

CURRICULUM BUNDLES

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CHERRY LAKE
PUBLISHING GROUP



Hello!

<https://bit.ly/cherrylake2021>

TODAY

1. Quick review from last month
2. The Trojan Horse: Curriculum Bundles
3. Your insights
4. Cherry Lake's existing book bundles, with educational materials by Laurie Olmsted, MLIS

An abstract graphic design featuring a red vertical bar on the left, a black L-shaped line forming a frame, and a blue triangle in the upper right corner. The text "zero bandwidth" is centered in the white space.

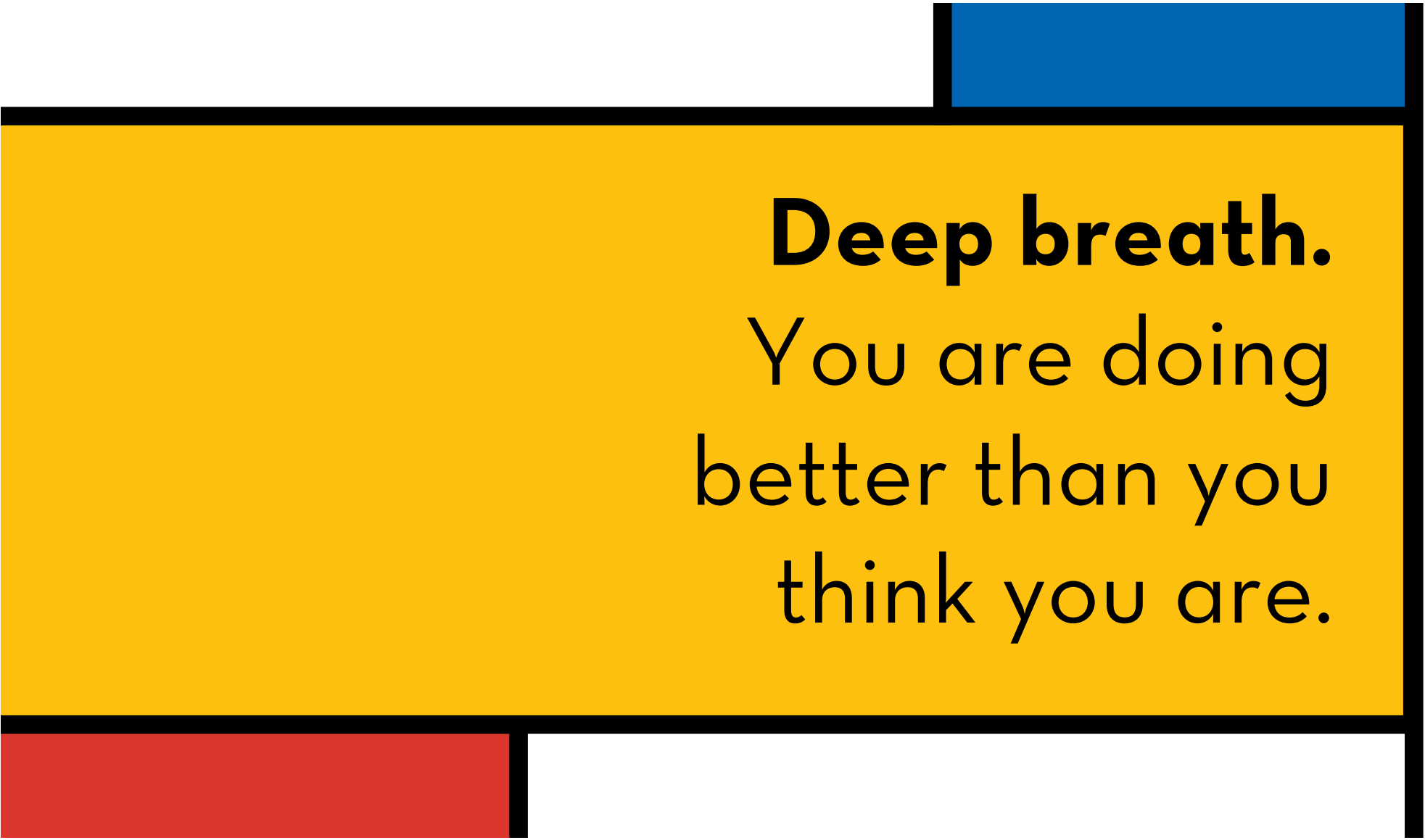
“zero
bandwidth”



Who's here today?

