

The Friday Five

or, as Judith calls it,
"some pithy thoughts about moving forward in a proactive way"

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{1: Purpose}

We
are about more than books.

Learning
is about more than skills.

{2: Transfer}

Teach **through** resources,
not **about** resources.

{3: Ownership}

It's not **my** library.
It's **our** library.

{4: Revolution}

Get thee to netgalley.com.

{5: Collective Power}

PLN ~ Twitter ~ Ning ~
bit.ly/nudging

Jen: How do you see the Common Core national standards impacting what you do in your library and as a leader?

- PD leadership
- Redefinition of database content: differentiated materials to promote subject-specific reading
- Storytime with a purpose

Sue & Heidi: I really enjoyed your article on "Promoting Inquiry with Emerging Readers Using Elephogs and Octobunnies," with Debbie West.

The quotation that really resonated with me was this: "There is often a struggle in elementary schools between a desire for higher-order thinking and students' emerging reading skills. How do we simultaneously promote AASL Standards and the call for independent, inquiry-oriented engagement when our students are just learning to read or write?"

I struggle with this question every day in my elementary school, as do the teachers. Could you talk a bit about this problem and share any other insights/examples you have in helping young students practice higher thinking skills?

Sue & Heidi: I really enjoyed your article on "Promoting Inquiry with Emerging Readers Using Elephogs and Octobunnies," with Debbie West.

The quotation that I liked best was this:

"There
be
s

Debbie says:

Octobunny lives on!
Thanks for making
my week!

I struggle to find time to talk a
elemental level about this project /
bit about this project. Can you share
examples you have in helping young students practice
higher thinking skills?

- Seek modalities beyond text so you get out of their way (no more librarian as gatekeeper to knowledge)
- Emphasize talk over making stuff (e.g., turn & talk, think-pair-share)
- See, Think, Wonder – K/1 examples
- Moodle & Mentor Texts: *Help Me, Mr. Mutt!*

That Was Then



This is Now



That Was Then



This is Now





That Was Then



Folder Example

What We Think We Know:	Questions:
What We Learned:	Misconceptions:

