Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: Second Nine Weeks

Week: Monday, November 4th through Friday, November 8th, 2019

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| **Grade Level** | **KK** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will identify characters and setting in a story. | Students will identify/describe characters and setting in a story. | Students will demonstrate ethical and responsible use of the Internet | Students will demonstrate ethical and responsible use of the Internet | Students will conduct research on their aspiring career. | Students will conduct research on their aspiring career. |
| “I Can” Statement | I can tell who the characters are in the story; I can tell where and when the story happened. | I can tell about the characters in the story; I can tell where and when the story happened. | I can be responsible and stay safe when using the Internet. | I can be responsible and stay safe when using the Internet. | I can find information on what I want to be when I grow up. | I can find information on what I want to be when I grow up. |
| Common Score Standard | CCSS.ELA-LITERACY.RL.K.1  With prompting and support, ask and answer questions about key details in a text.  CCSS.ELA-LITERACY.RL.K.3  With prompting and support, identify characters, settings, and major events in a story. | CCSS.ELA-LITERACY.RL.1.1  Ask and answer questions about key details in a text.  CCSS.ELA-LITERACY.RL.1.3  Describe characters, settings, and major events in a story, using key details. | 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.B.3 Generating products that illustrate learning | 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 | Who are the characters in the story? Where does the story take place? | Who are the characters in the story? Where does the story take place? | How can computers and the Internet be dangerous? How do keep our computers and ourselves safe when using the Internet? | How can computers and the Internet be dangerous? How do keep our computers and ourselves safe when using the Internet? | Where can I find information about what I want to be when I grow up? | Where can I find information about what I want to be when I grow up? |
| Motivation | I know Halloween is over; however, I HAVE to read one of my favorite stories: Creepy Carrots by Aaron Reynolds and Peter Brown. | I know Halloween is over; however, I HAVE to read one of my favorite stories: Creepy Carrots by Aaron Reynolds and Peter Brown. | We have five weeks before our next PBIL party and Holiday break. Our focus for the next several weeks will be our first research project. Because our research will be done mostly on the computer and Internet, we first need to talk about how the computer/Internet can be dangerous and how to safely use computer and the Internet. | We have five weeks before our next PBIL party and Holiday break. Our focus for the next several weeks will be our first research project. Because our research will be done mostly on the computer and Internet, we first need to talk about how the computer/Internet can be dangerous and how to safely use computer and the Internet. | Learning about aspiring careers | Learning about aspiring careers |
| Procedures | 1. Librarian and students will review the parts of the book. 2. Librarian will ask pre-reading questions: Why do you think the carrots in this story are creepy? Who thinks the carrots are creepy? Why? 3. Librarian will read the story.   (When did Jasper first notice something strange? Where did Jasper see creepy carrots? Did Jasper's mom and dad see creepy carrots? What did his mom say about creepy carrots? What was Jasper's plan to keep the creepy carrots from getting out of Crackenhopper Field? Why were the carrots happy that Jasper had carried out his plan?)   1. Students will illustrate characters and setting from the story. | 1. Librarian and students will review the parts of the book. 2. Librarian will ask pre-reading questions: Why do you think the carrots in this story are creepy? Who thinks the carrots are creepy? Why? 3. Librarian will read the story.   (When did Jasper first notice something strange? Where did Jasper see creepy carrots? Did Jasper's mom and dad see creepy carrots? What did his mom say about creepy carrots? What was Jasper's plan to keep the creepy carrots from getting out of Crackenhopper Field? Why were the carrots happy that Jasper had carried out his plan?)   1. Students will illustrate characters and setting from the story. | 1. Librarian will state “motivation” piece stated above. 2. Table Talk: Students will discuss how they believe computers and the Internet to be dangerous; students report out. 3. Librarian will share personal story of a dangerous situation with a family member related to the Internet. 4. Librarian and students will review and discuss Computer and Internet Safety Rules. 5. Librarian will review instructions and rubric for Internet Safety Design activity. 6. Students will create their Internet Safety Designs. | 1. Librarian will state “motivation” piece stated above. 2. Table Talk: Students will discuss how they believe computers and the Internet to be dangerous; students report out. 3. Librarian will share personal story of a dangerous situation with a family member related to the Internet. 4. Librarian and students will review and discuss Computer and Internet Safety Rules. 5. Librarian will review instructions and rubric for Internet Safety Design activity. 6. Students will create their Internet Safety Designs. | 1. Librarian and students will review research timeline 2. Librarian will show students sample Career Research PowerPoint 3. Librarian and students will review Parts A-E of the Career Research handout (contains research questions) 4. Librarian will demonstrate where to find information 5. Students will transition to computers and begin finding information 6. Students will transition back to work tables and share what’s new 7. Librarian and students will review where to go to find information if students want to do research outside of library 8. Librarian will review Part F (Reflection) and inform students of incentive for completion outside of library | 1. Librarian and students will review research timeline 2. Librarian will show students sample Career Research PowerPoint 3. Librarian and students will review Parts A-E of the Career Research handout (contains research questions) 4. Librarian will demonstrate where to find information 5. Students will transition to computers and begin finding information 6. Students will transition back to work tables and share what’s new 7. Librarian and students will review where to go to find information if students want to do research outside of library 8. Librarian will review Part F (Reflection) and inform students of incentive for completion outside of library |
| Assessment | 1. Q&A 2. Character and setting drawing | 1. Q&A 2. Character and setting drawing | 1. Internet Safety Design | 1. Internet Safety Design | 1. Research notes | 1. Research notes |
| Extend/Refine Knowledge | Focus: Fiction series (problem/solution) | Focus: Fiction series (problem/solution) | Continue with library skills (focus: research). | Continue with library skills (focus: research). | Continue with library skills (focus: research). | Continue with library skills (focus: research). |
| 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. |