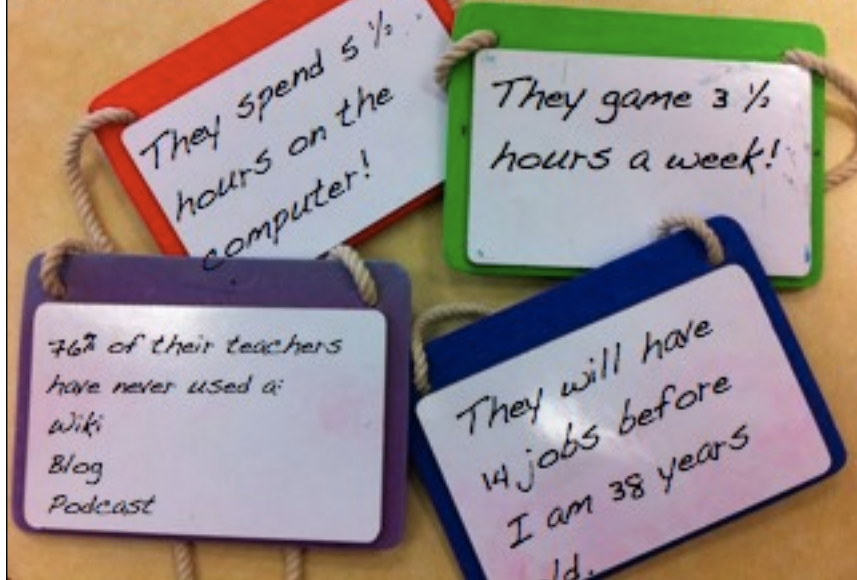




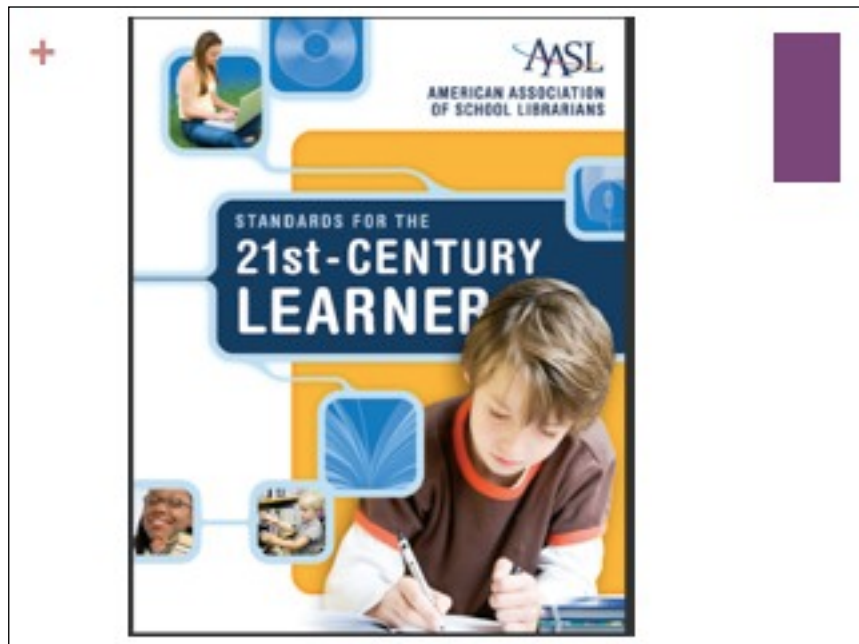
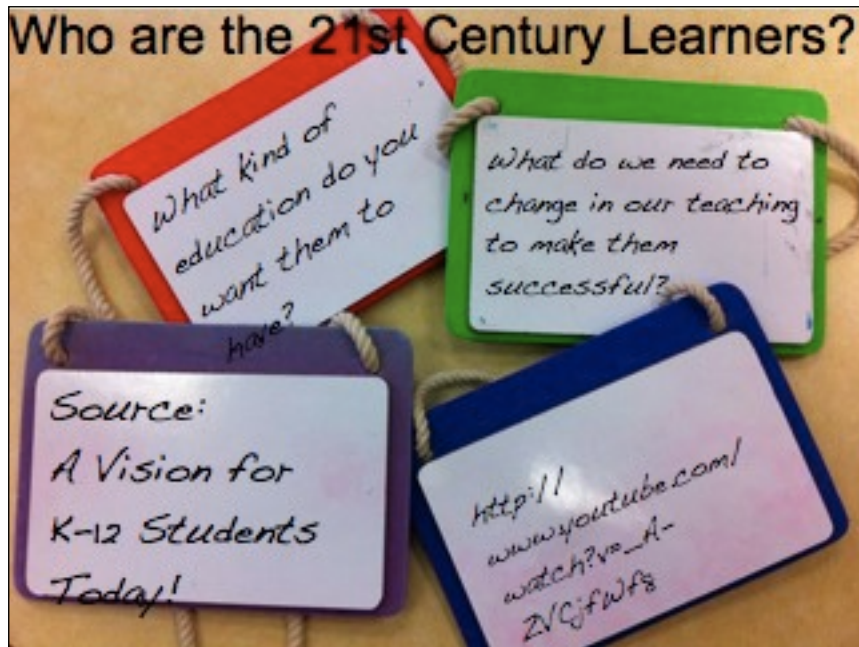
21st Century Skills are Elementary!

