



Janet Doe's Multimedia & Reading Implementation Plan

Janet Doe developed this Multimedia & Reading Implementation Plan in conjunction with the successful completion of the 90-minute online "TeachingBooks.net Training and Guided Inquiry Professional Development Module" for Sample on September 16, 2011.

Documented within are specific actions that Janet Doe identified for integrating multimedia into reading activities, including:

- Classroom Implementation Strategies
- Newly Identified Instructional Materials
- Personal Reflections
- And a summary of inquiry research methods that were utilized in completing this work.

Professional Development Module Summary

In completing this 90-minute Training and Guided Inquiry Professional Development Module, I have:

- ✓ Gained insight into using the Sample Institution License license to TeachingBooks.net
- ✓ Developed this customized Implementation Plan to infuse multimedia into my school's literacy activities
- ✓ Furthered my awareness of the potential of online resources to personalize connections with literature through meeting and learning from authors and dynamically altering relationships with books
- ✓ Prepared me to share and support the use of this database with colleagues and students
- ✓ Used phases of the Guided Inquiry research model to investigate TeachingBooks.net and develop this Implementation Plan
- ✓ Considered pedagogical intersections of multimedia and literature, and as a result increased my understanding of how multimedia resources can add engagement and excitement to the reading experience for the teacher, students, and others

Sample Institution License Access Directions

Sample Institution License has a license to TeachingBooks.net that everyone associated with the district may use from campus or remotely.

- 1: Go to: <http://TeachingBooks.net/home/>
- 2: Enter your work email address and hit "Submit"

And if requested,

Enter Username: Sample_Username
Enter Password: Sample_Password

Additional access directions that are pertinent for my school's access:

Go to the Curriculum and Professional Development page of our district website , then click on Databases on the left side. You'll see TeachingBooks.net there (and you will go straight in with no sign in required because we have IP authentication). Direct the link is <http://cpd.districtname.net/library/databases.html>

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NOTE: The "Share & Promote" section of the TeachingBooks.net Support Area provides:

- Ready-to-distribute emails and bookmarks: <http://TeachingBooks.net/Share>
- Instructions for embedding Sample Institution License access directions and a functional search box on websites where teachers and/or students look for electronic resources: <http://TeachingBooks.net/Embed>

_____ *Check here and date when access directions have been shared with colleagues.*



Janet Doe's Multimedia & Reading Implementation Plan

Section 2 of 6

Classroom Implementation Strategies

I want to try the following strategies for using the TeachingBooks database to support my work with students:

Welcome authors into my classroom to share expertise and insights about the craft of writing AND

Enable my students to learn where professional writers get their ideas

Explore scientific concepts with young children by using audio clips

_____ *Check here and date when done.*

Two resources to evaluate and consider using in my instructional work are:

Book Reading: Science Verse by Jon Scieszka Read by the author

Author interview that show Robert Sabuda in his studio making pop-up books

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TeachingBooks.net produces Meet-the-Author Movies in the homes of award-winning authors. My thoughts on these resources include:

Our reading anthology has a meet the author section (very brief) at the end of each reading selection. It simply gives a few sentences about the author's upbringing and what inspired them to write or illustrate. Meet the author on TeachingBooks would literally bring this section to life. A perfect supplement.

Individuality should be celebrated. In the classroom, we could recognize the different processes different authors use to create their works. Additionally, we could recognize the different reactions each reader has to the author's work. We'd note common themes and practices, as well as noting and celebrating the different ones.

EXAMPLE: Elementary school libraries can "host" an award-winning author or illustrator each week. See <http://TeachingBooks.net/Highlights>



Janet Doe's Multimedia & Reading Implementation Plan

Section 3 of 6

Instructional Support Materials

TeachingBooks.net provides ready-to-use resources that bring new life and understanding to the books that I am reading and teaching. Materials available in the TeachingBooks database include:

- Meet-the-Author Movies and Meet-the-Author Book Readings
- Book guides and lesson plans
- Video Book Trailers
- Audio excerpts of books, read by professional narrators and authors
- Author primary source materials, including name pronunciation recordings, personal websites, blogs, and interviews

Materials specific to curricular areas, genres, grade levels, formats, reading levels, booklists, and more can be located by using the Advanced Search page: <http://TeachingBooks.net/Search>

Common Core ELA & Literacy Standards instructional support materials are ready to use at: <http://TeachingBooks.net/ReadingListResources>

Nevada reading lists are ready to use at: <http://TeachingBooks.net/ReadingListResources>

Book titles and authors that I considered during this training include:

Of Mice and Men by John Steinbeck

Among the Hidden by Margaret Peterson Haddix

David Wiesner

Eric Carle

Author interviews (Meet-the-Author movies, recordings, and written interviews) that I want to return to, found on the web at:

http://www.teachingbooks.net/spec_athr.cgi?pid=732

<http://www.leeandlow.com/p/balaramavideo.mhtml>

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Book guides and lesson plans that I want to return to, found on the web at:

