

Literacy, Library–Media, and Makerspaces

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MAESP 2018

Backchannel Chat

<https://todaysmeet.com/HurleyMAESP18>



Overview

Literacy

Library-Media

Makerspaces / Digital Sandbox

Resources

Contact Info

Literacy

Why Our Future Depends on Libraries, Reading, and Daydreaming



[Click for the entire speech!](#)

“I was once in New York, and I listened to a talk about the building of private prisons – a huge growth industry in America. The prison industry needs to plan its future growth – how many cells are they going to need? **How many prisoners are there going to be, 15 years from now? And they found they could predict it very easily, using a pretty simple algorithm, based on asking what percentage of 10 and 11-year-olds couldn’t read.** And certainly couldn’t read for pleasure. It’s not one to one: you can’t say that a literate society has no criminality. But there are very real correlations.”

- Neil Gaiman

Adult Literary Reading

Literary reading is on the decline

% of American adults who read any work of literature – novels, short stories, poems, or plays in print or online – in the past year.



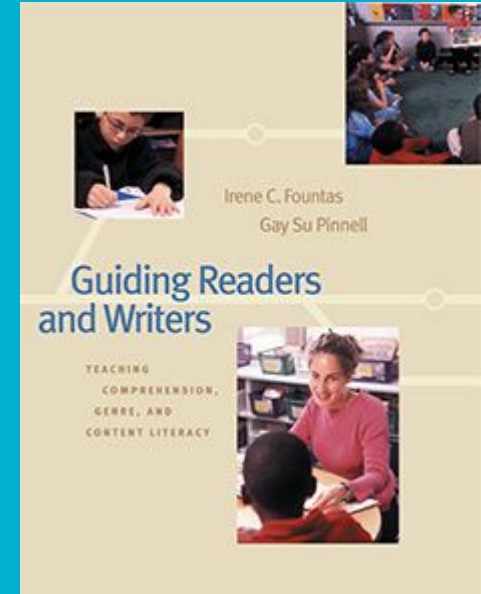
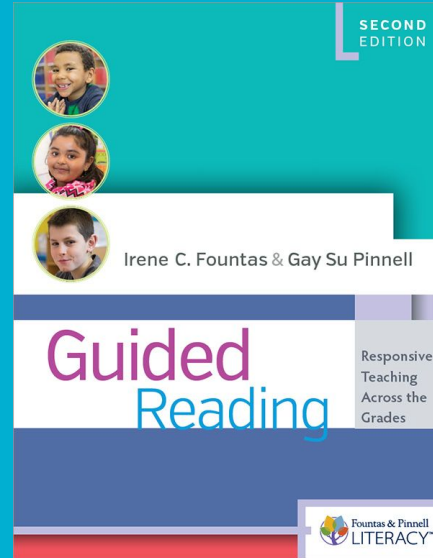
Source: National Endowment for the Arts

WAP0.ST/WONKBLOG

Guided Reading Labels

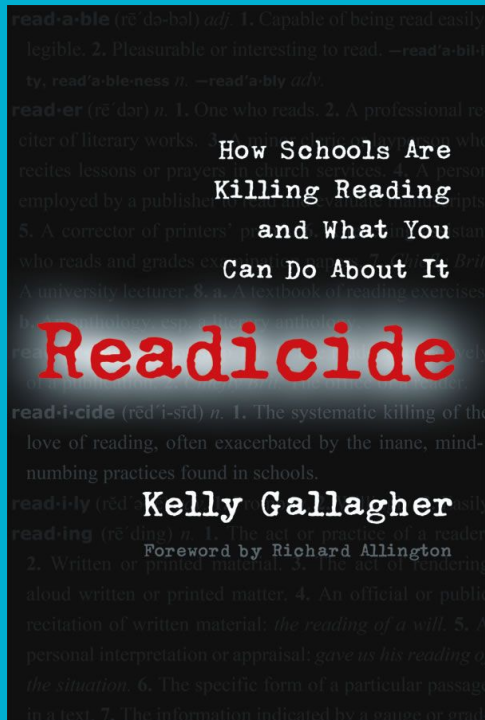
“It is our belief that levels have no place in classroom libraries, in school libraries, in public libraries, or on report cards. That was certainly not our intention that levels be used in these ways.”