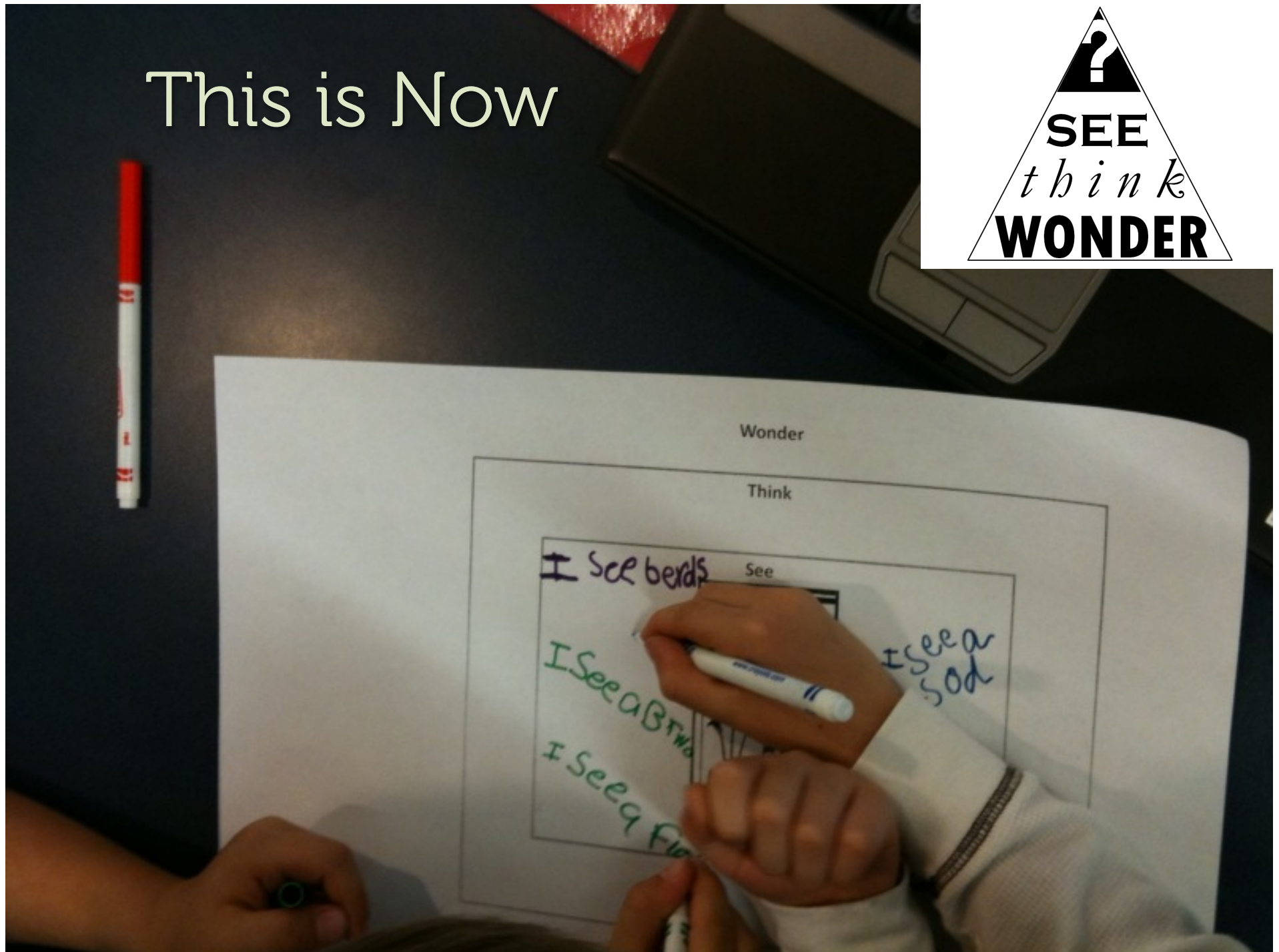
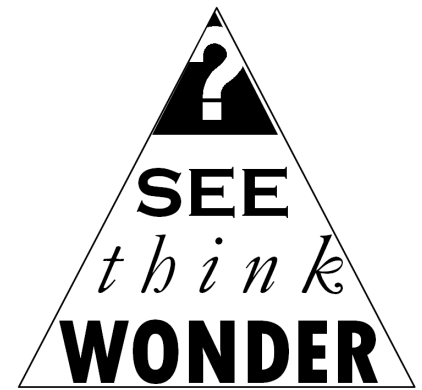
Adapted from Debbie Miller's *Teaching with Intention: Defining Beliefs, Aligning Practice, Taking Action, K-5* (Stenhouse, 2008).

