

# Google Lit Trip

**Strategies for A Differentiated Approach**

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- Materials available at:  
[www.cde.state.co.us/cdelib/LibraryDevelopment/SchoolLibraries/index.htm](http://www.cde.state.co.us/cdelib/LibraryDevelopment/SchoolLibraries/index.htm)

## Presenters

- Differentiation Strategies
- Learn about Google Lit Trips
  - How to use existing trips
  - How to make your own
- Discussion/Reflection Time:
  - How to meaningfully integrate what we showed you today (technology and/or differentiation)

**Outcomes from this Session**

## **COLLABORATE!!**

- Curriculum maps
- Common purpose- Evidence Outcomes
- Assign roles to stay on task

**Strategy #1**

| L12     |   |                              |                         |                                  |                      |                                |                                |                |                              |                         |
|---------|---|------------------------------|-------------------------|----------------------------------|----------------------|--------------------------------|--------------------------------|----------------|------------------------------|-------------------------|
|         | Aug.  | Sept                         | Oct.                    | Nov.                             | Dec.                 | Jan.                           | Feb.                           | Mar.           | April                        | May                     |
| Reading | Story Elements  | Fantasy Unit                 | Survival Unit           | Realistic and Historical Fiction | Folktales            | Great Thinkers                 | Non Fiction                    | Love That Dog  | Book Talks                   | Free Choice Books       |
|         | Comprehension Strategies  |                              |                         |                                  |                      | Great Thinkers Convention      | CSAP Practice                  | Poetry         | Teacher Choice               |                         |
| Writing | Being a Writer -----  |                              |                         |                                  |                      |                                |                                |                |                              |                         |
|         | Teacher Choice Student Inter.   | The Writing Community Unit 1 | Writing Process Unit 2  | Personal Narratives Unit 3       | Fiction Unit 4       | Expository/ Non Fiction Unit 5 | Functional/ Non-Fiction Unit 6 | Poetry Unit 7  | Revisiting Writing Community |                         |
| Math    | Number Sense  |                              | Multiplication/Division |                                  | Geometry Measurement |                                | Graphing/ Probability Time     | Revisit Review | Problem Solving/             | Multiplication Division |
|         | Place Value, Money  |                              |                         |                                  | Decimals/ Fractions  |                                |                                | CSAP Prep.     | Multiplication Division      |                         |
|         | Adding/Subtraction  |                              |                         |                                  |                      |                                |                                |                |                              |                         |
| Sci/SS  | Map Skills  |                              | Astronomy               |                                  | American Revolution  |                                | Sovereignty                    | Magnetism      | Electricity                  | Water                   |
|         |   |                              | Structures of Life      | Sun Moon Stars                   | Colonization         |                                |                                |                |                              | Mini-Society            |
|         |   |                              |                         |                                  |                      |                                |                                |                |                              | Kids' Selling Session   |
| LA Plus | Handwriting, Weekly Speeches, Anti-Bias, Grammar, No Excuse Spelling, Words Their Way |                              |                         |                                  |                      |                                |                                |                |                              |                         |
|         |   |                              |                         |                                  |                      |                                |                                |                |                              |                         |