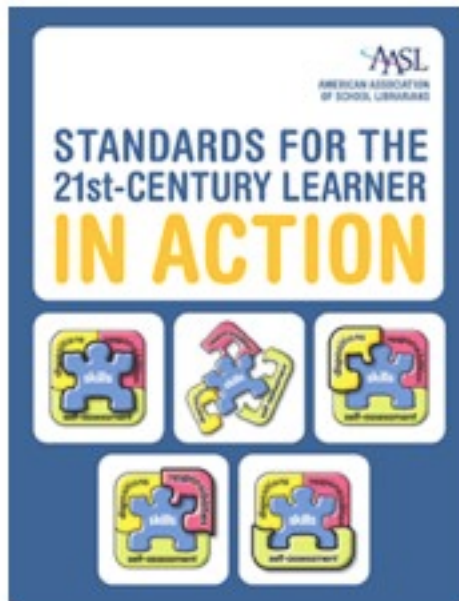
Carl A. Harvey II, School Librarian
North Elementary School
Noblesville, Indiana
carl@carl-harvey.com

Who are the 21st Century Learners?



Who are the 21st Century Learners?





The AASL Standards

- ★ Inquire, think critically, and gain knowledge.
- ★ Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
- ★ Share knowledge and participate ethically and productively as members of our democratic society.
- ★ Pursue personal and aesthetic growth.



+ P21 Framework

<http://www.p21.org/>



+ Learning and Innovation Skills

The 4Cs

- ★ Critical Thinking
- ★ Communication
- ★ Collaboration
- ★ Creativity

+ So...what might this look like?



Here is our journey...

+ Making Connections



Monday	Tuesday	Wednesday	Thursday	Friday
7:10am - 4th Grade Planning	7:10am - 3rd Grade Planning			
	8:10am - Specials PLC		10:20am - 4th Grade PLC	
		11:00am - 3rd Grade PLC		
			12:00pm - Kdg PLC	
1:30-2:15 - 1st Grade PLC	2:15pm - 2nd Grade PLC	2:15pm - 2nd Grade Planning		
	4:00pm - 1st Grade Planning	4:00pm - Kdg Planning		

