Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: Third Nine Weeks

Week: Monday, February 22nd, 2016 through Friday, February 26th, 2016

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| **Grade Level** | **K** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will explain how Wangari Maathai made the world a better place. | Students will explain how Wangari Maathai made the world a better place. | Students will explain how Wangari Maathai made the world a better place. | 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 Wangari Maathai and how she made the world a better place. | I can tell about Wangari Maathai and how she made the world a better place. | I can tell about Wangari Maathai and how she made the world a better place. | 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 | * Who was Wangari Maathai?
* How did she make the world a better place?
 | * Who was Wangari Maathai?
* How did she make the world a better place?
 | * Who was Wangari Maathai?
* How did she make the world a better place?
 | * 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 | The Importance of TreesA Hero Named Wangari Maathai | The Importance of TreesA Hero Named Wangari Maathai | The Importance of TreesA Hero Named Wangari Maathai | \*\*\*Last Week\*\*\*Final Product | \*\*\*Last Week\*\*\*Final Product | \*\*\*Last Week\*\*\*Final Product |
| Procedures | 1. Students will sit on the story rug.
2. Science Connection: Librarian and students will name the four major parts of the ree. Librarian and students will discuss the importance of each part to the tree, as well as the importance of trees to the earth and human existence.
3. Librarian will inform students that they will learn about a woman named Wangari Maathai from Kenya in Africa who is consided a hero because she planted trees.
4. Social Studies Connection: Librarian will show students Africa on the globe relative to the United States (as Wangari attened college in the USA).
5. Librarian will read *Wangari’s Trees of Peace: A True Story from Africa* by Jeanette Winter.
6. Video: Students will view video about Wangari Maathai (video will confirm actions told in the book; students will see and hear Wangari Maathai).
7. Writing: Students will answer (librarian will list), how can we help Wangari protect and take care of our Earth and the environment? (Probe: plant more trees)
8. Students will transition to tables.
9. Math Connection: Tree Planting Math Problems (Ex. If [#] people each planted ten trees, how many trees would be planted altogether? Students will be able to use ten base blocks or counters).
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7. Students will transition to tables.
8. Writing: Students will answer, how can we help Wangari protect and take care of our Earth and the environment? (Probe: plant more trees)
9. Math Connection: Tree Planting Math Problems (Ex. If [#] people each planted five trees, how many trees would be planted altogether? Students will be required to add, count by five’s, etc.)
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7. Students will transition to tables.
8. Writing: Students will answer, how can we help Wangari protect and take care of our Earth and the environment? (Probe: plant more trees)
9. Math Connection: Tree Planting Math Problems (Ex. If [#] people each planted two trees, how many trees would be planted altogether? Students will be required to add, count by two’s, etc.)
 | 1. Students will report to the computer lab.
2. Each student will open his/her Career Research PPT.
3. Students will **finish** typing their research information and designing their PPT (saving along the way).
4. Students will do a final save.

**\*End Project\*** | 1. Students will report to the computer lab.
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**\*End Project\*** |
| Assessment | 1. Q&A
 | 1. Q&A
 | 1. Q&A
 | 1. Saved PowerPoint file with all parts correctly typed; PPT designed with colors, pictures, and slide animations.
 | 1. Saved PowerPoint file with all parts correctly typed; PPT designed with colors, pictures, and slide animations.
 | 1. Saved PowerPoint file with all parts correctly typed; PPT designed with colors, pictures, and slide animations.
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| Extend/Refine Knowledge | Library Skill: Focus – Dr. Seuss | Library Skill: Focus – Dr. Seuss | Library Skill: Focus – Dr. Seuss | Library Skill: Research – Evaluating Websites; Multicultural Research | Library Skill: Research – Evaluating Websites; Multicultural Research | Library Skill: Research – Evaluating Websites; Multicultural Research |
| 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 5’s reading in Read to Achieve journal and submit by March 4th. | Read at least 20 minutes daily; respond to Week 5’s reading in Read to Achieve journal and submit by March 4th. | Read at least 20 minutes daily; respond to Week 5’s reading in Read to Achieve journal and submit by March 4th. |