Lesson One (grade 5)

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<th>Lesson Part</th>
<th>Activity description/Teacher does</th>
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<td>Formal/Informal Assessment of Prior Learning or Preassessment (Sequence start)</td>
<td>After meeting with me individually to talk about what they like to read and to tell me about themselves, students will meet for the first time as a group in the library. (2 minutes) (Learning segment overview) Welcome! (display slide 1.) We have all met, but to refresh your memory, I am (name), and I am teaching here in the library with your librarian until June. Your classroom teachers have asked me to work with you in a small group and one-on-one to give you more opportunities to talk about your reading. We’ll be sharing information with them about your work and progress. We will meet in the library to talk about strategies and resources for choosing your next read (display slide 1 with definition). That is the book you plan to read after you finish the one you are reading. I want you to be able to come to the library and find something you are excited to read, every time. For our first meeting, today, we’ll talk about questions to ask yourself before you talk with a librarian for advice and ideas about books. Next week, we’ll be practicing strategies with books you are currently reading or have just finished, so please think about the book you will bring, because I will ask you what it is before you go today. The third time we meet, we’ll look at resources you can use when you are choosing your next read. After that I will be checking in with you individually to see how things are going. Before we start, I’d like you to take a couple of minutes to fill out a pre-assessment.</td>
<td>Students listen. (5 minutes) Students complete the preassessment (Learning Segment Preassessment): they rate their ability to choose a book in the library and consider whether they have plans for what they will read next.</td>
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Title | Lesson 1: Reflecting on reading |
Standard | AASL 4.1.5 Connect ideas to own interests and previous knowledge and experience. CCSS SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on other’s ideas and expressing their own clearly. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
Central Focus (CF) | Students will learn techniques to help them plan their individual reading: • Reflection that connects personal responses to past reading with current and future interests, needs, conditions, and goals. • Summarization and retelling of details about books they are currently reading. • Research and selection of readers’ advisory tools they can use to identify possible books and authors for their “next read.” (AASL 4.1.5: Connect ideas to own interests and previous knowledge and experience.) |
Academic Language | Language functions: Reflect, discuss Reflect: Think back on. To reflect: • Recall a previous experience. • Think about it in relationship to what we are working on today. Discuss: Talk about ideas with others. To discuss: • Share reflections with others in a way they will understand • Listen attentively to the thoughts others share. • Share your reactions. |
- Listen attentively to the reactions of others.

Language supports:
- Pre: Recall previous one-on-one discussions about reading habits
- During: Teacher-led discussion, graphic organizer, small-group discussion
- After: Exit ticket

Vocabulary: Next read (the book you want to read after you finish the one you are reading), factor (something that contributes to a result), affect (to have an influence on)

Discourse: Whole-class discussion, small-group discussion, answering self-reflective questions, sharing, listening, responding, short-answer writing