- Irene C. Fountas & Gay Su Pinnell



[Click Here for the Article from School Library Journal](#)

Are We Committing “Readicide”?



“A look at the practice of most schools suggests that when a school 'values' reading what it really means is that the school intensely focuses on raising state-mandated reading test scores- the kind of reading our students will rarely, if ever, do in adulthood.”

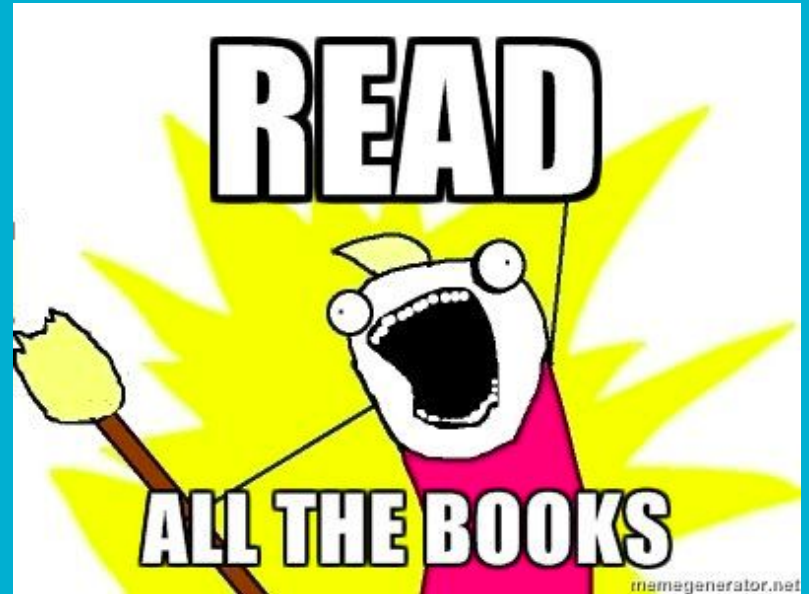
-- Kelly Gallagher

So... what can we do?

Be A Reader Yourself!

able to inspire students to engage in an activity they themselves did not enjoy. This data is all the more alarming when you consider that “one of the key factors in motivating students to read is a teacher who values reading and is enthusiastic about sharing a love of reading with students” (Gambrell, 1996). What is going on here? Why aren’t adults, even teachers, reading, and what is this doing to our students?


[The Book Whisperer](#)



Build a Systemic-Wide Culture of Reading



Ask Me What I'm Reading!

Springfield Middle School
Excellence For All. 

Ask Me What I'm Reading!


Title: Alexander Hamilton

Author: Ron Chernow

What I think about my book:
An awesome biography
of an immigrant who became
one of America's founding
fathers during the
Revolutionary War!

#wcpsmdreads

P.S. He's on the \$10 bill!

Springfield Middle School
Excellence For All. 

Ask Me What I'm Reading!

Title: American Gods

Author: Neil Gaiman

What I think about my book:
It's different! A
little strange, but
very cool.

#wcpsmdreads

A group photo of students and a teacher from Springfield Middle School. The students are wearing blue hoodies and camouflage jackets, many with face paint and holding gold medals. The teacher is on the left, smiling. The background is black with white paper snowflakes.



Read Aloud to ALL Children!

“We have an obligation to read aloud to our children. To read them things they enjoy. To read to them stories we are already tired of. To do the voices, to make it interesting, and not to stop reading to them just because they learn to read themselves.”

