**Knoxville**  
**Chattanooga**

Draw four blue lines and label the following rivers:

**Mississippi River**  
**Tennessee River (twice)**  
**Cumberland River**

Label the directions **NORTH, SOUTH, EAST** and **WEST**



CC.1.SL.5 Presentation of Knowledge and Ideas: ...add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

AASL 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understanding



# ABC information about \_\_\_\_\_

1. Choose an Alphabet book (ABC book) about a country.
2. Pick three letters to look up. Write the letter in the boxes.
3. Find each letter in the books and write what it stands for and what you learn.

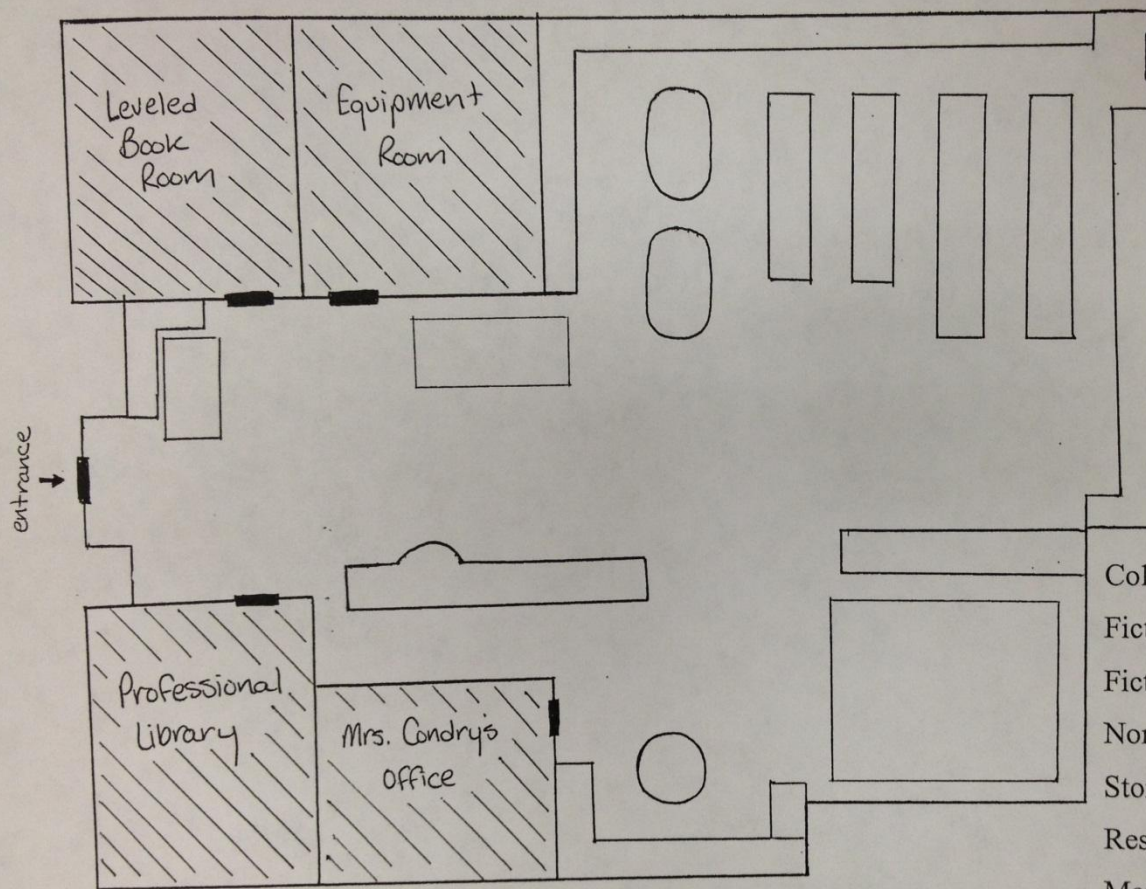
is for \_\_\_\_\_.  
I learned that: \_\_\_\_\_  
\_\_\_\_\_.

is for \_\_\_\_\_.  
I learned that: \_\_\_\_\_  
\_\_\_\_\_.