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<th>Learning Target (LT)</th>
<th>I can reflect on at least two factors that affect my reading choices and discuss them with others.</th>
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<td>Instruction (e.g. inquiry, preview, review, etc.)</td>
<td>(5 minutes) (Materials needed: overhead with slideshow loaded on desktop computer, learning target posted on whiteboard, pencils, graphic organizers, exit tickets) (Collect preassessments.) Thank you for completing those. Shall we get started? Our learning target for this week is (show slide 3, ask a student to read it and the others to repeat it). I will be asking you about our learning targets at the end of each lesson, so during the lesson I want you to be thinking about them and why I want you to learn them. I’ll keep the day’s learning target posted up here throughout the lesson. (Show slide 4, which contains the definition for reflect.) This week we’ll be thinking about how to do research on yourself, through reflection. (Call on random student.) Can you please read the definition of reflect from the slide? (Student reads definition.) Re means again or back again, and flect means to bend, so it’s kind of about bending your thoughts back. Reflection is when you think back on something. (Show slide 5, which contains the strategy.) To reflect, you first think back to a previous experience. Then you think about that experience in relationship to the thing you are working on in the present. Why do you think it might be important to reflect when you are thinking about the next book you want to read? (Guide talk to the idea that being able to discuss your personal response to past reading can help you identify what you are looking for in your next read. Show slide 6, which contains the definition for discuss when the term comes up. Then show slide 7, which contains the strategy.) When we discuss we talk AND we listen. You share reflections in a way that the people you’re talking to will understand. Thinking about what will make sense to other people is important. And then you listen to them when they share. Then you share your reactions or affirmations, and then listen when they share their reactions. That’s discussion. (Show slide 8, which contains the definitions of factor and affect.) Many factors affect your reading plans. Factors are like in math: numbers that go into an equation and help make the answer. To affect is to influence. So let’s talk about a questioning strategy you can use to reflect on those factors. I was able to meet with most of you earlier to talk about books you enjoyed, which a perfect place to start, and very helpful to me as your teacher-librarian. But there is more to it than that, right? You might be in the mood for something else. Who here is reading soda...</td>
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float books? That’s a factor. Does anyone do an afterschool sport or other activity? That’s a factor – you might want to do research on injury prevention, or you might have less time for reading. You might want to find out more about something you plan to do over the summer. You might want to read something your family or your friends have read, so you can talk with them about it. Those kinds of questions are also important to reflect on.

(Show slide 9) What’s our learning target? Why do you think it might be important to reflect on these factors, when you’re thinking about what to read next?

(Show slides 10-17, which show the bulleted list of factors that affect reading below.) When you are thinking about your next read and the one after that, think about:

- What you enjoy
- What you find interesting
- Who you share books with
- When you read
- Where you read
- What you are in the mood for
- Your reading and personal goals

(Model answering the questions. This can be truncated if time is running short.) So for example, I could say that the last book I loved was *Because of Mr. Terupt*. I am interested in England, Scotland, and France right now. When I talk about books, it’s usually with my husband and with friends. I could say that I usually read for a few minutes before I go to sleep, or maybe while I wait for my daughter to finish basketball practice. I’m often waiting in the car when I read. I don’t have much time to read for myself, so I am looking for something engaging and distracting, like a mystery. My personal goal is to read more of the books in this library so I can discuss them with all of you. Those are the kinds of things you should reflect on. Thumbs up if you know an answer to one of these right now. You’ll have a chance to talk about it in a minute.

(Address possible misconception.) Is it okay that they seem to lead in different directions or even contradict each other? *Because of Mr. Terupt* is not set in Scotland. Yes, it’s okay that I like lots of different things and that my reading plans may not exactly match up with my goals. It’s all information about your reading that will help you make plans and choices.

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<td>Is all of this making sense to you? Can you show me a fist-to-five, where five is feeling really confident with this information and fist is “I have no idea what we are talking about.” (If a few students show three fingers or fewer, do not call on them to answer the informal assessment at first, but after one or two more confident students have answered, give the uncertain students supported opportunities to answer yes/no questions that will guide them to be able to answer. If most students show three fingers or fewer, students self-assess understanding and ask questions.</td>
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skip informal assessment and model answers with information from student conversations, as below.)

Do you have questions about any of this? You will be writing answers about some of these questions in a minute, so try to think about them now.

Do you have an idea about which of those questions you could start exploring? Thumbs up, thumbs down? (Show slide 15, which contains all of the factors.) If you would be willing to share it with the rest of us, please raise your hand. (Call on students who raise hands.)

(If students are not able to answer, ask students if you can share examples from earlier conversations so that you can model answering, and ask probing questions.)

Students raise hands and volunteer answers and/or listen to peers, or students listen to examples drawn from earlier conversations with peers.

### Practice Activity or Support

(Graphic organizer that shows factors phrased as questions, and small-group discussion: show graphic organizer on document camera, model filling it out, and write “2 answers” on it to remind students to answer two questions) Please take a minute to jot down thoughts about TWO factors that affect your reading. Then tell your table group an answer to one of those questions. What’s a factor? What does affect mean? (Display slide 18, which repeats definitions.)