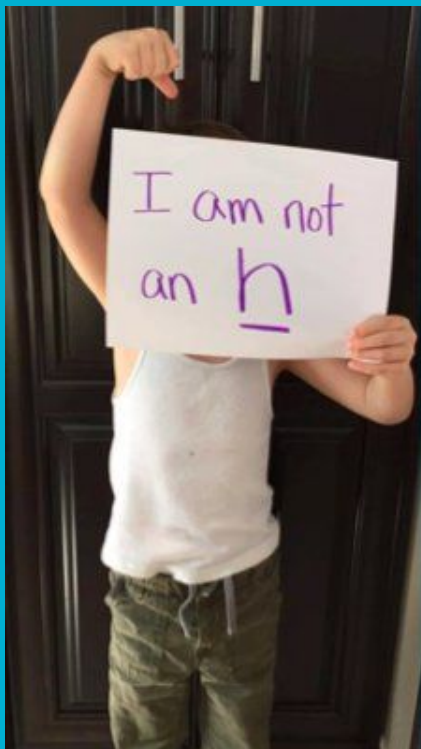
Neil Gaiman

[Science Proves Reading to Kids Really Does Change Their Brains](#)

Look Beyond the Letter...

[Thinking Outside the Bin: Why Labeling Books By Reading Level Disempowers Young Readers](#)

[AASL Position Statement on Labeling Books With Reading Levels](#)



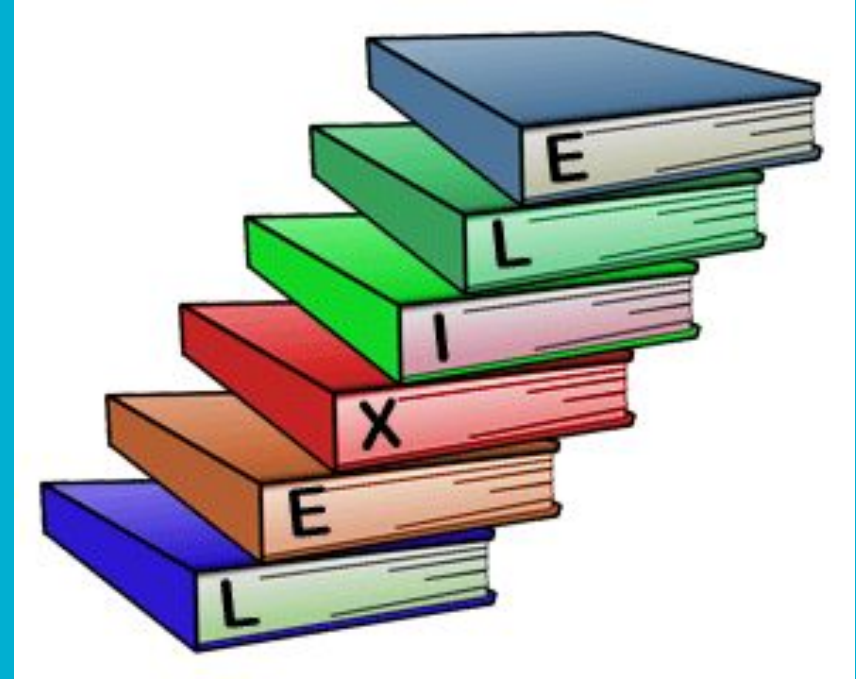
Helping a kid
choose a book
begins with
“What do you
like” not “What is
your level?”

— Kyrene Beers

Or The Number!

“A Lexile measure does not address the content or quality of the book. A Lexile measure is based on two strong predictors of how difficult a text is to comprehend: word frequency and sentence length.

Many other factors affect the relationship between a reader and a book, including its content, the age and interests of the reader, and the design of the actual book. The Lexile measure is a good starting point in the book-selection process, **but these other factors should be considered when making a decision about which book to choose.**”



Lexile.com : What Does The Lexile Measure Mean?

Take Advantage of Technology



“Students have interests big and small, and giving them a choice in the texts they read can help them explore current interests and learn about new things.”

[Cultivating a Love of Reading in the Digital Age](#)

Partner With Your Local Library

RAIL Card



WASHINGTON COUNTY
FREE LIBRARY

Where People & Possibilities Meet

Genrefication

“Libraries should engage readers and provide high-quality, high-interest, fascinating materials. A good library could be organized like a good bookstore—trying to sell books to readers.”

- Irene C. Fountas & Gay Su Pinnell



5 Steps to Ditching Dewey!

In Defense of Library Genrefication

Genrefication : Or, Making Our Library More Reader Friendly

The Library As the Heart of the School

1. *The idea of study.* A teacher recently said that she doubted the wisdom of letting pupils go to the library, since they wasted so much time looking at books and magazines when they should have been studying.