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School Community

	Morning Message Repeated Reading	Guided Reading	Shared Reading	Word Block	Writing Block	Math	Unit Study
Week 1: 8/9 The Search for Grandma Katie and Alli Katie and Alli		Procedures <ul style="list-style-type: none"> Morning Lunch Choice Career Recess Lunch Homework Bathroom Mathboxes How we go home What can I do when I'm done 	North 1000000s Reply: Theme 1 Comprehend	No Star Words Review K Star Words Foundas and Found Name recognition (no vowel digraphs and consonants) Name puzzles	1st - Writing as Benchmark Long Bus Activity Teacher introduces self with collage Label the room with index cards Label the collage with post-its and kids make labels for own pictures	Introduce Gender Procedures Graphing Starburst Graph How do we get home? How many letters in your name? How many of each letter do we have in our name? Problem Solving How many letters does your name have in their first names?	Schedule 1st and second pages Collage 1st Take pictures of each student
Week 2: 8/16	All of Us Pledge <ul style="list-style-type: none"> What can YOU do? Difficult when to be smart Advice of I Am What is 100%? Picture and Preamble Introduce journal procedure Agents: outside peers, before, between, after	Reply: Theme 1 Share Collages and do Student Interviews. Teacher writes an idea web about each student. Digite picture is in the center of the page and write around it. (2 per day) Introduce Starburst	Focus <ul style="list-style-type: none"> add, mix add, mix add, mix NA-Numerals NA: the biggest! NA: Everyone's unique School (EQUUS) and FOUND Maria Goes to School (NA, A) It is School Time (NA, B)	Star 1 Eye to 100 50 5 Comprehend Number Number Writing Number Writing Number Writing Number Writing ABC order (get mathbox numbers)	Handwriting: Tric Jump-Capitals pg. 2-3 Introduce how to use 2 lined paper and NA to Math while writing their name. Using the line sets make cards to have the students help you write sentences about each student. Copy the sentences on one envelope and send the envelopes other envelopes. Later, cut out to and have kids add to their own page in 1 order and add to others in another order for 100%	Gender Write to 100 Introduce Number writing 1-2 page 101-102 4-5 page 101-102 Number 10 Number writing Copying to 10 Make 4 cardboards Problem Solving Take number in 8 order, Class in 8 order, Bus in 8 order	Reply: Theme 1 Review and Build Procedure 8 Ways to be Smart, early, graph, and bulletin board Fundraiser Kick-off NA box NA

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+ Research Journal



- ★The Big6
- ★Consistency Throughout the Building
- ★Organization for Students
- ★Student Inquiry
- ★Categories for Facts
- ★Copyright
- ★Self-Evaluation
- ★Used 2nd-4th

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Student Research Journal
For use by students in the classroom

Name: _____ Teacher: _____

Step 1 - Task Definition
What is the topic of your project?

Step 2 - Seeking Strategies
Where can you look for information?

Where can you look for information?	When did you look for information?

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North Elementary Research Journal
Best School Supply in @ your library!

The Big

Name: _____ Teacher: _____

Big - Step 1 - Task Definition
What is the topic of your project?

Step 1 continues - Open journal to the I Wonder ... page

Big - Step 2 - Seeking Strategies Where can you look for information?	Is it the best source for this project?
	Yes or No
	Yes or No
	Yes or No
	Yes or No
	Yes or No
	Yes or No
	Yes or No
	Yes or No
	Yes or No
	Yes or No

+ Big Journal - Photos



+

Category	
Keywords Keywords	

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+

FACT CARD TIPS

- Use your own words.
- Do not write in complete sentences.
- Write all the details.
- One fact per card.
- File your card in the category envelopes.

