

by: Anne Mlod

School/Location: Genesee Elementary School, Auburn, NY

Library

Grade: K-6 with extensions for deeper understanding with 6th grade

School-Wide "Mock" Batchelder Award Contest

Duration: One month (meeting weekly with each classroom, with extended time for 6th grade)

Summary: The Batchelder Award is given annually in January by the American Library Association to the most outstanding book published in another language and translated into English for publication in the United States. To raise global awareness with the students and staff in my school, I will select three potential Batchelder Award books to be read and discussed in the library throughout the month of January. To introduce each book, I will create a Thinglink of the country of origin, including images, videos, and music, that will give students a feel for the culture of the country. I will also create a page on my website dedicated to the project, and post on it videos of each book being read by someone prominent from our community. Staff members who are absent during a specific class can listen to the book being read, as well as parents or other members of the community who would like to hear them. Also on the website, I will embed the Thinglinks, as well as links to the author's and translator's home pages, links to information on each country, and a list of books for students looking for more information on the award. Sixth grade students will deepen their understanding by connecting online with at least one class from a country in which one of the books was originally published. Students will share thoughts on the book, and share information on their school dashboard. I will attempt to set up a videoconference with the author(s) of the books. At the end of January, each student in every classroom and staff member, will vote for his or her favorite book, based on the criteria for the Batchelder Award. Sixth grade students will conduct a random "exit poll" using Flipgrid, to obtain feedback on why a student or staff member selected the book they voted for. At a school assembly, 6th grade students will share their learning about the students from the other countries through globetrotting. They will share the Flipgrids they recorded, and they will reveal the results of the vote.

TRANSFERRED GOALS:

Transfer

Core Standards

Recognize, interpret and make connections in narratives, poetry and drama and artistically to other texts, ideas, perspectives, eras, personal events and .

Determine a central idea of a text and its conveyed through particular details

Studies Standard 3: Geography

will use a variety of intellectual skills to evaluate their understanding of the geography of the interdependent world in which we live—local, regional, and global—including the movement of people, places, and environments across Earth's surface.

Technology Standard 2

use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and learning to the learning of others.

Technology Standard 3

apply digital tools to gather, evaluate and create information.

Students will be able to independently use their learning to...(real world p

Students will investigate the world beyond their country and continent.

Students will recognize that universal themes transcend geographic borders.

Students will understand how to extract cultural knowledge from fictional texts.

Students will communicate ideas, opinions, and information effectively.

Meaning	
<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Literature from other countries explores universal themes.</p> <p>Culture can be displayed in both the text and illustrations in childrens' books.</p> <p>Children in other countries share many similarities to students in the United States.</p>	<p>ESSENTIAL QUESTIONS</p> <p>What are the criteria for the Baldrige Award?</p> <p>How can stories from other places relate to our current lives?</p> <p>How is culture evident in a children's book?</p> <p>What is a school day like for students in another country?</p>
Acquisition	

COMPETENCY:

Investigate the world beyond their immediate environment

Recognize perspectives (their own and others)

Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, technological and cultural barriers

SOURCES:

"My Father's Arms are a Boat" by Stein Erik Lunde (Nobel Peace Prize Winner)

www.youtube.com/watch?v=XCCIziQC8HE

"My Father's Arms are a Boat" being

Children's books written in a language other than English and translated into English in 2015

International Children's Digital Library (Online Children's Books from Around the World)

[childrenslibrary.org/](http://www.childrenslibrary.org/)

Earth

Online Encyclopedia

World Online Encyclopedia

My Father's Arms are a Boat (as a part of weebly)

Students will know... (Content)

How to ask appropriate questions to understand others' cultures

What a school day is like for students in another country

What students in another country like to read

Students will be able to... (Skills)

Use online resources like Google Earth, Encyclopedia, Britannica and Google Earth to acquire information about other countries and cultures

Use primary sources such as [Foreign Pages around the world](#) to gain perspectives on other cultures

Use technology tools like Padlet, Flipgrid and Flipgrid to communicate and create.