(Listen in and provide feedback on answers: encourage answers that demonstrate personal reactions and understandings, elicit authentic responses that help students recognize their own enthusiasm for reading, give feedback on what could be improved, ask deepening questions such as, “How would you explain that to someone who didn’t know you?” and “Can you think of any examples that might help someone understand exactly what you mean when you say that?”). To deepen discussion, encourage students to provide affirmations and responses with questions such as, “Do you agree?” and “Do you have any experiences that are similar to that?”)

Students fill in graphic organizers and then participate in small-group discussion.

### Closure Assessments of Student Voice

(Show slide 19, which repeats the learning target.) Great work! Hold those thoughts – we are almost out of time. Next Friday morning, we’ll go deeper into ways to describe books we are reading. That will help you talk about what is interesting or enjoyable to you in a book. Remember how I asked earlier for you to please bring a book that you are reading with you so you have something to practice with? This is when you’ll be writing it down, and also when you’ll be writing about the learning target. (Model filling it out, and refer to the LT.) Before you go, please complete an exit ticket and leave it with me. I look forward to seeing you next Friday morning.

Students complete exit ticket (Lesson 1 Assessment): they restate the learning target write down two factors they discussed with their table groups, and name the book they will bring to lesson 2.
# Lesson Two

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<tr>
<th>Title</th>
<th>Lesson 2: Talking about books I enjoy</th>
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| Standard | AASL 4.1.5 Connect ideas to own interests and previous knowledge and experience.  
CCSS RL 5.2 Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
|----------|--------------------------------------------------------------------------------|

| Central Focus (CF) | Students will learn techniques to help them plan their individual reading:  
- Reflection that connects personal responses to past reading with current and future interests, needs, conditions, and goals.  
- Summarization and retelling of details about books they are currently reading.  
- Research and selection of readers’ advisory tools they can use to identify possible books and authors for their “next read.”  
(AASL 4.1.5: Connect ideas to own interests and previous knowledge and experience.) |
|-------------------|--------------------------------------------------------------------------|

| Academic Language | Language functions: Retell, summarize  
Summarize: Use important details to give a mini-picture of the story:  
- Review the story.  
- Identify important details such as theme, plot, setting, and characters.  
- Retell the story to give your listener a mini-picture.  
Retell: To talk about something in your own words:  
- Think about what you want the person to know.  
- Use your own words to explain it.  
Vocabulary: Theme (the meaning of the story), setting (the time and place of the story); plot (what happens in the story in the book), character (a person or an animals in the story) |
|-------------------|--------------------------------------------------------------------------|

| Language supports:  
Before: activation of prior knowledge with a Kahoot! Quiz  
During: brainstorming, short-answer writing  
After: short-answer writing  
Discourse: Whole-class and small-group discussion, evaluating previous reading, short-answer writing |
|-------------------|--------------------------------------------------------------------------|

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<th>Learning Target (LT)</th>
<th>I can summarize a book I enjoy and retell one piece of important information such as theme, plot, setting, or character.</th>
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| Instruction (e.g. inquiry, preview, review, etc.) | Materials needed: document camera, whiteboard with learning target posted, slideshow iPads with Kahoot!, pre-created Kahoot! game  
Display slide 1, which is my name and “Welcome.” Start by talking about last lesson and giving feedback about answers students gave on graphic organizer. Provide students with ideas for how they can improve performance in the future with their reflecting process.  
(4 mins) Check to see whether students are familiar with The Three Little Pigs. If not, create teams so that each team has at least one student who knows the story. Say that this will be a fun quiz about important details in the story. Review Kahoot directions, and then start Kahoot! quiz with four items where students choose important details from The Three Little Pigs.  
Students play Kahoot! on library iPads |
|----------------------|----------------------------------------------------------------------------------------------------------------|

Pick an important detail:
There was a big, bad wolf.
The sun was shining.

