

Teacher/Librarian Collaboration in the Multigenre Classroom: Partnerships for the New Millennium

LA Teacher Objectives	Librarian Objectives
Introduce multigenre unit with instructions and student contracts	Assist with topic selection and/or narrowing the topics
Demonstrate different writing models using real world examples	Teach research sources including print and electronic
Mini lessons to teach writing processes	Database searches to find information
Mini lessons for grammar/mechanics	How to evaluate a website
Mini lessons for writing style	Note taking and paraphrasing
Set up writing response groups and facilitate peer response	Bibliographic citations
Develop assessment rubrics for both the student and the teacher	Develop rubrics so that both librarian and student

Student learning objectives

- Choose a book club (Holocaust titles)
- Plan for project reading completion with group
- Work together as a group to read, think, discuss their book club title using Harvey Daniels roles/tasks
- Research Holocaust topics of their own interests, collaborating with the school librarian
- Plan for their multigenre writing pieces thematically connected as a whole
- Draft, revise, and edit with peers in writing response groups
- Present their writing portfolios during which they will deliver a first person narrative based on Holocaust research during a History Fair

Description.

Planning. Select titles for possible books clubs such as *Girl of Kosovo*, *The Breadwinner*, *Goodbye Vietnam*, *Number the Stars*..

Length of study: 9-12 weeks, depending on the depth and breadth of the content covered. We used this time to teach every major concept for reading and writing including grammar and mechanics in the form of "mini lessons."

Beginning Tasks:

Librarian will:

- Read aloud *Erika's Story* (Vander Zee, Ruth)
- Discuss the meaning of the word "Holocaust"
- Booktalk each of the pre-selected titles for book clubs

Language arts teacher will:

- Organize classes into book clubs
- Organize work folders including role sheets
- Introduce and model book club procedures
- Consider using short stories to teach roles
- Assist with questions rather than answers
- Arrange for research with the librarian

Students will...

- Read aloud or silently and take notes
- Discuss reading responses
- Each week, students will present their findings to the class
- Learn information literacy skills to answer their group and individual research questions related to their novel

Reading can take place individually (silently), with partners, or with the whole group. If the teacher has included nonfiction texts for each group, once a week group members will get to "research" areas about their topics that interest them. Pairing fiction and nonfiction will allow students to become aware of possible research topics on their own. As students begin getting close to the end of their readings, this is a perfect time to schedule another visit to the library for an introduction (or review) of techniques for finding information.



Curriculum connections for 6th grade:

Social studies: World cultures, historical events and the impact on world societies

Language Arts: Basic Research skills using information texts, reading a variety of texts, writing to inform, persuade and entertain, grammar and mechanics, summarize and organize information, citation of sources

Library skills: using information books, use of table of contents and index, reading for information, using encyclopedia & other reference works, and critically evaluating information



Resources needed:

Holocaust internet resources
Information books
Reference books
Graphic organizers
Pencils/pen
Art supplies
Collaboration and planning forms

Transitioning from reading to information literacy, research and writing:

The librarian will teach a series of lessons focusing on topics about the Holocaust (based on Big6™ at <http://www.big6.com/>):

- Task Definition
- Information Seeking strategies
- Location and Access
- Use of Information
- Synthesis—compiling the information into a writing piece.
- Evaluation—shared assessment with students and teacher.

The language arts teacher will:

- Begin introducing multigenre research and writing techniques
- Have instructions ready in a packet for writing requirements and rubrics
- Use real world literature as models
- Model his or her own writing process
- Teach mini lessons to improve common writing errors
- Set up writing response groups
- Demonstrate how to plan, draft, and revise
- Allow time for research and collaborate with the librarian



Schedule:

The schedule may look something like this:

Mrs. Tilton	Monday	IL 1: identify a topic
Ms. Mowry	Tuesday	IL 1: identify a topic
Mrs. Tilton	Thursday	IL 2: find information
Ms. Mowry	Friday	IL 2: find information
Mrs. Tilton	Tuesday	IL 3: Identify sources
Ms. Mowry	Wed.	IL 3: Identify sources

Teacher/Librarian Shared Student Assessment Language Arts teacher

Do you have TTAPP?	1 point
How is this writing piece connected to theme?	2 points
Did you accomplish your writing purpose?	2 points
What does this piece add to your collection?	2 points
Do you have at least one bibliographic citation?	2 points
Have you checked mechanics?	1 point

Teacher/Librarian Shared Student Assessment Librarian

Have you cited at least one information source?	1 point
Did you correctly cite a source within the text?	2 points
Do you have a Works Cited page?	2 points
Do the citations correct form?	2 points
Is the information relevant to the topic?	2 points
Did you use correct grammar and mechanics?	1 point

Evaluation of integrated unit on Holocaust:

Students will be evaluated by observation and assessment of their research products
Language arts teacher and librarian will meet to evaluate the unit. Were curricular objectives met? What went well? What would we change? Add? Take away? Would we do this again?

Bibliography

Daniels, H. (2002). *Literature circles: Voice and choice in book clubs and reading groups*. Portland, ME: Stenhouse Publishers.

Eisenberg, M. and Berkowitz, R. (2009). *What is the big 6?* Retrieved July 8, 2009 from The Big 6 Web site: <http://www.big6.com/what-is-the-big6/>