Event	Evaluation Criteria (Learning Target or Student Will Be Able To)
<p>Students FOR Learning: (ex: kwl chart, exit observation, draft, rehearsal)</p> <p>Observation of engagement during reading of text</p> <p>What do students post thoughts to after hearing the text?</p>	<p>Identify aspects of a text that reveal an author's point of view or purpose</p> <p>Identify main ideas</p> <p>Identify aspects of a text that exhibit cultural perspective</p>
<p>Event OF Learning: (ex: performance task, final paper)</p> <p>Students will do a random "exit poll" using a survey grid to get other students'/staff members' thoughts on the vote. These can be shown at the town meeting.</p> <p>Students will work in teams to create a presentation that reflects life in our school, city, state and country, as well as embed questions they have, which they will share with students from another town. This can be either through a videoconference or via a survey.</p> <p>Students will videoconference or communicate in some way with one or more of the authors of the three books.</p>	<p>Students will be able to describe a day in the life of a sixth grade student in their school.</p> <p>Students will be able to describe their geographic location.</p> <p>Students will be able to form questions to ask students from another country and reflect what they would like to learn.</p> <p>Students will be able to form questions to ask the author(s) of the books and participate in a mock Batchelder contest.</p>

of Key Learning Events and Instruction (Make this a useful outline or summary of your unit, your daily lesson plans

1. Students will learn about the Batchelder Award, the criteria for selection, understand the difference between this and the Caldecott Award, listen to the 2014 Award winner (My Father's Arms are Like a Boat) and discuss how another culture is represented in this book. They will also learn about our school-wide "mock" Batchelder Award contest and be introduced to the Batchelder web page. They will also listen to a video clip recorded for them by a past member of the Batchelder Award committee. If possible, they will also listen to some or all of the book "My Father's Arms are Like a Boat" in the original language. Students will post reflections to Padlet.

2. The first book in the contest will be read, discussed, and the culture explored through a librarian-created Thinglink. Students will post reflections to this book's Padlet. Sixth grade students will begin to work on their glogs.

3. The second book will be read, discussed and the culture explored through a Thinglink. Students will post reflections to this book's Padlet. Sixth grade students will continue to work on their glogs.

4. The third book will be read, discussed and the culture explored through a Thinglink. Students will post reflections to this book's Padlet. Sixth grade students will communicate with students from one of the authors' countries, sharing their glogs.

5. Voting day –The Principal will announce the vote on the morning announcements, recapping all three titles. Each student will go to the library to vote using the library ipads, which will be set up with a poll created using Poll Daddy on the mock Batchelder Award website. At the end of the day, an assembly will be held, organized by 6th grade students, at which they will share the glogs and their conversations with other students and authors/illustrators of the books, and the results of the vote.

6. Final activity: students can write to the author of the winning book to let him or her know about the contest, and why they chose that author's book.

from Understanding by Design Model

Title: Introduction to the Genesee Mock Batchelder Contest
Library Prepared by: Anne Mlod

Needed: Caldecott Award Books with which students are familiar, "My Arms are a Boat" by Stein Lunde (Batchelder Award 2014)

Competency: Investigate the world beyond their immediate environment and perspectives.

What are the lesson going to be?
(Target or SWBAT)

Learning Target 1: Students will learn there are other book awards besides the Caldecott Award

Learning Target 2: Students will

Tailored Differentiation:

When students enter the library for the lesson, they will see "vote" on the smartboard screen in the three corners of the books being considered, as well as in the center, for the Batchelder 2014 Award winning book. This will be shared in the introductory lesson.

Tailor Up: Students have the option of completing all three options on their padlet.

Tailor Back: Students have

will explore a Thinglink to learn about Norway, hear “My Father’s Arms are Like a Boat” in both English and in the author’s native language, if available. Students will also view a short videoclip of a past member of the Batchelder Award Committee telling the students about the process the actual committee goes through to choose a winner.

and revise:

Students will have ten minutes, using the ipads, to post a comment on either the book “My Father’s Arms are Like a Boat” or on the mock Batchelder Contest, or on the map of Norway.

:

On each ticket, students will say one thing they would like to learn about Norway.

the option of recording their responses on a tablet.

Organization:

Last year's Mock Caldecott books displayed to remind students of contest.

Computer set up to play youtube video of "My Father's Arms are a Boat" being read.

Google Earth open on computer