Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: Fourth Nine Weeks

Week: Monday, April 4th, 2016 through Friday, April 8th, 2016

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 how to behave when attending a theater performance. | Students will critically and creatively explain why it is important to know how to read. | 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 *Goodnight Moon and The Runaway Bunny*. I can act the right way at a theater. | I can tell what happened in *Goodnight Moon and The Runaway Bunny*. I can act the right way at a theater. | I can explain why it is important to know how to read using words and pictures. | 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; find information on research topic. |
| 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.3.4  Report 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.4.4  Report 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.5.1  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 | * What is Goodnight Moon about? * What is the Runaway Bunny about? * What is a theater? * How do I behave at a theater? | * What is Goodnight Moon about? * What is the Runaway Bunny about? * What is a theater? * How do I behave at a theater? | * Why is it important to 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? |
| Motivation | * Orpheum Field Trip | * Orpheum Field Trip | * Life Not Knowing How to Read * Library Week Bookmark Contest | * Presentation Time | * Presentation Time | * Research Topic Reveal |
| Procedures | 1. Librarian and students will discuss field trip. 2. Librarian will again 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 *Goodnight Moon* (pre-during-after Q&A). 5. Librarian and students will compare and contrast *Goodnight Moon* and *The Runaway Bunny*. 6. Librarian will remind students that the performance will tell the same stories…but with puppets. 7. Students will finish making their own bunny puppet. | 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 *Goodnight Moon* and *The Runaway Bunny* (pre-during-after Q&A). 5. Librarian and students will compare and contrast *Goodnight Moon* and *The Runaway Bunny*. 6. Librarian will inform students that the performance will tell the same stories…but with puppets. 7. Students will make their own bunny puppet. | 1. Librarian and students will review the book, *Oh, How I Wished I Could Read* by John Gile 2. Students will create a R.A.F.T.:   🡺**R**ole=Student  🡺**A**udience= Student Choice  🡺**F**ormat=Letter  🡺**T**opic=Why It Is Important to Know How to Read   1. Students will complete their ‘Reading’ bookmarks. | 1. Students present Career PowerPoint Presentations. | 1. Students present Career PowerPoint Presentations. | 1. Librarian and students review Five W’s of Internet Evaluation. 2. Librarian demonstrates how research information should be organized (as Cornell or “T” Notes). 3. Student groups select pollution research topic. 4. Students begin searching for site to use for pollution research; evaluating in the process. 5. Students organize information to research questions in Cornell notes. 6. Closure: Students explain why the one site was chosen for research information. |
| Assessment | 1. Q&A | 1. Q&A | 1. R.A.F.T. 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) 2. Cornell Notes |
| Extend/Refine Knowledge | Library Skill: Focus – Library Week | Library Skill: Focus – Library Week | Library Skill: Focus – Library Week | Library Skill: Focus – Library Week | Library Skill: Focus – Library Week | Library Skill: Focus – Library Week |
| 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. |

<http://www.easy-child-crafts.com/paper-bag-puppets-bunny.html>