Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: Second Nine Weeks

Week: Monday, November 16th, 2015 through Friday, November 20th, 2015

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| **Grade Level** | **K** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will analyze a tall tales for common elements. | Students will analyze a tall tales for common elements. | Students will analyze a tall tales for common elements. | Students will perform a play with voice, tone, and expression. | Students will perform a play with voice, tone, and expression. | Students will perform a play with voice, tone, and expression. |
| “I Can” Statement | I can explain the parts of a tall tale. | I can explain the parts of a tall tale. | I can explain the parts of a tall tale. | I can read with tone, voice, and expression. | I can read a story independently and proficiently. | I can read with tone, voice, and expression. |
| Common Score Standard | CCSS.ELA-Literacy.RL.K.2  With prompting and support, retell familiar stories, including key details.  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.SL.3.4  Report 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.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.SL.4.4  Report 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.b  Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles. | CCSS.ELA-Literacy.SL.5.6  Adapt 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 tall tales? | * What are tall tales? | * What are tall tales? | * How do I tell a story with voice, tone, and expression? | * How do I tell a story with voice, tone, and expression? | * How do I tell a story with voice, tone, and expression? |
| Motivation | Types of Fiction Stories  Exaggeration Story - The story of when I went fishing. Every time I tell the story the fish I caught gets bigger and bigger. | Types of Fiction Stories  Exaggeration Story - The story of when I went fishing. Every time I tell the story the fish I caught gets bigger and bigger. | Types of Fiction Stories  Exaggeration Story - The story of when I went fishing. Every time I tell the story the fish I caught gets bigger and bigger. | Performance Time! | Performance Time! | Performance Time! |
| Procedures | 1. Librarian and students will review Fairy Tale Elements. 2. Librarian will transition to another type of fiction stories: Tall Tales. 3. Librarian and students review characteristics of Tall Tales (anchor chart). 4. Librarian will read Paul Bunyan as told by Steve Kellogg. 5. Librarian and students will discuss parts of the story that are exaggerated. | 1. Librarian and students will review Fairy Tale Elements. 2. Librarian will transition to another type of fiction stories: Tall Tales. 3. Librarian and students review characteristics of Tall Tales (anchor chart). 4. Librarian will read Paul Bunyan as told by Steve Kellogg. 5. Librarian and students will discuss parts of the story that are exaggerated. | 1. Librarian and students will review Fairy Tale Elements. 2. Librarian will transition to another type of fiction stories: Tall Tales. 3. Librarian and students review characteristics of Tall Tales (anchor chart). 4. Librarian will read Paul Bunyan as told by Steve Kellogg. 5. Librarian and students will discuss parts of the story that are exaggerated. | 1. Librarian and students review Performance Rubric 2. Students read The Do-Nothing Frog for taping. 3. Librarian and students review taped performance; students look for area of strength and area needing strengthening (voice, tone, expression). | 1. Librarian and students review Performance Rubric 2. Students read The Do-Nothing Frog for taping. 3. Librarian and students review taped performance; students look for area of strength and area needing strengthening (voice, tone, expression). | 1. Librarian and students review Performance Rubric 2. Students read The Do-Nothing Frog for taping. 3. Librarian and students review taped performance; students look for area of strength and area needing strengthening (voice, tone, expression). |
| Assessment | 1. Q&A | 1. Q&A | 1. Q&A | 1. Performance Assessment | 1. Performance Assessment | 1. Performance Assessment |
| Extend/Refine Knowledge | Library Skill: Thanksgiving Story (Fictional Elements) | Library Skill: Thanksgiving Story (Fictional Elements) | Library Skill: Thanksgiving Story (Fictional Elements) | Library Skill: Letter to Author Patricia Clapp | Library Skill: Letter to Author Patricia Clapp | Library Skill: Letter to Author Patricia Clapp |
| 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. |