**COOL K-6 COLLABORATIONS**

**TASL 2012 Convention**

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**Title: Marc Brown Author Study**

Grade Level: K

Skill: Timeline, CC RL.K.3. With prompting and support, identify characters, setting, and major events in a story.

Description: One of the kindergarten teachers was doing a Marc Brown author study for the week. Her students came into the library to check out one of his books. They were to take it home and read it with a parent then answer questions on the worksheet given. We also talked about copyright date and made a giant timeline. We had copies of his book covers and we glued them down to the timeline in the order the book was written.

Resources Used: Marc Brown books, Teaching with Favorite Marc Brown Books by Bonnie Brown Walmsley and Sean A. Walmsley

\* We happened to have a lot of Marc Brown books in our library, more than enough for a class size (21 students) to be able to check out their own book. Another author I could do this project with is Robert Munsch. What author in your library do you have a lot of books of?

**Title: Setting, Character, and Problem**

Grade Level: K

Skill: RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Description: Before reading a story we defined setting, character, and problem. We read Officer Buckle and Gloria by Peggy Rathmann. After the story they go to the table and are given a piece of paper with some choices for the setting, characters and problem. They cut out the ones that pertain to the story and glue it on their construction paper under the correct heading.

Resources: April/May 2003 Teacher’s Helper Grade 1 has some ideas in it.

**Title: Nursery Rhyme Stations**

Grade Level: K

Skill: RL.K.2. With prompting and support retell familiar stories.

RF.K.2 Recognize and produce rhyming words.

Description: Students came in with their teacher. Students were placed in groups to rotate around to 4 different nursery rhyme stations. Two of the stations had activities that the children could do with little help while the other two stations were manned by the teacher and the librarian. Some of the stations included

* Itsy Bitsy Spider craft
* Nursery Rhyme Bingo
* Old Mother Hubbard’s Cupboard
* Picture puzzles
* Counting and matching numbers
* AB Patterns
* Matching rhyming words

Resources Used: Scholastic’s Follow-the-Directions Art Nursery Rhymes by Deborah Schecter and The Mailbox’s Everything Nursery Rhymes by Kelly Robertson, Listening Lotto Nursery Rhymes by Key Education.

**Title: Fold Me a Poem**

Grade: K and 1st

Skills: Poetry writing

Description: The teaching guide walks the reader through writing several types of poems found in the book. I scanned poems from the book and projected them for students to see. We walked through each of the types of poems in the book. Then, we chose one type of poem to write and wrote a class poem together. A really fun idea would be to have the kids make origami animals or objects on chart paper (huge) and write poems about them. This might be a fun collaboration to include the art teacher in.

Resources Used: Print off the downloadable teaching guide created by the author, Kristine O’Connell George:

<http://www.kristinegeorge.com/Teachers%20Guide%20Fold%20Me%20a%20Poem.pdf>

**Title: Me on the Map**

Grade Level: 1st

Skill: Map Skills, map keys, compass, following directions

Description: Students would come in and we would read a map related book. Then the students color different items found on a map and cut them out. I then handed out the large map and they glue the pieces on and named streets. They have to fill out a compass and a map key.

I have done another project where I give written directions. Students receive a map, symbols, a compass, and written directions. I read each step aloud and the students cut out the right symbol and glue it on the map in the correct spot.

Resources Used: Me on the Map by Joan Sweeney, Map Scales by Mary Dodson Wade, Keys and Symbols on Maps by Meg Greve, Scholastic publishes the following; Mega-Fun Map Skills: Grades K-1 and Grades 2-3 by Catherine M. Tamblyn, Neighborhoods and Communities by Catherine M. Tamblyn.

**Title: Habitats**

Grade Level: 1st

Skill: Identifying characteristics of habitats and the animals that live in them.

Description: Students are divided into 4 groups and given a specific habitat. They will get a stack of books that they can look through for 5 minutes. They are noticing the animals, plants and weather in their habitat. When time is up they close their books and I call each group to a long table where I have mixed up pictures of various animals. They are to take one animal that lives in their habitat back to their table to color. They use the books to identify the correct colors to use. When the group is done they get their bulletin board paper and they design their habitat and use the animals they colored. This is a good basic lesson plan for a class that has varying skill levels.

