

Teacher Name: Bonnie C. Barnes & Shonda Brisco

Lesson Title: Dr. Seuss and Your Library

Subject(s) and Grade Level: Professional Development for Librarians/Teachers

Standards:

**MTT Domain-Competencies:**

<http://www.sbec.state.tx.us/SBECOnline/mtp/mtt/standards.pdf>

**Standard I.** The Master Technology Teacher effectively models and applies classroom teaching methodology and curriculum models that promote active student learning through the integration of technology and addresses the varied learning needs of all students.

**Standard II.** The Master Technology Teacher selects and administers appropriate technology-related assessments on an ongoing basis and uses the results to design and improve instruction.

**Standard III.** The Master Technology Teacher applies knowledge of digital learning competencies including Internet research, graphics, animation, Web site mastering, and video technology.

**Standard IV.** The Master Technology Teacher serves as a resource regarding the integration of assistive technologies and accessible design concepts to meet the needs of all students.

**Standard V.** The Master Technology Teacher facilitates appropriate, research-based technology instruction by communicating and collaborating with educational stakeholders; mentoring, coaching, and consulting with colleagues; providing professional development opportunities for faculty; and making decisions based on converging evidence from research.

**School Librarian Standards:**

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=T&app=9&p\\_dir=P&p\\_rloc=84424&p\\_tloc=&p\\_ploc=1&pg=3&p\\_tac=&ti=19&pt=7&ch=239&rl=55](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=T&app=9&p_dir=P&p_rloc=84424&p_tloc=&p_ploc=1&pg=3&p_tac=&ti=19&pt=7&ch=239&rl=55)

Standard I. *Learner-Centered Teaching and Learning:* The certified school librarian is an educational leader who promotes the integration of curriculum, resources, and teaching strategies to ensure the success of all students as the effective creators and users of ideas and information, enabling them to become lifelong learners.

Standard II. *Learner-Centered Library Program Leadership and Management:* The certified school librarian is an educational leader who promotes the success of all students by acquiring, organizing, and managing information for use in a creative and exemplary library program.

Standard III. *Learner-Centered Technology and Information Access:* The certified school librarian is an educational leader who promotes the success of all students by facilitating the use and integration of technology, telecommunications, and information systems to enrich the curriculum and enhance learning.

Standard IV. *Learner-Centered Library Environment*: The school librarian is an educational leader who promotes the success of all students by establishing a climate in the library that enables and encourages all members of the learning community to explore and meet their information needs.

Standard V. *Learner-Centered Connections to the Community*: The school librarian is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and fostering the use of community resources.

**Content and Cognitive Goals:  
Learning Connections:**

### **PDAS**

**Domain 1: Active, Successful Student Participation in the Learning Process**  
**Domain 4. Management of Student Discipline, Instructional Strategies, Time/Materials**  
**Domain 5. Professional Communication**  
**Domain 6. Professional Development**

### **TEKS**

**Language Arts/Reading:**

**1. Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences.**

**(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and**

**(B) respond appropriately and courteously to directions and questions (K-3) appreciate (K-3)**

**(C) participate in rhymes, songs, conversations, and discussions (K-3)**

**(D) listen critically to interpret and evaluate (K-3)**

**(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3)**

**F) identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (2-3).**

**Technology TEKS:**

**1 A, 2.2 A (Terminology – Distance Learning, Presentation/Multi-media)**

**4 B (Internet Research)**

**6 A,B,C (Strategies, appropriateness & critical analysis of digital information)**

## **8 A, B (Group projects & interactive technology)**

### **9 B (Slideshow previews)**

#### **Procedures for Learning Activities/Tasks:**

- Librarians and Teachers will select Dr. Seuss reading material appropriate for each grade level and for their project.
- Librarians and Teachers will research successful projects and problem-solve in developing their own project.
- Librarians and Teachers will use technology for research and project collaboration.
- Librarians and Teachers will use technology integration within their project.
- Librarians and Teachers will use technology for a teleconference "Reflection Session" to share their completed projects with each other.
- Librarians and Teachers will collaborate with parents, community members and others for their project.
- Librarians and Teachers will document their projects using digital media (still or video) and provide a picture and information about their project to the local media.
- Librarians and Teachers will select Dr. Seuss reading material appropriate for each grade level and for their project, including providing TEKS correlation.
- Librarians and Teachers will problem solve and develop creative activities for reading awareness.

#### **Bloom's Taxonomy:**

1. Gather, Examine

**Application:** Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.

**Analysis:** Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.

## 2. Analyze

**Analysis:** Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.

## 3. Compare & Contrast

**Comprehension:** Student translates, comprehends, or interprets information based on prior learning.

**Analysis:** Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.

**Evaluation:** Student appraises, assesses, or critiques on a basis of specific standards and criteria.

## 4. Determine & Record

**Knowledge:** Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.

**Comprehension:** Student translates, comprehends, or interprets information based on prior learning.

## 5. Record

**Knowledge:** Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.

## 6. Summarize, Write

**Knowledge:** Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.

**Comprehension:** Student translates, comprehends, or interprets information based on prior learning.

## 7. Collaborate, Communicate

**Comprehension:** Student translates, comprehends, or interprets information based on prior learning.

**Synthesis:** Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.

## 8. Communicate, Summarize

**Comprehension:** Student translates, comprehends, or interprets information based on prior learning.

**Synthesis:** Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.

## 9. Problem Solve

**Synthesis:** Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.

## 10. Inquire, Conclude

**Evaluation:** Student appraises, assesses, or critiques on a basis of specific standards and criteria.

### 11. Problem Solve, Hypothesis

**Synthesis:** Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.

**Evaluation:** Student appraises, assesses, or critiques on a basis of specific standards and criteria.

### 12. Predict

**Synthesis:** Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.

### **Assistive and Diverse Learners**

PowerPoint Slide Show, Manipulatives, Oral and Written Instructions, including instructions for diverse learners.

