Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: Second Nine Weeks

Week: Monday, November 11th through Friday, November 15th, 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 explore a career | Students will conduct research on their aspiring career. | 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 find information about a job. | I can find information in book and Internet sources about my aspiring career. | I can find information in book and Internet sources about my aspiring career. | I can find information in book and Internet sources about my aspiring career. |
| 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? | Where can I find information about this job? | 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? | Where can I find information about what I want to be when I grow up? |
| Motivation | Fiction series | Fiction series | Learning about aspiring careers | Learning about aspiring careers | 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. 3. Librarian will read the story, *A Turkey for Thanksgiving by Eve Bunting*. 4. 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. 3. Librarian will read the story, *A Turkey for Thanksgiving by Eve Bunting*. 4. Students will illustrate characters and setting from the story | 1. Librarian and students will discuss the importance of preparing now for a future job. 2. Librarian will show students sample Career Research PowerPoint 3. Librarian and students will review Parts A and B 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 for Part B only 6. Students will transition back to work tables. 7. Students will share their career and one career duty. | 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 | 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. Research notes (Part B) | 1. Research notes | 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- (putting information in own words). | Continue with library skills (focus: research- (putting information in own words). | Continue with library skills (focus: research- (putting information in own words). |
| 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. |