# Curriculum Map

## Third Grade Year Long Plan 2009-2010

|                              | Reading   | Writing  | Math   | Science<br>Social Studies  | Assessment   | Library  |
|------------------------------|---|--|--|--|--|--|
| <b>August/<br/>September</b> | <p><b>Ongoing</b><br/>Genre Study/Bookshelves<br/>Choosing just right books<br/>Journals and responses</p> <p>Book Response<br/>Summaries</p> <p><b>Guiding Readers and Writers</b> (First 2 weeks-<br/>foundational lessons)</p> <p>Introduce Genre<br/>bookshelves</p> <p><b>In homeroom groups<br/>introduce Comprehension<br/>Strategies:</b><br/>Summarize, Predict,<br/>Question, Visualize</p> <p>Introduce Read and<br/>Respond</p> <p><b>Start Reading Intervention<br/>groups Thursday, Sept. 3</b><br/>(introduce big idea q's)</p> <p><b>Strategy Focus:</b><br/>Connections<br/>Predictions/confirmation<br/>Inference</p> | <p><b>Ongoing</b><br/>Editing and Revising<br/>Cursive<br/>Complete Sentences/<br/>Sentence Styling</p> <p><b>Writing to Prompts-</b><br/>2x per trimester</p> <p><b>Being a Writer: Developing<br/>the Writing Community/<br/>Writer's Notebooks</b><br/>(2 weeks)</p> <p><b>Writing Process</b> (3 weeks)<br/>(publish one piece)</p> <p>Introduce editing checklist</p> <p><b>Spelling</b><br/>High frequency test<br/>Developmental spelling test<br/>Make spelling groups</p> <p><b>Grammar</b><br/>Capitals and punctuation/<br/>complete sentences(higher<br/>kids-complex sentences)</p> | <p><b>Ongoing</b><br/>Money<br/>Data<br/>Story problems<br/>Fact Development and<br/>Number Talks</p> <p><b>Invest. Mathematical<br/>Thinking in Grade 3</b><br/>Working with<br/>manipulatives/ work<br/>ethic rubric</p> <p><b>Number Talk Focus:</b><br/>Rounding/<br/>Estimating</p> <p><b>Measurement<br/>(FOSS)</b></p> <p>Basic Fact assessment<br/>AddVantage math<br/>assessments as needed</p> | <p><b>Aug. 24-Sept. 4</b><br/>Bully Proofing/<br/>Community Building</p> <p><b>Sept. 7-25</b><br/>Measurement/<br/>Scientific method</p> | <p><b>Fall Assessment<br/>Window:</b><br/>Aug. 12-Sept. 17</p> <p><b>CELA</b><br/>01/04-02/02</p> <p><b>CSAP Reading</b><br/>02/16-02/26</p> <p><b>CSAP Writing</b><br/>03/01-04/02</p> <p><b>CSAP Math</b></p> <p>QRI/DRA<br/>SRI<br/>Writing Sample<br/>Developmental<br/>Spelling test,<br/>WTW<br/>District math<br/>test<br/>Math screener<br/>and full<br/>assessment for<br/>specified<br/>students</p> | <p>Book Browsing<br/>Genres</p> <hr/> <p>Library Location<br/>Strategies<br/>Computer<br/>Lookup</p> |

