Teacher: Librarian Lashondra Smith

Subject: Library Skills (Library Orientation)

Quarter: First Nine Weeks

Week: Monday, August 17th through Friday, August 21st, 2015

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade Level** | **K** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will get to know the librarian. | Students will review/model library rules. | Students will review/model library rules. | Students will review/model library rules. | Students will review/model library rules. | Students will review/model library rules. |
| “I Can” Statement | I can state the librarian’s name. | I can follow library rules. | I can follow library rules. | I can follow library rules. | I can follow library rules. | I can follow library rules. |
| Common Score Standard | CC.K.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. | CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. | CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | CC.SL.3.2Comprehension and Collaboration: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | CC.4.SL.1.bComprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles. | CC.5.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles. |
| AASL Standard | 1.1.2 Use prior and background knowledge as context for new learning. | 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. | 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. | 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. | 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. | 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. |
| Question of the Week | Who is the librarian? What is a library? What do we do in the library? | How do I behave when in the library? | How do I behave when in the library? | How do I govern myself when in the library? | How do I govern myself when in the library? | How do I govern myself when in the library? |
| Motivation | “I am learning how to read!” | In order to participate in library events, students must follow library rules and procedures. | In order to participate in library events, students must follow library rules and procedures. | In order to participate in library events, students must follow library rules and procedures. | In order to participate in library events, students must follow library rules and procedures. | In order to participate in library events, students must follow library rules and procedures. |
| Procedures | 1. Librarian will introduce herself and explain what library support is all about.
2. Librarian will show pictures from events on library website.
3. Librarian and students will read “The Library Doors” by Toni Buzzeo
 | 1. Students explain why it is important to follow rules.
2. Librarian adds that participation in library events is dependent upon behavior in the library.
3. Librarian and students review *Library Behavior Interactive* PPT.
 | 1. Students explain why it is important to follow rules.
2. Librarian adds that participation in library events is dependent upon behavior in the library.
3. Librarian and students review Library Behavior Interactive PPT.
 | 1. Students explain why it is important to follow rules.
2. Librarian adds that participation in library events is dependent upon behavior in the library.
3. Librarian reviews *Library Rules and Procedures* PPT.
4. Students take notes on Rules only in guided notes.
 | 1. Students explain why it is important to follow rules.
2. Librarian adds that participation in library events is dependent upon behavior in the library.
3. Librarian reviews *Library Rules and Procedures* PPT.
4. Students take notes on Rules only in Cornell notes format.
 | 1. Students explain why it is important to follow rules.
2. Librarian adds that participation in library events is dependent upon behavior in the library.
3. Librarian reviews *Library Rules and Procedures* PPT.
4. Students take notes on Rules only in Cornell notes format.
 |
| Assessment | 1. As students exit the library, they must bid a farewell to the librarian and state her name.
 | 1. As students exit the library, they must state one library rule.
 | 1. As students exit the library, they must state one library rule.
 | 1. Respond to the Question of the Week.
 | 1. Respond to the Question of the Week.
 | 1. Respond to the Question of the Week.
 |
| Extend/Refine Knowledge | Continue with library orientation (focus: rules). | Continue with library orientation (focus: procedures). | Continue with library orientation (focus: procedures). | Continue with library orientation (focus: procedures). | Continue with library orientation (focus: procedures). | Continue with library orientation (focus: procedures). |
| Homework | Read with an adult daily. | Read to or with an adult for at least 20 minutes daily. | Read at least 20 minutes daily. | Read at least 20 minutes daily. | Read at least 20 minutes daily. | Read at least 20 minutes daily. |