This is Now



This is Now

This is Now



This is Now

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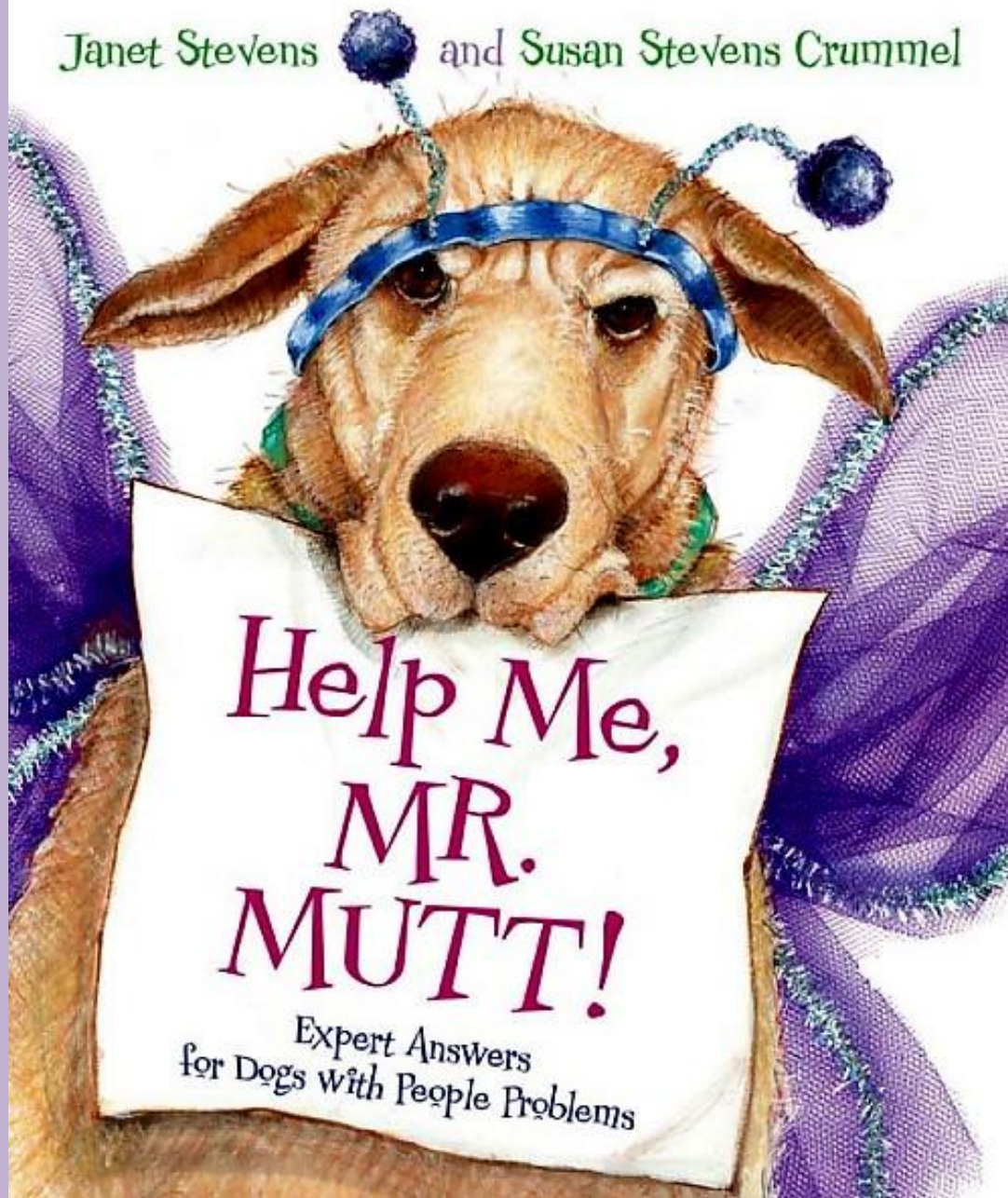


That Was Then



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Janet Stevens and Susan Stevens Crummel



This
Is Now



Dear Mr. Mutt (from Leashed in Louisiana)

by Kristin Fontichiaro - Thursday, June 4, 2009, 10:48 AM

June 4, 2009

Dear Mr. Mutt:

Help me! Every night after dinner, my people want to take me for a walk. I like walking, but I hate being on a leash. Why do I have to wear a leash?

From Leashed in Louisiana

P.S. That rotten cat never has to wear a leash.

[Edit](#) | [Delete](#) | [Reply](#)



by

- Wednesday, June 10, 2009, 09:29 AM

You have to have a leash because you do not want to get lost or run away .

And remember you are top dog!

your friend Mr.Mutt😄

P.S the cat does not have to where a leash because they do not like to go on walks!😄

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Last week of school
(June)



Re: Dear Mr. Mutt (from Leashed in Louisiana)

by

- Wednesday, June 10, 2009, 10:39 AM

Dear Chissy,

I think your ideas are great.



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2 months later – during
summer vacation!



Re: Dear Mr. Mutt (from Leashed in Louisiana)

by

- Wednesday, August 19, 2009, 01:58 PM

Thanks Rach

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The Queen Speaks

*Mr. Mutt You do not Put a leash on the queen,
Or drag her around the neighborhood.
Put a leash on yourself Mutt Boy.*

The Queen



Linda: Does Kristin use or recommend a rubric for teachers to assess teaching 21c skills in their units of instruction? (I have used the ISTE NETS-T rubric in workshops with teachers, but I'm interested in the broader category of 21st c).

- Yes and No

Linda: Does Kristin use or recommend a rubric for teachers to assess teaching 21c skills in their units of instruction? (I have used the ISTE NETS-T rubric in workshops with teachers, but I'm interested in the broader category of 21st c).

