Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: Second Nine Weeks

Week: Monday, December 14th, 2015 through Friday, December 18th, 2015

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| **Grade Level** | **K** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will analyze a Christmas story for fictional elements. | Students will analyze a Christmas story for fictional elements. | Students will analyze a Christmas story for fictional elements. | Students will cite Internet sources. | Students will cite Internet sources. | Students will cite Internet sources. |
| “I Can” Statement | I can identify the characters, setting, and events in *How the Grinch Stole Christmas*. | I can identify the characters, setting, and events in *How the Grinch Stole Christmas*. | I can identify the characters, setting, problem, and solution in *How the Grinch Stole Christmas*. | I can cite my sources. I can correctly write down where I got my research information on the Internet. | I can cite my sources. I can correctly write down where I got my research information on the Internet. | I can cite my sources. I can correctly write down where I got my research information on the Internet. |
| 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.3.7Conduct short research projects that build knowledge about a topic.CCSS.ELA-Literacy.W.3.8Recall 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.3.4Report 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.W.4.7Conduct short research projects that build knowledge through investigation of different aspects of a topic.CCSS.ELA-Literacy.W.4.8Recall 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.4.4Report 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. | CCSS.ELA-Literacy.W.5.7Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.CCSS.ELA-Literacy.W.5.8Recall 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.5.4Report 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 makes *How the Grinch Stole Christmas* fiction?
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 | * How do I cite sources from the Internet?
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 |
| Motivation | Christmas Fiction | Christmas Fiction | Christmas Fiction | *Why Cite Sources* YouTube VideoConsequences of Stealing Information | *Why Cite Sources* YouTube VideoConsequences of Stealing Information | *Why Cite Sources* YouTube VideoConsequences of Stealing Information |
| Procedures | 1. Librarian and students will sit on the story rug and review the day’s tasks.
2. Students will transition to tables.
3. Students will list to an audio book of *How the Grinch Stole Christmas* by Dr. Seuss.
4. Students will color a Merry Grinch-mas Holiday Card and include a written message to a loved one.
5. Librarian and students will view fictional elements of the story: characters, setting, problem, and solution.
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 | 1. Librarian and students will review research project.
2. Students will view *Why Cite Sources* YouTube video.
3. Librarian will discuss penalties of stealing information.
4. Students and librarian will review citation charts on part of a citation.
5. Librarian will demonstrate how to build a citation.
6. Librarian will demonstrate how to build a citation using *Dentist* information pulled for Career VIEW.
7. Librarian and students will practice building a citation using *Truck Driver* information pulled from Career VIEW.
8. Students will practice building a citation with a partner or group using information pulled from Career VIEW.
9. Students will independently build source citation from their own research.
10. Students will begin responding to Conclusion questions.
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| Assessment | 1. Q&A
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 | 1. Notes Handout (Information Gathered with Source Evidence)
2. Citations
 | 1. Notes Handout (Information Gathered with Source Evidence)
2. Citations
 | 1. Notes Handout (Information Gathered with Source Evidence)
2. Citations
 |
| Extend/Refine Knowledge | Library Skill: Focus - Nonfiction | Library Skill: Focus - Nonfiction | Library Skill: Focus - Nonfiction | Library Skill: Research - Organizing Information | Library Skill: Research - Organizing Information | Library Skill: Research - 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 and include citations. | Read at least 20 minutes daily. Continue researching career and include citations. | Read at least 20 minutes daily. Continue researching career and include citations. |

*Why We Cite Sources* YouTube Video: <https://www.youtube.com/watch?v=pG7M4xxrmbo>

Notes Handout for Parts F and G

<http://content.easybib.com/citation-guides/mla-format/how-to-cite-a-website-mla/>

*How the Grinch Stole Christmas* audiobook: <https://www.youtube.com/watch?v=2Gjv803X1yU>