Answer Poll Question 1

<http://bit.ly/cherry2021> > February document



Deep breath.
You are doing
better than you
think you are.




What we covered
in January
(bit.ly/cherrylake21)



Surge Capacity:

“anxiety-tainted depression mixed
with ennui that I can’t kick”

Haelle, Tara. 2020. “Your ‘Surge Capacity’ Is Depleted – It’s Why You Feel Awful.”
[Elemental.medium.com](https://elemental.medium.com), Aug. 17.



“Why do you think you should be used to this by now? ... It’s expecting a lot to think we’d be managing this really well.”

Haelle, Tara. 2020. “Your ‘Surge Capacity’ Is Depleted – It’s Why You Feel Awful.” [Elemental.medium.com](https://elemental.medium.com), Aug. 17.

Advice

Accept that life is
different right now

Expect less from
yourself

Recognize the
different aspects of
grief (including
anger)


Experiment with
“both-and” thinking

Look for activities,
new and old, that
continue to fulfill you

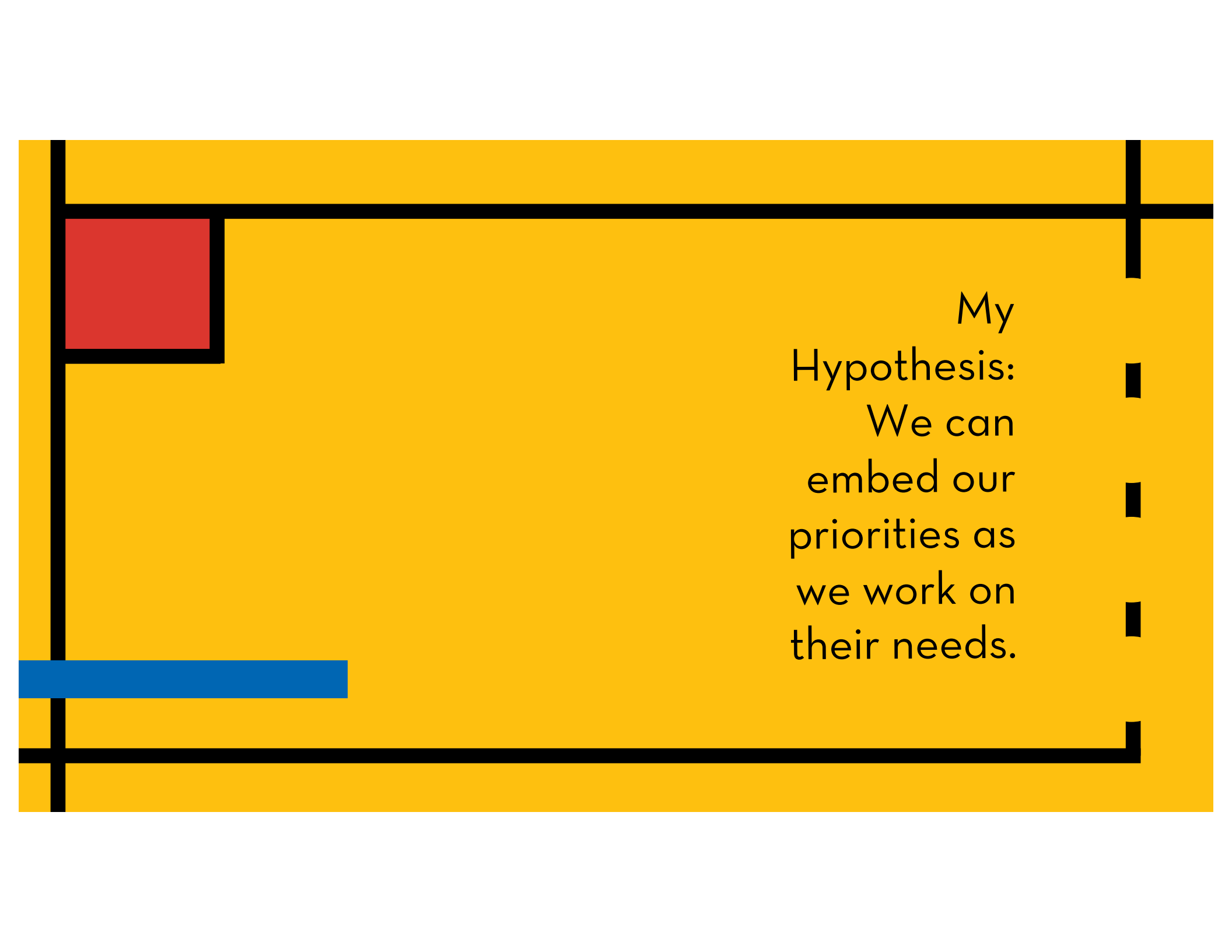
Focus on maintaining
and strengthening
important
relationships

