

## **Mrs. Weihe's Library Media August Lessons #1, #2, #3, #4**

### **Lesson#1 for 5th, 4th, and 3rd grades**

Foundation: Collaborate

ASL Domain(s): Share, Grow

Standard(s):3C1. Soliciting and responding to feedback from others, 3D1.Actively contributing to group discussions

Learning Target(S): I can identify the I LEAD what it looks like and sounds like in the library

Critical Vocabulary: emergency drills, voice levels, speaker, I LEAD,

Instructional Method: independent, whole group listening, small group

Strategies/Activities: Introductions with name and favorite food passing around the Trailblazer mascot horse. Library Scavenger hunt. Students will be assigned a # 1-10 then will find their partner and locate that # around the library that is located on the Yellow star. Students small groups will turn and talk about the purpose of what the star is located on and then will locate the rest of the stars. Students will be given a 2 minute time warning to come back to the table area. (practicing Whispers and walking) Then, the small groups according to the #s on the stars will share aloud with the class what they found and the purpose of that in the library. The ILEAD principles will be connected with each of these items.

Form/Sum Assessment: Practicing independent voice levels and listening with introductions, observation during scavenger hunt, oral description of purpose for items on the stars

Modifications/Accommodations:- See sub/black folder

### **Lesson #1 Grades 2nd, 1st,**

Foundation: Collaborate

ASL Domain(s):Share, Grow

Standard(s):3C1Soliciting and responding to feedback from others, 3D1Actively contributing to group discussions

Learning Target:I can identify the I LEAD what it looks like and sounds like in the library

Critical Vocabulary:emergency drills, voice levels, speaker, ILEAD

Instructional Method:

Strategies/Activities:Introductions with name and favorite food passing around the Trailblazer mascot horse. Library Scavenger hunt. Students will be assigned a # 1-10 then will find their partner and locate that # around the library that is located on the Yellow star. Students small groups will turn and talk about the purpose of what the star is located on and then will locate the rest of the stars. Students will be given a 2 minute time warning to come back to the center circle area. Then the small groups according to the #s will tell that class what they found and the purpose of that in the library. The ILEAD principles will be connected with each of these items.

Form/Sum Assessment: Practicing independent voice levels and listening with introductions, observation during scavenger hunt , oral description of purpose for items on the stars

Modifications/Accommodations:- See sub/black folder

## **Lesson #1 Kindergarten**

Foundation: Collaborate

ASL Domain(s): Share, Grow

Standard(s): 3C1 Soliciting and responding to feedback from others, 3D1 Actively contributing to group discussions

Learning Target: I can identify the I LEAD what it looks like and sounds like in the library

Critical Vocabulary: emergency drills, voice levels, speaker, I LEAD

Instructional Method: independent, whole group

Strategies/Activities: Introductions with name and favorite food passing around the Trailblazer mascot horse. (practicing listening and speaker voice levels). Read aloud Are You a Horse by Andy Rash. Make prediction based on first page and before last page in the book for student responses.

Form/Sum Assessment: observations

Modifications/Accommodations: - See sub/black folder

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## **Lesson#2 for 5th, 4th, and 3rd**

Foundation: Collaborate

ASL Domain(s): Share, Grow

Standard(s): 3C1 Soliciting and responding to feedback from others, 3D1 Actively contributing to group discussions

Learning Target(S): I can identify the I LEAD what it looks like and sounds like in the library.

I can identify where and how to access resources both technology and literature.

Critical Vocabulary: shelf markers, document camera, projector, genre, imagination/fiction

Instructional Method: whole group, independent

Strategies/Activities: Student take turns pulling a horse out of a cowboy hat and then read aloud the word on the horse with their table group. They will discuss the horse cards to then explain what or where it is in the library with the whole class after every group has had some time to share with their small group and brainstorm ideas. This will provide a review of the I LEAD, emergency drills, and objects/resources available in the library setting. Read aloud A Child of Books by Oliver Sam. Discuss our imagination and characteristics of Fiction books.

Form/Sum Assessment: observations, oral explanations

Modifications/Accommodations: - See sub/black folder

## **Lesson #2 Grades 2nd, 1st,**

Foundation: Collaborate

ASL Domain(s): Share, Grow

Standard(s): 3C1 Soliciting and responding to feedback from others, 3D1 Actively contributing to group discussions

Learning Target: I can identify the I LEAD what it looks like and sounds like in the library.

I can identify where and how to access resources both technology and literature.