## Backwards Plan

1. Identify “Inquiry Question” and Evidence Outcomes.
2. After this, add modifications and accommodations.

**Strategy # 2**

Make Way for Ducklings" Backwards Plan

Assessment Rubric

**Elementary Google Lit. Trip**



| INSTRUCTIONAL PLAN  |  |
|---|--|
| Grade Level and/or Teacher: 1 <sup>st</sup> grade   | Topic: Maps  |
| Content Area: Social Studies  | Date(s): September 24 <sup>th</sup> – October 12 <sup>th</sup> .   |
| Class Size: 80  |  |
| <p>What enduring understandings are desired?</p> <ul style="list-style-type: none"> <li>Information about the world can be gained in many ways (BVSD 1<sup>st</sup> Grade Social Studies)</li> <li>Student can create a product that expresses new understandings (K-1 Information Literacy)</li> </ul>   | <p>What critical thinking question or scenario will guide this unit?</p> <ul style="list-style-type: none"> <li>BVSD 1<sup>st</sup> Grade Social Studies Essential Question: <ul style="list-style-type: none"> <li>How can I learn more about my family?</li> </ul> </li> <li>Library Essential Question: <ul style="list-style-type: none"> <li>What did I learn from my inquiry?</li> </ul> </li> </ul> |
| <p>Overview description and activities</p> <ul style="list-style-type: none"> <li>Read "Make Way for Ducklings" and scaffold reading by focusing on 5 map words from story: <b>park, island, pond, highway, and river</b></li> <li>Take a "Google Lit. Trip" and view the actual places in the story via Google Earth.</li> <li>In the computer lab, have students create a map of a park that ducks would like and include 3 of the map focus words in their key.</li> </ul> | <p>Resources</p> <ul style="list-style-type: none"> <li>Make Way for Ducklings book</li> <li>Google Lit Trip – Download "Make Way for Ducklings" from <a href="http://www.googlelittrips.org/">http://www.googlelittrips.org/</a></li> <li>Pixie 2</li> </ul>  |
| <p>Time</p> <p>4-5 sessions with each 1<sup>st</sup> grade class over a 3 week period</p> <p>Computer lab will be at least 2 sessions: A practice day and a "for real" day</p> <p>Lesson 1 – Intro story:</p>   | <p>Standards (Content and ET/IL Standards) and Vocabulary</p> <ul style="list-style-type: none"> <li>Identify title, author, and illustrator of book. (BVSD Information Literacy)</li> <li>Recognize elements of a map in the story and on Google Earth (BVSD 1<sup>st</sup> Grade Social Studies and Information Literacy)</li> <li>Construct a map/key (in Pixie 2) using</li> </ul>                     |

# End in Mind

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>o Cross-Content Vocabulary: title, author, illustrator, Google Earth, Pixie, Icon</li> </ul>  |
| <p><b>Teacher Responsibility</b></p> <ul style="list-style-type: none"> <li>• Co-Teaching the Google Lit. Trip</li> <li>• Reviewing map terms as we introduce story and view Google Lit. Trip</li> <li>• Assist with Pixie instruction</li> <li>• Assess maps activity</li> <li>• Helping librarian identify which students need accommodations.</li> </ul>             | <p><b>Librarian's Responsibility</b></p> <ul style="list-style-type: none"> <li>• Reading the story Make Way for Ducklings</li> <li>• Showing the Google Lit Trip of Make Way for Ducklings</li> <li>• Assisting with Pixie instruction</li> <li>• Help with assessing maps activity</li> <li>• Devising rubric for pixie map activity</li> </ul>  |
| <p><b>Assessment</b><br/> <i>What will you accept as evidence that shows the students understand the concepts?</i></p> <ul style="list-style-type: none"> <li>• Use attached rubric to evaluate student maps</li> <li>• Quiz students on 5 focus words prior to map-drawing activity</li> <li>• Oral review with students of title, author, and illustrator.</li> </ul> | <p><b>Accommodations</b></p> <ul style="list-style-type: none"> <li>• Team Teaching</li> <li>• Show visuals of key word terms prior to reading the story</li> <li>• Show visuals of book on document camera prior to taking the "Google Lit. Trip" on Google Earth</li> <li>• Challenge TAG or others to use keywords in a sentence.</li> <li>• Have students who want to determine which way is north, south, east and west in library.</li> <li>• Questions in "Make way for Ducklings" (think-pair-share)</li> <li>• Direct assistance or one-on-one assistance in the computer lab for identified students.</li> </ul> |

# Accommodations

## Post Evidence Outcomes and Language Objectives in STUDENT terms

- Example Evidence Outcome (aka learning target, objective, etc.) for Lesson #1:  
“I will be able to recognize and understand the story “Make Way for Ducklings” and learn about the author and illustrator of this story,”
- Example Language Objective for Lesson #1  
“I will be able to tell my teachers what these 7 words mean: island, park, highway, river, pond, author and illustrator.”