Begin slowly building
your resilience bank
account

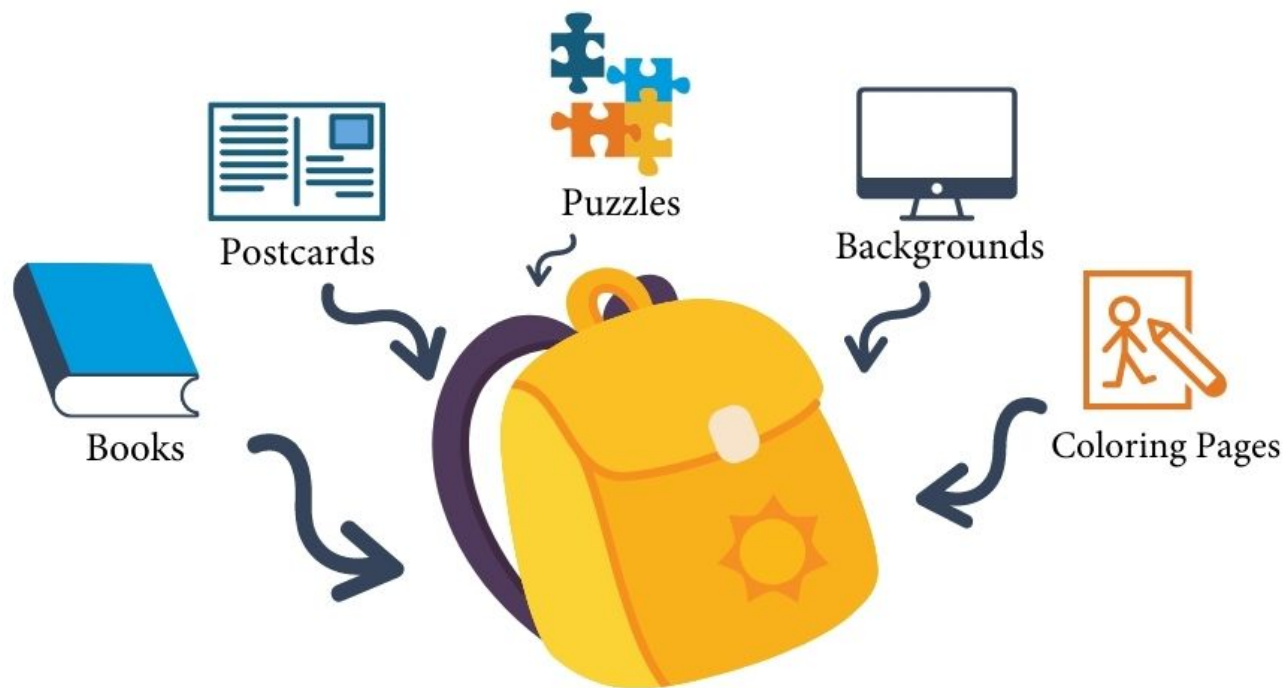




Do less but do better
by focusing on **high-
impact** priorities.