The wolf had pointy ears.
The first pig built his house out of straw.

The pigs would not open the door to the wolf.
One of the pigs was wearing a hat.

There might have been a farmer somewhere.
The wolf huffed and puffed and blew the houses in.

(10 mins) How did you know which details were important? (Draw discussion to the idea that details about plot and character help build up a summary of the story.)

(Introduce LT, slide 2. One student reads, others chorus. Remind them that they will be asked about the learning target and why it’s important to learn at the end of the lesson.) “I can summarize a book I enjoy and retell one piece of important information such as theme, plot, setting, or character.” What does that mean? (Ask two randomly chosen students what they think. If they do not have an answer, say you will come back to them, and ask for volunteers.)

Part of what you need to be able to do when you are choosing your next read – anyone, what does “Your next read” mean? Right, the book you are going to read after you finish the one you are reading now - is to think and talk about other books you have enjoyed. One way to do that is to **summarize** a book you enjoy and **retell** important details. This week we will be working on summarizing a book you’re reading now and retelling important information like plot, theme, character, or setting.

(Display slide 3, which contains definitions of summarize and retell.) Can someone please tell us what summarize means? (Call on 1-2 students who volunteer.) Right, it’s when you use important details to give a mini-picture of the whole story. Retelling is talking about those details in your own words, in a way that makes sense to you and the person you’re talking to.

(Display and paraphrase slide 4, which contains the strategy for summarize.) When you summarize, you start by thinking about the story. Next, review important details. We’ll think about those in a minute. Then, retell the story to someone else to give them a mini-picture.

(Display and paraphrase slide 5, which contains the strategy for retell.) To retell, think about what you want the person to know. You might also think about what kinds of words or ways of explaining would be most helpful for the person or people you are talking or writing to. Then, use your own words to explain it. What are some ways to retell? (Call on students who volunteer, favoring students who have not spoken yet.) Right, you can talk, you can write, you can even act it out. Summarizing and retelling are important skills for writing about books and remembering them, and they are also important when you talk with a librarian about your next read. The more you can...
tell us about the meaning of a book you liked, the better we can help you find something that appeals to you in a similar way. Everyone can be an enthusiastic reader: there is something for everyone in the library. We just need to do the work to connect you to that book or other material that really sparks your interest and engages you.

Let’s brainstorm: what are some examples of important information about a book? Can someone come up and write answers on the whiteboard for us? Don’t worry about raising your hands – just call out and our volunteer will write them down on the whiteboard. (Students call out ideas. Emphasize and encourage definition of and elaboration on plot, setting, theme, and characters.)

(After discussion, display slide 6 with these definitions: Theme: the underlying meaning of the story, sometimes a universal statement about life
Plot: what happens in the story
Character: the people/animals in the story
Setting: where and when the story takes place)

Going back to The Three Little Pigs, should we give summarizing a try? What important detail should we start with? We have three from the quiz, right? (Write answers on whiteboard, running left to right on a continuous arc that represents the story arc. Characters go below the arc, and a theme goes above, if students identify it. Explain this graphic organizer as students contribute details. Continue with quiz answers, and fill in other important details as students retell them. Prompt and scaffold for beginning, middle, and end details if students don’t come up with them independently.)

Informal Assessment

(Are students able to define and elaborate on ideas of theme, plot, character, and setting in the brainstorm? Are they able to build summaries based on the important details in The Three Little Pigs? If not, instead of think/pair/share, work with students who have the strongest grasp of summarizing and retelling to model summaries of the books they have brought with the entire class. If there are a mix of students who demonstrate understanding and students who do not, place the latter with the former in pair work for next activity.)

