Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: Third Nine Weeks

Week: Monday, January 4th, 2016 through Friday, January 8th, 2016

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| **Grade Level** | **K** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will describe nonfiction elements. | Students will describe nonfiction elements. | Students will describe nonfiction elements. | Students will paraphrase research information and cite sources. | Students will paraphrase research information and cite sources. | Students will paraphrase research information and cite sources. |
| “I Can” Statement | I can tell about nonfiction. | I can tell about nonfiction. | I can tell about nonfiction. | I can put information in my own words and tell where I got my research information. | I can put information in my own words and tell where I got my research information. | I can put information in my own words and tell where I got my research information. |
| 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 nonfiction? * How is nonfiction and fiction different? | * What is nonfiction? * How is nonfiction and fiction different? | * What is nonfiction? * How is nonfiction and fiction different? | * How do I paraphrase? | * How do I paraphrase? | * How do I paraphrase? |
| Motivation | The Opposite of Fiction | The Opposite of Fiction | The Opposite of Fiction | *Don't Plagiarizzle - A Rap Song about Plagiarism* YouTube Video | *Don't Plagiarizzle - A Rap Song about Plagiarism* YouTube Video | *Don't Plagiarizzle - A Rap Song about Plagiarism* YouTube Video |
| Procedures | 1. Librarian and students will review fiction elements anchor chart. 2. Students will help librarian build elements of nonfiction anchor chart (for each bullet of information on the fiction side, students will give the opposite for the nonfiction side). 3. Librarian and students will preview nonfiction books. | 1. Librarian and students will review fiction elements anchor chart. 2. Students will help librarian build elements of nonfiction anchor chart (for each bullet of information on the fiction side, students will give the opposite for the nonfiction side). 3. Librarian and students will preview nonfiction books. | 1. Librarian and students will review fiction elements anchor chart. 2. Students will help librarian build elements of nonfiction anchor chart (for each bullet of information on the fiction side, students will give the opposite for the nonfiction side). 3. Librarian and students will preview nonfiction books. | 1. Librarian and students will review definition of *Plagiarism*. 2. Librarian and students will view *Don’t Plagiarizzle - A Rap Song About Plagiarism* YouTube Video. 3. Librarian and students will review citing sources (citations). 4. Librarian will inform students that there is one more thing that is to be done so no one gets in trouble for stealing information, which is paraphrase. 5. Librarian and students will review definition of *Paraphrase*. 6. Librarian will demonstrate how students are to paraphrase/credit their career research information using a provided template. 7. Students will complete template with paraphrased sentences and cited sources. 8. Students will check out books. | 1. Librarian and students will review definition of *Plagiarism*. 2. Librarian and students will view *Don’t Plagiarizzle - A Rap Song About Plagiarism* YouTube Video. 3. Librarian and students will review citing sources (citations). 4. Librarian will inform students that there is one more thing that is to be done so no one gets in trouble for stealing information, which is paraphrase. 5. Librarian and students will review definition of *Paraphrase*. 6. Librarian will demonstrate how students are to paraphrase/credit their career research information using a provided template. 7. Students will complete template with paraphrased sentences and cited sources. 8. Students will check out books. | 1. Librarian and students will review definition of *Plagiarism*. 2. Librarian and students will view *Don’t Plagiarizzle - A Rap Song About Plagiarism* YouTube Video. 3. Librarian and students will review citing sources (citations). 4. Librarian will inform students that there is one more thing that is to be done so no one gets in trouble for stealing information, which is paraphrase. 5. Librarian and students will review definition of *Paraphrase*. 6. Librarian will demonstrate how students are to paraphrase/credit their career research information using a provided template. 7. Students will complete template with paraphrased sentences and cited sources. 8. Students will check out books. |
| Assessment | 1. Q&A | 1. Q&A | 1. Q&A | 1. Completed template (with paraphrased sentences/credited sources) | 1. Completed template (with paraphrased sentences/credited sources) | 1. Completed template (with paraphrased sentences/credited sources) |
| Extend/Refine Knowledge | Library Skill: Focus - Nonfiction | Library Skill: Focus - Nonfiction | Library Skill: Focus - Nonfiction | Library Skill: Research - Publishing | Library Skill: Research - Publishing | Library Skill: Research - Publishing |
| 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. |

*4 Steps to Paraphrasing* YouTube video: <https://www.youtube.com/watch?v=pCQLfsjP1Xk>

*Don't Plagiarizzle - A Rap Song about Plagiarism* YouTube Video: <https://www.youtube.com/watch?v=Pyyk8881tLE>