Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: Second Nine Weeks

Week: Monday, December 7th, 2015 through Friday, December 11th, 2015

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| **Grade Level** | **K** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will analyze fiction stories; identify fairy tale, tall tale, and fable with explanations. | Students will analyze fiction stories; identify fairy tale, tall tale, and fable with explanations. | Students will analyze fiction stories; identify fairy tale, tall tale, and fable with explanations. | 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 fairy tale, tall tale, and fable. | I can explain the parts of a fairy tale, tall tale, and fable. | I can explain the parts of a fairy tale, tall tale, and 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 | * How do I know when I am reading a fairy tale, tall tale, and fable? | * How do I know when I am reading a fairy tale, tall tale, and fable? | * How do I know when I am reading a fairy tale, tall tale, and 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 | Types of Fiction Stories: Which is which? | Types of Fiction Stories: Which is which? | Types of Fiction Stories: Which is which? | I am learning how to become a … | I am learning how to become a … | I am learning how to become a … |
| Procedures | 1. Librarian and students will review Fairy Tale Elements, Tall Tale Elements, and Fables Elements (using anchor charts). 2. Students are read three stories (Sleeping Beauty - Fairy Tale, Johnny Appleseed - Tall Tale, and The Tortoise and the Hair - Fable); students match story to appropriate genre. | 1. Librarian and students will review Fairy Tale Elements, Tall Tale Elements, and Fables Elements (using anchor charts). 2. Students are read three stories (Sleeping Beauty - Fairy Tale, Johnny Appleseed - Tall Tale, and The Tortoise and the Hair - Fable); students match story to appropriate genre. | 1. Librarian and students will review Fairy Tale Elements, Tall Tale Elements, and Fables Elements (using anchor charts). 2. Students read three stories (Sleeping Beauty - Fairy Tale, Johnny Appleseed - Tall Tale, and The Tortoise and the Hair - Fable); students match story to appropriate genre. | 1. Librarian and students will review Career Research Project. 2. Librarian and students will transition to computer lab. 3. Students will complete research notes handout. | 1. Librarian and students will review Career Research Project. 2. Librarian and students will transition to computer lab. 3. Students will complete research notes handout. | 1. Librarian and students will review Career Research Project. 2. Librarian and students will transition to computer lab. 3. Students will complete research notes handout. |
| Assessment | 1. Fiction Stories Assessment (students are read three books; students determine which is fairy tale, tall tale, and fable) | 1. Fiction Stories Assessment (students are read three books; students determine which is fairy tale, tall tale, and fable) | 1. Fiction Stories Assessment (students read three books; students determine which is fairy tale, tall tale, and fable) | 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: Christmas Story (Fictional Elements) | Library Skill: Christmas Story (Fictional Elements) | Library Skill: Christmas Story (Fictional Elements) | Library Skill: Research – Citing Sources | Library Skill: Research – Citing Sources | Library Skill: Research – Citing Sources |
| 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. |

Career Research WebQuest: <http://mssmithcareerwebquest.weebly.com>

The Tortoise and the Hare YouTube Video (Read Aloud) : <https://www.youtube.com/watch?v=SUngzUtFr7Q>