We still seem to be holding rather strongly to the notion that pupils are in school primarily for subject-matter mastery, that such subject matter is found in certain books known as "texts," and that any effort on the part of the pupil to go to other sources is a waste of time. We do have something to say about education for leisure, and learning to read for fun, but we are easily stampeded into the ranks of the subject-matter specialists.

JOURNAL ARTICLE

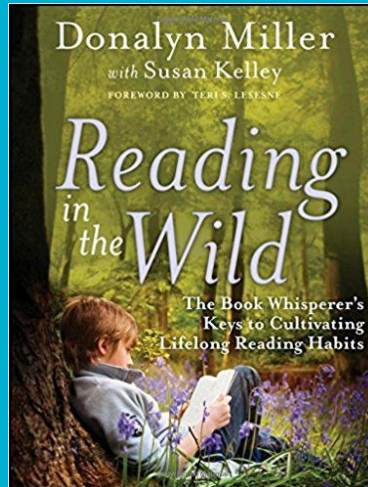
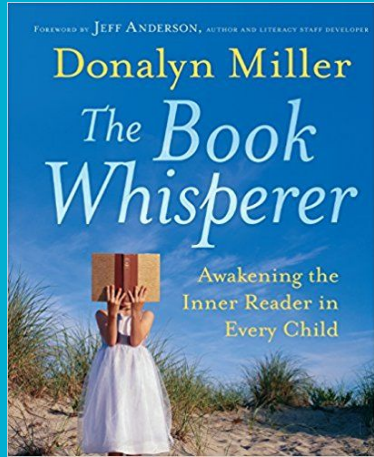
The Library as the Heart of the School

Thomas B. Portwood

Junior-Senior High School Clearing House

Vol. 10, No. 9 (May, 1936), pp. 532-534

Book Study Suggestions



“Students will read if we give them the books, the time, and the enthusiastic encouragement to do so. If we make them wait for the one unit a year in which they are allowed to choose their own books and become readers, they may never read at all. To keep our students reading, we have to let them.”

– **Donalyn Miller**

Library-Media



What my friends think I do



What my grandma thinks I do



What society thinks I do



What my husband thinks I do



What new students think I do

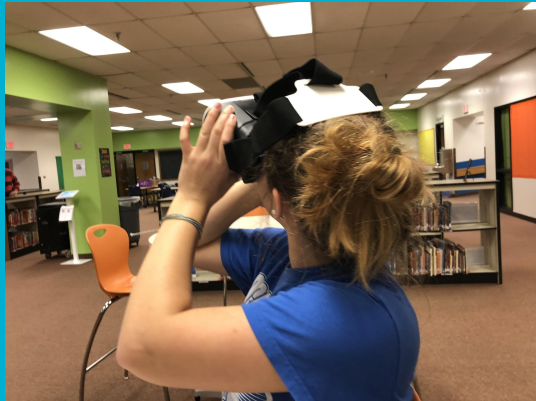


What current students think I do

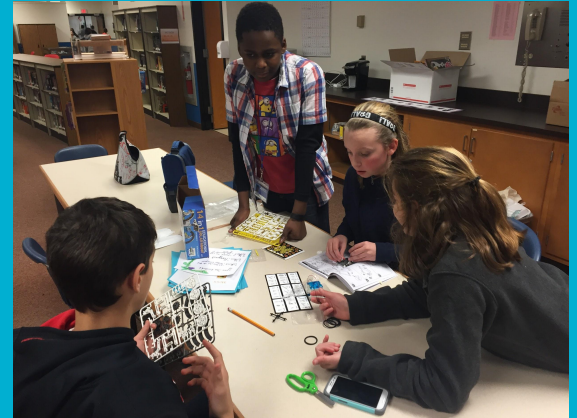
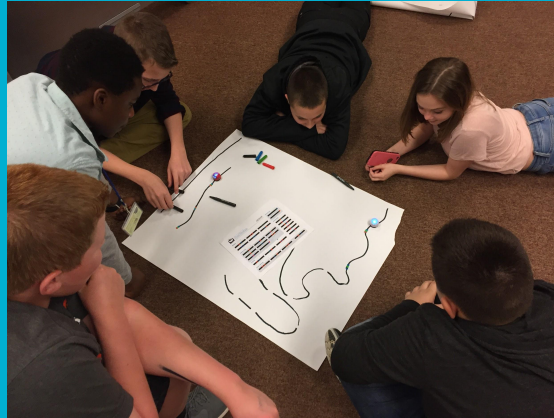
Library Media Specialist

