Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: Second Nine Weeks

Week: Monday, November 18th through Friday, November 22nd, 2019

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| **Grade Level** | **KK** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will identify characters and setting in a story; recount details from the story. | Students will identify characters and setting in a story; recount details from the story. | Students will explore a career | Students will conduct research on their aspiring career and write information in own words. | Students will conduct research on their aspiring career and write information in own words. | Students will conduct research on their aspiring career and write information in own words. |
| “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 what happened in the story. | I can tell who the characters are in the story; I can tell where and when the story happened; I can tell what happened in the story. | I can find information about a job. | I can find information in book and Internet sources about my aspiring career; put information in my own words. | I can find information in book and Internet sources about my aspiring career; put information in my own words. | I can find information in book and Internet sources about my aspiring career; put information in my own words. |
| Common Score Standard | CCSS.ELA-LITERACY.RL.K.1With prompting and support, ask and answer questions about key details in a text.CCSS.ELA-LITERACY.RL.K.3With prompting and support, identify characters, settings, and major events in a story. | CCSS.ELA-LITERACY.RL.1.1Ask and answer questions about key details in a text.CCSS.ELA-LITERACY.RL.1.3Describe characters, settings, and major events in a story, using key details. | 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 learning | I.B.3 Generating products that illustrate learning | 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 | 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? | How do I put my research information in my own words? | How do I put my research information in my own words? | How do I put my research information in my own words? |
| 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, *‘Twas the Night Before Thanksgiving* by Dav Pilkey.
4. Librarian and students will recount details from the story.
5. Students will illustrate characters and setting from the story.
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5. Students will illustrate characters and setting from the story
 | 1. Librarian and students will review Part C of the Career Research handout (contains research questions)
2. Librarian will demonstrate where to find information
3. Students will transition to computers and begin finding information for Part C only
4. Students will transition back to work tables.
5. Students will share their career and one work condition.
 | 1. Librarian and students will review research project timeline
2. Librarian and students will review research questions
3. Librarian and discuss why we put information in our own words (plagiarism)
4. Students will write notes on strategies for putting information in own words
* Rearrange words
* Eliminate words
* Use synonyms (Librarian will guide students to a digital thesaurus linked on the library’s website, Resources page)
1. Librarian and students will work through an example of putting information in our own words
2. Students will rewrite their research information in their own words using the strategies introduced and practiced
3. Closure: Librarian and students will review why information is put into own words and strategies used
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| Assessment | 1. Q&A
2. Character and setting drawing
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2. Character and setting drawing
 | 1. Research notes (Part C)
 | 1. Research notes rewritten in own words
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| Extend/Refine Knowledge | Explain how *‘Twas the Night Before Thanksgiving* story compare to *A Turkey for Thanksgiving* storyFocus: Fiction series (problem/solution) | Explain how *‘Twas the Night Before Thanksgiving* story compare to *A Turkey for Thanksgiving* storyFocus: Fiction series (problem/solution | Continue with library skills (focus: research). | Continue with library skills (focus: research-citing sources). | Continue with library skills (focus: research-citing sources). | Continue with library skills (focus: research-citing sources). |
| 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. |