

Capstone Project: Collaborative Lesson Plan

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LIBS 6310: Materials for Literacy of Children

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Part 2: Collaborative Lesson Plan

Lesson Title	“The Journey of The Water Droplet” (Earth Day Week)
<i>Planning for Instruction and Assessment</i>	
Date	4/20-4/24 (2026)
Classroom Teacher	Miss Green
Grade Level	6th grade
Subject Integration (Sci, ELA, etc)	Science
Overview of learners (<25 words)	This lesson plan involves understanding the water cycle, which describes how water moves and changes states on Earth.
Guiding Question	How does a single water droplet connect all life on Earth through its continuous, worldwide journey?
Planning for Instruction (Select option from drop-down menu)	Collaboration: The type of collaboration plan for instruction is <i>coordination</i> . We will schedule and discuss lesson plans and projects together, and will teach together and separately at times.
AASL Shared Foundations (Select option)	Collaboration: The librarian and teacher will co-teach a water cycle lesson by integrating library research and information literacy skills with the science curriculum.
AASL Domains (Select option)	Think: Inquire, think critically, and gain knowledge.
AASL Competency (AASL <i>Standards</i> pgs.34-39; copy wording exactly, including corresponding Roman numeral, alphabet, and number)	1.1 Skills 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in one's own life.
Information Literacy/Library Skills or Dispositions	Students will be able to locate and use age-appropriate books and online resources to research the water cycle.

Content Area Standards (Using TN or another state's academic standards)	TN Science Standards: <i>6.ESS2: Earth's Systems</i>
Learning Outcomes	● Teacher's Role ○ Students can identify and explain the stages of the water cycle. ○ Students understand that energy from the sun and gravity drive the water cycle. ○ Students will present a poster or a presentation on the water cycle and the ongoing impact humans and organisms have on it. ● Librarian's Role ○ Students will be able to evaluate the credibility of digital resources for their research. ○ Students will be able to synthesize information from various sources to create the presentation or poster. ○ The librarian will join the class to teach a lesson on information literacy skills. ■ The library teaches how to cite the sources for the presentation. ■ The librarian discusses how to evaluate reliable and credible sources regarding AI literacy skills. ■ The librarian creates a mini LibGuide of resources as an example of where to find. ● Collaborative Roles ○ Students will take what they have learned and apply it to real-life connections related to the water around us.
Prior Knowledge/Skills	● Students can analyze the properties of energy throughout Earth.

	● Students know about Earth’s ecosystems, including their interactions, energy, and dynamics. ● Students can explain how changes in biodiversity can impact ecosystem stability and natural resources.
Resources	● Science textbooks and teacher-provided materials ● Poster/presentation materials (physical and digital) ● Classroom materials: plastic bags, water, etc. ● LibGuide ● Library resources: ○ Nonfiction read-alouds: ■ Lindstrom, C. (2020). <i>We are water protectors</i>. Roaring Book Press. ■ Sidman, J. (2021). <i>Hello earth! poems to our planet</i>. Eerdmans Books for Young Readers. ○ Chapter selections from: ■ Loach, M. (2025). <i>Climate is just the start: how we can stop the climate crisis and start building a better world for everyone</i>. Random House. ● Utilize online resources for teacher lessons from TEL ○ Water Cycle. (2021). In <i>Gale Middle School Online Collection</i>. Gale. https://link.gale.com/apps/doc/OWCMUX538255260/MSIC?u=tel_k_telms&sid=bookmark-MSIC&xid=ac8d8880
<i>Instructing and Engaging Students in Learning</i>	
Introduction (Set) / Activating prior knowledge/skills	● <i>Day 1: Introduction</i>

	○ The teacher presents the concept of the continuous water cycle while addressing the previous knowledge of an ecosystem's dynamics, energy, and interaction. ○ The librarian introduces students to a curated selection of library books and the subject-specific LibGuide. ○ The teacher presents the Earth Week poster assignment.
Direct Instruction, Modeling, & Learning Tasks	● <i>Day 2-3: Model and Explore</i> ○ Students work in small groups to build a mini water cycle model using re-sealable plastic bags filled with water. ○ They place their models in a sunny location and record daily observations, predictions, and conclusions in their journals. ○ The librarian presents read-alouds and other resources for students to use in their projects while teaching a mini-lesson on reliable resources. ● <i>Day 4:</i> ○ The teacher discusses the impact of human interaction with the water cycle on weather patterns and potential climate change. Students work in their small groups to discuss proposed solutions to environmental changes. ● <i>Day 5:</i> ○ Students use all of the information throughout the week to create a 3D model, presentation, or concept map explaining the water cycle in their own words from the perspective of a single water droplet.

	○ Students also present a short problem and solution on the human impact on the water cycle. ● <i>The teacher and librarian will follow up on the projects to continue this curriculum.</i>
Formative Assessments	● Teachers can evaluate the science journals, ensuring the students used their observation skills to determine the result of the mini water cycles. ● The librarian can assess the students' ability to find credible and relevant sources.
Closing/Sharing/Reflecting	
Planned Supports for a Variety of Learners for Instruction	● Diverse learners can also use Ziploc bags to fill with water and observe. This model can be used for all learners. ● Diverse learners can express creativity by drawing or writing their own version of the water cycle. ● The librarian introduces read-alouds to tie in the curriculum for all learners. This provides other resources while also teaching the specific curriculum.
<i>Assessing Student Learning</i>	
Summative (or Performance) Assessments	● The teacher grades the presentations on the accuracy of the content and the information taught throughout the week. ● The librarian collaborates to check proper citations and the use of multiple sources discussed throughout the week, and the credibility of online resources. ● The final assessment examines the proposed solutions to potential problems arising from changes in water, weather patterns, and climate. This will bring the students into the following standards: <i>6.ESS3: Earth and Human Activity.</i>

Planned Supports for a Variety of Learners for Summative Assessment	● The teacher will observe the drawings and visual aids to ensure diverse learners are involved. ● The librarian's role can continue to include conducting read-alouds to support curriculum, as well as providing resources and promoting equity through place-based learning and accessible materials for all students.
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