Practice Activity or Support

(3 mins) Are you ready to try summarizing and retelling important details from the book that you brought today? Take a minute to think, and then I’ll put you into pairs to practice your summarizing and retelling skills. How do you summarize? (Call on someone who hasn’t spoken in whole-class discussion, and if the student is uncomfortable or unable, help with guiding questions and questions with yes/no answers.) Right, you use important details to give a mini-picture of the whole story. When you retell, what do you do? (Call on someone else, and use the same supports as for summarize if necessary.) Right, you restate in your own words. I’ll call on someone from each group to share something you talked about with your partner.

Students listen, reflect on why the learning target is important, link back to what they have learned about summarizing and retelling in their classrooms.

Students participate in brainstorm, write on whiteboard.

Students practice summarizing and retelling The Three Little Pigs through whole-class discussion.

Students participate in think/pair/share, summarizing or retelling.
In informal assessment, during the share portion of think/pair/share, ask students to say more about why their details are important. Are they able to retell details fluently? Also ask them what happens next. Are they able to summarize? If not, work with whole class or small group to fill out question 1 of the exit ticket together—see below for question. Model filling it out yourself, and then work with students individually.

**Practice Activity or Support**

5 mins Think of the book you brought today. If you were summarizing it for a librarian because you wanted to read something like it, what is a piece of important information you could retell to help explain why you enjoyed it? Please write your answer on your exit ticket for me—this is question 1.

Students practice their summarizing or retelling skills in writing.

**Closure Assessment of Student Voice**

5 mins Display slide 5, which is the same as slide 1. Great work, everyone. Please finish your exit tickets before you leave, and I’ll see you next Friday!

Students complete exit ticket.

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### Lesson Three

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<th>Students do</th>
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<tr>
<td><strong>Title</strong></td>
<td>Lesson 3: Tools you can use</td>
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<tr>
<td><strong>Standard</strong></td>
<td>AASL 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. CCSS W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</td>
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| **Central Focus (CF)** | Students will learn techniques to help them plan their individual reading:  
- Reflection that connects personal responses to past reading with current and future interests, needs, conditions, and goals  
- Summarization and retelling of details about books they are currently reading  
- Research and selection of readers’ advisory tools they can use to identify possible books and authors for their “next read”  
(AASL 4.1.5: Connect ideas to own interests and previous knowledge and experience.) |
| **Academic Language** | Function: Research, select  
Research: To locate and assess information about a subject  
1. Think about what you want to know.  
2. Make a plan for where you will look.  
3. Locate information.  
4. Think about whether the information tells you what you want to know (assess  
Select: To choose thoughtfully  
1. Look at the possible options.  
2. Think about your purpose.  
3. Choose the best option for your purpose.  
Vocabulary: online (available through the internet), assess (to judge), library catalog (a searchable database of all the materials in our library), booklist (a group of books about a similar topic), database (a collection of information that you can search), mind map (a visual representation of relationships among ideas)  
Language supports:  
Before: Activating prior knowledge; during: modeling and iPad practice; after: worksheet  
Discourse: whole-class and small-group discussion, identifying information needs, assessing (evaluating) research findings, choosing and justifying choice, short-answer writing |
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<th>Learning Target (LT)</th>
<th>I can research online resources and select one where I can find my next read.</th>
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<td><strong>Tools needed:</strong></td>
<td><strong>individual iPads preloaded with shortcuts to:</strong></td>
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<td></td>
<td>- <em>Destiny Quest</em> (our library catalog)</td>
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<td></td>
<td>- <em>NovelList K-8</em> (in district online resources; database that helps connect readers with books they will love through booklists and search)</td>
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<td>- <em>Literature-Map.com</em> (a mind-map tool that shows authors that are similar to the one whose name you enter)</td>
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<td><strong>Instruction iPad with AirPod link to overhead screen, same shortcuts loaded</strong></td>
<td>(Display slide 1, intro) Good morning, fifth graders! This is the last time we’ll meet together as a group. Now that you’ve done some reflection and discussion around factors that affect your reading and practiced summarizing and retelling important details about books you are currently reading, let’s try something new. We’ve talked a lot about how you can talk with your librarian to get advice about planning your next read. But there are other resources available to you as well. (Slide 2, have a student read.) Raise your hand if you can think of a resource. Do you think it would be valuable for you to learn about more? Why or why not? (Guide discussion back to the central focus: the goal is to connect these readers with books that they can read enthusiastically.) Today we’re going to be working on iPads to conduct research and select tools you think you could use to find your next read. First, let’s think back to that research project you did before spring break. Tell me about how you found information for the small-group projects you were doing a few weeks ago, where you used the library. That was research. What did that look like for you and your group? (Call on students randomly to tell what they did for their research project.) (Display slide 3, which contains the definition for research as a verb, and slide 4, which adds the strategy.) It comes via French from Latin: <em>re</em>, again, and <em>circare</em>, to go about. <em>Circare</em> is related to the word for circle. So it’s circling around, to study carefully. When you research or conduct research, you are locating and assessing information about a subject. (Read the strategy and write in on the whiteboard for reference.) Thinking back to your research project, when you came into the library and looked through a set of books on your subject, how did you select the ones that were best for you? (Call on students randomly, use deeper questioning to elicit responses about the process of selecting sources that you find through research. Display slide 5, which contains the definition for select, and slide 6, which adds the strategy.) Select also comes from Latin, with <em>se</em>, or apart, and <em>leger</em>, which is to collect or gather. It’s like pulling things out of a collection, like you pulled books from the cart. So when we select, we are choosing thoughtfully. (Read the strategy and write it on the whiteboard for reference.)</td>
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**Students read learning target and consider why it might be important to learn.**

