Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: Third Nine Weeks

Week: Monday, February 2, 2015 through Friday, February 6, 2015

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| **Component/Grade Level** | **K (Monday only)****No 1st grade support on Monday****Lesson plan to be updated to reflect Grade 1** | **2-3** | **4-5** |
| Topic | Letters and Sound Recognition | Internet Safety | Internet Evaluation |
| Objective | Identify letters and sounds | Explain how Internet Safety rules can keep people safe when on the Internet. | Evaluate information found on the Internet. |
| “I Can” Statement | I can identify letters and the sound they make. | I can explain Internet Safety Rules (how to stay safe when on the Internet). | I can evaluate information I find on the Internet. |
| Common Score Standard | Recognize and name all upper- and lowercase letters of the alphabet.Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question. | Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| AASL Standard | 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. | 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. | 1.1.4 Find, evaluate, and select appropriate sources to answer questions.2.4.1 Determine how to act on information (accept, reject, modify). |
| Question of the Week | * What are the letters of the alphabet? What sound does each letter make?
 | * How can the Internet be a dangerous place?
* How do I stay safe (and explain to others how to safe) when on the Internet?
 | * How do I evaluate information on the Internet to see if it should be used for my research or if I should reject it?
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| Motivation | Becoming a Reader (Getting to Know Letters and the Sounds They Make) | The Dangers of the Internet (revisited) | Learners will view Fairley Elementary School dummy website in efforts to prove that just because information is on the Internet does not mean it is true.  |
| Procedures | 1. Librarian and learners will review B/N/A/F
* Learners will say letter.
* Learners will make letter’s sound.
* Librarian will read sentences and learner will identify words that begin with the letter’s sound.
1. Librarian will explain Alphabet Book assignment and show model.
2. Learners will begin creating their Alphabet Book with the four aforementioned letters. Each alphabet block will include:
* Upper case letter
* Lower case letter
* A picture of an object that begins with specified letter
1. Librarian and learners will review letters for the day.
2. Librarian and learners will have story time if counselor does not pick up students for counseling.
 | 1. Do Now: Learners will copy objective.
2. Librarian and learners will revisit Internet Safety rules.
3. Learners will complete one of the following activities:

a. Internet Safety Posterb. R.A.F.T.: Letter to students about Internet Safety (For classes completing the letter, Librarian will review letter formatting using an anchor chart).1. Closure: Share one - Learners will share either (1) their message in the poster design or (2) one thing they told students in the letter.
 | 1. Do Now: Learners will copy weekly objective.
2. Librarian will describe this month’s research project and the process using an anchor chart and project model created by Librarian. *In honor of Black History Month, students will research a celebrated person in Black History.*
3. Librarian will spotlight a component of the research process that urgently needs to be addressed, Retrieving Information from the Internet.
4. Librarian and learners will review Fairley Elementary’s dummy web site. (Purpose: to prove that everything on the Internet is not true.)
5. Librarian and learners will discuss the effects of wrong information on the Internet.
6. Librarian will explain the need to evaluate information found on the Internet. Learners will define “evaluate.”
7. Librarian will introduce Kathy Schrock’s 5W’s of Internet Evaluation.
8. Librarian and learners will practice evaluating Internet information by using an article that was used for the model project created by Librarian.
9. Learners will review Internet article that was rejected by the Librarian in creating the model project and explain why the Librarian did not use the article (according to the 5Ws).
10. If time permits, learners will take notes on what site the Librarian will require them to use for their project. *The site to be used by learners is the same site in which Librarian retrieved information for the model project.*
11. Librarian and learners will recap the day’s topics.
12. Closure: Ticket to Check Out Book- Learners will complete a 3-2-1

3 things Learners learned today2 ways Learners can use what was learned today1 question Learners have about what was learned today |
| Assessment | * Q&A
* Observation
* Correct, completed Alphabet Blocks
 | * Internet Safety Poster
* R.A.F.T
 | * Q&A
* Observation
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| Extend/Refine Knowledge | Continue working on Alphabet Book with next set of letters. Label pictures (blending sounds).  | Learners will begin the Research Process:1. Choose topic.
2. Gather information from online encyclopedia (World Book Online for Kids)(take notes).
3. Publish information (write and cite)
4. Present research findings.
 | Learners will begin the Research Process:1. Choose topic.
2. Gather information from print and online encyclopedia (take notes using graphic organizer).
3. Publish information (write and cite).
4. Present research findings.
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| Homework | Read daily with a parent/guardian. | Read at least 20 minutes daily. Read to a parent/guardian. Read and return library book. | Read at least 20 minutes daily. Read and return library book. Practice evaluating information on the Internet using the 5Ws. |