Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: Third Nine Weeks

Week: Monday, January 18th, 2016 through Friday, January 22nd, 2016

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 publish information gathered from research. | Students will publish information gathered from research. | Students will publish information gathered from research. |
| “I Can” Statement | I can tell about nonfiction. | I can tell about nonfiction. | I can tell about nonfiction. | I can type information for my research project and presentation. | I can type information for my research project and presentation. | I can type information for my research project and presentation. |
| 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 do I know when I am reading a nonfiction book? | * What is nonfiction? * How do I know when I am reading a nonfiction book? | * What is nonfiction? * How do I know when I am reading a nonfiction book? | * How do I organize my information in Microsoft PowerPoint? | * How do I organize my information in Microsoft PowerPoint? | * How do I organize my information in Microsoft PowerPoint? |
| Motivation | Types of Non-Fiction | Types of Non-Fiction | Types of Non-Fiction | Final Product | Final Product | Final Product |
| Procedures | 1. Librarian and students review library rules, table assignments, and carpet seating. 2. Librarian and students review nonfiction elements. 3. Students ask and answer questions about last week’s reading on Dr. Martin Luther King. | 1. Librarian and students review library rules, table assignments, and carpet seating. 2. Librarian and students review nonfiction elements. 3. Students ask and answer questions about last week’s reading on Dr. Martin Luther King. | 1. Librarian and students review library rules, table assignments, and carpet seating. 2. Librarian and students review nonfiction elements. 3. Students ask and answer questions about last week’s reading on Dr. Martin Luther King. | 1. Students will report to the computer lab. 2. Librarian and students will review Career Research rubric. 3. Each student will open his/her Career Research PPT. 4. Librarian will demonstrate how to change background color (students follow). 5. Librarian will demonstrate how to insert a picture (students follow). 6. Students will finish typing their research information (saving along the way). 7. Students will do a final save. 8. Librarian will announce order of presentations and Read to Achieve dates/rules. | 1. Students will report to the computer lab. 2. Librarian and students will review Career Research rubric. 3. Each student will open his/her Career Research PPT. 4. Librarian will demonstrate how to change background color (students follow). 5. Librarian will demonstrate how to insert a picture (students follow). 6. Students will finish typing their research information (saving along the way). 7. Students will do a final save. 8. Librarian will announce order of presentations and Read to Achieve dates/rules. | 1. Students will report to the computer lab. 2. Librarian and students will review Career Research rubric. 3. Each student will open his/her Career Research PPT. 4. Librarian will demonstrate how to change background color (students follow). 5. Librarian will demonstrate how to insert a picture (students follow). 6. Students will finish typing their research information (saving along the way). 7. Students will do a final save. 8. Librarian will announce order of presentations and Read to Achieve dates/rules. |
| Assessment | 1. Q&A | 1. Q&A | 1. Q&A | 1. Saved PowerPoint file with all parts typed. | 1. Saved PowerPoint file with all parts typed. | 1. Saved PowerPoint file with all parts typed. |
| Extend/Refine Knowledge | Library Skill: Focus - Nonfiction | Library Skill: Focus - Nonfiction | Library Skill: Focus - Nonfiction | Library Skill: Research – Finalize project | Library Skill: Research – Finalize project | Library Skill: Research – Finalize 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. |