Teacher: Librarian Lashondra Smith

Subject: Library Skills (Library Orientation)

Quarter: First Nine Weeks

Week: Monday, September 9th through Friday, September 13th, 2019

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| **Grade Level** | **Pre-K/KK** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will identify the parts of a book; explain the purpose of each. | Students will identify the parts of a book; explain the purpose of each part. | Students will locate books in the library using the Dewey Decimal protocol. | Students will locate books in the library using the Dewey Decimal protocol. | Students will locate books in the library using the Dewey Decimal protocol. | Students will locate books in the library using the Dewey Decimal protocol. |
| “I Can” Statement | I can name the parts of the book. | I can name the parts of the book. | I can find books I like in the library. | I can find books I like in the library. | I can find books interesting to me in the library. | I can find books interesting to me in the library. |
| Common Score Standard | CCSS.ELA-LITERACY.RI.K.5Identify the front cover, back cover, and title page of a book.CCSS.ELA-LITERACY.RI.K.6Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | CCSS.ELA-LITERACY.RF.1.1Demonstrate understanding of the organization and basic features of print. | CCSS.ELA-LITERACY.W.2.8Recall information from experiences or gather information from provided sources to answer a question. | CCSS.ELA-LITERACY.W.3.8Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | CCSS.ELA-LITERACY.W.4.8Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | CCSS.ELA-LITERACY.W.5.8Recall relevant information from experiences or gather relevant information from print and digital sources |
| AASL Standard | I.B.3 Generating products that illustrate learningI.C.1 Interacting with content presented by othersIV.A.2 Identify possible sources of information | I.B.3 Generating products that illustrate learningI.C.1 Interacting with content presented by othersIV.A.2 Identify possible sources of information | IV.A.2 Identify possible sources of informationIV.B.1 Seeking a variety of sourcesV.C.1 Expressing curiosity about a topic of personal interest or curricular relevance | IV.A.2 Identify possible sources of informationIV.B.1 Seeking a variety of sourcesV.C.1 Expressing curiosity about a topic of personal interest or curricular relevance | IV.A.2 Identify possible sources of informationIV.B.1 Seeking a variety of sourcesV.C.1 Expressing curiosity about a topic of personal interest or curricular relevance | IV.A.2 Identify possible sources of informationIV.B.1 Seeking a variety of sourcesV.C.1 Expressing curiosity about a topic of personal interest or curricular relevance |
| Question of the Week | What are the parts of the book? How is a book just like us? | What are the parts of the book? How is a book just like us? | How are the books in order in the library? How do I find books I like? | How are the books in order in the library? How do I find books I like? | How are books organized in the library? How do I find information on topics interesting to me? | How are books organized in the library? How do I find information on topics interesting to me? |
| Motivation | A book is just like you! | A book is just like you! | It’s almost time to check out books! One more thing to learn before checkout: How are Books Organized in the Library | It’s almost time to check out books! One more thing to learn before checkout: How are Books Organized in the Library | It’s almost time to check out books! One more thing to learn before checkout: How are Books Organized in the Library | It’s almost time to check out books! One more thing to learn before checkout: How are Books Organized in the Library |
| Procedures | 1. Librarian and students will review book care rules and why books are special.
2. Librarian will transition to the parts of a books; “because books are special, we need to know all about them..about all its parts”
3. Using an anchor chart, librarian and students will review the parts of a book and how a book is just like us…
* Name = Title
* Family = Author and Illustrator (define)
* Birthday = Copyright Date (how old is the book)
* Birthplace = Place of publication
* Clothes = cover/jacket
* Address = Call Number
* Spine = spine
* Words = Text
1. Students will complete a labeling exercise.
2. Closure: Review the parts of the book.
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* Address = Call Number
* Spine = spine
* Words = Text
1. Students will complete a craft/labeling exercise.
2. Closure: Review the parts of the book
 | 1. Librarian will have students to guesstimate the number of books in the library.
2. Librarian will encourage students to check out books interesting to them; there are many books to choose from.
3. Librarian and students will review objective; how to locate books in this library with # of books.
4. Students will take notes on *How to Find Nonfiction Books in the Library*
5. Librarian will briefly demonstrate how to use a shelf marker.
6. Students will visit the stacks; using a shelf marker, locate books of interest to them.
7. Closure: 3-2-1
* Three Nonfiction sections you like the most
* Two topics of interest to you
* One book you found today that you would like to check out.
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| Assessment | 1. Q&A
2. Observation
 | 1. Q&A
2. Observation
 | 1. Observation
2. 3-2-1 Exit Ticket
 | 1. Observation
2. 3-2-1 Exit Ticket
 | 1. Observation
2. 3-2-1 Exit Ticket
 | 1. Observation
2. 3-2-1 Exit Ticket
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| Extend/Refine Knowledge | Focus: Fiction series | Focus: Fiction series | Continue with library orientation (focus: using the Online Library Catalog to find books in the library). | Continue with library orientation (focus: using the Online Library Catalog to find books in the library). | Continue with library orientation (focus: using the Online Library Catalog to find books in the library). | Continue with library orientation (focus: using the Online Library Catalog to find books in the library). |
| 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. |