Teacher: Librarian Lashondra Smith

Subject: Library Skills (Library Orientation)

Quarter: First Nine Weeks

Week: Monday, August 26th through Friday, August 30th, 2019

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| **Grade Level** | **Pre-K/KK** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will review/model book care rules. | Students will review/model library procedures. | Students will review book care rules. | Students will review book care rules. | Students will review book care rules. | Students will review book care rules. |
| “I Can” Statement | I can take good care of my library books. | I can follow library procedures. | I can take good care of my library books. | I can take good care of my library books. | I can take good care of my library books. | I can take good care of my library books. |
| Common Score Standard | CC.K.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. | CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. | 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. | CC.SL.3.2Comprehension and Collaboration: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | CC.4.SL.1.bComprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles. | CC.5.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles. |
| 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 | How do I take care of my library books? | How do I behave when in the library? | How do I keep my library books in good condition? | How do I keep my library books in good condition? | How do I keep my library books in good condition? | How do I keep my library books in good condition? |
| Motivation | “Books are our friends! Books help us learn to read.” | In order to participate in library events, students must follow library rules and procedures. | “Checkout begins in two weeks; you must remember that library books are borrowed; your books must be taken care of so that other students can/will read them.” | “Checkout begins in two weeks; you must remember that library books are borrowed; your books must be taken care of so that other students can/will read them.” | “Checkout begins in two weeks; you must remember that library books are borrowed; your books must be taken care of so that other students can/will read them.” | “Checkout begins in two weeks; you must remember that library books are borrowed; your books must be taken care of so that other students can/will read them.” |
| Procedures | 1. Librarian will walk through a damaged book; students discuss how to care for library books.
2. Librarian will read, “A Perfectly Messed Up Story” by Patrick McDonnell.
3. Librarian will facilitate Q&A session with students about book related to how to treat books and the purpose of books.
 | 1. Upon entering the library, librarian will guide students through a tour of the library, viewing the Technology Center (computers), Reading Zone (story rug), and Easy Fiction.
2. Students will be assigned a table.
3. Librarian and students will complete the *Library Rules Activity*; for each picture, the librarian will read the action; students will display a happy face if the action is okay to do in the library or a sad face if the action is not something that should be done in the library. Students will also color the happy/sad face. Each action will be discussed for reasoning.
4. Librarian will teach table-to-story rug procedure; students will practice.
5. Librarian will teach procedure for lining up to go; students will practice.
6. Closure: Librarian will review library rules/procedures with students giving the happy/sad face response.
 | 1. Librarian will instruct students to open library folders to last week’s notes on rules; students choral-read Rule #1, “Be respectful of others and library property.”
2. Students will recall what is considered “property” and how library books are included.
3. Librarian will explain that library books are borrowed and must be kept in good condition for others to read.
4. Table Talk: For two minutes, students will come up with three rules they believe are important when it comes to taking care of library books; rules are written on a sticky note by student at Seat B.
5. Students will share aloud one rule and their reasoning for inclusion; at each table, student at Seat B will be the recorder and presenter.
6. Librarian will transition students to guided notes on book care rules.
7. Students will author and illustrate a mini-book about taking care of books. Illustrations must match rules according to each student’s interpretation.
8. Closure: Students will make the Book Care Promise: “I promise to [insert rules].”
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| Assessment | 1. Q&A
 | 1. Library Rules Activity
2. Observation – students modeling rules and practiced procedures
 | 1. Authored and illustrated book about book care rules
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| Extend/Refine Knowledge | Read “How Do Dinosaurs Learn to Read?” by Jane Yolen and facilitate Q&A session.Continue with library orientation (focus: listening to stories on the story rug) | Continue with library orientation (focus: using a shelf marker and choosing a just-right book). | Continue with library orientation (focus: using a shelf marker and choosing a just-right book). | Continue with library orientation (focus: using a shelf marker and choosing a just-right book). | Continue with library orientation (focus: using a shelf marker and choosing a just-right book). | Continue with library orientation (focus: using a shelf marker and choosing a just-right book). |
| 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. |