Teacher: Librarian Lashondra Smith

Subject: Library Skills (Library Orientation)

Quarter: First Nine Weeks

Week: Tuesday, September 3rd through Friday, September 6th, 2019

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| **Grade Level** | **Pre-K/KK** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will review/model story rug 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 follow story rug procedures. I can retell the story. | 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 | What do I do when listening to a story on the rug? | 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 help us learn to read. It’s important to be a good listener when on the story rug. | In order to participate in library events, students must follow library rules and procedures. | It’s almost time to check out books! | It’s almost time to check out books! | It’s almost time to check out books! | It’s almost time to check out books! |
| Procedures | 1. Using Mr. Potato Head and the “Mr. Potato Head Loves Stories” anchor chart, librarian and students will review story rug rules.
2. Librarian will read, “The Wonderful Book” by Leonid Gore and observe students’ participation in observing the rules (pre-during-after Q&A; see questions below).
 | 1. Librarian and students will review library rules and continue practicing the following library procedures:
* Table assignment
* Lining up
* Story rug
 | 1. Librarian and students will review book care rules.
2. Students will complete authored and illustrated book on book care rules.
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| Assessment | 1. Observation – students modeling rules
2. Q&A
 | 1. Observation – students modeling rules and practiced procedures
 | 1. Authored and illustrated book about book care rules
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| Extend/Refine Knowledge | Focus: parts of a 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, locating nonfiction books, and choosing a just-right book). | Continue with library orientation (focus: using a shelf marker, locating nonfiction books, and choosing a just-right book). | Continue with library orientation (focus: using a shelf marker, locating nonfiction books, and choosing a just-right book). | Continue with library orientation (focus: using a shelf marker, locating nonfiction books, 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. |

The Wonderful Book by Leonid Gore

Introduction (Prep Questions)

What do you see on the cover? Why do you think the bear has a book on his head? What do we know about books? What do we do with them?

Story Time (Discussion Questions)

Would you like to read a book to your animal friends? If so, what kind of story? What do you think the bear should have done with the book instead of put it on his head? If your pet found a book, what would it do with it? Can you remember all the things the different animals did with the book? (made it a, bed, hat, table, etc.) What are your favorite books? Do you read any to your family?