Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: First Nine Weeks

Week: Monday, October 5th, 2015 through Friday, October 9th, 2015

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade Level** | **K** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will identify characters and setting in a story. | Students will identify characters and setting in a story. | Students will describe the problem and solution in a story. | Students will describe the problem and solution in a story. | Students will describe the problem and solution in a story. | Students will describe the problem and solution in a story. |
| “I Can” Statement | I can identify the characters and setting in a story. | I can identify the characters and setting in a story. | I can describe the problem and solution in a story. | I can describe the problem and solution in a story (play). | I can describe the problem and solution in a story (play). | I can describe the problem and solution in a story (play). |
| Common Score Standard | CCSS.ELA-Literacy.RL.K.3  With prompting and support, identify characters, settings, and major events in a story.  CCSS.ELA-Literacy.SL.K.2  Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | CCSS.ELA-Literacy.RL.1.3  Describe characters, settings, and major events in a story, using key details.  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. | CCSS.ELA-Literacy.RL.2.1  Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  CCSS.ELA-Literacy.RL.2.7  Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  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. | CCSS.ELA-Literacy.RL.3.1  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  CCSS.ELA-Literacy.SL.3.1.b  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | CCSS.ELA-Literacy.RL.4.1  Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  CC.4.SL.1.b  Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles. | CCSS.ELA-Literacy.RL.5.1  Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  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 is the setting in the story? | * Who are the characters in the story? * What is the setting in the story? | * What problem did the character(s) face in the story? * How was the problem solved? Reworded: What is the solution? | * What problem did the characters face in the story? * How was the problem solved? Reworded: What is the solution? | * What problem did the characters face in the story? * How was the problem solved? Reworded: What is the solution? | * What problem did the characters face in the story? * How was the problem solved? Reworded: What is the solution? |
| Motivation | TumbleBook Library will be used for Storytime. Students must identify the characters and setting in the story. | TumbleBook Library will be used for Storytime. Students must identify the characters and setting. | TumbleBook Library will be used for Storytime. Students must describe the problem and solution. | We are one step closer to performing the play, *The Do-Nothing Frog* by Patricia Clapp, on stage. There still are some elements we need to look at to make sure our performance is true to the story and interesting to the audience. Today we will look at the problem that surfaced in the story and how the problem was solved. | We are one step closer to performing the play, *The Do-Nothing Frog* by Patricia Clapp, on stage. There still are some elements we need to look at to make sure our performance is true to the story and interesting to the audience. Today we will look at the problem that surfaced in the story and how the problem was solved. | We are one step closer to performing the play, *The Do-Nothing Frog* by Patricia Clapp, on stage. There still are some elements we need to look at to make sure our performance is true to the story and interesting to the audience. Today we will look at the problem that surfaced in the story and how the problem was solved. |
| Procedures | 1. Librarian and students review characters and setting. 2. Librarian explains directions for Characters and Setting Assessment. 3. Closure: Character and Setting Assessment on *When Pigs Fly* by Valerie Coulman or other story (pictures of characters and setting(s) will be given; students must circle “C” if the picture is a character from the story or “S” if picture is a setting from the story). | 1. Librarian and students review characters and setting. 2. Librarian explains directions for Characters and Setting Assessment. 3. Closure: Character and Setting Assessment on When Pigs Fly by Valerie Coulman or other story (pictures of characters and setting(s) will be given; students must write “Character” if the picture is a character from the story or “Setting” if picture is a setting from the story). | 1. Librarian and students discuss problem and solution (anchor chart). 2. Librarian explains directions for Enemy Pie Problem & Solution writing activity. 3. Closure: Students complete Enemy Pie Problem & Solution writing activity. | 1. Librarian and students discuss problem and solution (anchor chart). 2. Librarian and students read through play; librarian monitors comprehension with questioning 3. Librarian and students discuss fictional elements (problem and solution) in the story/play; students note in journal. 4. Closure: Response - Explain how the problem in the play is a problem that occurs in real life. What are some real life solutions? | 1. Librarian and students discuss problem and solution (anchor chart). 2. Librarian and students read through play; librarian monitors comprehension with questioning 3. Librarian and students discuss fictional elements (problem and solution) in the story/play; students note in journal. 4. Closure: Response - Explain how the problem in the play is a problem that occurs in real life. What are some real life solutions? | 1. Librarian and students discuss problem and solution (anchor chart). 2. Librarian and students read through play; librarian monitors comprehension with questioning 3. Librarian and students discuss fictional elements (problem and solution) in the story/play; students note in journal. 4. Closure: Response - Explain how the problem in the play is a problem that occurs in real life. What are some real life solutions? |
| Assessment | 1. Character and Setting Assessment | 1. Character and Setting Assessment | 1. Q&A | 1. Q&A-Fictional Elements 2. Closure Response | 1. Q&A-Fictional Elements 2. Closure Response | 1. Q&A-Fictional Elements 2. Closure Response |
| Extend/Refine Knowledge | Library Skill: Fairy Tales | Library Skill: Fairy Tales | Library Skill: Fairy Tales | Library Skill: Central Message | Library Skill: Theme | Library Skill: Theme |
| 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>