Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: Second Nine Weeks

Week: Monday, November 23rd, 2015 through Tuesday, November 24th, 2015

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| **Grade Level** | **K** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will identify characters and setting. | Students will identify characters and setting of the story; explain the problem and solution in the story. | Students will identify characters and setting of the story; explain the problem and solution in the story. | Students will write an opinion piece of The Do-Nothing Frog to Author Patricia Clapp, supporting with reasons. | Students will write an opinion piece of The Do-Nothing Frog to Author Patricia Clapp, supporting with reasons. | Students will perform a play with voice, tone, and expression. |
| “I Can” Statement | I can describe the characters and setting of the story. | I can describe the parts of the story. | I can describe the parts of the story. | I can explain why I like or dislike the play, The Do-Nothing Frog, with details from the play. | I can explain why I like or dislike the play, The Do-Nothing Frog, with details from the play. | 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.W.3.1Write opinion pieces on topics or texts, supporting a point of view with reasons.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.W.4.1Write opinion pieces on topics or texts, supporting a point of view with reasons and information.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 makes ‘Twas the Night Before Thanksgiving a fiction story?
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 | * What is my opinion of The Do-Nothing Frog: like or dislike? Why?
 | * What is my opinion of The Do-Nothing Frog: like or dislike? Why?
 | * How do I tell a story with voice, tone, and expression?
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| Motivation | There is a fiction story for just about anything you can think of.Today we will read a Thanksgiving fiction story. | There is a fiction story for just about anything you can think of.Today we will read a Thanksgiving fiction story. | There is a fiction story for just about anything you can think of.Today we will read a Thanksgiving fiction story. | Let’s write to Author Patricia Clapp! | Let’s write to Author Patricia Clapp! | Performance Time! |
| Procedures | 1. Librarian asks students what holiday is coming up.
2. Librarian informs students there are fiction books about anything that could be imagine; today’s book is a fiction book about Thanksgiving.
3. Librarian takes students through picture walk of ‘Twas the Night Before Thanksgiving by Dav Pilkey.
4. Students view online version of story (questioning included).
5. Librarian and students discuss fictional elements of the book.
6. If time permits, students create My Thankful Tree arts project in honor of Thanksgiving.
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5. Librarian and students discuss fictional elements of the book.
6. If time permits, students create My Thankful Tree arts project in honor of Thanksgiving.
 | 1. Librarian and students review parts of a friendly letter.
2. Librarian explains writing assignment; students will write to Author Patricia Clapp stating why they liked or disliked The Do-Nothing Frog (supporting details from the play provided).
3. Students receive materials and write letter; librarian provides support.
4. Students read body of letters aloud.
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2. Librarian explains writing assignment; students will write to Author Patricia Clapp stating why they liked or disliked The Do-Nothing Frog (supporting details from the play provided).
3. Students receive materials and write letter; librarian provides support.
4. Students read body of letters aloud.
 | 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).
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| Assessment | 1. Q&A
 | 1. Q&A
 | 1. Q&A
 | 1. Letter (rubric)
 | 1. Letter (rubric)
 | 1. Performance Assessment (rubric)
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| Extend/Refine Knowledge | Library Skill: Fables | Library Skill: Fables | Library Skill: Fables | Library Skill: Career Research Project | Library Skill: Career Research Project | Library Skill: Career Research Project |
| 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. |