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North Elementary Research Journal		North Elementary Research Journal	
Don't let school supply be all your library!		Don't let school supply be all your library!	
Step 1 - Location and Source			
BOOKS			
My information came from:	Was it a good source of information?	My information came from:	Was it a good source of information?
Book Title _____	Yes _____ No _____	Encyclopedia Title _____	Yes _____ No _____
Book Author _____		Copyright Date _____ Encyclopedia Volume Number _____	
Copyright Date _____		Page Numbers _____	
My information came from:	Was it a good source of information?	My information came from:	Was it a good source of information?
Book Title _____	Yes _____ No _____	Encyclopedia Title _____	Yes _____ No _____
Book Author _____		Copyright Date _____ Encyclopedia Volume Number _____	
Copyright Date _____		Page Numbers _____	
My information came from:	Was it a good source of information?	My information came from:	Was it a good source of information?
Book Title _____	Yes _____ No _____	Encyclopedia Title _____	Yes _____ No _____
Book Author _____		Copyright Date _____ Encyclopedia Volume Number _____	
Copyright Date _____		Page Numbers _____	
ENCYCLOPEDIAS			
My information came from:	Was it a good source of information?	My information came from:	Was it a good source of information?
Encyclopedia Title _____	Yes _____ No _____	Encyclopedia Title _____	Yes _____ No _____
Copyright Date _____ Encyclopedia Volume Number _____		Copyright Date _____ Encyclopedia Volume Number _____	
Page Numbers _____		Page Numbers _____	
INTERNET / ONLINE RESOURCES			
My information came from:	Was it a good source of information?	My information came from:	Was it a good source of information?
Website, the address in http:// _____	Yes _____ No _____	Website, the address in http:// _____	Yes _____ No _____
What date did you visit the website? _____		What date did you visit the website? _____	
My information came from:	Was it a good source of information?	My information came from:	Was it a good source of information?
Website, the address in http:// _____	Yes _____ No _____	Website, the address in http:// _____	Yes _____ No _____
What date did you visit the website? _____		What date did you visit the website? _____	
My information came from:	Was it a good source of information?	My information came from:	Was it a good source of information?
Website, the address in http:// _____	Yes _____ No _____	Website, the address in http:// _____	Yes _____ No _____
What date did you visit the website? _____		What date did you visit the website? _____	
My information came from:	Was it a good source of information?	My information came from:	Was it a good source of information?
Website, the address in http:// _____	Yes _____ No _____	Website, the address in http:// _____	Yes _____ No _____
What date did you visit the website? _____		What date did you visit the website? _____	

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Research Stations







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+	North Elementary Research Journal <small>How do you supply it all your library?</small>	The Sign
	Big6 - Step 5 - Synthesis What is your final product? (a display, a skit, a paper, etc.) How are you going to organize your information?	
	Big6 - Step 6 - Evaluation On what part of your project do you think you did a good job? What did you think you could have done better? What was the hardest part of this project? What was the best place you found information (give a title of a book or the URL of a website) What did you already know that was proven to be correct? What did you think you knew that was proven to be wrong?	
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North Elementary Research Journal

How School Supply is Better Overall?

The Bigs

28

Big4 - Use of Information

All of your facts / notes should be in the envelopes, but use this as a "scratch paper" area if you need to draw a picture or take additional notes.

Exit Slips

<input type="checkbox"/> All the resources I used today have been returned to their homes. <input type="checkbox"/> Next time I need to:	<input type="checkbox"/> All the resources I used today have been returned to their homes. <input type="checkbox"/> Next time I need to:
<input type="checkbox"/> I need help with:	<input type="checkbox"/> I need help with:
<input type="checkbox"/> All the resources I used today have been returned to their homes. <input type="checkbox"/> Next time I need to:	<input type="checkbox"/> All the resources I used today have been returned to their homes. <input type="checkbox"/> Next time I need to:
<input type="checkbox"/> I need help with:	<input type="checkbox"/> I need help with:

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North Elementary Research Journal

How School Supply is Better Overall?

The Bigs

29

Big5 - Step 5 - Synthesis

What is your final product? (a display, a skit, a paper, etc.)
 How are you going to organize your information?

Big6 - Step 6 - Evaluation

On what part of your project do you think you did a good job?

What did you think you could have done better?

What was the hardest part of this project?

What was the best place you found information (give a title of a book or the URL of a website)?

What did you already know that was proven to be correct?

What did you think you knew that was proven to be wrong?

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North Elementary Research Journal

Best School Supply is @ your library!