So... what do I ACTUALLY do?

Build Instructional Partnerships



Empower Students as Creators



Curate Digital Resources and Tools



High School Science

BIOLOGY

- Biology Module 1 : Structure and Function, with Systems & Models
- Biology Module 2 : Energy & Matter
- Biology Module 3 : Stability & Change
- Biology Module 4 : Patterns
- Biology Module 5 : Cause & Effect with Stability & Change

EARTH SPACE SCIENCE

- Earth Space Science Module 1 : Systems
- Earth Space Science Module 2 : Patterns
- Earth Space Science Module 3 : Cause and Effect
- Earth Space Science Module 4 : Energy and Matter
- Earth Space Science Module 5 : Scale, Proportion and Quantity

INTEGRATED PHYSICS AND CHEMISTRY

- IPC Module 1 : Matter and Energy
- IPC Module 2 : Cause and Effect
- IPC Module 3 : Patterns
- IPC Module 4 : Structure and Function
- IPC Module 5 : System and Systems Models

Middle School Science

GRADE 6 SCIENCE

- Grade 6 Module 1 : Systems and Models
- Grade 6 Module 2 : Scale Proportion and Quantity
- Grade 6 Module 3 : Cause & Effect
- Grade 6 Module 4 : Energy & Matter
- Grade 6 Module 5 : Patterns

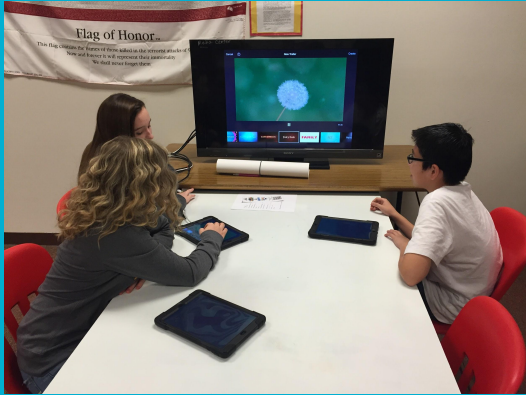
GRADE 7 SCIENCE

- Grade 7 Module 1 : Structure & Function
- Grade 7 Module 2 : Cause & Effect
- Grade 7 Module 3 : Energy & Matter
- Grade 7 Module 4 : Patterns
- Grade 7 Module 5 : Stability & Change

GRADE 8 SCIENCE

- Grade 8 Module 1 : Energy and Matter
- Grade 8 Module 2 : Patterns
- Grade 8 Module 3 : Structure & Function
- Grade 8 Module 4 : Scale Proportion & Quantity
- Grade 8 Module 5 : Stability and Change