My
Hypothesis:
We can
embed our
priorities as
we work on
their needs.



DIGITAL BOOK BAG



Smithsonian
Libraries

S.SI.EDU/SILBOOKBAG



COLLEGE, CAREER & CIVIC LIFE C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS



Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

THE PRIMARY PURPOSE of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards is to provide guidance to states on the concepts, skills, and disciplinary tools necessary to prepare students for college, career, and civic life. In doing so, the C3 Framework offers guidance and support for rigorous student learning. That guidance and support takes form in an Inquiry Arc—a set of interlocking and mutually reinforcing ideas that feature the four Dimensions of informed inquiry in social studies: 1 Developing questions and planning inquiries; 2 Applying disciplinary concepts and tools; 3 Evaluating sources and using evidence; and 4 Communicating conclusions and taking informed action.

<https://www.socialstudies.org/sites/default/files/c3/c3-framework-for-social-studies-revO617.pdf> p. 17

D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.

D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.

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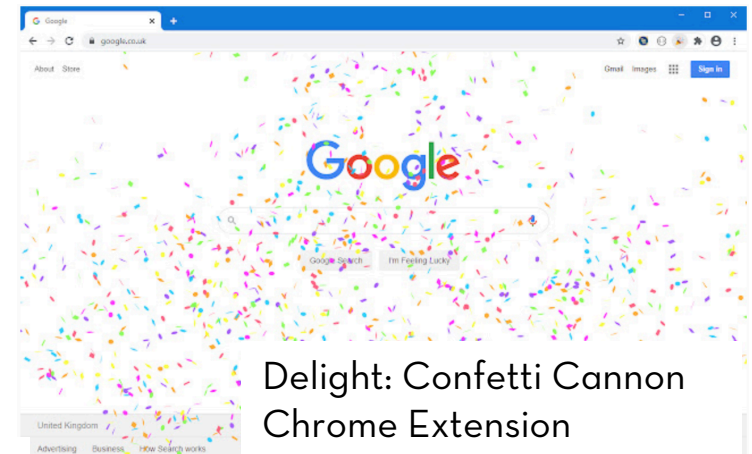
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D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.



Books and eBooks

Zoom background from
Pixabay.com



Delight: Confetti Cannon
Chrome Extension

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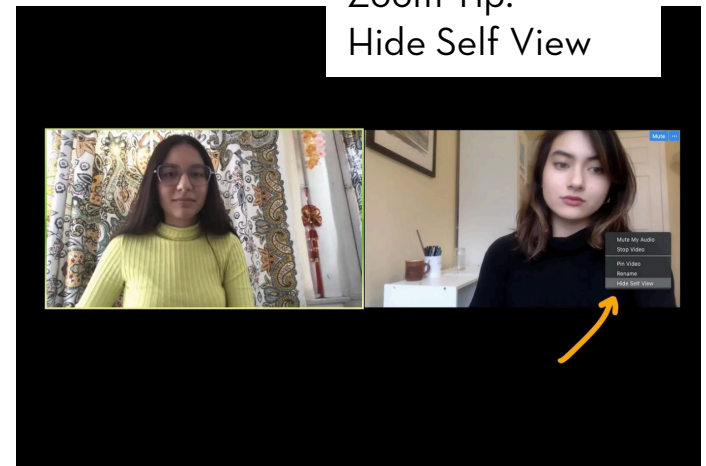
D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.



