Teacher: Librarian Lashondra Smith

Subject: Library Orientation and Skills

Quarter: First Nine Weeks

Week: Monday, September 21st, 2015 through Friday, September 25th, 2015

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| **Grade Level** | **K** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will identify characters in a story. | Students will listen to a story and recall key details. | Students will listen to a story and recall key details. | Students will describe their library books. | Students will describe their library books. | Students will describe their library books. |
| “I Can” Statement | I can identify the characters in a story. | I can retell stories and include key details. | I can retell stories and include key details. | I can tell about my library books. | I can tell about my library books. | I can tell about my library books. |
| Common Score Standard | CCSS.ELA-Literacy.RL.K.3  With prompting and support, identify characters, settings, and major events in a story. | C CCSS.ELA-Literacy.RL.1.1  Ask and answer questions about key details in a text.  CCSS.ELA-Literacy.RL.1.2  Retell stories, including key details, and demonstrate understanding of their central message or lesson.  CCSS.ELA-Literacy.SL.1.2  Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | 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 | Who are the characters in the story? | What happened in the story? | What happened in the story? | * How do I prove to the librarian that I am reading my books? * What information should I give to prove that I am reading my library books? | * How do I prove to the librarian that I am reading my books? * What information should I give to prove that I am reading my library books? | * How do I prove to the librarian that I am reading my books? * What information should I give to prove that I am reading my library books? |
| Motivation | TumbleBook Library will be used for Storytime. Students must identify the characters in the story. | TumbleBook Library will be used for Storytime. Students must retell key details in the story to help librarian win the game. | TumbleBook Library will be used for Storytime. Students must retell key details in the story to help librarian win the game. | Awards and prizes will be given to students who have consistently read their library books. In order to receive reading honors, students must PROVE that books are being read! | Awards and prizes will be given to students who have consistently read their library books. In order to receive reading honors, students must PROVE that books are being read! | Awards and prizes will be given to students who have consistently read their library books. In order to receive reading honors, students must PROVE that books are being read! |
| Procedures | 1. Librarian and students talk about what characters are. 2. Students listen to *When Pigs Fly* by Valerie Coulman. When a new character is presented in the story, students show a Thumbs Up; when thumbs go up, ibrarian and students briefly talk about each character (person, animal, or thing) 3. Closure: Students tell one character from the story and receive a pig snout. | 1. Librarian will explain that the story they will hear today will be on the computer. Students will be encouraged to listen because in order for us to win the game (Retelling), students must listen to the story. 2. Using TumbleBook Library, students listen to *Enemy Pie* by Derek Munson. 3. Librarian and students play the Enemy Pie Word Search game. Game requires students to state the missing word to complete the given detail. 4. Closure: Students state on detail from the story as they line up. | 1. Librarian will explain that the story they will hear today will be on the computer. Students will be encouraged to listen because in order for us to win the game (Retelling), students must listen to the story. 2. Using TumbleBook Library, students listen to Enemy Pie by Derek Munson. 3. Librarian and students play the Enemy Pie Word Search game. Game requires students to state the missing word to complete the given detail. 4. Closure: Students state on detail from the story as they line up. | 1. Librarian will distribute *Are You Reading Your Library Books?* handout. Students will paste handout in the Reading Responses section of their library journal. 2. Librarian and students will review the handout, question by question. 3. Students will write down examples of how Reading Responses in their journal (Date, Title, Author, Call Number, and Reading Response). 4. Closure: Q&A on Reading Responses requirements. 5. Check-out | 1. Librarian will distribute Are You Reading Your Library Books? handout. Students will paste handout in the Reading Responses section of their library journal. 2. Librarian and students will review the handout, question by question. 3. Students will write down examples of how Reading Responses in their journal (Date, Title, Author, Call Number, and Reading Response). 4. Closure: Q&A on Reading Responses requirements. 5. Check-out | 1. Librarian will distribute Are You Reading Your Library Books? handout. Students will paste handout in the Reading Responses section of their library journal. 2. Librarian and students will review the handout, question by question. 3. Students will write down examples of how Reading Responses in their journal (Date, Title, Author, Call Number, and Reading Response). 4. Closure: Q&A on Reading Responses requirements. 5. Check-out |
| Assessment | 1. Thumbs Up 2. Q&A | 1. Enemy Pie Word Search | 1. Enemy Pie Word Search | 1. Q&A | 1. Q&A | 1. Q&A |
| Extend/Refine Knowledge | Library Skill: Setting | Library Skill: Characters and Setting | Library Skill: Characters and Setting | Library Skill: Characters, Setting, Problem, and Solution | Library Skill: Characters, Setting, Problem, and Solution | Library Skill: Characters, Setting, Problem, and Solution |
| 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. |

Memphis Public Library (TumbleBook Library)

<http://www.memphislibrary.org/children/#eBooks>