<http://files.harpercollins.com/PDF/TeachingGuides/0064409597.pdf>

http://writingfix.com/PDFs/Chapter_Book_Worksheets/Love_That_Dog_Wheelbarrow_Overhead.pdf

_____ *Check here and date when done.*

Video book trailers, authors' personal websites, and author blogs that I want to return to, found on the web at:

http://www.haddixbooks.com/found_preview.html

_____ *Check here and date when done.*

Other online materials that I want to return to, found on the web at:

<http://www.teachingbooks.net/search.cgi?searchtype=subject&search=India>

<http://www.readingrockets.org/books/interviews/carle/>

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Janet Doe's Multimedia & Reading Implementation Plan

Section 4 of 6

Personal Reflections

Online resources have given me new understanding and/or expanded my teaching practices for the books and authors I work with. Reflections on this include:

I feel like I have a library where I can feel free to begin a connection that I have not really had before....I usually feel pressured in our media center, and this website offers me the time and access to explore and share in new way.

New ways that I want to try infusing multimedia into my classroom to introduce specific books and authors include:

I think I would have the students write down what they think the author would be like. Then I would have the students view the author page and either watch or hear them read a story. Finally, I would have the students compare what they thought the author was like to how they actually are.

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Two colleagues whom I want to encourage to explore TeachingBooks.net (and specifically the Curricular Uses section - <http://TeachingBooks.net/CurricularUses>) are:

Patrice Lorence

Jessica O'Brian

_____ *Check here and date when done.*

Two strategies for using TeachingBooks.net that I want to incorporate into my instructional work are:

One strategy that I learned about from the Overview Video and Scope of Sequence is that author interviews can be utilized as an excellent resource for allowing our students direct insights into their thought and writing process.

The author interviews also seem to incorporate instructional techniques and strategies for the writing process. There are reading guides for almost any book I could think of, that I can use for my own prep, and for the student reading groups.

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NOTE: If you used the Reflective Journal during the training module, it has been emailed to you separately from this Implementation Plan, for your personal reference.



Janet Doe's Multimedia & Reading Implementation Plan

Section 5 of 6

Phases of Guided Inquiry Based Learning

The training in this module consisted of self-guided research following these phases of Guided Inquiry:

Planning Phase: This phase encouraged me to "tap into prior experience, background knowledge" and "generate intriguing questions or problems that can be investigated" (B. Stripling, "Inquiry: Inquiring Minds Want to Know," *School Library Media Activities Monthly*, 2008, vol. 25, no. 1, p. 51). I began to consider how with today's technology I can have an author in my classroom the moment I'm reading that author's book.

Retrieving Phase: This phase afforded me the opportunity to explore the different types of materials that are available on TeachingBooks.net. These materials, including Meet-the-Author Movies filmed in the homes of award-winning authors and illustrators, allow me to simulate the experience of an author visit in the classroom, in addition to offering many other ideas for incorporating books into my instructional work.

Processing Phase: This phase helped me "draw conclusions and new understandings" (*ibid*) about using multimedia in my literacy work, and prepared me to more deeply explore resources on TeachingBooks.net so that I may develop this specific Implementation Plan for myself and others.

Exploring Phase: This phase allowed me to independently explore and find information that specifically supports my instructional work, while increasing my confidence in finding and using these online materials.

Sharing Phase: This phase reinforced for me that the strategies and resources learned in this module are relevant for any of my colleagues who use books. In addition, I am aware of ready-to-use tools on TeachingBooks.net that help me inform others about how to access and use this licensed database.

White Papers on Guided Inquiry

The following articles have been made freely available for use and distribution in educational, nonprofit settings:

- [Alberta Ministry of Education, Learning and Teaching Resources Branch. \(2004\). *Focus on inquiry: a teacher's guide to implementing inquiry-based learning* \(ISBN 0-7785-2666-6\). Edmonton, Alberta.](#)

Direct link: <http://TeachingBooks.net/AlbertaInquiry>

- [Stripling, B. \(2008\). *Inquiry: inquiring minds want to know. School Library Media Activities Monthly*, 25\(1\), 50-52, 2.](#)

Direct link: <http://TeachingBooks.net/StriplingInquiry>



Janet Doe's Multimedia & Reading Implementation Plan

Section 6 of 6

Links to Remember from the TeachingBooks.net Training Module

Curricular Uses: <http://TeachingBooks.net/CurricularUses>

Advanced Search: <http://TeachingBooks.net/Search>

Sample Institution License bookmarks, flyers, and other customized access materials: <http://TeachingBooks.net/Share>

Embedding instructions for TeachingBooks.net links and search box: <http://TeachingBooks.net/Embed>

Nevada reading lists: <http://TeachingBooks.net/ReadingListResources>

Contact TeachingBooks.net

- <http://TeachingBooks.net/Contact>
- (800) 596-0710
- support@TeachingBooks.net