Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: Third Nine Weeks

Week: Monday, February 29th, 2016 through Friday, March 4th, 2016

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| **Grade Level** | **K** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will describe Dr. Seuss and his life work. | Students will describe Dr. Seuss and his life work. | Students will describe Dr. Seuss and his life work. | Students will use personal safety strategies when using the internet. Students will be good citizens in a Cyber-community. | Students will use personal safety strategies when using the internet. Students will be good citizens in a Cyber-community. | Students will use personal safety strategies when using the internet. Students will be good citizens in a Cyber-community. |
| “I Can” Statement | I can tell about Dr. Seuss and his books. | I can tell about Dr. Seuss and his books. | I can tell about Dr. Seuss and his books. | I can be responsible and respectful when using the Internet. | I can be responsible and respectful when using the Internet. | I can be responsible and respectful when using the Internet. |
| 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.SL.3.1  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  CCSS.ELA-Literacy.SL.3.1.b  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  CCSS.ELA-Literacy.SL.3.1.c  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  CCSS.ELA-Literacy.SL.3.1.d  Explain their own ideas and understanding in light of the discussion. | CCSS.ELA-Literacy.SL.4.1  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  CCSS.ELA-Literacy.SL.4.1.b  Follow agreed-upon rules for discussions and carry out assigned roles.  CCSS.ELA-Literacy.SL.4.1.d  Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | CCSS.ELA-Literacy.SL.5.1  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  CCSS.ELA-Literacy.SL.5.1.b  Follow agreed-upon rules for discussions and carry out assigned roles.  CCSS.ELA-Literacy.SL.5.1.d  Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| 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 is Dr. Seuss? * Why do we celebrate Dr. Seuss every year in March? | * Who is Dr. Seuss? * Why do we celebrate Dr. Seuss every year in March? | * Who is Dr. Seuss? * Why do we celebrate Dr. Seuss every year in March? | * How do I protect myself, family, and computer when using the Internet? | * How do I protect myself, family, and computer when using the Internet? | * How do I protect myself, family, and computer when using the Internet? |
| Motivation | * Librarian dressed as The Cat in the Hat * Dr. Seuss-themed, decorated library | * Librarian dressed as The Cat in the Hat * Dr. Seuss-themed, decorated library | * Librarian dressed as The Cat in the Hat * Dr. Seuss-themed, decorated library | Discussion Starters:   * What are your favorite things to do online? * What is personal information? Why should you keep it private? * What could you do to be safer online? * What would you do if anyone online asked to meet you face-to-face? * Besides me, who do you feel that you can talk to if you are in a scary or uncomfortable situation? | Discussion Starters:   * What are your favorite things to do online? * What is personal information? Why should you keep it private? * What could you do to be safer online? * What would you do if anyone online asked to meet you face-to-face?   Besides me, who do you feel that you can talk to if you are in a scary or uncomfortable situation? | Discussion Starters:   * What are your favorite things to do online? * What is personal information? Why should you keep it private? * What could you do to be safer online? * What would you do if anyone online asked to meet you face-to-face?   Besides me, who do you feel that you can talk to if you are in a scary or uncomfortable situation? |
| Procedures | 1. Librarian will gear students up for a birthday celebration (state honoree, purpose, and agenda). 2. Librarian and students will review Anchor Chart on Dr. Seuss (reviewing some of Seuss’ most popular books, including *The Cat in the Hat*. 3. Librarian and students will engage in the following activities: Seuss-a-Phone and The Cat Says. 4. Students will view Storybook Read-a-loud video of *Green Eggs and Ham* (noting rhyming words). 5. Librarian and discuss moral of *Green Eggs and Ham*. 6. Librarians explains how Dr Seuss always used rhyming words in his writing. 7. Librarian and students engage in The Rhyme Time activity (compile a list of rhyming words, using words from Dr. Seuss’ books. 8. Students play “Pin the Egg on the Plate.” 9. Librarian and students review facts about Dr. Seuss. 10. Students receive treats in honor of Dr. Seuss birthday. | 1. Librarian will gear students up for a birthday celebration (state honoree, purpose, and agenda). 2. Librarian and students will review Anchor Chart on Dr. Seuss (reviewing some of Seuss’ most popular books, including *The Cat in the Hat*. 3. Librarian and students will engage in the following activities: Seuss-a-Phone and The Cat Says. 4. Students will view Storybook Read-a-loud video of *Green Eggs and Ham* (noting rhyming words). 5. Librarian and discuss moral of *Green Eggs and Ham*. 6. Librarians explains how Dr Seuss always used rhyming words in his writing. 7. Students engage in The Rhyme Time contest. 8. Students play “Pin the Egg on the Plate.” 9. Librarian and students review facts about Dr. Seuss. 10. Students receive treats in honor of Dr. Seuss birthday. | 1. Librarian will gear students up for a birthday celebration (state honoree, purpose, and agenda). 2. Librarian and students will review Anchor Chart on Dr. Seuss (reviewing some of Seuss’ most popular books, including *The Cat in the Hat*. 3. Librarian and students will engage in the following activities: Seuss-a-Phone and The Cat Says. 4. Students will view Storybook Read-a-loud video of *Green Eggs and Ham* (noting rhyming words). 5. Librarian and discuss moral of *Green Eggs and Ham*. 6. Librarians explains how Dr Seuss always used rhyming words in his writing. 7. Students engage in The Rhyme Time contest. 8. Students play “Pin the Egg on the Plate.” 9. Librarian and students review facts about Dr. Seuss. 10. Students receive treats in honor of Dr. Seuss birthday. | 1. Librarian and students have a discussion based on the aforementioned starters. 2. Librarian shows “Virus Infection” notification on computer in the lab and the effects of such. 3. Students view Internet Safety video. 4. Librarian shares personal story of family member being irresponsible on the Internet and connects it to the video/topic of the day, Internet Safety. 5. Students read Internet Safety Rules. 6. Students create a bookmark depicting Internet Safety in a creative and colorful way. | 1. Librarian and students have a discussion based on the aforementioned starters. 2. Librarian shows “Virus Infection” notification on computer in the lab and the effects of such. 3. Students view Internet Safety video. 4. Librarian shares personal story of family member being irresponsible on the Internet and connects it to the video/topic of the day, Internet Safety. 5. Students read Internet Safety Rules. 6. Students create a bookmark depicting Internet Safety in a creative and colorful way. | 1. Librarian and students have a discussion based on the aforementioned starters. 2. Librarian shows “Virus Infection” notification on computer in the lab and the effects of such. 3. Students view Internet Safety video. 4. Librarian shares personal story of family member being irresponsible on the Internet and connects it to the video/topic of the day, Internet Safety. 5. Students read Internet Safety Rules. 6. Students create a bookmark depicting Internet Safety in a creative and colorful way. |
| Assessment | 1. Q&A 2. Rhyming Words (final product) 3. Participation in activities/contests | 1. Q&A 2. Rhyming Words (final product) 3. Participation in activities/contests | 1. Q&A 2. Rhyming Words (final product) 3. Participation in activities/contests | 1. Internet Safety Bookmark design | 1. Internet Safety Bookmark design | 1. Internet Safety Bookmark design |
| Extend/Refine Knowledge | Library Skill: Focus – Nonfiction/Research | Library Skill: Focus – Nonfiction/Research | Library Skill: Focus – Nonfiction/Research | 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 6’s reading in Read to Achieve journal and submit by March 4th. | Read at least 20 minutes daily; respond to Week 6’s reading in Read to Achieve journal and submit by March 4th. | Read at least 20 minutes daily; respond to Week 6’s reading in Read to Achieve journal and submit by March 4th. |