The screenshot shows the National Archives website. At the top is the National Archives logo and a search bar. Below the logo are four navigation tabs: "RESEARCH OUR RECORDS", "VETERANS' SERVICE RECORDS", "EDUCATOR RESOURCES", and "VISIT US". The main heading is "America's Founding Documents". Below this is a breadcrumb trail: "Home > America's Founding Documents > The Constitution of the United States: A Transcription". On the left is a sidebar with links: "Main Page", "Explore the Documents" (with sub-links for "Declaration of Independence", "Constitution of the United States", and "Bill of Rights"), and "Special Features" (with sub-links for "High Resolution Downloads" and "Sign the Declaration or Constitution"). The main content area is titled "The Constitution of the United States: A Transcription". It includes a note about the transcription being based on the original in the Rotunda at the National Archives Museum. Below the note is the text of the Constitution, starting with "We the People".

TechTip (actually information literacy in disguise!): CTRL+F

Zoom Tip:
Hide Self View



Gallery mode. Photo illustration by Slate. Photo by Chloe Hadavas.

LEARN ABOUT GOVERNMENT!

CHECK OUT OUR COLLECTION OF EBOOKS!



To access these and more titles, visit <link>. Let us know if we can load these directly into your online classroom, provide annotations to help you choose, or rank by reading level.

RESEARCH TIP: CTRL+F

Did you know that you can use CTRL+F to search for specific words in web pages, Google Drive documents, or most other sites and tools?

How can the library can make your online school life easier? Find resources and upload them to your classroom? Find online-friendly teaching ideas? Teach a research lesson while you call parents? Read to your kids? Book talk? We're in this together. <email>

ZOOM BACKGROUND!



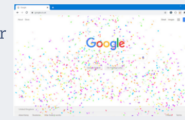
Download from
<https://pixabay.com/photos/us-capitol-washington-dc-government-1273914/>.
To add a Zoom backdrop, click the arrow next to the Video icon in your toolbar.

ZOOM TIP: HIDE SELF VIEW

Tired of watching yourself teach? Or watching your students groom themselves in their Zoom window and worrying about what Zoom is doing to their self-image? Hover over your video image in Zoom and select "Hide Self View."

DIGITAL DELIGHT: CHOME CANNON

Celebrate student aha moments with the click of a button with a digital confetti cannon! Search <confetti cannon extension> to add this feature to your Google Chrome browser!



<https://www.canva.com/design/DAEWZthLZuI/NOZ245Z1HYzMCPqfvITHig/view>



Keep in Mind

1. Keep it short.
2. Intersperse what appeals to them with what your program goals are. Be a Trojan Horse, but be a helpful Trojan Horse.
3. Curate the quantity of content. This is about them, not you.
4. Chunk content or add design elements that make it skimmable.
5. Tell them where they can get more.



Where to find Books and eBooks?

Review journals

WorldCat.org for titles

Publishers' Websites



Where to find Tech Tips and Delight?

FreeTechnologyforTeachers.com

Pinterest

Where to find Zoom backgrounds?

Preferred size: 16:9 aspect ratio (can set in Ppt and then export slide as image), minimum 1280x720 pixels

Pixabay (no attribution required)

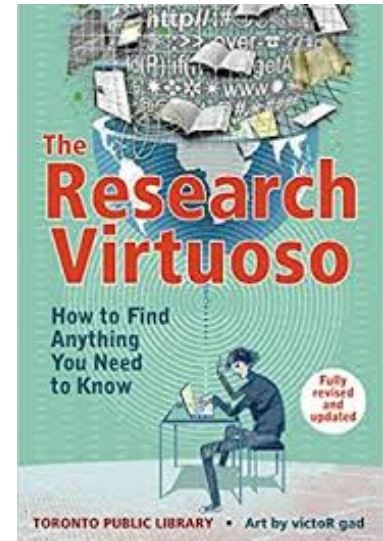
Creative Commons

Images.google.com

(Search, then select Tools > Usage Rights > Creative Commons)

Where to find information literacy tips?

