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.5  Identify the front cover, back cover, and title page of a book.  CCSS.ELA-LITERACY.RI.K.6  Name 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.1.1  Demonstrate understanding of the organization and basic features of print. | CCSS.ELA-LITERACY.W.2.8  Recall information from experiences or gather information from provided sources to answer a question. | CCSS.ELA-LITERACY.W.3.8  Recall 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.4.8  Recall 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.5.8  Recall relevant information from experiences or gather relevant information from print and digital sources |
| AASL Standard | I.B.3 Generating products that illustrate learning  I.C.1 Interacting with content presented by others  IV.A.2 Identify possible sources of information | I.B.3 Generating products that illustrate learning  I.C.1 Interacting with content presented by others  IV.A.2 Identify possible sources of information | IV.A.2 Identify possible sources of information  IV.B.1 Seeking a variety of sources  V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance | IV.A.2 Identify possible sources of information  IV.B.1 Seeking a variety of sources  V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance | IV.A.2 Identify possible sources of information  IV.B.1 Seeking a variety of sources  V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance | IV.A.2 Identify possible sources of information  IV.B.1 Seeking a variety of sources  V.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. | 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 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. | 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. | 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. | 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. |
| 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 |
| 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. |