### **Teaching/Instructional Strategy:**

Instructional Group Strategies include:

- Case Study
- Collaborative Learning
- Lecture
- Mentorship
- Self-directed Learning
- Small Group

Teacher will:

- Support prior learning with review of NEAs Reading Awareness campaign and Dr. Seuss books and materials.
- Provide expectations with both oral and visual instructions for diverse learners.
- Provide examples of successful projects.
- Provide examples of support materials, resources and books including technology resources for successful completion of project.
- Provide organized books and materials for each grade level.
- Provide information and materials on successful NEA Reading Awareness projects and Dr. Seuss Celebrations.
- Provide a rubric or expectation list for final project.
- Provide assistance in creative problem-solving and project development.
- Provide technology resources and integrated project ideas.
- Provide teleconference resources for follow-up session and peer review of projects.
- Ensure successful project collaboration and implementation for diverse learners by providing Dr. Seuss Celebration Blog and other resources.

- Provide tools or resources for successful project creation.
- Facilitate discussion and assist with brainstorming.
- Provide collaboration tools and purpose of project.
- Provide promotional tools and resources for successful marketing and community involvement.
- Facilitate discussion and assist with brainstorming.
- Assist with locating and evaluating materials, books and online resources for projects.
- Encourage creativeness and problem-solving among the groups.

### **Student Work Samples:**

Student work samples will include:

- Project Plan and Observation Worksheets
- Summaries and Lesson Plans
- PowerPoint or Multimedia Projects
- Observations and Peer Reflection Project

### **Technology Connection:**

- Computers with Internet
- Multimedia Projection System with Laptop Computer/ Teleconference Equipment/Room or Resources
- Website Resources for Dr. Seuss, Reading Awareness and Project Based Collaboration
- PowerPoint on NEA Reading Awareness and Dr. Seuss Birthday Celebration
- Inspiration software for brainstorming
- Microsoft Office software for creating project products and materials.
- Timer
- TEKS Website & Resources
- Web resources for Marketing Campaigns

### **Technology Management Strategy:**

- All schools should have computers with Internet connection available in their Library.
- Some schools may not have RETN teleconferencing capabilities. Teachers and Librarians may have to travel to participate or may view session by StarBak.
- Request Software to be installed and Computer Rooms reserved in advance.

- Materials and Information available online, including PowerPoint downloaded and saved on CD for backup.

**Materials:**

Handouts include:

- NEA materials and information
- Project Plan Form
- Rubric
- Resource Websites

Ideas include:

- Seuss e-journal
- Seuss Scavenger Hunt
- Seuss Rubric
- Seuss WebQuest
- Seuss Cartooning
- Seuss Poetry
- Seuss Newsletter
- Seuss Online Activities and Games

**Assessments**

FORMAL –

Teacher will use a rubric to determine if students complete their observation for the project. The rubric covers participation, observation and recording including summarization and prediction.

INFORMAL –

Teacher will observe students during participation and ensure that all students participate in problem solving sessions and planning sessions. Teacher asks questions to determine students’ level of learning. Classroom discussion also assures students are learning required objectives.

**Reflection:**

**Please rate the following indicators using a scale of 1-5.**

(1=Poor, 5= Excellent, NA if not applicable)

  5   Technology instruction was effective and students/educators achieved curricular goals.

  5   Technology instruction was effective and students/educators or I achieved targeted goals.

  5   Technology instruction was effective and I achieved my professional goals.

  5   Students/educators were motivated by the use of technology.

  5   Technology was critical to the success of this lesson.

  5   Varying abilities of students/educators was supported through the use of the technology.

5 Equipment was sufficient for the number of students/educators completing the activity.

5 Equipment and software functioned properly.

5 Overall rating of lesson.

**Reflection:**

This lesson was developed last year as I worked with five different school districts as a Technology Integration Specialist. The lesson developed as the month progressed and I took input from teachers in developing more activities and projects for more grade levels.

I originally planned on the project for Elementary level but found that the Middle School and High School levels teachers and students were requesting that I do the project for them, too. I did more research and found more advanced ideas and projects associated with Dr. Seuss for the older students.

The teachers and students enjoyed working on the projects and participated with enthusiasm. One school had a Dr. Seuss birthday party where the teachers all wore "Cat in the Hat" hats made by art students. Teachers assisted students in gathering Dr. Seuss books from the Library and their own personal collections. Some students attempted to write their own rhyming stories in Dr. Seuss fashion and discussed the artwork and style of Dr. Seuss and other artists.

Date 12/12/2006

Participant Signature *Bonnie C. Barnes*

Date 12/12/2006

Mentee Signature Shonda Brisco

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