1. *The Research Virtuoso* (upper el through college)
2. Google Search Infographic
<https://mashable.com/2011/11/24/google-search-infographic/>



How To Google It

Don't ask Google questions. Think about how an answer would be phrased, and search for that (ie, never search for 'What is the air speed velocity...').

filetype:

Searches only results of the file type you designate. Can use for pdf, doc, jpg, etc.

intitle:

Only shows results with that word in the title (in this case, 'velocity').

filetype:pdf air speed **intitle:velocity** of ***swallow**

*

Replaces itself with common terms in your search (in this case, Red Rumped swallow and Lesser Striped swallow will both be searched, along with many others).

Where to find information literacy tips?

Kindergarten

HOW DO WE KNOW WHAT WOOLLY MAMMOTHS WERE LIKE IF THEY DON'T EXIST ANYMORE?

Keywords: prehistoric times, mammoths, primary sources, learning with objects
Kristin Fontichiaro

Kindergarteners are ideal researchers. They love to think, learn, discuss, and share. Teachers can harness this enthusiasm when they engage in research projects that do not require the teacher to mediate between student and resource. In this lesson, students use hands-on exploration and a multimedia resource in lieu of hearing a book read aloud, in order to create questions and gather information. The final product is a collaborative piece of writing, drawing, and/or dictation.

Key Standard

Writing K.2—Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

To achieve this standard, students will need to be able to

- with prompting and support, ask and answer questions about key details in a text (Reading Informational Text K.1);
- actively engage in group reading activities with purpose and understanding (Reading Informational Text K.10);
- participate in collaborative discussions with diverse partners about kindergarten topics and texts, with peers and adults in small and larger groups (Speaking and Listening K.1);
- add drawings or other visual displays to descriptions as desired, to provide additional detail (Speaking and Listening K.5); and
- speak audibly and express thoughts, feelings, and ideas clearly (Speaking and Listening K.6).

Time Needed

Two 30- to 40-minute sessions

Resource List

- ✓ Chart paper divided into three columns, labeled "See," "Think," and "Wonder"
- ✓ Markers for chart paper
- ✓ Drawing software (e.g., Microsoft Paint, Kid Pix, or TuxPaint) or paper and markers/ crayons/colored pencils, for writing and illustrating a class book page
- ✓ Mammoth tooth hidden inside a pillowcase or tote bag (borrow from your local natural history museum or environmental center)
- ✓ PebbleGo Animals database (PebbleGo.com) with headphones and computers, or:
 - *Woolly Mammoths* by Helen Frost (Capstone/Pebble Plus, 2006)
 - *Mammoths on the Move* by Lisa Wheeler, illustrated by Kurt Cyrus (Harcourt, 2006)
 - *Find Out Firsthand: Using Primary Sources* by Kristin Fontichiaro (Cherry Lake, 2013)



Base of a mastodon tooth

DAY ONE (40 minutes): Research

Launching the Lesson: Activating Prior Knowledge

1. Ask kindergarteners to sit in a circle. Start by saying, "Today, we will be learning about something from a very long time ago. I have it in my bag. The first thing I want us all to do is pass around this secret item."
2. Pull the mammoth tooth out and say, "As you pass it around, tell us what you see or feel. Even if you think you know what it is, keep it a secret and don't tell! Just describe what you see when you look at it or what it feels like in your hands."
3. Students pass around the tooth, sharing their observations. Common responses may include "heavy," "ridges," "brown," "big," "oval," or comparison phrases such as "bigger than my foot." The instructor scribes these in the first column on the chart paper.
4. Say, "Those are all really interesting words. If I closed my eyes and heard those words, it would be easy for me to imagine that object in my mind. Now let's move to another question. What do you think this object might be? Turn and talk to the person sitting next to you. I'll count down from five to zero when it's time to stop talking and share with the group."

