Teacher: Librarian Lashondra Smith

Subject: Library Skills (Library Orientation)

Quarter: First Nine Weeks

Week: Monday, September 16th through Friday, September 20th, 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 research information on the Hamilton K-8 School library website (to become familiar with the site). | Students will research information on the Hamilton K-8 School library website (to become familiar with the site). | Students will research information on the Hamilton K-8 School library website (to become familiar with the site). | Students will research information on the Hamilton K-8 School library website (to become familiar with the site). |
| “I Can” Statement | I can name the parts of the book. | I can name the parts of the book. | I can find information on the Hamilton K-8 School library website. | I can find information on the Hamilton K-8 School library website. | I can find information on the Hamilton K-8 School library website. | I can find information on the Hamilton K-8 School library website. |
| 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? | What is the library website’s address? Why does the Hamilton library have a website? What information can be found on the site? | What is the library website’s address? Why does the Hamilton library have a website? What information can be found on the site? | What is the library website’s address? Why does the Hamilton library have a website? What information can be found on the site? | What is the library website’s address? Why does the Hamilton library have a website? What information can be found on the site? |
| Motivation | There are books about anything you can think of! No matter what a book is about, it has the same parts we talked about last week. Today, we will read a book about family. | There are books about anything you can think of! No matter what a book is about, it has the same parts we talked about last week. Today, we will read a book about family. | *Show students librarian’s past library websites and how information and pictures grew as the school year progressed.*  Hamilton K-8 library has it’s on website. Today, you will get on the website to find some information (to find answers to questions listed on the scavenger hunt). For each question answered correctly, you will receive five points on your score sheet. | *Show students librarian’s past library websites and how information and pictures grew as the school year progressed.*  Hamilton K-8 library has it’s on website. Today, you will get on the website to find some information (to find answers to questions listed on the scavenger hunt). For each question answered correctly, you will receive five points on your score sheet. | *Show students librarian’s past library websites and how information and pictures grew as the school year progressed.*  Hamilton K-8 library has it’s on website. Today, you will get on the website to find some information (to find answers to questions listed on the scavenger hunt). For each question answered correctly, you will receive five points on your score sheet. | *Show students librarian’s past library websites and how information and pictures grew as the school year progressed.*  Hamilton K-8 library has it’s on website. Today, you will get on the website to find some information (to find answers to questions listed on the scavenger hunt). For each question answered correctly, you will receive five points on your score sheet. |
| Procedures | Session One   1. Librarian and students will review the parts of the book and the purpose of each part. 2. Librarian will read *Fly Guys Big Family* by Ted Arnold.   Session Two   1. Students will retell *Fly Guys Big Family* 2. Librarian will distribute booklets. 3. Students will identify the parts of a book (using booklet and pointing). 4. Students will illustrate their booklets titled, My Family. | 1. Librarian and students will review the parts of the book and the purpose of each part. 2. Librarian will read *Fly Guys Big Family* by Ted Arnold. 3. Librarian will distribute booklets. 4. Students will identify the parts of a book (using booklet and pointing). 5. Students will author and illustrate their booklets titled, My Family. | 1. Librarian will show the Fairley Elementary library website and how it was incorporated into the library program. 2. Librarian will introduce students to the Hamilton K-8 library website. 3. Librarian and students will review the website scavenger hunt questions. 4. Students will transition to the technology center, log into computers, access the library website, and search for answers to questions on the *Library Website Scavenger Hunt* activity. 5. Librarian will host a Q&A about information contained in the site. | 1. Librarian will show the Fairley Elementary library website and how it was incorporated into the library program. 2. Librarian will introduce students to the Hamilton K-8 library website. 3. Librarian and students will review the website scavenger hunt questions. 4. Students will transition to the technology center, log into computers, access the library website, and search for answers to questions on the *Library Website Scavenger Hunt* activity. 5. Librarian will host a Q&A about information contained in the site. | 1. Librarian will show the Fairley Elementary library website and how it was incorporated into the library program. 2. Librarian will introduce students to the Hamilton K-8 library website. 3. Librarian and students will review the website scavenger hunt questions. 4. Students will transition to the technology center, log into computers, access the library website, and search for answers to questions on the *Library Website Scavenger Hunt* activity. 5. Librarian will host a Q&A about information contained in the site. | 1. Librarian will show the Fairley Elementary library website and how it was incorporated into the library program. 2. Librarian will introduce students to the Hamilton K-8 library website. 3. Librarian and students will review the website scavenger hunt questions. 4. Students will transition to the technology center, log into computers, access the library website, and search for answers to questions on the *Library Website Scavenger Hunt* activity. 5. Librarian will host a Q&A about information contained in the site. |
| Assessment | 1. Q&A 2. Observation | 1. Q&A 2. Observation | 1. Scavenger Hunt activity | 1. Scavenger Hunt activity | 1. Scavenger Hunt activity | 1. Scavenger Hunt activity |
| 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. |