**Strategy #3**

Learning Target Student Handout -  
Secondary

**Post Objectives**

- Places I have lived
- The Devil's Arithmetic

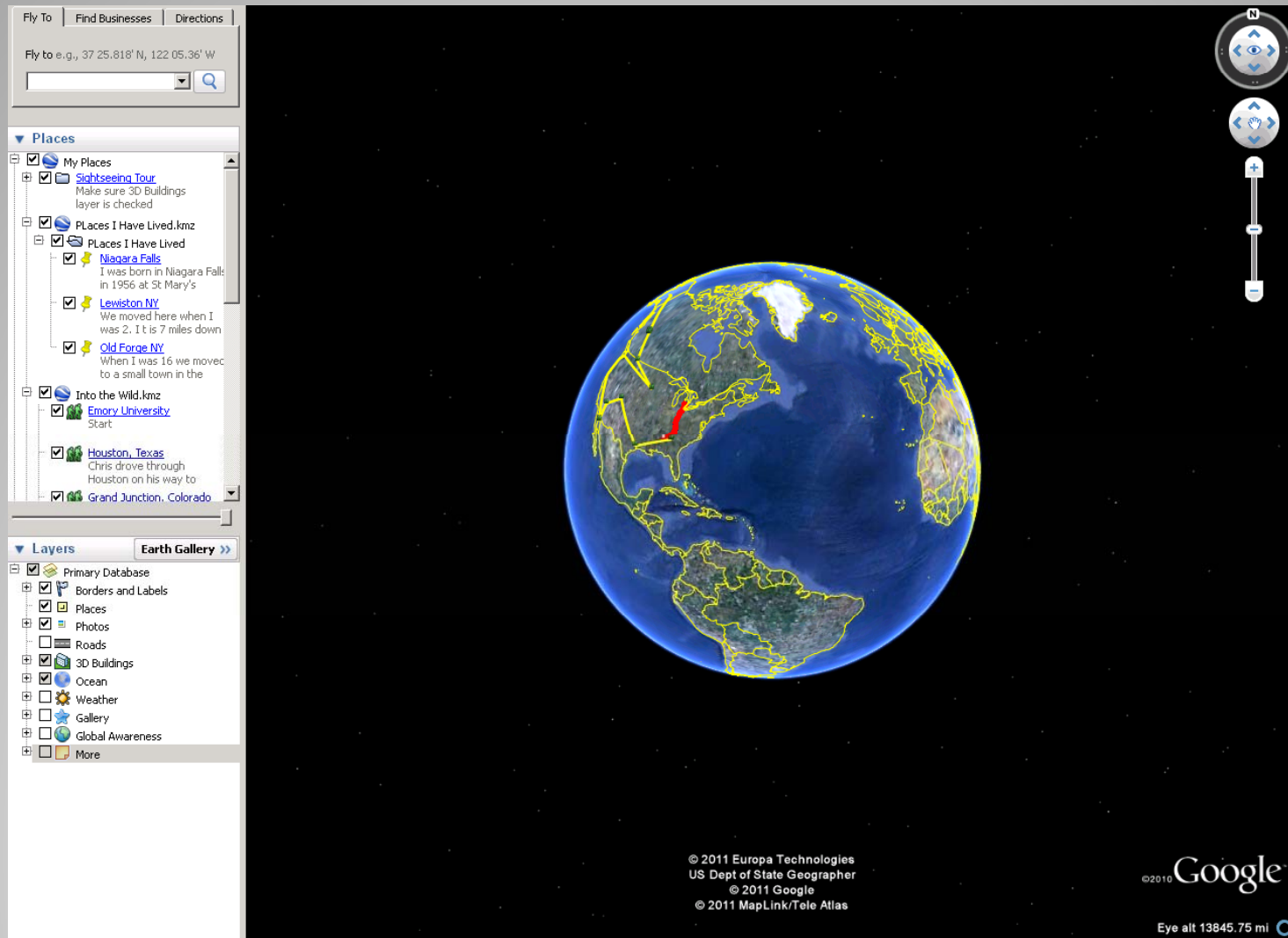
Think Pair Share

**Secondary Google Lit Examples**

Additional Google Trip Options  
(for more modifications)