I wanted words together in a phrase, but they are not together in the results.	Put quotation marks around the words that you want to keep together in a phrase. For example, finding someone named ["Thomas Jefferson Franklin"] will stop results for pages about Benjamin Franklin or even Thomas Franklin and only give you results with all three words, in order.
My results suggest that there might be another search term I can use.	If you see a word you don't know, do a search for [define:word] to find out what it means. If it is a good word to express your idea, try using it in a search. For example, if you search for [vikings], you might see the word Norse in some results. Searching [vikings norse] will get rid of results about the football team.
I just want information from a specific point in time.	Look to the left of your search results. Near the bottom of that column on the left, there is a link that says "More search tools." Click to expand that column, and click on one of the links to limit the search by the age of the Web page.
My results are not relevant because the word I want has another use, too.	Use a minus sign {-} in front of the word that you want to get rid of from your results. Do not put a space between the minus sign and the word that follows. If you are interested in the historical Vikings, but not the Minnesota Vikings, try [vikings -minnesota].
I really like this one Web site. Does it have other good pages?	Use a "site:" search to tell Google to look in just one place. Example: [aztecs site:nationalgeographic.com] is a search that will only look on the National Geographic site to find information.
I typed a question into the Google search box and got a lot of Q&A sites, which my teacher said I shouldn't use for homework.	Typing a question will not bring you the best results. Try to type only the keywords. To learn how, visit http://mindshift.kqed.org/2012/02/how-to-choose-the-right-words-for-best-search-results/

Navigating the Information Tsunami:
Engaging Research Projects that Meet
the Common Core State Standards, K-5

Edited by Kristin Fontichiaro





Your Turn!

<https://bit.ly/cherrylake2021>

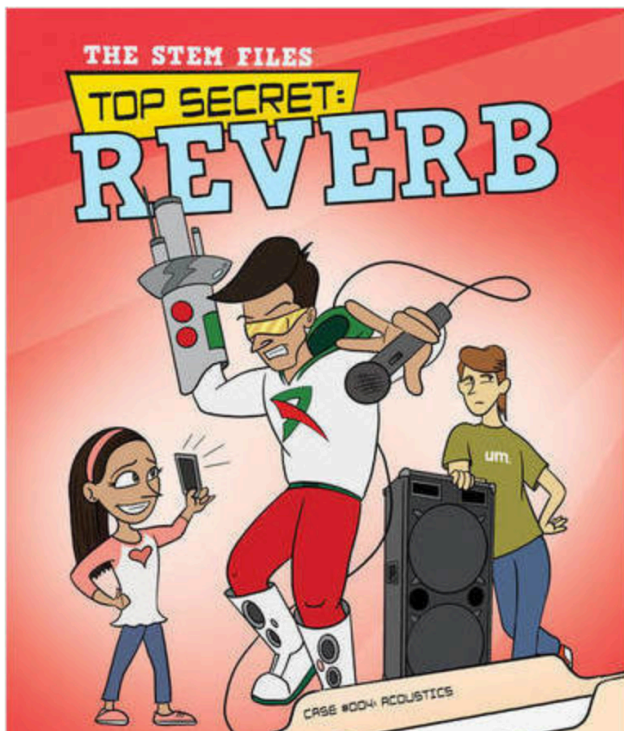
> February Document

Students who demonstrate understanding can:

MS-PS4-2.

Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

[Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.] [Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.]



Top Secret: Reverb

Buy Now

From the Set THE STEM FILES

The STEM Files graphic novel series focuses on the hilarious, top secret stories of ambitious, but inept, would-be evil villains. Top Secret: Reverb focuses on the blundering would-be evil villain Ricardo Verboza, aka Reverb, as he attempts to seek revenge using super sonic sound. But he fails miserably due to his lack of knowledge about how sound travels. It's hard to shatter City Hall using sound if you don't know the science behind it! Each book in the series focuses on a key STEM concept. Includes educational callouts, sidebars, and backmatter material. Supplemental activity also included.

Interest Level	Grade 5 - Grade 8
Reading Level	Grade 4
Number of Pages	32
Dimensions	7 x 9

<https://bit.ly/cherrylake2021> > February Document



Next time:
Power language with
stakeholders

Now, over to CLP for
some ideas to whet
your appetite