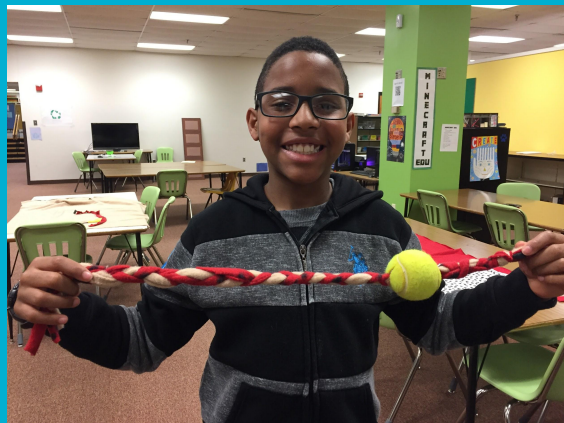
Design Collaborative Spaces



Advocate for Student Privacy



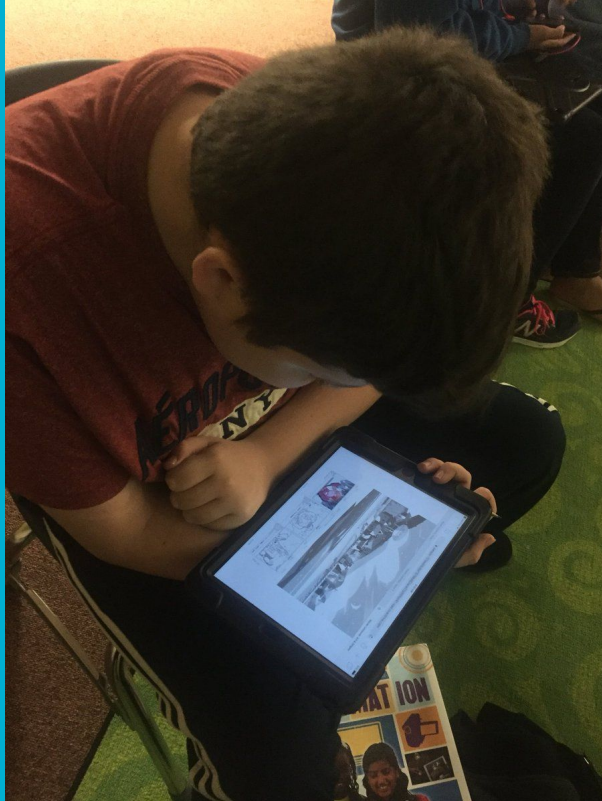
Cultivate Community Partnerships



Invest Strategically in Digital Resources



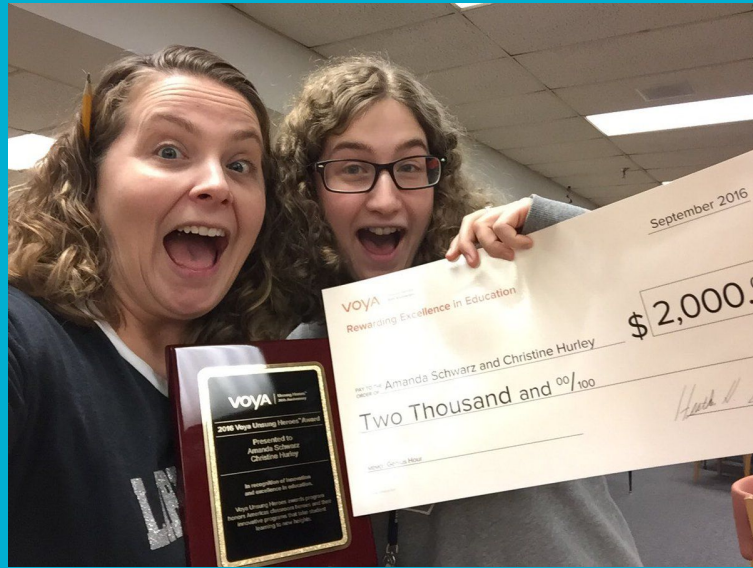
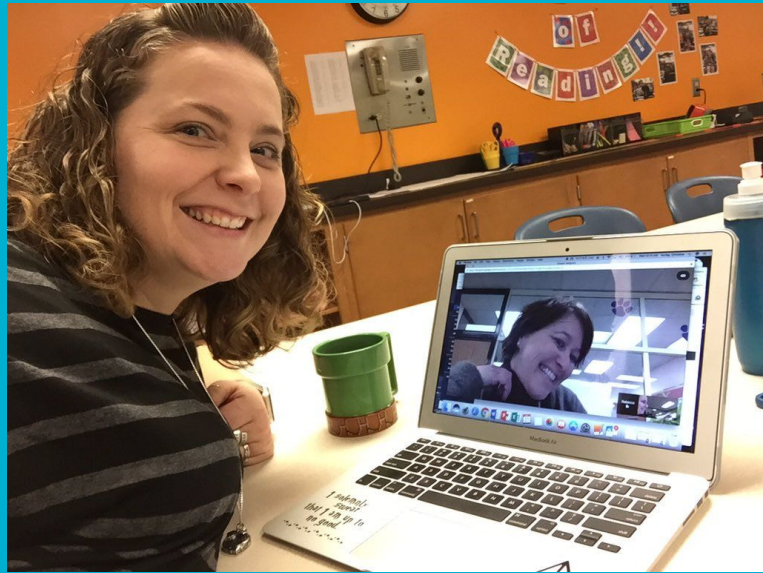
Ensure Equitable Digital Access



