Teacher: Librarian Lashondra Smith

Subject: Library Skills (Library Orientation)

Quarter: First Nine Weeks

Week: Monday, August 31st through Friday, September 4th, 2015

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| **Grade Level** | **K** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will review/model library rules/procedures. | Students will review/model Book Care Rules. | Students will review/model Book Care Rules. | Students will review/model the Five-Finger Rule and Book Care Rules. | Students will review/model the Five-Finger Rule and Book Care Rules. | Students will review/model the Five-Finger Rule and Book Care Rules. |
| “I Can” Statement | I can follow library rules and procedures. | I can take care of library books. | I can take care of library books. | I can choose a just-right book and take care of it. | I can choose a just-right book and take care of it. | I can choose a just-right book and take care of it. |
| 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 take care of the library books? | How do I take care of the library books? | How do I choose a book that is just right for me and how do I take care of it? | How do I choose a book that is just right for me and how do I take care of it? | How do I choose a book that is just right for me and how do I take care of it? |
| Motivation | In order to participate in library events, students must follow library rules and procedures. | Library books are borrowed; our books must be taken care of so that other students can/will read them. | Library books are borrowed; our books must be taken care of so that other students can/will read them. | Successful reading depends on your ability to find a book that is not too easy and not too hard, but just right! Students must remember that library books are borrowed; our books must be taken care of so that other students can/will read them. | Successful reading depends on your ability to find a book that is not too easy and not too hard, but just right! Students must remember that library books are borrowed; our books must be taken care of so that other students can/will read them. | Successful reading depends on your ability to find a book that is not too easy and not too hard, but just right! Students must remember that library books are borrowed; our books must be taken care of so that other students can/will read them. |
| Procedures | 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. Librarian explains to students that library books are borrowed; books must be brought back on time. 2. Librarian and students review the ABCs of Book Care (link below) 3. Closure: Librarian reviews Book Care Rules while students give Thumbs Up or Thumbs Down. | 1. Librarian explains to students that library books are borrowed; books must be brought back on time. 2. Librarian and students review the ABCs of Book Care (link below) 3. Closure: Librarian reviews Book Care Rules while students give Thumbs Up or Thumbs Down. | 1. Librarian poses the questions: a) Do you think I want you to check out a book that is too hard to read? b) Too easy? c) Just Right? 2. Librarian and students review the Five-Finger Rule. 3. Students practice the Five-Finger Rule with intentionally chosen books that are too easy, too hard, and just right. 4. Transition: Librarian poses the question: Now when you choose a just right book to check out, what do you think I want you to do with it? (Students responses will be, “Read it!” and “Take Care of It!” 5. Librarian and students review the ABCs of Book Care (link below) 6. Closure: Students write a letter to the younger students in the school about why/how we take care of our books. | 1. Librarian poses the questions: a) Do you think I want you to check out a book that is too hard to read? b) Too easy? c) Just Right? 2. Librarian and students review the Five-Finger Rule. 3. Students practice the Five-Finger Rule with intentionally chosen books that are too easy, too hard, and just right. 4. Transition: Librarian poses the question: Now when you choose a just right book to check out, what do you think I want you to do with it? (Students responses will be, “Read it!” and “Take Care of It!” 5. Librarian and students review the ABCs of Book Care (link below) 6. Closure: Students write a letter to the younger students in the school about why/how we take care of our books. | 1. Librarian poses the questions: a) Do you think I want you to check out a book that is too hard to read? b) Too easy? c) Just Right? 2. Librarian and students review the Five-Finger Rule. 3. Students practice the Five-Finger Rule with intentionally chosen books that are too easy, too hard, and just right. 4. Transition: Librarian poses the question: Now when you choose a just right book to check out, what do you think I want you to do with it? (Students responses will be, “Read it!” and “Take Care of It!” 5. Librarian and students review the ABCs of Book Care (link below) 6. Closure: Students write a letter to the younger students in the school about why/how we take care of our books. |
| Assessment | 1. As students exit the library, they must state one library rule/procedure. | 1. Thumbs Up or Thumbs Down 2. As students exit the library, they must state one Book Care Rule. | 1. Thumbs Up or Thumbs Down 2. As students exit the library, they must state one Book Care Rule. | 1. R.A.F.T.   **R**ole=Student  **A**udience=Younger student(s) at Fairley  **F**ormat=Letter  **T**opic=Why and How We Take Care of Our Library Books | 1. R.A.F.T.   **R**ole=Student  **A**udience=Younger student(s) at Fairley  **F**ormat=Letter  **T**opic=Why and How We Take Care of Our Library Books | 1. R.A.F.T.   **R**ole=Student  **A**udience=Younger student(s) at Fairley  **F**ormat=Letter  **T**opic=Why and How We Take Care of Our Library Books |
| Extend/Refine Knowledge | Continue with library orientation (focus: book care). | Continue with library orientation (focus: book care). | Continue with library orientation (focus: book care). | Continue with library orientation (focus: library journal). | Continue with library orientation (focus: library journal). | Continue with library orientation (focus: library journal) |
| 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. |

ABCs of Book Care Website:

<http://www.slideshare.net/DSLMC/abcs-of-book-care?utm_source=slideshow02&utm_medium=ssemail&utm_campaign=share_slideshow_loggedout>