CC.2.R.I.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

AASL 1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning.

## A MAP OF OUR LIBRARY



Color:

Fiction (Chapter books): YELLOW

Fiction (Picture books): RED

Nonfiction books: BLUE

Story Station: ORANGE

Research Station: BROWN

Map Station: GREEN

Computer Station: BLACK

Check out desk: PURPLE

AASL 1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning.

Name \_\_\_\_\_

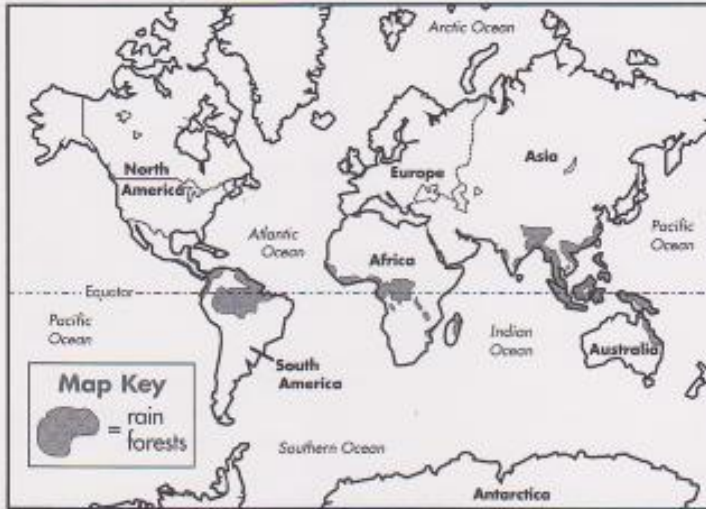
Date \_\_\_\_\_

**TIME**  
FOR KIDS  
READING A MAP

## WHERE ARE THE RAIN FORESTS?

Look at the map of the world's rain forests. Then complete the activity.

Rain Forests of the World



1. Color the rain forest green.
2. The area around the equator gets the most sunlight. Trace the equator in red.
3. Are most of the world's rain forests near the equator? \_\_\_\_\_
4. Name three continents where rain forests are found.

\_\_\_\_\_

**Bonus:** Name five countries where rain forests are found.

\_\_\_\_\_

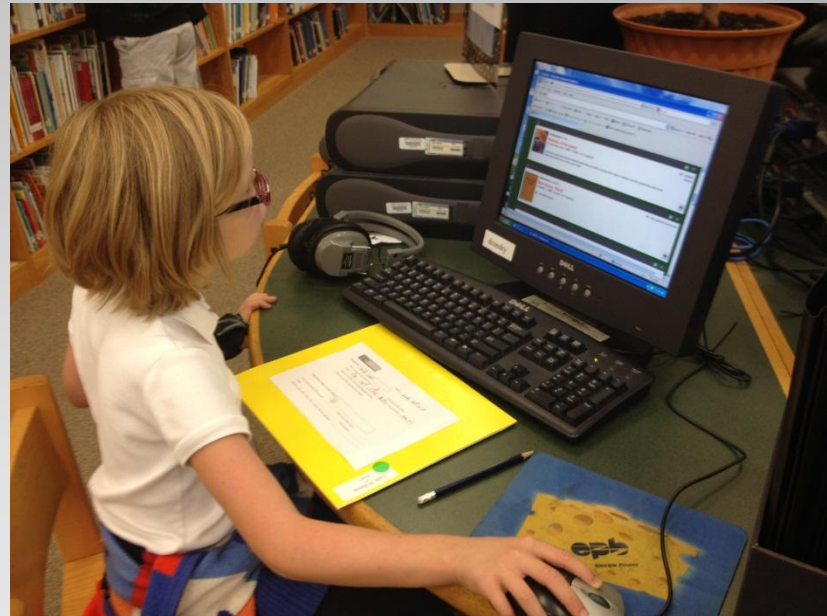
## 3<sup>rd</sup> grade Map

CC.3.R.I.7 Knowledge and ideas:  
Use information gained from  
illustrations and the words in a text  
to demonstrate understanding of  
the text

AASL 1.1.6 Read, view, and  
listen for information presented  
in any format in order to make  
inferences and gather meaning.