- Yes and No

Life Skills

*Developing student responsibilities,
self-assessment, self-reflection,
Habits of Mind, dispositions, digital citizenship, and ethics*

Flexible Cognitive Toolkit

*Learning through curiosity; questioning;
inquiry; creative, innovative, and
critical thinking; problem-solving;
decision-making; and other authentic
tasks*

Learning Community

*Working, networking, and
learning collaboratively in
flexible teams*

BPS 21st-Century Learning

Core Content

*Acquiring, understanding, and
transferring academic content and
skills*

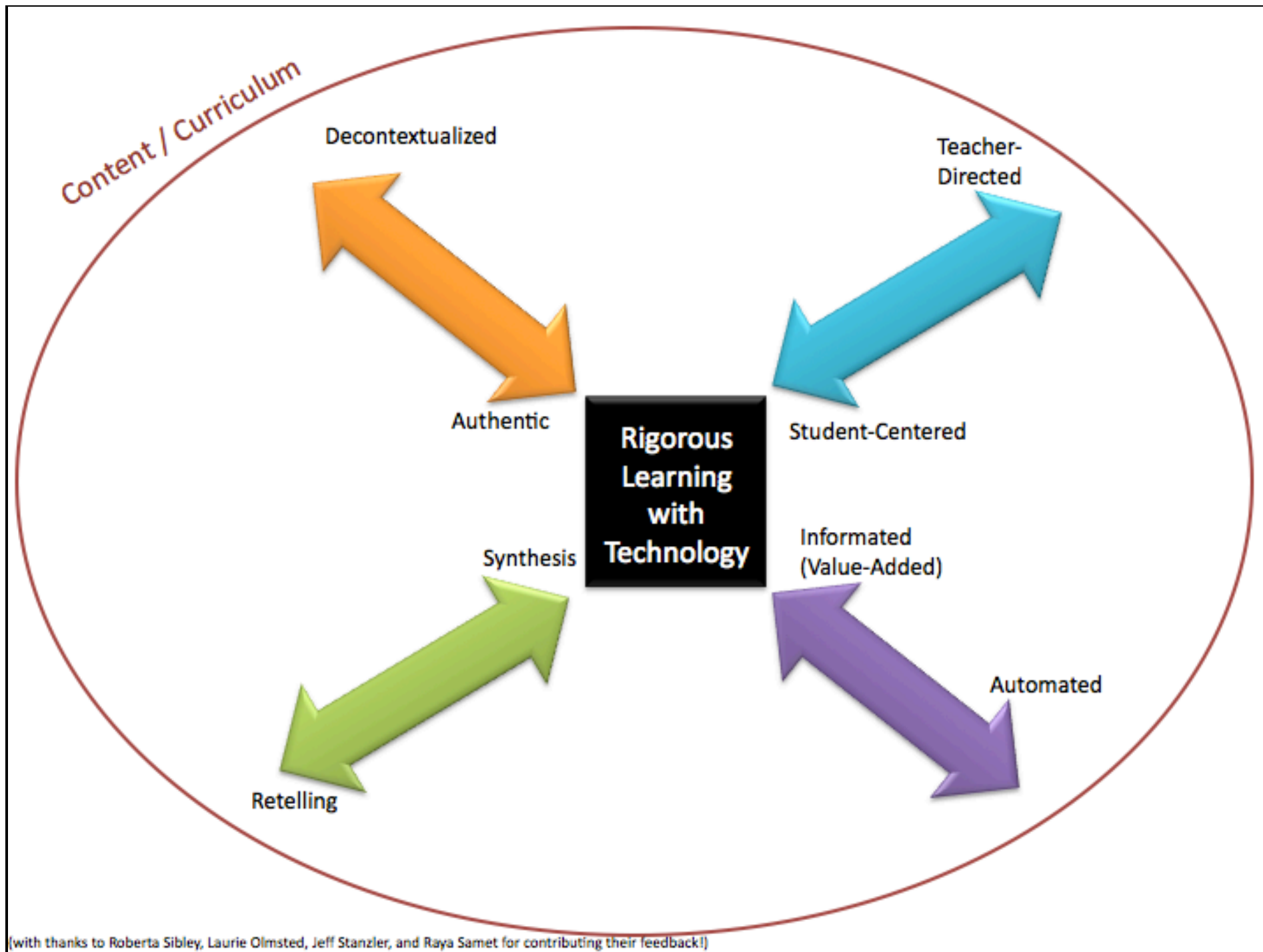
Technology

*Harnessing digital resources as tools for
multimodal learning, communicating, and
sharing*