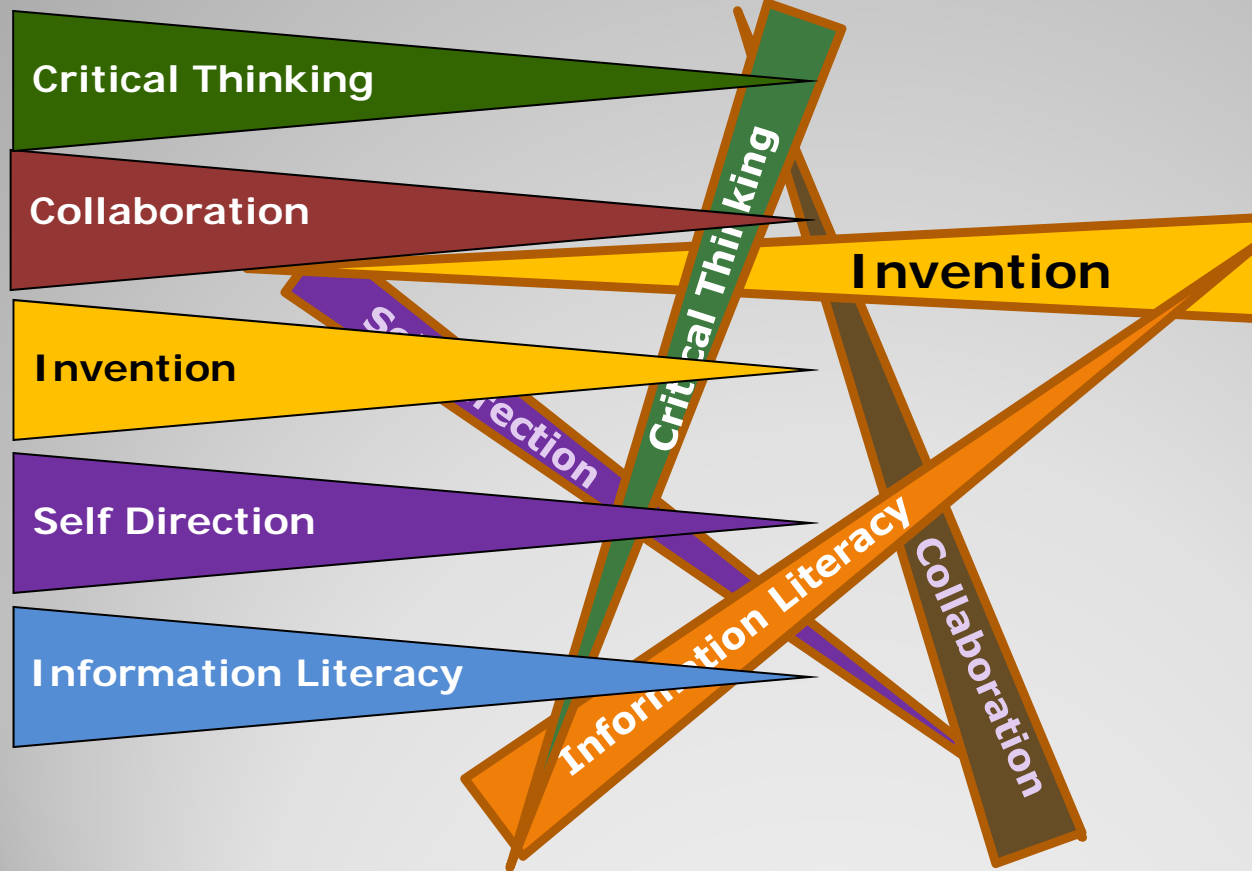
Watson's Go to Birmingham

**Secondary Google Lit Examples**



# Google Lit Creation Overview

# Embed 21<sup>st</sup> Century Skills



**Strategy #4**