Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: Second Nine Weeks

Week: Monday, November 30th, 2015 through Friday, December 4th, 2015

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| **Grade Level** | **K** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will analyze a fable for common elements. | Students will analyze a fable for common elements. | Students will analyze a fable for common elements. | Students will conduct research and take notes on aspiring careers. | Students will conduct research and take notes on aspiring careers. | Students will conduct research and take notes on aspiring careers. |
| “I Can” Statement | I can explain the parts of a fable. | I can explain the parts of a fable. | I can explain the parts of a fable. | I can research my aspiring career. I can find information on what I want to be when I grow up. | I can research my aspiring career. I can find information on what I want to be when I grow up. | I can research my aspiring career. I can find information on what I want to be when I grow up. |
| 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.W.3.7  Conduct short research projects that build knowledge about a topic.  CCSS.ELA-Literacy.W.3.8  Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  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.W.4.7  Conduct short research projects that build knowledge through investigation of different aspects of a topic.  CCSS.ELA-Literacy.W.4.8  Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  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. | CCSS.ELA-Literacy.W.5.7  Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  CCSS.ELA-Literacy.W.5.8  Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  CCSS.ELA-Literacy.SL.5.4  Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| 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 is a fable? How do I know when I am reading a fable? | * What is a fable? How do I know when I am reading a fable? | * What is a fable? How do I know when I am reading a fable? | * Where do I find information about my aspiring career? * How do I organize my information? | * Where do I find information about my aspiring career? * How do I organize my information? | * Where do I find information about my aspiring career? * How do I organize my information? |
| Motivation | More Types of Fiction Stories  Fable - A story that usually uses animals and teaches a lesson. | More Types of Fiction Stories  Fable - A story that usually uses animals and teaches a lesson. | More Types of Fiction Stories  Fable - A story that usually uses animals and teaches a lesson. | Excerpt from The Do-Nothing Frog  “Shopkeeper: How many times do grown-ups ask you what you’re going to be when you grow up?  Children: All the time. My father’s friends are always asking me. And my mother’s friends…  Shopkeeper: And what do you tell them?  Children: I tell them I don’t know because I don’t.  Shopkeeper: Just as I thought. Now if you knew for sure what you were going to be when you grew up, you’d have the answer already for them. And you can get on with learning how to be whatever it is you want to be.”  Today, you are going to start learning how to be whatever it is you want to be when you grow up. | Excerpt from The Do-Nothing Frog  “Shopkeeper: How many times do grown-ups ask you what you’re going to be when you grow up?  Children: All the time. My father’s friends are always asking me. And my mother’s friends…  Shopkeeper: And what do you tell them?  Children: I tell them I don’t know because I don’t.  Shopkeeper: Just as I thought. Now if you knew for sure what you were going to be when you grew up, you’d have the answer already for them. And you can get on with learning how to be whatever it is you want to be.”  Today, you are going to start learning how to be whatever it is you want to be when you grow up. | Excerpt from The Do-Nothing Frog  “Shopkeeper: How many times do grown-ups ask you what you’re going to be when you grow up?  Children: All the time. My father’s friends are always asking me. And my mother’s friends…  Shopkeeper: And what do you tell them?  Children: I tell them I don’t know because I don’t.  Shopkeeper: Just as I thought. Now if you knew for sure what you were going to be when you grew up, you’d have the answer already for them. And you can get on with learning how to be whatever it is you want to be.”  Today, you are going to start learning how to be whatever it is you want to be when you grow up. |
| Procedures | 1. Librarian and students will review Fairy Tale Elements and Tall Tale Elements. 2. Librarian will transition to another type of fiction stories: Fables. 3. Librarian and students review characteristics of Fables (anchor chart). 4. Librarian will read Aesop’s The Lion and the Mouse (Retold and illustrated by Bernadette Watts). 5. Librarian and students will discuss fictional parts of the story. 6. Librarian and students will discuss what was learned from the story. | 1. Librarian and students will review Fairy Tale Elements and Tall Tale Elements. 2. Librarian will transition to another type of fiction stories: Fables. 3. Librarian and students review characteristics of Fables (anchor chart). 4. Librarian will read Aesop’s The Lion and the Mouse (Retold and illustrated by Bernadette Watts). 5. Librarian and students will discuss fictional parts of the story. 6. Librarian and students will discuss what was learned from the story. | 1. Librarian and students will review Fairy Tale Elements and Tall Tale Elements. 2. Librarian will transition to another type of fiction stories: Fables. 3. Librarian and students review characteristics of Fables (anchor chart). 4. Librarian will read Aesop’s The Lion and the Mouse (Retold and illustrated by Bernadette Watts). 5. Librarian and students will discuss fictional parts of the story. 6. Librarian and students will discuss what was learned from the story. | 1. Librarian and students will read excerpt from *The Do-Nothing Frog* (motivation piece). 2. Librarian will inform students that for the next three weeks, students will participate in a Career Research Project. 3. Librarian and students will review parts of the Career Research Project (using [Handout](Career%20WebQuest%20Notes%20Handout.docx) and [WebQuest](http://mssmithcareerwebquest.weebly.com/)). 4. Students will begin finding information, following notes handout and circling sources. | 1. Librarian and students will read excerpt from The Do-Nothing Frog (motivation piece). 2. Librarian will inform students that for the next three weeks, students will participate in a Career Research Project. 3. Librarian and students will review parts of the Career Research Project (using Handout and WebQuest). 4. Students will begin finding information, following notes handout and circling sources. | 1. Librarian and students will read excerpt from The Do-Nothing Frog (motivation piece). 2. Librarian will inform students that for the next three weeks, students will participate in a Career Research Project. 3. Librarian and students will review parts of the Career Research Project (using Handout and WebQuest). 4. Students will begin finding information, following notes handout and circling sources. |
| Assessment | 1. Q&A | 1. Q&A | 1. Q&A | 1. Notes Handout (Information Gathered with Source Evidence) | 1. Notes Handout (Information Gathered with Source Evidence) | 1. Notes Handout (Information Gathered with Source Evidence) |
| Extend/Refine Knowledge | Library Skill: Fiction Stories Recap, Fairy Tales, Tall Tales, and Fables (Fictional Elements) | Library Skill: Fiction Stories Recap, Fairy Tales, Tall Tales, and Fables (Fictional Elements) | Library Skill: Fiction Stories Recap, Fairy Tales, Tall Tales, and Fables (Fictional Elements) | Library Skill: Research - Citing Sources and Organizing Information | Library Skill: Research - Citing Sources and Organizing Information | Library Skill: Research - Citing Sources and Organizing Information |
| 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. Continue researching career. | Read at least 20 minutes daily. Continue researching career. | Read at least 20 minutes daily. Continue researching career. |