The Right

Assessment Checklist

Checklist	Yes	No
Step 1 - Student wrote out the Task.		
Step 1 - Student create a list of "I Wonder..." questions.		
Step 2 - Student listed potential places to find information.		
Step 3 - Student looked in more than one place for information.		
Step 3 - The student recorded all the information (title, author, etc.) about their sources.		
Step 3 - The student used reliable and accurate resources for their project.		
Step 4 - The students took notes from their sources. Notes were written on index cards.		
Step 4 - The student recorded one fact per card.		
Step 4 - The student used their own words when taking notes.		
Step 4 - The student founds the answers to their "I Wonder..." questions.		
Step 4 - The student filed notes into category envelopes.		
Step 5 - The student wrote his or her final project in the synthesis box.		
Step 6 - The student completely answered all of the evaluation questions.		
Step 6 - The student avoided "I don't know, everything, or nothing" when answering the evaluation questions.		
Total Points Earned		

Comments

+ First Grade

★Mini Journals

★Beginning whole group - Read Alouds and Kidspiration Webs

★KWL Charts

+ Second Grade

- ★Project 1 (Ponds) - Whole Class
- ★Project 2 (Deserts) - Team of 4
- ★Project 3 (Rain Forest) - Team of 2
- ★Project 4 (Oceans) - Individual

+ Third Grade

- ★Project 1 - (Inventor) - Whole Group
- ★Project 2 - (Presidents) - Individual

+ Fourth Grade

- ★Project 1 - Native Americans
- ★Project 2 - Hoosier Idol

- ★Music Project - Composers



+ Always Improving

- ★Synthesis
 - ★Keep working on those higher level thinking skills.
 - ★Working on incorporating more Web 2.0 tools.
 - ★As good as we are, we can always get better.

+ The Administrator Connection

How do you convince others <especially administrators> this is the direction we need to be taking learning at the elementary level?



+ Professional Development Plan



+



FROM CATERPILLAR TO BUTTERFLY

Our Advice to Others (AM)

I asked my morning class what advice they would give to other kindergarten classes that were getting ready to have caterpillars arrive. Here are some of their thoughts:

- "The caterpillars are different than what you think they will be."
- "You have to use responsibility as you can watch them and take care of them." -Rowan
- "You have to let the butterflies go." - Jagan
- "It's sad to let them go, but maybe they will come to Butterfly House back." -Hannah
- "Give the caterpillars food." -Blake
- "The caterpillars and butterflies need air." - Isay
- "You have to use patience and wait for them to chrysalis and butle"
- "The butterflies need flowers and sugh water" - He



1. **McAfee** [Mrs. McAfee's Third Grade Class - Our Class Blog](#) [April 16, 2014 at 2:52 PM](#)
 Amazing!! I am excited to see the butterflies! How many days have passed so far? Does it take 7 to 10 days?
 Thanks for the [pics](#)!
 Mrs. McAfee
 mom's blog

2. **7** [Cindy Sue](#) [April 16, 2014 at 12:11 PM](#)
 I'm sure you will start seeing something soon. Be sure to post the pictures of the butterflies when they show up.

[Go back for comments on this post. Trackback URL](#)

+



Mrs. McAfee's Third Grade Class- Our Class Blog

Third Grade

Wolves!

April 16, 2014

Those of you who predicted we will be learning about wolves are correct! We will learn about the habits and habitats of wolves and read a fabulous fiction book that involves both dogs and wolves.

How do you think dogs and wolves are similar and different?

[Read under Development!](#) | [Comments \(4\)](#)



1. **7** [Cindy Sue](#) [April 16, 2014 at 12:11 PM](#)
 I think they are the same because they both ROAR.

2. **7** [Cindy Sue](#) [April 16, 2014 at 12:11 PM](#)
 I think they are the same because they both the same. I think they are different because a wolf lives in the wild and a dog usually lives inside.

3. **7** [Cindy Sue](#) [April 16, 2014 at 12:11 PM](#)
 I think there are the same because [wolves](#) look like dogs and I think wolves are different because they are more wild.

4. **7** [Cindy Sue](#) [April 16, 2014 at 12:11 PM](#)
 They are in the same family the dog family.



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★Carl A. Harvey II
School Librarian
North Elementary School
Noblesville, Indiana 46060
carl@carl-harvey.com
<http://www.carl-harvey.com>
blog
<http://www.carl-harvey.com/libraryties/>
library website
<http://north-lmc.nes.noblesville.schoolfusion.us>