I recently did a habitat project with some upper level first grade students. They used PebbleGo to read about a habitat. After listening to the entire article they filled out a worksheet asking them to identify 3 animals found in the habitat, to define a word, to describe the weather found there, and then to tell me what adaptations the animas have to survive there.

Resources Used: Various habitat books in my library (love the DK books), animal pictures from [www.enchantedlearning.com](http://www.enchantedlearning.com). Scholastic’s Easy Make & Learn Projects: Animal Habitats by Donald M. Silver and Patricia J. Whynne, PebbleGo.

Materials: You’ll need bulletin board paper and a die-cut machine to spell out your habitat along with crayons, scissors, and glue.

**Title: Fancy Nancy Tea party**

Grade Level: 1st or 2nd collaboration with school counselor

Skills: Etiquette, letter writing, table of contents, vocabulary development

Description: Read Fancy Nancy Tea Parties by Jane O’Connor with your class along with a Fancy Nancy book unit/author study. Write a friendly letter from Fancy Nancy to the classes who are going to participate. Invite them to a special tea party in the library. Ask volunteers/PTA parents to help provide you with tablecloths, table settings, and food for your event. The classroom teacher will read the friendly letter to the class. Invite everyone to dress for the party! When the class comes on the day of the party, have a set of tea tips ready to pass out to the class as they come in…you can copy these on teacup or teapot templates…write one small tip about using proper etiquette on each teapot. Have the class share out their tea tips before starting the party. Let the boys pull the chairs out for the girls, etc. After the party, let the kids write friendly letters back to Fancy Nancy about their experience.

**Title: Socratic Seminar**

Grade Level: 2nd and up.

Skills: Evidence from text/creating opinion from text

Examples: Brown v. Board of Education/ Vanishing Bees

Description: Based on what a teacher is teaching in their classroom, pull up recent articles, videos, or text to read and discuss in a group setting. Socratic seminar encourages students to go back to the text and use evidence to support their thinking/opinions developed. This is an AWESOME way to cover new ELA standards.

Resources: Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School by Matt Copeland. Touchstones Discussion Project: print samples <http://www.touchstones.org/>

**Title: Paleontologists**

Grade Level: 2nd

Topic: Dinosaurs

Description: Class is divided into five groups. They become paleontologists and they are given a top-secret folder to report on a specific dinosaur. Each folder has 2 books about that dinosaur, a reporting sheet for each member, along with smaller photos of the dinosaur. They are to use the book to find the answers on their worksheet. They present the information to the entire class at the end.

Resources Used:

I used various dinosaur books written by Daniel Cohen and published by Capstone Press. *The Mailbox,* Primary, December/January 1998-99.

**Title: Who Would Win? (Shannon’s Version)**

Grade Level: 2nd

Skills: Research, comparing/contrasting, nonfiction features.

Common Core 2nd Grade Writing Standards:

W 2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W 5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W 7: Participate in a shared research and writing project.

W 8: Recall information from experience or gather information from provided sources to answer a question.

Description: Sara gave me the idea for this project and I adapted it for my second grade students. The whole process took about a month and work was done during library class time and during my Friday collaboration time. We relied heavily on PebbleGo for our research. Some of the project components included a KWL chart, filling in a range map, writing a rough draft and undergoing the revision process, assembling the book, citation our source, and filling out a rubric. We maximized computers by sending some students back to the library to use the computers in their classroom in addition to the computers in the library.

Resources: PebbleGo database

**Title: Looking Closely Across the Desert by Frank Serafini**

Grade: 2nd or 3rd

Skills: Research skills

Description: Second grade learns about habitats every year at our school. The books in Frank Serafini’s Looking Closely series lend themselves to a great research project! We read the desert book together and then students chose a desert plant or animal they wanted to learn more about. They researched their plant or animal and published their information in the same format as Serafini.

**Title: Who Would Win? (Sara’s Version)**

Grade Level: 3rd or 4th

Skills: Research, comparing/contrasting, nonfiction features.

