Teacher: Librarian Lashondra Smith

Subject: Library Skills (Library Orientation)

Quarter: First Nine Weeks

Week: Monday, September 7th, 2015 through Friday, September 11th, 2015

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| **Grade Level** | **K** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will review/model Book Care Rules. | Students will review/model Book Care Rules. | Students will review/model Book Care Rules. | Students will organize their Library Journal. | Students will organize their Library Journal. | Students will organize their Library Journal. |
| “I Can” Statement | I can take care of library books. | I can take care of library books. | I can take care of library books. | I can organize my library activities and assignments. | I can organize my library activities and assignments. | I can organize my library activities and assignments. |
| 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 take care of the library books? | How do I take care of the library books? | How do I take care of the library books? | How do I keep my library activities and assignments organized? | How do I keep my library activities and assignments organized? | How do I keep my library activities and assignments organized? |
| Motivation | 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. | Library books are borrowed; our books must be taken care of so that other students can/will read them. | Last year, library folders did not work so well with organizing assignments and activities (there was a constant need to add notebook paper); therefore, we will move to using composition books. Our composition books will be called journals, and they will operate similar to an interactive notebook. | Last year, library folders did not work so well with organizing assignments and activities (there was a constant need to add notebook paper); therefore, we will move to using composition books. Our composition books will be called journals, and they will operate similar to an interactive notebook. | Last year, library folders did not work so well with organizing assignments and activities (there was a constant need to add notebook paper); therefore, we will move to using composition books. Our composition books will be called journals, and they will operate similar to an interactive notebook. |
| Procedures | 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 and students review Book Care Rules. 2. Students begin creating a picture book of Book Care Rules. | 1. Librarian and students review Book Care Rules. 2. Students begin writing a letter to the younger students in the school about why/how we take care of our books. | 1. Librarian will state purpose of composition book (library journal) in the library. 2. Librarian and students will organize library journals. Preliminary pages will include: 1) Title Page, 2) Library Rules Page, 3) Library Procedures Page, and 4) Five-Finger Rule Page. Journal Sections will include: 1) Library Lessons, 2) Reading Responses, and 3) Current Events. 3. Students will transfer rules and procedures notes to journal. | 1. Librarian will state purpose of composition book (library journal) in the library. 2. Librarian and students will organize library journals. Preliminary pages will include: 1) Title Page, 2) Library Rules Page, 3) Library Procedures Page, and 4) Five-Finger Rule Page. Journal Sections will include: 1) Library Lessons, 2) Reading Responses, and 3) Current Events. 3. Students will transfer rules and procedures notes to journal. | 1. Librarian will state purpose of composition book (library journal) in the library. 2. Librarian and students will organize library journals. Preliminary pages will include: 1) Title Page, 2) Library Rules Page, 3) Library Procedures Page, and 4) Five-Finger Rule Page. Journal Sections will include: 1) Library Lessons, 2) Reading Responses, and 3) Current Events. 3. Students will transfer rules and procedures notes to journal. |
| Assessment | 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. Organized Library Journal | Organized Library Journal | Organized Library Journal |
| Extend/Refine Knowledge | Library Skill: Retelling | Continue with library orientation (focus: book care; picture book completion). | Continue with library orientation (focus: book care; letter completion). | Continue with library orientation (focus: library website scavenger hunt). | Continue with library orientation (focus: library website scavenger hunt). | Continue with library orientation (focus: library website scavenger hunt). |
| 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>