**Students activate prior knowledge about conducting research.**

**Students activate prior knowledge about selecting resources, share thoughts.**
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<td>Does all of this make sense? Take a minute to think about the ways we just talked about researching and selecting. (Display slide 7, which contains both strategies.) Do they sound like what you did your small group projects last month? Now, please turn and talk with a partner about how you did or did not follow these same strategies. When you’re done talking, let’s come back together and share a little of what you talked about. (If students are not able to map the strategies to their previous research projects, talk them through it and skip the individual practice activity with the graphic organizer, extending it into the one-on-one work that will be done with these students in the future.)</td>
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<td>(Display slide 8, which contains definitions for online, assess, library catalog, database, booklist, and mind map.) Before we go too much further, I want to introduce some of the vocabulary we’ll be using today. (Ask students to read definitions.) Anyone curious about how those words will fit into our work today? (Encourage students to link the vocabulary to the LT, which is also written on the whiteboard.) Let’s take these tools for a spin. Let’s say you loved <em>Wonder</em> and you want to read books that are similar to it. That’s thinking about what we want to know, which is step 1 of research, right? Our plan for where we will look is three sites I’ve chosen for us: Destiny Quest, which is our library catalog, the NovelList K-8 tool, and a website called Literature-Map. (Display slide 9, which discusses Destiny Quest.) Our library catalog is best when you are looking for something specific in our library. (Display slide 10, which discusses NovelList K-8.) NovelList K-8 is a database that helps you find fiction about a subject that interests you. Anyone remember what a database is? Yes, it’s a collection of information that you can search. NovelList K-8 contains search tools and booklists, which are groups of books about similar topics. It’s best to use when you’re looking for brainstorm-style ideas from people who are experts. (Display slide 11, which discusses literature-map.com.) Literature-Map.com is a mind map site where you can enter the name of an author you like and explore similar authors. What’s a mind map? Right, mind mapping is a way of showing concepts that are related. This site is good if you are looking for a read-alike author. (Display slide 12, which contains the strategies for research and select.) Let’s try using each tool to see what it tells us. That’s how we’ll locate our information. (Switch instruction display to Airpod to display your work as you model using each site on the iPad. If Airpod doesn’t work, use document camera to show iPad. Be explicit in modeling and talking through steps to open each site on the iPad, and ask students to pay attention because they will be doing this on their own in a little bit. Open the shortcut to the Destiny Quest library catalog. Define library catalog again. Point out the <strong>You May Also Like</strong> box and the <strong>Narrow Your Search</strong> box. Click on one of the subjects, and model thinking about how I could try typing in something about the theme of the book that interests me. Type “friendship” in search box, and then in the <strong>Narrow Your Search</strong> box, click <strong>Subject</strong>. Explore the results with students, and talk about moving on to <strong>select</strong>. Note that the <strong>Narrow Your Search</strong></td>
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box is not helpful to us in this exercise, but the **You May Also Like** might be, addressing the misconception that all research tools function the same way.) Destiny Quest is best for finding a book you already know about in the library today.

