Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: Third Nine Weeks

Week: Monday, February 8th, 2016 through Friday, February 12th, 2016

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| **Grade Level** | **K** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will compare and contrast two fictional stories. | Students will compare and contrast two fictional stories. | Students will compare and contrast two fictional stories. | Students will publish information gathered from research; insert slide transitions into PPT. | Students will publish information gathered from research; insert slide transitions into PPT. | Students will publish information gathered from research; insert slide transitions into PPT. |
| “I Can” Statement | I can tell how two stories are the same and different. | I can tell how two stories are alike and different. | I can tell how two stories are alike and different. | 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 | * How are the stories the same?
* How are the stories different?
 | * How are the stories alike?
* How are the stories different?
 | * How are the stories alike?
* How are the stories different?
 | * How do I organize my information in Microsoft PowerPoint?
* How do I insert a slide transition?
 | * How do I organize my information in Microsoft PowerPoint?
* How do I insert a slide transition?
 | * How do I organize my information in Microsoft PowerPoint?
* How do I insert a slide transition?
 |
| Motivation | Book Cover Examination | Book Cover Examination | Book Cover Examination | Final Product | Final Product | Final Product |
| Procedures | 1. Librarian will explain comparison chart presented on the whiteboard.
2. Students will examine two book covers and tell how the two books are alike based on the front covers (i.e. hearts, love, Valentine’s Day, fiction).
3. Librarian and students will view/read the two stories, which are: *The Day It Rained Hearts* by Felicia Bond and *Pete the Cat: Valentine’s Day Is Cool* by Kimberly and James Dean (Librarian asks during-reading-questions).
4. Librarian and students complete comparison chart.
5. Librarian and students will connect stories to real-world (when gifting, be thoughtful; make special cards for the ones you love)
6. Students make *special* *(or thoughtful)* Valentine’s cards for someone special.
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6. Students make *special* *(or thoughtful)* Valentine’s cards for someone special.
 | 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 slide transition (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
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 | 1. Saved PowerPoint file with most parts correctly typed; PPT designed with colors, pictures, and slide animations.
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| Extend/Refine Knowledge | Library Skill: Focus – Presidents (Nonfiction) | Library Skill: Focus – Presidents (Nonfiction) | Library Skill: Focus – Presidents (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.  |