Facilitate Professional Learning



Lead Beyond the Library



I Am A Future Ready Librarian



[Future Ready Librarian Framework](#)

[#FutureReadyLibs on Twitter](#)

[Future Ready Librarians Facebook Page](#)

[Maryland Association of School Librarians](#)

New AASL Standards

AASL Standards For Administrators



Makerspaces

What Is A Makerspace?



[What Is A Makerspace? Article](#)

Why Have a Makerspace?

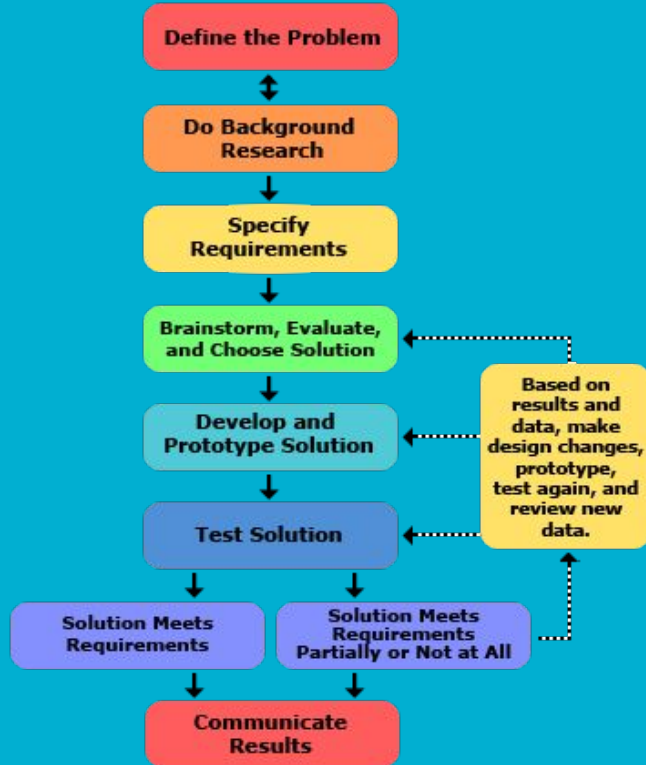
“Makerspaces provide **hands-on, creative ways to encourage students to design, experiment, build and invent** as they deeply engage in science, engineering and tinkering.”

- Jennifer Cooper

[Designing a School Makerspace](#)



Engineering and Design Process



Novel Engineering

Teach Engineering

OER Commons

Considerations: Funding

Book Fairs

PTA/PTO

Donors Choose

Local Grants



Considerations: Scheduling and Storage

SCHEDULING

- Who will be in charge of the space?
- Fixed vs. Flexible Schedule
- NOISE

STORAGE

- Storage of maker items
- Storage of projects that are under construction

Resources!

iPad Apps

Scanner Apps

- [i-Nigma QR Code Reader](#)
- [Aurasma](#)

Creativity

- [Touchcast](#) - Greenscreen
- [Stop Motion Studio](#) - Stop Motion Animation

iPad Apps

Coding

- ◉ [Pyonkee](#)
- ◉ [Tynker](#)
- ◉ [Tickle](#)
- ◉ [Lightning Lab](#)
- ◉ [Swift Playgrounds](#)
- ◉ [Hopscotch](#)
- ◉ [Kodable](#)

Websites

Coding

- ⦿ [Code.org](https://code.org)
- ⦿ [Codecombat.com](https://codecombat.com)
- ⦿ [Scratch](https://scratch.mit.edu)

