Teacher: Librarian Lashondra Smith

Subject: Library Skills (Library Orientation)

Quarter: First Nine Weeks

Week: Monday, August 24th through Friday, August 28th, 2015

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| **Grade Level** | **K** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will review/model library rules. | Students will review/model library procedures. | Students will review/model library procedures. | Students will review/model library procedures. | Students will review/model library procedures. | Students will review/model library procedures. |
| “I Can” Statement | I can follow library rules. | I can follow library procedures. | I can follow library procedures. | I can follow library procedures. | I can follow library procedures. | I can follow library procedures. |
| 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.3.2  Comprehension 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.b  Comprehension 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 | How do I behave when 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 | 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. | In order to participate in library events, students must follow library rules and procedures. |
| Procedures | 1. Students explain why it is important to follow rules. 2. Librarian tells students that in order to participate in library events, students must follow library rules. 3. Librarian and students review *Library Behavior Interactive* PPT. | 1. Students explain why it is important to follow procedures. 2. Librarian reminds students that participation in library events is dependent upon behavior in the library. 3. Librarian and students complete Library Rules/Procedures Activity. | 1. Students explain why it is important to follow procedures. 2. Librarian reminds students that participation in library events is dependent upon behavior in the library. 3. Librarian and students complete Library Rules/Procedures Activity. | 1. Students explain why it is important to follow procedures. 2. Librarian reminds students 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 Procedures only in guided notes. | 1. Students explain why it is important to follow procedures. 2. Librarian reminds students 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 Procedures only in Cornell notes format. | 1. Students explain why it is important to follow procedures. 2. Librarian reminds students 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 Procedures only in Cornell notes format. |
| Assessment | 1. As students exit the library, they must state one library rule. | 1. As students exit the library, they must state one library rule/procedure. | 1. As students exit the library, they must state one library rule/procedure. | 1. Respond to the Question of the Week (extended response). | 1. Respond to the Question of the Week (extended response). | 1. Respond to the Question of the Week (extended response). |
| Extend/Refine Knowledge | Continue with library orientation (focus: procedures). | Continue with library orientation (focus: choosing and taking care of books). | Continue with library orientation (focus: choosing and taking care of books). | Continue with library orientation (focus: choosing and taking care of books). | Continue with library orientation (focus: choosing and taking care of books). | Continue with library orientation (focus: choosing and taking care of books). |
| 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. |