Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: Fourth Nine Weeks

Week: Monday, March 28th, 2016 through Friday, April 1st, 2016

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| **Grade Level** | **K** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will retell story; give key details about story; explain how to behave when attending a theater performance. | Students will retell story; give key details about story; explain what lesson the story teaches. | Students will retell story; give key details about story; explain what lesson the story teaches. | Students will report on a topic with appropriate facts and details. | Students will report on a topic with appropriate facts and details. | Students will evaluate internet information. |
| “I Can” Statement | I can tell what happened in *The Runaway Bunny*. I can act the right way at a theater. | I can tell what happened and what I learned from the story, *Oh, How I Wished I Could Read*. | I can tell what happened and what I learned from the story, *Oh, How I Wished I Could Read*. | I can present information about my career. | I can present information about my career. | I can judge if an Internet site is good or not. |
| 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.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.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.SL.5.1Engage 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.bFollow agreed-upon rules for discussions and carry out assigned roles.CCSS.ELA-Literacy.SL.5.1.dReview 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 | * What is the Runaway Bunny about?
* What is a theater?
* How do I behave at a theater?
 | * How would life be for a person who does not know how to read?
 | * How would life be for a person who does not know how to read?
 | * How can I get the maximum amount of extra credit points on my Career Research PPT?
 | * How can I get the maximum amount of extra credit points on my Career Research PPT?
 | * How do I evaluate website information?
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| Motivation | * Orpheum Field Trip
 | * Life Not Knowing How to Read
 | * Life Not Knowing How to Read
 | * Presentation Time
 | * Presentation Time
 | * Research Topic Reveal
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| Procedures | 1. Librarian and students will discuss field trip.
2. Librarian will show pictures of the Orpheum.
3. Librarian and students will discuss things you should and should not do at a theater.
4. Librarian will read The Runaway Bunny (pre-during-after Q&A).
5. Librarian will inform students that the performance will tell the same story…but with puppets.
6. Students make their own bunny puppet.
 | 1. Librarian will introduce the book, *Oh, How I Wished I Could Read* by John Gile and Frank Fiorello.
2. Students will predict what the story will be about.
3. Librarian and students will discuss going through life not knowing how to read.
4. Librarian will read story (during-after Q&A).
5. Librarian and students will discuss the importance of reading.
6. Students will create and design a bookmark with a ‘Reading’ theme (Library Week Contest).
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6. Students will create and design a bookmark with a ‘Reading’ theme (Library Week Contest).
 | 1. Librarian and students review PPT rubric
2. Students review and practice PPT
3. Librarian creates order of presentations
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2. Students review and practice PPT
3. Librarian creates order of presentations
 | 1. Librarian will briefly introduce group research project and topic.
2. Librarian and students will review the Five W’s of Internet Evaluation (anchor charts and handout).
3. Librarian and students will analyze research information to see which is best to use for upcoming research project.
4. Closure: Q&A
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| Assessment | 1. Q&A
 | 1. Q&A
2. Bookmark
 | 1. Q&A
2. Bookmark
 | 1. PPT Rubric (Presentation)
 | 1. PPT Rubric (Presentation)
 | 1. Checklist (evaluation of chose research topic; successful selection of sites to use for research)
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| Extend/Refine Knowledge | Library Skill: Focus – The Runaway Bunny and Goodnight Moon Comparison | Library Skill: Focus – Reading/Bookmarks; Library Week | Library Skill: Focus – Reading/Bookmarks; Library Week  | Library Skill: Presentations | Library Skill: Presentations | Library Skill: Research – Evaluating Websites |
| 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. |

<https://www.orpheum-memphis.com/assets/doc/GoodnightMoon_StudyGuide.pdf>

<http://www.scholastic.com/teachers/collection/celebrate-earth-day>

<http://www.ducksters.com/science/environment/land_pollution.php>

<http://www.pediatriconcall.com/kidscorner/whywhat/what_is_pollution.aspx>

<http://eschooltoday.com/pollution/land-pollution/what-is-land-pollution.html>