Description: Work together to plan time with your 3rd and 4th grade teachers to introduce Jerry Pallotta’s Who Would Win series. Make an anchor chart together noticing how Pallotta organizes the information in his book (layout/nonfiction features). I use the books to begin a discussion from an article that I read in Scholastic’s Storyworks magazine: November/December 2010. The article is called, “Snake Invasion: Are giant pythons taking over Florida?” The article talks about how pythons are threatening the natural habitat of the Everglades because they do not belong there…they are an invasive species. They can even eat American Alligators! This led me to ask the question, “What would happen if an American Alligator and a Burmese Python had a fight?” “Who would win?” We watched a video from PBS and the fight ended both ways (see link to video in resources).

We talk about how Jerry Pallotta gets to decide who will win. The students are given the opportunity to choose two animals to face off. I use TEL’s World Book to show how to compare the animals. We go to World Book Kids and they visit the World of Animals. You can model for the students how you choose two animals and World Book will create an AMAZING Venn diagram for you. We use this Venn as the starting place to organize our information. I am including a checklist of all of the expectations of my students with this information. I staple this checklist to the front of a manila folder for each child. I also staple a page for resources to the back of the inside of the folder. Students are expected to list their resources as they research. I highlight each task on the checklist as the students complete them and they keep all of their research in their folders.

Resources:

Scholastic’s Storyworks magazine: November/December 2010. The article is called, “Snake Invasion: Are giant pythons taking over Florida?” World Book Online (through TEL), link to PBS video

<http://www.pbs.org/wnet/nature/episodes/invasion-of-the-giant-pythons/video-alligator-vs-python/5541/>

**Title: V is for Volunteer**

Grade Level: 4th grade collaboration with music teacher.

Description: V is for Volunteer if filled with great information about the state of Tennessee, including topics 4th grade will be tested on. You can type up a copy of the book as a Reader’s Theater. Collaborate with your music teacher to have 4th grade perform the story as a rap.

Resources: Michael Shoulders provides the music for the rap on his website: <http://www.michaelshoulders.com/ms/Site/Welcome.html>

Just scroll to the bottom of the page and click on the dime or the penny for the music. This would be great for a PTA performance!

**Title: Garbage Archaeology**

Grade Level: 5th and 6th

Skills: Primary source documents, questioning, making inferences

Description: I ask teachers all over the building to save their garbage for a week during a break like Christmas break. I include a list of primary source documents for them to use while they are collecting. I ask them to take their names and identifying information off of their trash. We have an introductory lesson about primary sources first. I give each group of four a bag of garbage and they have to create a t-chart while digging through the garbage that lists evidence from the trash and the inference they make from the evidence. The groups then create a questionnaire. They deliver the questionnaire to teachers they believe the trash may belong to. When they get their questionnaires back, they can decide who the garbage belongs to or whether they didn’t guess the right teacher. Include special area teachers, administration, etc.

**Title: Geocaching**

Grade Level: 4th, 5th, and 6th

Skills: Finding latitude and longitude

Description: After teaching latitude, longitude, and finding locations using coordinates, introduce your 4th and 5th graders to geocaching. Work together with your sixth grade teachers and have sixth grade students hide “cache” on the playground or somewhere else on the building grounds. The fourth and fifth grade students use a GPS to find the hidden “cache.”

Also, to review finding locations using latitude and longitude, we play latitude and longitude Battleship. Set up the game just like the game of Battleship. Make a large copy of a map of the world showing lines of latitude and longitude. Have students place ships on the board using Smarties. After they place their ships on the board, have the students in teams of 2 make a key with their locations listed using coordinates. They will use this key as an easy check to see if they’ve been “hit.” Students take turns on either side of the board naming coordinates to try to hit the other team’s ships. I have the students make 2 ships with three locations marked and 1 ship with three locations. The locations have to be the next set of latitude/longitude lines over from each other. Be sure to provide each team with a divider so they cannot see the other team’s board. When teams are finished playing, they can eat their Smarties.

Resources:

The following website offers a great introductory video: <http://www.geocaching.com/>

Two websites that Sarah mentioned during the presentation that might not be in our notes are

[www.wonderopolis.org](http://www.wonderopolis.org)

[www.storyyeller.com](http://www.storyyeller.com) (Rap music)

We appreciate you attending our session and are happy to answer any questions you have. Our e-mail addresses are at the top of the document.