Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: Second Nine Weeks

Week: Monday, November 9th, 2015 through Friday, November 13th, 2015

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade Level** | **K** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will analyze fairy tales for common elements. | Students will analyze fairy tales for common elements. | Students will analyze fairy tales for common elements. | Students will read with tone, voice, and expression. | Students will read with tone, voice, and expression. | Students will read with tone, voice, and expression. |
| “I Can” Statement | I can explain the parts of a fairy tale. | I can explain the parts of a fairy tale. | I can explain the parts of a fairy tale. | I can read with tone, voice, and expression. | I can read with tone, voice, and expression. | I can read with tone, voice, and expression. |
| Common Score Standard | CCSS.ELA-Literacy.RL.K.2With prompting and support, retell familiar stories, including key details.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. | CCSS.ELA-Literacy.SL.3.4Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.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.SL.4.4Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.CC.4.SL.1.bComprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles. | CCSS.ELA-Literacy.SL.5.6Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)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 | * What are fairy tales?
 | * What are fairy tales?
 | * What are fairy tales?
 | * How do tone, voice, and expression make a play successful?
 | * How do tone, voice, and expression make a play successful?
 | * How do tone, voice, and expression make a play successful?
 |
| Motivation | Types of Fiction StoriesWho likes princesses, magic, and good guys vs. bad guys? | Types of Fiction StoriesWho likes princesses, magic, and good guys vs. bad guys? | Types of Fiction StoriesWho likes princesses, magic, and good guys vs. bad guys? | Next week, you will perform 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 briefly cover tone, voice, and expression. These elements are important because it is what captures the audience to the story you are telling. | Next week, you will perform 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 briefly cover tone, voice, and expression. These elements are important because it is what captures the audience to the story you are telling. | Next week, you will perform 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 briefly cover tone, voice, and expression. These elements are important because it is what captures the audience to the story you are telling. |
| Procedures | 1. Librarian and students review characteristics of Fairy Tales (anchor chart).
2. Librarian reads Cinderella retold and illustrated by Ruth Sanderson; librarian and students note fairy tale elements as story is read.
3. Closure: Give one (one characteristic of fairy tales).
 | 1. Librarian and students review characteristics of Fairy Tales (anchor chart).
2. Librarian reads Cinderella retold and illustrated by Ruth Sanderson; librarian and students note fairy tale elements as story is read.
3. Closure: Give one (one characteristic of fairy tales).
 | 1. Librarian and students review characteristics of Fairy Tales (anchor chart).
2. Librarian reads Cinderella retold and illustrated by Ruth Sanderson; librarian and students note fairy tale elements as story is read.
3. Closure: Give one (one characteristic of fairy tales).
 | 1. Librarian and students discuss tone, voice, and expression.
2. Librarian and students will read through play noting expressions, voice, and dramatic interpretation.
3. Closure: Self-assessment
 | 1. Librarian and students discuss tone, voice, and expression.
2. Librarian and students will read through play noting expressions, voice, and dramatic interpretation.
3. Closure: Self-assessment
 | 1. Librarian and students discuss tone, voice, and expression.
2. Librarian and students will read through play noting expressions, voice, and dramatic interpretation.
3. Closure: Self-assessment
 |
| Assessment | 1. Q&A
 | 1. Q&A
 | 1. Q&A
 | 1. Performance Assessment
 | 1. Performance Assessment
 | 1. Performance Assessment
 |
| Extend/Refine Knowledge | Library Skill: Tall Tales | Library Skill: Tall Tales | Library Skill: Tall Tales | Library Skill: Final Production | Library Skill: Final Production | Library Skill: Final Production |
| 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. |