# Computer Station

- Gathering facts
- Using graphic organizers



[portaportal.com](http://portaportal.com)

**Connection and Purpose**



**Search for:**

How many results did you get? \_\_\_\_\_ Pick one of the titles.

Title: \_\_\_\_\_

Call numbers: \_\_\_\_\_

Find it on the shelf.

Show Mrs. Condry for her signature: \_\_\_\_\_

AASL 1.2.6 Display emotional resilience by persisting in information searching despite challenges.

1 <sup>st</sup> grade Computer	What did you <b>DO</b> ?
	What did you <b>LEARN</b> ?
	What did you <b>LIKE</b> ?

CC.1.R.L.1 Key Ideas and Details: Ask and answer questions about key details in a text.

AASL 1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning.

2 <sup>nd</sup> grade computer	Name of <b>WEBSITE</b>
	What did you <b>LEARN</b> ?
	1.
	2.
<b>TOPIC:</b>	3.

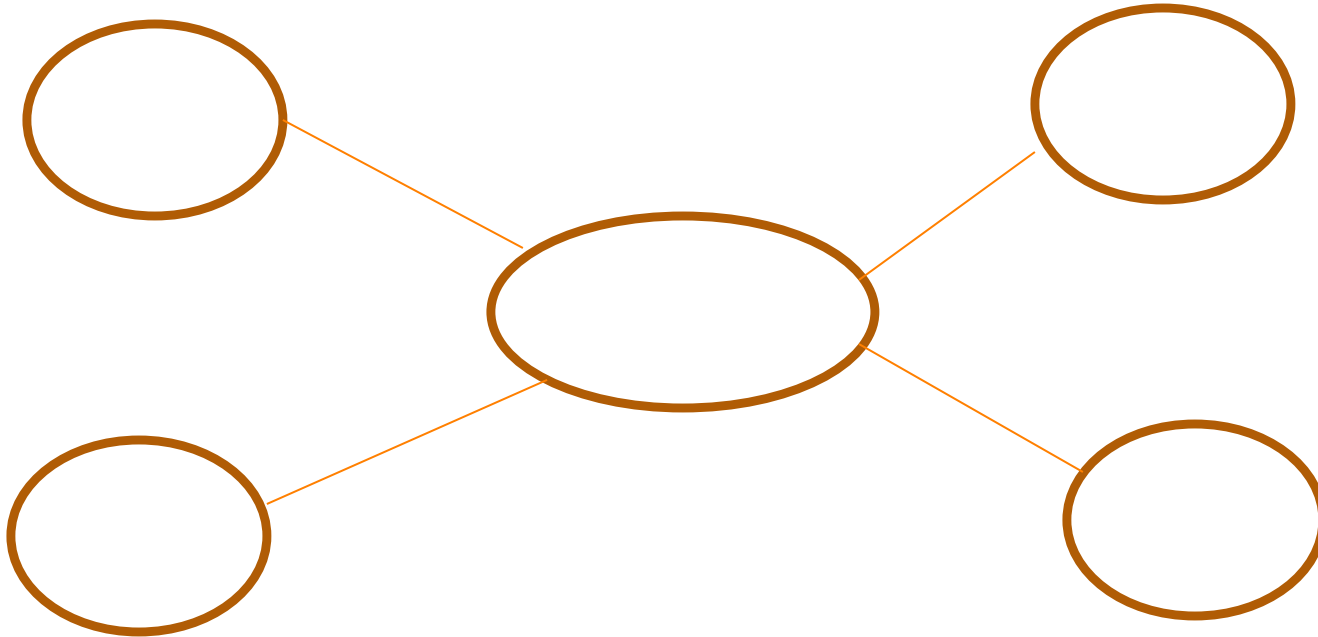
CC.2.R.I.2 Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

AASL 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

### 3rd Grade Computer Station

What website did you explore? \_\_\_\_\_

Write your **TOPIC** in the middle. Add **DETAILS** to the web below.



CC.3.R.I.2 Key Ideas and Details: Determine the main ideas of a text; recount the key details and explain how they support the main idea.