http://bit.ly/bps-comparison

Correlations Chart: BPS Plans vs. Selected 21st-Century Learning Documents

	BPS Strategic Plan	BPS Elementary Media Work Plan	Engauge (NCREL/Metiri)	P21	NETS'S	AASL
21 st Century Themes / Authentic, Real-World Learning	implicit		Global Awareness	X		23.1; 3.15; 3.3.4
Assessment / Use of Data	Goal 2	p. 3	Self-assessment			1.4; 2.4; 3.4; 4.4 (Self-Assessment)
Collaboration / Learning Community / Social Learning	BPS Strategic Plan Goals 1 & 3; Vision Statement	(mentions general 21 st -C. Skills); collob. w/teachers p. 3	X	X	X	CB 8; 1.19; 13.4; 3.1.2; 3.2.2; 3.2.3; 3.3.3; 3.3.5;
Communication	Goal 1	(mentions general 21 st -Century Skills)	X	X	X	3.1.1; 3.1.3; 3.1.4; 3.3.5; 4.1.7; 4.3.1
Creativity & Innovation	Goal 1	Creativity – p.3	X	X	X	1.23
Critical Thinking/Problem-Solving/Decision-Making / Drawing Conclusions	Goal 1; Vision Statement	p. 3	X	X	X	2.1.1; 2.1.5; 2.2.3
Differentiated Instruction; Equitable access to great learning for all	Goal 2 (D.I.)	p. 1	(implicit)			CB 5 (equitable access)
Digital Citizenship / Ethics / Democratic Values / Intellectual Freedom		(inferred in Goal 3)	Social responsibility		X	CB 3; 13.1; 13.3; 13.5; 23.3; 3.1.6; 3.3.6 (democratic values); 3.3.7 (intellectual freedom); 4.3.4
Inquiry; Curiosity; Research; Information Fluency	Stat. Plan 1 & 3; Vision Statement	X; part of Goal 3	X	X	X	CB 2; CB 6; 1.1; 2.1; 4.2; 4.2.2
Leadership & Responsibility	Vision Statement			X		3.2.1
Life Skills: Flexibility, Adaptability, Initiative, Self-direction, Productivity, Accountability			X	X		1.25; 1.2.6 (resilience); 1.4.1; 1.4.2; 2.2.1; 2.2.2; 4.2.3; 1.2.1; 1.2.2; 1.2.7 (persistence); 2.4.4; 2.2.4; 3.2.3
Media Literacy / Resource Evaluation		(mentions general 21 st -C. Skills)	X	Media Lit.		(Resource Evaluation) 1.1.5; 1.1.6; 1.1.7; 1.2.4
Organization		Goal 1	X			2.1.2; 2.1.4; 4.1.6;
Personal Growth & Aesthetics			X	X		Standard 4
Reading		p. 3	X			CB 1; 4.1; 4.2.4
Reflection/ Metacognition / Self-Assessment	Goal 1	Goal 1	X	X		2.4.2; 3.1.1; 3.4.1; 3.4.2; 3.4.3; 1.4; 2.4; 3.4; 4.4
School libraries/librarians vital to meeting the 21 st -century learning imperative		X				CB 9
Social & Cross-Cultural Skills / Diversity	Core Value		Multicultural literacy/global awareness	X		13.2; 23.2; 3.3.1; 3.3.2; 4.4.4
Technology Integration / Digital Literacy	Goal 1	Goal 3	X	X	X	CB 4; 1.1.8; 2.1.6; 3.1.4; 4.1.7 (social networks)



(with thanks to Roberta Sibley, Laurie Olmsted, Jeff Stanzler, and Raya Samet for contributing their feedback!)

What else would you like to talk about?

Thanks, y'all!

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- blog.schoollibrarymonthly.com

