Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: Third Nine Weeks

Week: Monday, January 25th, 2016 through Friday, January 29th, 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 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 design my presentation. | I can type information for my research project and design my presentation. | I can type information for my research project and design my presentation. |
| 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 is nonfiction?
* How do I know when I am reading a nonfiction book?
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* 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 will review fiction elements anchor chart.
2. Students will examine front cover of *Are You Ready for Winter?* By Shelia Anderson.
3. Librarian and students will complete “K” component of KWL chart.
4. Librarian and students will complete “W” component of KWL chart.
5. Librarian will read *Are You Ready for Winter* by Shelia Anderson
6. Librarian and students will completer “L” component of the KWL chart.
7. Students will answer the following: How will the information you read about help you outside of school?
 | 1. Librarian and students will review fiction elements anchor chart.
2. Students will examine front cover of *Are You Ready for Winter?* By Shelia Anderson.
3. Librarian and students will complete “K” component of KWL chart.
4. Librarian and students will complete “W” component of KWL chart.
5. Librarian will read *Are You Ready for Winter* by Shelia Anderson
6. Librarian and students will completer “L” component of the KWL chart.
7. Students will answer the following: How will the information you read about help you outside of school?
 | 1. Librarian and students will review fiction elements anchor chart.
2. Students will examine front cover of *Are You Ready for Winter?* By Shelia Anderson.
3. Librarian and students will complete “K” component of KWL chart.
4. Librarian and students will complete “W” component of KWL chart.
5. Librarian will read *Are You Ready for Winter* by Shelia Anderson
6. Librarian and students will completer “L” component of the KWL chart.
7. Students will answer the following: How will the information you read about help you outside of school?
 | 1. Students will report to the computer lab.
2. Each student will open his/her Career Research PPT.
3. Librarian will demonstrate how to insert a picture (students follow).
4. Students will continue typing their research information (saving along the way).
5. Students will do a final save.
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| Assessment | 1. Q&A
 | 1. Q&A
 | 1. Q&A
 | 1. Saved PowerPoint file with most parts correctly typed; PPT designed with colors and pictures.
 | 1. Saved PowerPoint file with most parts correctly typed; PPT designed with colors and pictures.
 | 1. Saved PowerPoint file with most parts correctly typed; PPT designed with colors and pictures.
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| 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.  |