Creativity

- ⦿ [Thinglink](https://www.thinglink.com)
- ⦿ [Minecraft for Education](https://education.minecraft.net) **
- ⦿ [Gamestar Mechanic](https://www.gamestar-mechanic.com)

ROBOTS & OTHER TOYS

Ollies

Spheros

Ozobots

Dot & Dash

MIP Robots

Code-A-Pillar

Makey-Makeys

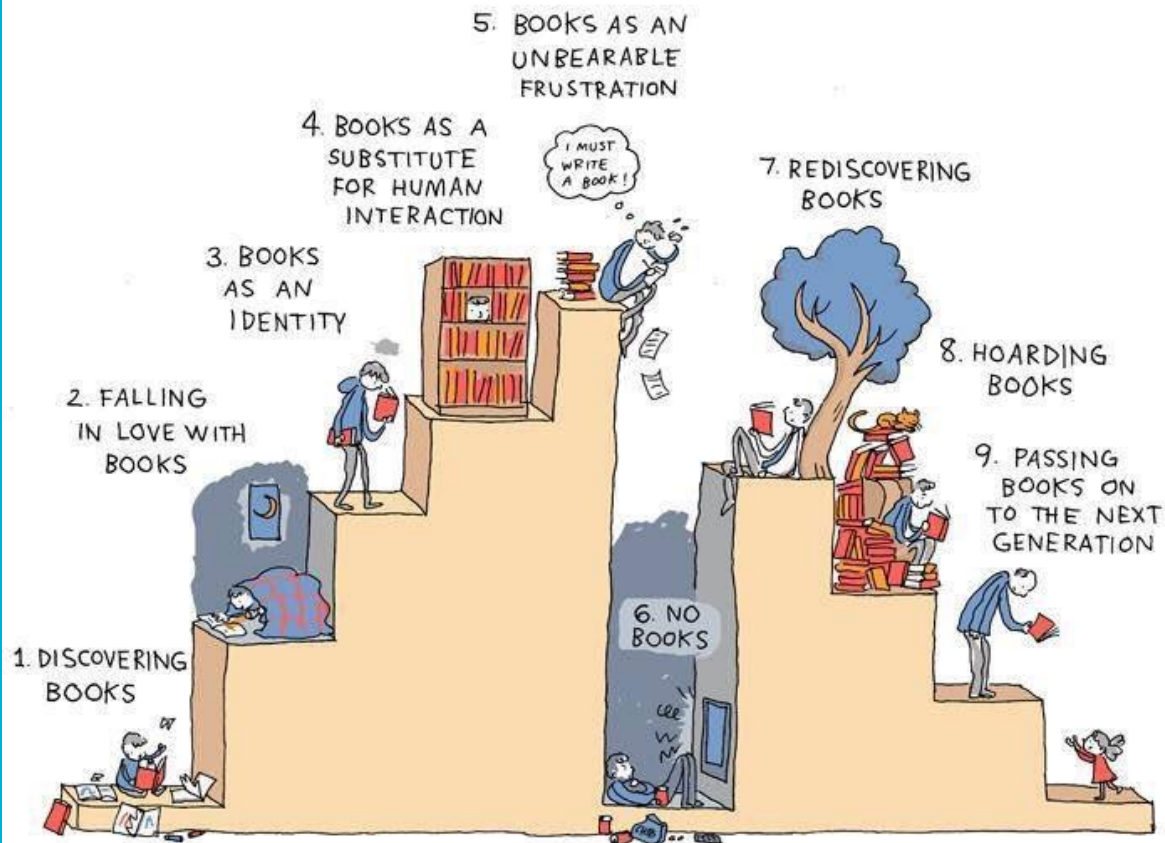
Arduinos

VR Headsets

COSMOS

QUESTION & ANSWER

STAGES OF THE READER



GRANT SNIDER

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Pinterest: <http://www.pinterest.com/hurlechr>

Facebook Page: <https://www.facebook.com/SPMSMediaCenter>

YouTube Channel: <http://www.youtube.com/hurlechr>

Instagram: [spmsmedia](#)

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