Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: Second Nine Weeks

Week: Monday, November 2nd, 2015 through Friday, November 6th, 2015

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| **Grade Level** | **K** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will describe fictional elements in a story. | Students will describe fictional elements in a story. | Students will describe fictional elements in a story. | Students will determine the theme (central message) of a story. | Students will determine the theme of a story. | Students will determine the theme of a story. |
| “I Can” Statement | I can tell if a story is fiction. | I can determine if a story is fiction. | I can determine if a story is fiction. | I can determine the theme of a story. | I can determine the theme of a story. | I can determine the theme of a story. |
| Common Score Standard | CCSS.ELA-Literacy.RL.K.3With prompting and support, identify characters, settings, and major events in a story.CCSS.ELA-Literacy.SL.K.2Confirm 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.1.3Describe characters, settings, and major events in a story, using key details.CCSS.ELA-Literacy.SL.1.2Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | CCSS.ELA-Literacy.RL.2.1Ask 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.2.7Use 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. | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.CCSS.ELA-Literacy.SL.3.1.bFollow 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.4.2Determine a theme of a story, drama, or poem from details in the textCC.4.SL.1.bComprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles. | CCSS.ELA-Literacy.RL.5.2Determine a theme of a story, drama, or poem from details in the textCC.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 you know if a story/book is fiction?
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 | * What is the theme of the story? What details support that?
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| Motivation | What types of books are in the library?What are fiction stories? | What types of books are in the library?How does one know if a story is fiction? | What types of books are in the library?How does one know if a story is fiction? | 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 determine the theme of the play. What does the author want you to know or learn from this play?  | 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 determine the theme of the play. What does the author want you to know or learn from this play? | 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 determine the theme of the play. What does the author want you to know or learn from this play? |
| Procedures | 1. Librarian and students review characteristics of Fiction stories (anchor chart).
2. Librarian reads Monsters Love Underpants by Clair Freedman and Ben Cort; librarian and students note fictional elements as story is read.
3. Closure: Give one (one characteristic of fiction stories).
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 | 1. Librarian and students discuss theme.
2. Librarian and students will determine theme of the play using handout.
3. Librarian and students will read through play noting expressions, voice, and dramatic interpretation.
4. Closure: Response – What will you be preparing to be in the Year 2025? How will your career make the world a better place?
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| Assessment | 1. Q&A
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 | 1. Q&A
 | 1. Theme Handout
2. Performance Assessment
3. Closure Response
 | 1. Theme Handout
2. Performance Assessment
3. Closure Response
 | 1. Theme Handout
2. Performance Assessment
3. Closure Response
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| Extend/Refine Knowledge | Library Skill: Fairy Tales | Library Skill: Fairy Tales | Library Skill: Fairy Tales | Library Skill: Tone, Voice, Expression | Library Skill: Tone, Voice, Expression | Library Skill: Tone, Voice, Expression |
| 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. |