

EXPLORATORIUM EXHIBITORS

MSLA CONFERENCE NOV. 11 & 12, 2007

VIEW tabletop exhibits of good ideas and best practices from your colleagues in Massachusetts school libraries.

Deborah Lang Froggat, Boston Arts Academy/Fenway High School

BSO Education Resources Center

The BSO Education Resource Center offers a variety of teaching materials, including educational kits and materials from the Museum of Fine Arts. The Curriculum Resource Kits provide arts-integrated lessons plans for teachers and educators. Professional Development seminars such as the "Harlem Renaissance" and "Sibelius for Beginners" are offered. Also, teams of teachers are encouraged to use the BSOERC space for their own independent, professional development or using the BSO Curriculum Coordinator.

Carol Klatt, Northeast School, Waltham

Ocean Animal Research and Understanding Proven Facts

This project is based on Tony Stead's research method presented in his book "Is That a Fact?" Using Post-Its to record notes and a 4-column poster labeled "I think I Know", "I'm Right", "I Learned", and "I Wonder", students brainstorm what they think they know about a topic. Their ideas are placed in the "I Think I Know" column. As students read and record notes from a reliable resource they decide if their ideas were "right" or if they should record a new fact. If they were right, the note is moved to the "I'm Right" column. If it is a new idea, the note is newly recorded and placed in the "I Learned" column. If students have new questions that evolve during research they record those ideas in the "I Wonder" column. When the time comes for students to write up their final "proven" facts, they only use notes in the "I'm Right" and "I Learned" columns. If students need to further categorize their ideas to answer a specific research question, the proven Post-It notes can easily be rearranged and sorted onto another board. This helps younger students to organize their ideas before writing.

Karin Kugel, Prospect Hill Academy Lower School (k-4), Somerville

Reading Comprehension Through Puppets

"Reading Comprehension Through Puppets" is a lesson I have adapted from the following article:

Myers, P. A. (2005). The Princess Storyteller; Clara Clarifier; Quincy Questioner; and the Wizard: Reciprocal teaching adapted for kindergarten students. *The Reading Teacher*, 59(4), 314-323.

It translates well into the library lesson length and provides a structure to our story time and discussions that the kids really enjoy. It allows the students freedom to be creative while interpreting literature.

Laura Larsson, Stanley School, Waltham

Connections = Comprehension

Reading Connections Using *Strategies that Work*

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Elaine Loehmann and Susan Nichols, Douglas Elementary School and Middle School

Action Research Project based on the Barriers to Collaboration

In July 2006 a course, "The Evolving School Library Program," required an Action Research Plan as part of the course work. We decided to target collaboration across our school district. Of particular interest were the barriers to collaboration. We developed a staff survey that all teachers in Grades 1-12 were asked to complete at the beginning of the 2006-2007 school year. A separate survey was sent to the Administration for their input. A focus group of teachers and the three librarians met after the surveys were collated to discuss the results.

Paula McMullen, Norwood Public Schools

Understanding Poetry

Using the library to present literary genres.

Elaine Mokrzycki, Agawam High School

Library Professional Development without the Stress

Practicing Instructional Design: Teachers and the School Library Teacher Explore the Process.

Judi Paradis, Waltham Public Schools

Using the Elementary School Library to Support Differentiated Instruction

Alma Ramos-McDermott, MLS Student, Simmons College

21st Century Learning + Lack of Funding = Low Achievement

"Reference Collections in Schools with and without School Librarians. 21st Century Learning: Affected by Lack of Access to Library Services." Background information is given on educational spending in the state from 1979 to the present along with the demographics of the 4 schools visited in low and high income areas and the inadequacies found in the reference collections. The MCAS scores of the 4 schools show how schools without a librarian scored lower than those with a librarian. The study concludes with a call for Massachusetts to fund schools and librarians to help students achieve equality in the 21st century with other states.

Nancy Rote, Hanscom AFB

The School Library Catalyzes Community Author Events

This triptych displays grant writing by school librarians and the resulting author visits, community events, and student work that ensued.