Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: Third Nine Weeks

Week: Monday, February 15th, 2016 through Friday, February 19th, 2016

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| **Grade Level** | **K** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will explain the role of the President.  Students will describe the American Flag. | Students will explain the role of the President.  Students will describe the American Flag. | Students will explain the role of the President and how to become President. | Students will read and respond to a question about texts read for Weeks 2 and 3 for the Read to Achieve challenge. | Students will read and respond to a question about texts read for Weeks 2 and 3 for the Read to Achieve challenge. | Students will read and respond to a question about texts read for Weeks 2 and 3 for the Read to Achieve challenge. |
| “I Can” Statement | I can tell what the President does.  I can tell about the American flag. | I can tell what the President does.  I can tell about the American flag. | I can tell about the jobs of the President and how to become President. | I can respond to a question to prove I read and understand what I read for the Read to Achieve challenge. | I can respond to a question to prove I read and understand what I read for the Read to Achieve challenge. | I can respond to a question to prove I read and understand what I read for the Read to Achieve challenge. |
| 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 the President’s job? * How do you become President? * What do the stars and stripes on the American flag mean? | * What is the President’s job? * How do you become President? * What do the stars and stripes on the American flag mean? | * What is the President’s job? * How do you become President? | * See RTA Journal for questions | * See RTA Journal for questions | * See RTA Journal for questions |
| Motivation | Presidents Day | Presidents Day | Presidents Day | Read to Achieve Championship | Read to Achieve Championship | Read to Achieve Championship |
| Procedures | 1. Students will sit on the story rug. 2. Librarian will ask what holiday allowed us to be out from school on Monday of this week (Presidents Day). 3. Librarian and students will discuss Presidents Day, the role of the president, and how to become president (Librarian will show students a map of the United States, as the president is responsible for governing the 50 states; librarian points out Tennessee and DC). 4. Students will take a “trip” to Washington, DC, where the President lives and works (YouTube video); librarian will discuss the eagle and American flag. 5. Students will craft an American Flag. | 1. Students will sit on the story rug. 2. Librarian will ask what holiday allowed us to be out from school on Monday of this week (Presidents Day). 3. Librarian and students will discuss Presidents Day, the role of the president, and how to become president (Librarian will show students a map of the United States, as the president is responsible for governing the 50 states; librarian points out Tennessee and DC). 4. Students will take a “trip” to Washington, DC, where the President lives and works (YouTube video); librarian will discuss the eagle and American flag. 5. Students will craft an American Flag. | 1. Students will sit on the story rug. 2. Librarian will ask what holiday allowed us to be out from school on Monday of this week (Presidents Day). 3. Librarian and students will discuss Presidents Day, the role of the president, and how to become president (Librarian will show students a map of the United States, as the president is responsible for governing the 50 states; librarian points out Tennessee and DC). 4. Students will take a “trip” to Washington, DC, where the President lives and works (YouTube video). 5. Writing: Students will pretend to run for the office of President and write a speeches to the American people (their class). 6. Presentation: Students will present their speeches to the American people (their class). 7. Students will vote on who their President should be. 8. President is announced. | 1. Librarian and students will review requirements of the reading challenge. 2. For Week 2 of Read to Achieve, librarian and students will read Barack Obama by Stephen Feinstein. 3. Students will respond to a question about the book. 4. For Week 3 of Read to Achieve, students will choose one of two stories found on the Fairley Elementary School Library website, Online Books page. Students will respond to question about the book. 5. Librarian will sign off on literature responses. 6. If time permits, students will check off book for Week 4 of Read to Achieve. | 1. Librarian and students will review requirements of the reading challenge. 2. For Weeks 2 and 3 of Read to Achieve, students will choose two stories found on the Fairley Elementary School Library website, Online Books page. 3. Students will respond to questions about the book. 4. Librarian will sign off on literature responses. 5. If time permits, students will check off book for Week 4 of Read to Achieve. | 1. Librarian and students will review requirement s of the reading challenge. 2. Librarian will demonstrate how to access TumbleBook Library (made available through the Memphis Public Library…and…Online Books on the Fairley Library website.) 3. For Week 2 of Read to Achieve, students will choose one story from the Fairley Elementary School Library website, Online Books page. 4. Students will respond to literature question. 5. For Week 3 of Read to Achieve, students choose one book from TumbleBook library. 6. Students respond to literature questions |
| Assessment | 1. Q&A 2. American Flag (correct colors and pattern) | 1. Q&A 2. American Flag (correct colors and pattern) | 1. Q&A 2. Speech Presentation | 1. Read to Achieve Weeks 2 and 3 Reading and Responses | 1. Read to Achieve Weeks 2 and 3 Reading and Responses | 1. Read to Achieve Weeks 2 and 3 Reading and Responses |
| Extend/Refine Knowledge | Library Skill: Focus – Nonfiction (Black History: Wangari Maathai) | Library Skill: Focus – Nonfiction (Black History: Wangari Maathai) | Library Skill: Focus – Nonfiction (Black History: Wangari Maathai) | 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 4’s reading in Read to Achieve journal. | Read at least 20 minutes daily; respond to Week 4’s reading in Read to Achieve journal. | Read at least 20 minutes daily; respond to Week 4’s reading in Read to Achieve journal. |