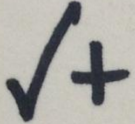
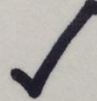
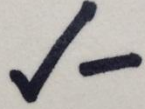
- Model station work as a teaching tool
- Show examples of student work
- Increase quality of student work
- Make expectations clear
- Use rubrics or a system the students understand

**Assessment:**

**Librarians can do it too!**

## Library Station Rubric

1<sup>st</sup>-2<sup>nd</sup> grade (and 1<sup>st</sup> semester 3<sup>rd</sup> grade)

		
Neat work	Neat work	Sloppy work
Complete work	Mostly complete	Incomplete work
3 or more details or facts	At least 2 details or facts	Less than two details or facts

# Assessments

## Library Station Rubric

4<sup>th</sup> – 5<sup>th</sup> grade (and 2<sup>nd</sup> semester 3<sup>rd</sup> grade)

✓+	✓	✓-
Neat work	Neat work	Sloppy work
Complete work	Mostly complete	Incomplete work
Most details and facts written in your own words	Some details and facts appear to be copied from text	Most details and facts copied directly from text
Sources cited	Partially cited sources	Sources not cited

# Assessment

- CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

# Colonies - Research



## My New Research - Thirteen Colonies

- Pick one of the books in the Library of the Thirteen Colonies.

Turn to the **title page**.

Title: The Colony of Pennsylvania

Author: Susan Whitcomb

Publisher: PowerKids Press

- Turn the page to back of the title page.  
Copyright date: 2000
- Turn to the **Table of Contents** and pick one of the topics/chapters to read.

Name of chapter/topic	Page #
<u>Declaration of Independence</u>	<u>17</u>

- In your own words, write 3 things you learn from this chapter.

1. The Congress ~~acted~~ ~~Thomas Jefferson~~ approved the Declaration in 1776.
2. When the Declaration was read the bells rang day to night.
3. Jefferson wrote the Declaration in 17 days

- How do the pictures help you understand the chapter? The picture of the men approving the declaration is true
- Pick a boldfaced word from your chapter. Look it up in the **Glossary**.

Word	Meaning
<b>militia</b>	<u>A group of people who are trained to fight, but are not in the army</u>

- Turn to the index. Pick a word that you want to know more about and jot down the page number. Scan the page for the word.

Word	Page #	What did you learn?
<b>New world</b> <b>Sailing ships</b>	<u>5</u> <u>17</u>	<u>In the 1500s explorers sailed across the ocean and came to a land called the New world</u>



AASL 2.1.1 Continue an inquiry-based research process by applying critical thinking skills to information and knowledge in order to construct new understanding, draw conclusions, and create new knowledge.

4<sup>th</sup> Grade Computer Station Name: Matilda ✓

Website: World Book Kids

Name of EXPLORER: Samuel De Champlain

Country of Origin: French

Where and when did he explore? (1608) Canada

What did he discover? A lake and named it in  
(1609) the <sup>lake</sup> Champlain