(Open the district online resources shortcut, and then open **NoveList K-8.** Note lists and search tools. Define database and booklist again. Model thinking about how the reflection questions in Lesson 1 and the summarizing in Lesson 2 could be applied here. Suggest booklists based on what you know about individual students’ interests.) **NoveList K-8** is a great way to browse for ideas about your next read.

Open the shortcut to Literature-Map.com. Define mind map again. Enter “Palacio” and examine results, walking through the two strategies for **research** and **select.** And what would be your next steps, after you look at the mind map? (Call on students and guide discussion to the idea that you would then research those authors in another tool.) Before we move on, does anyone have questions? OK, so now we have done our research. We have thought about what we wanted to know, made a plan for where to search, and located information. Now we select. Let’s look at our possible options: the library catalog, NoveList K-8, and Literature-Map.com. Who can remind me of what our purpose was? Right, to find a read-alike for **Wonder.** What do we think of our options now? Which one or ones do you think will do the best job for our purpose?

**Informal Assessment** *(Whole-group discussion: Ask questions that require students to consider which tool would work for which task.) Let’s try some other ways to practice researching and selecting. Which tool do you think you’d use if you wanted to get ideas from books other people like? What about if you know you are in the mood to read a particular genre? What if your teacher said you HAD to pick out a book to read in class today? (If students are unable to answer, turn the questions around and demonstrate examples and nonexamples: “Who’s in the mood to read a particular genre? Look around the shelves here for ideas. Let’s see how that would work in each of our tools.” If a fist-to-five self-assessment of student understanding reveals that students are still confused, move forward to the practice activity as a group exercise.)*

**Practice Activity or Support** *(Graphic organizer. Display slide 13, which contains the LT.) I am handing out a worksheet and iPads where you can practice using one of these tools. Please follow the instructions: choose one question to answer, using one tool. (Questions on the worksheet are: 1). Use NoveList to find a group of books that sound interesting. 2) Use Destiny Quest to find a book you could check out today. 3) Use Literature-Map.com to find a read-alike author for an author you enjoy Why did you write the answers you wrote? Think back to the reflecting you did in our first lesson.)*

Students extend learning by thinking about application to their own research.

Students reconsider the opening scenario of looking for **Wonder** in light of the new tools.

Students participate in whole-group discussion.

Students complete graphic organizer that requires them to use each tool to answer a question.
### Closure Assessment of Student Voice

(2 mins. Display slide 14, which repeats the three learning targets for the lesson segment.) Thank you for all your work! We’ve talked about a few different ways you can find your next read – I hope you’ll be able to use some of them. Before you go, please fill out our last exit ticket. It looks a lot like the form you completed at the beginning of the class, and it helps me understand what you have learned.

### Formal Assessment or Postassessment (Sequence end)

(10 mins. Display slide 14, which lists the learning targets for each of the three lessons in the learning segment.) Post-assessment: A written exit ticket that is similar to the preassessment but asks for more specific details. Students rate their own ability to find something in the library, describe the process and tools they will use to plan their next read, and state what they learned in the lesson segment.

Students fill out the post-assessment and return it to me.