Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: Third Nine Weeks

Week: Monday, February 1st, 2016 through Friday, February 5th, 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 explain rules, requirements, and rewards of the Memphis Grizzlies Read to Achieve reading challenge. | Students will explain rules, requirements, and rewards of the Memphis Grizzlies Read to Achieve reading challenge. | Students will explain rules, requirements, and rewards of the Memphis Grizzlies Read to Achieve reading challenge. |
| “I Can” Statement | I can tell about nonfiction. | I can tell about nonfiction. | I can tell about nonfiction. | I can tell about the Read to Achieve reading challenge and what I have to do. | I can tell about the Read to Achieve reading challenge and what I have to do. | I can tell about the Read to Achieve reading challenge and what I have to do. |
| 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.RL.3.1  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  CCSS.ELA-LITERACY.RI.3.1  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | CCSS.ELA-LITERACY.RL.4.1  Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  CCSS.ELA-LITERACY.RI.4.1  Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | CCSS.ELA-LITERACY.RL.5.1  Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  CCSS.ELA-LITERACY.RI.5.1  Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 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? * Who is Ruby Bridges? | * What is nonfiction? * How do I know when I am reading a nonfiction book? * Who is Ruby Bridges? | * What is nonfiction? * How do I know when I am reading a nonfiction book? * Who is Ruby Bridges? | * What is Read to Achieve? * What do I have to do to be successful with the reading challenge? | * What is Read to Achieve? * What do I have to do to be successful with the reading challenge? | * What is Read to Achieve? * What do I have to do to be successful with the reading challenge? |
| Motivation | Types of Non-Fiction | Types of Non-Fiction | Types of Non-Fiction | Students view 2015 Read to Achieve Championship pictures found on the Fairley Library website. | Students view 2015 Read to Achieve Championship pictures found on the Fairley Library website. | Students view 2015 Read to Achieve Championship pictures found on the Fairley Library website. |
| Procedures | 1. Librarian and students will review the laws (rules) Dr. King helped change in America, one being the integration of “coloreds” into all-white public schools. 2. Librarian and students will take a picture walk of *The Story of Ruby Bridges* by Robert Cole. 3. Librarian will read *The Story of Ruby Bridges*. 4. Students describe what kind of person they think Ruby Bridges was and state reasons for thinking. 5. Librarian show then-and-now pictures of Ruby Bridges and her teacher, Mrs. Henry in the book, *Ruby Bridges Goes To School: My True Story* by Ruby Bridges. | 1. Librarian and students will review the laws (rules) Dr. King helped change in America, one being the integration of “coloreds” into all-white public schools. 2. Librarian and students will take a picture walk of *The Story of Ruby Bridges* by Robert Cole. 3. Librarian will read *The Story of Ruby Bridges*. 4. Students describe what kind of person they think Ruby Bridges was and state reasons for thinking. 5. Librarian show then-and-now pictures of Ruby Bridges and her teacher, Mrs. Henry in the book, *Ruby Bridges Goes To School: My True Story* by Ruby Bridges. | 1. Librarian and students will review the laws (rules) Dr. King helped change in America, one being the integration of “coloreds” into all-white public schools. 2. Librarian and students will take a picture walk of *The Story of Ruby Bridges* by Robert Cole. 3. Librarian will read *The Story of Ruby Bridges*. 4. Students describe what kind of person they think Ruby Bridges was and state reasons for thinking. 5. Librarian show then-and-now pictures of Ruby Bridges and her teacher, Mrs. Henry in the book, *Ruby Bridges Goes To School: My True Story* by Ruby Bridges. | 1. Students view last year’s Read to Achieve Championship pictures (found on the library’s website) 2. Librarian will explain Read to Achieve rules, requirements, and rewards (students receive bookmark and RTA journal and write in identifying information). 3. Librarian and students read first week’s book, *Martin Luther King Jr.: Man of Peace* by Patricia McKissack. 4. Students list book one on their bookmark (librarian initials first entry). 5. Students complete Week 1’s book information in journal (including reading response to the appropriate, selected question). \*\*\*see RTA Journal\*\*\* 6. Librarian signs off on Week 1’s reading response. 7. Librarian and students review requirements. | 1. Students view last year’s Read to Achieve Championship pictures (found on the library’s website) 2. Librarian will explain Read to Achieve rules, requirements, and rewards (students receive bookmark and RTA journal and write in identifying information). 3. Librarian and students read first week’s book, *Martin Luther King Jr.: Man of Peace* by Patricia McKissack. 4. Students list book one on their bookmark (librarian initials first entry). 5. Students complete Week 1’s book information in journal (including reading response to the appropriate, selected question). \*\*\*see RTA Journal\*\*\* 6. Librarian signs off on Week 1’s reading response. 7. Librarian and students review requirements. | 1. Students view last year’s Read to Achieve Championship pictures (found on the library’s website) 2. Librarian will explain Read to Achieve rules, requirements, and rewards (students receive bookmark and RTA journal and write in identifying information). 3. Librarian and students read first week’s book, *Martin Luther King Jr.: Man of Peace* by Patricia McKissack. 4. Students list book one on their bookmark (librarian initials first entry). 5. Students complete Week 1’s book information in journal (including reading response to the appropriate, selected question). \*\*\*see RTA Journal\*\*\* 6. Librarian signs off on Week 1’s reading response. 7. Librarian and students review requirements. |
| Assessment | 1. Q&A | 1. Q&A | 1. Q&A | 1. Week 1 Reading and Response | 1. Week 1 Reading and Response | 1. Week 1 Reading and Response |
| Extend/Refine Knowledge | Library Skill: Focus – Nonfiction (Heart/Valentine) | Library Skill: Focus – Nonfiction (Heart/Valentine) | Library Skill: Focus – Nonfiction (Heart/Valentine) | Library Skill: Research – Finalize Career Research Project | Library Skill: Research – Finalize Career Research Project | Library Skill: Research – Finalize Career Research 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; respond to Week 2’s reading in Read to Achieve journal. | Read at least 20 minutes daily; respond to Week 2’s reading in Read to Achieve journal. | Read at least 20 minutes daily; respond to Week 2’s reading in Read to Achieve journal. |