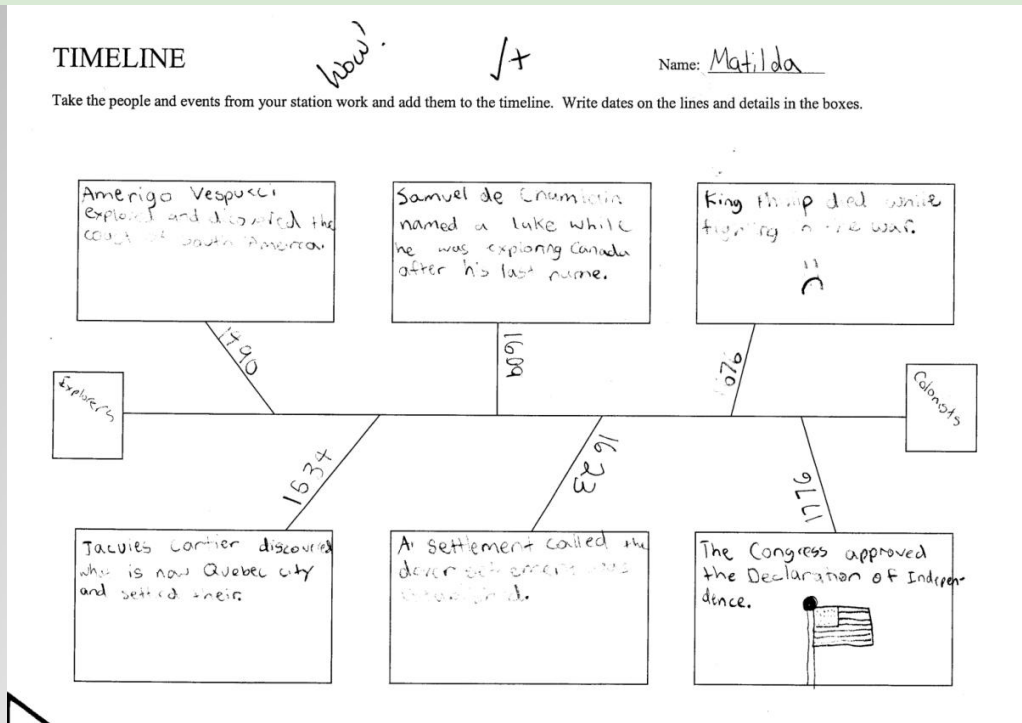
Other interesting facts: He wrote a book about  
his voyages and King Henry IV of France  
read it.



## Explorers - Computer


CC.2.R.I.2 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

CC 4.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.



# Explorers/Colonies - Map

CC.4.R.I.3 Key Ideas and Details: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.



Name: Rachel ✓x **A TRUE BOOK**

Title of book: Blizzards

Author of book: Liza N. Burby

Turn to the **Table of Contents** and pick a topic you want to know more about.

Topic: Blizzards history Page #: 18  
Don't pick the very first chapter!!!!

Turn to that page. **What did you learn?**

There was a blizzard in 1888 and it hit the East Coast of the US. Started on March 10-14. How much snow? *2 feet over.*

Turn to the **Index** and pick a topic you want to know more about.

Topic: radar Page #: 21  
Don't pick the very first chapter!!!!

Turn to that page. **What did you learn?**

To predict a blizzard they use a radar to follow the storm.

Super learning!

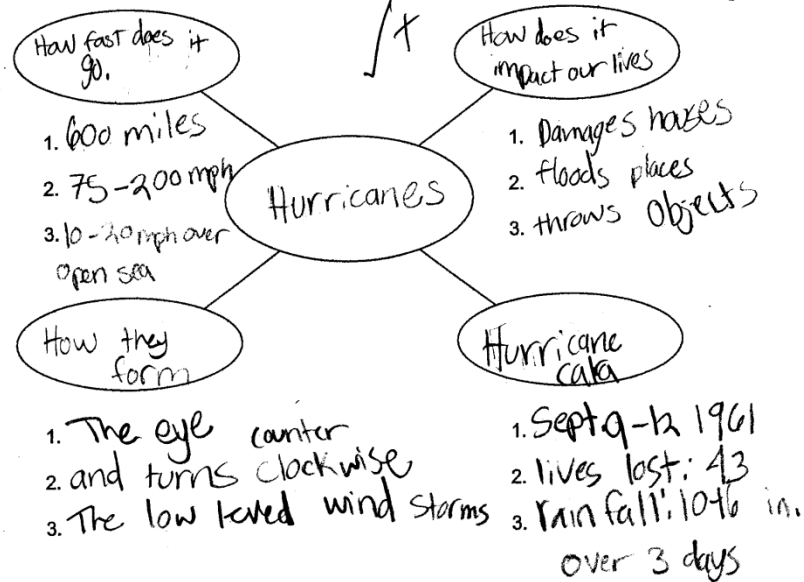
# Weather – Research Station

4<sup>th</sup> Grade  
Computer Station

Name: Rachel

What website did you explore? Web weather kids

Write your **TOPIC** in the middle. Add **DETAILS** to the web below.



AASL 2.1.2 Organize knowledge so that it is useful.

**Weather – Computer Station**



CC.4.R.I.7 Key Ideas and Details: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

4<sup>th</sup> grade Research Dictionary Dive

### Food Chain Vocabulary

Name: Demetrius

Vocabulary	Definition
Producer	A living thing that makes it own food
<del>Consumer</del>	A person who buys and uses goods <sup>wrong</sup> definition
Herbivore	an animal that feeds plants
Carnivore	An animal that feeds on meat
Omnivore	An animal that feed on other animals also plants.
Decomposer	A living thing that feed on dead broken down plants and animals.

## Food Chains – Research Station

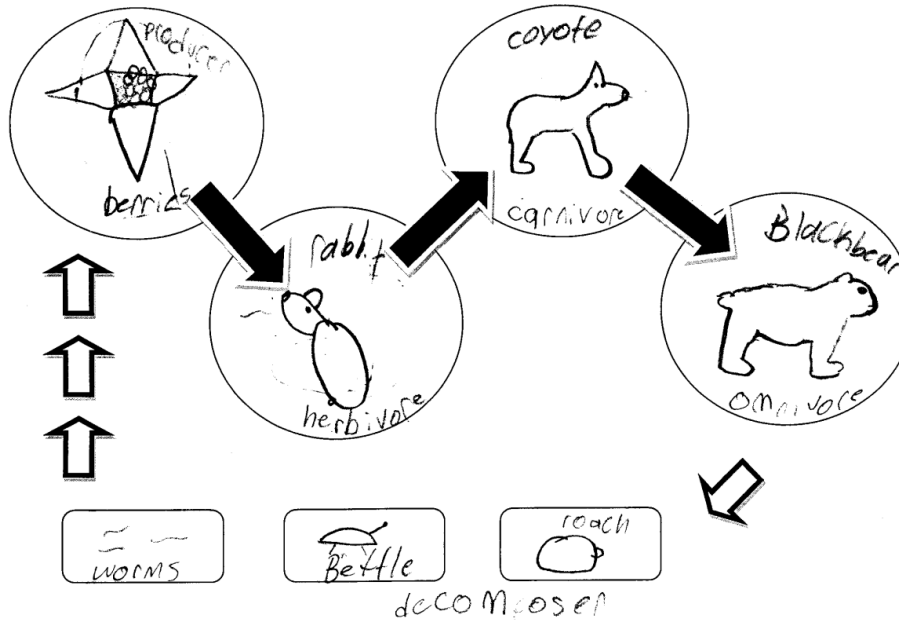
AASL 2.1.1 Continue an inquiry-based research process by applying critical thinking skills to information and knowledge in order to construct new understanding, draw conclusions, and create new knowledge.

4<sup>th</sup> grade Map Station

### Food Chains

Name: Demetrius

Draw and label this food chain. Remember arrows show the direction the energy flows.  
Label: producer, herbivore, carnivore, omnivore, and decomposer



# Food Chains – Map Station

AASL 2.1.1 Continue an inquiry-based research process by applying critical thinking skills to information and knowledge in order to construct new understanding, draw conclusions, and create new knowledge.

CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.



4th grade Computer – Amazing Animals

A

Name: \_\_\_\_\_

Go to **World Book for Kids**. Select an animal and complete the chart below.

Animal:		
<b>Class – what kind of animal is it</b> My animal is a cobra Reptile?	<b>Appearance – what does it look like</b> It's skin is rough. It is long. Its In the front it's straight then a curve	<b>Habitat – where does it live</b> In Africa, southern Asia and the East Indies.
<b>Behaviors – how does it act</b> Very Mean	<b>Abilities – what can it do</b> It can shoot out poison and venom and bite.	<b>Diet – what does it eat</b> Frogs, fishes, lizards, snakes, birds, and various small mammals

## Food Chains – Computer Station

- **Start simple!**
  - Create basic station activities to begin
  - Differentiate activities for grade levels
  - There are no rules about how often you need to change station activities
- **Focus on the routine!**
- **Collaborate and Elaborate!**
  - Each year you will think of something better and your stations will become more specific
  - Communicate with teachers and target specific skills as needed

**Tips**