Critical Vocabulary: books, spine, shelf markers, genre, computer, monitor, keyboard, mouse

Instructional Method: whole group

Strategies/Activities: Read aloud Are You a Horse by Andy Rash. Make prediction based of first page and before last page in the book for student responses. Then model and practice using a shelf marker to access books in the Everybody section.

Form/Sum Assessment: observations, class discussions

Modifications/Accommodations:- See sub/black folder

## **Lesson #2 Kindergarten**

Foundation: Collaborate

ASL Domain(s):Share, Grow

Standard(s): 3C1. Soliciting and responding to feedback from others, 3D1 Actively contributing to group discussions

Learning Target:I can identify the I LEAD what it looks like and sounds like in the library.I can identify where and how to access resources both technology and literature.

Critical Vocabulary:fiction, book spine, author

Instructional Method:whole group, independent movements

Strategies/Activities: Movement activities demonstrating human spine in comparison with book spine,Read aloud I Took My Frog to the Library by Eric Kimmel. Practice locating books from black boxes center circle and voice level gently caring for our books.

Form/Sum Assessment: observation

Modifications/Accommodations:- See sub/black folder

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## **Lesson#3 for 5th, 4th, and 3rd**

Foundation: Collaborate, Engage

ASL Domain(s): Share, Grow, Think

Standard(s):3C1 Soliciting and responding to feedback from others, 3D1 Actively contributing to group discussions, 6A2 Understanding the ethical use of information, technology, and media

Learning Target(S): I can identify the I LEAD what it looks like and sounds like using technology. I can identify where and how to access resources both technology and literature.

Critical Vocabulary: shelfmarkers, digital etiquette, digital citizenship

Instructional Method: whole group, independent response to questions

Strategies/Activities: Begin at the table area. Discuss what is Etiquette or Manners in the Library? Is there Etiquette using technology? Watch Brainpop Video on Digital Etiquette and then as a class complete the review 10 questions aloud. (students will make their responses by holding up their fingers 1 is A , 2 is B, 3 C, 4 fingers for D. Then we will see correct answers and discuss why this is important because they will be using chromebooks and technology soon in their classrooms. Students will then check out new library books using shelf markers. Must have 2 books from 2 different sections.

Form/Sum Assessment: observations, oral explanations

Modifications/Accommodations:- See sub/black folder

### **Lesson #3 Grades 2nd, 1st,**

Foundation: Collaborate, Include

ASL Domain(s): Share, Grow, Think

Standard(s): 3C1 Soliciting and responding to feedback from others, 3D1 Actively contributing to group discussions, 2A1 Articulating an awareness of the contributions of a range of learners

Learning Target: I can identify the I LEAD what it looks like and sounds like in the library.

I can identify where and how to access resources both technology and literature.

Critical Vocabulary: books, spine, shelfmarkers, contribution

Instructional Method: small group, whole group

Strategies/Activities: Read aloud, A Friend for Einstein by Charlie Cantrell. Discuss what the purpose of the book is by introducing the ALL purpose book Pie poster in the center circle.

(Discuss diversity among our readers and contributions how each can help others and learn) Then students will all go to the table groups to watch me model how to use shelf markers in the Everybody section. Then students will sit and browse through the magazines at their tables while one table group at a time I will guide them to using the shelf markers. Depending upon the progress of the students and the amount of time practicing I will have to determine if the students are ready to independently use the shelf markers to check out their first library book.

Form/Sum Assessment: observations, class discussions

Modifications/Accommodations:- See sub/black folder

### **Lesson #3 Kindergarten**

Foundation: Inquire, Collaborate

ASL Domain(s): Create, Grow

Standard(s): 1B1 Using evidence to investigate questions, 3D1 Actively contributing to group discussions

Learning Target: I can identify the I LEAD what it looks like and sounds like in the library. I can identify where and how to access resources both technology and literature.

Critical Vocabulary: fiction, book spine, author

Instructional Method: whole group, independent movements

Strategies/Activities: Read aloud, Mr. Wiggle's Book by Paula Craig to discuss how to take care of the library books. Then students will all go to the table groups to watch me model how to use shelf markers in the Everybody section. Then students will sit and browse through the magazines at their tables while one table group at a time I will guide them to using the shelf markers. Depending upon the progress of the students and the amount of time practicing I will have to determine if the students are ready to independently use the shelf markers to check out their first library book.

Form/Sum Assessment: observation, class discussions

Modifications/Accommodations:- See sub/black folder

#### **Lesson#4 for 5th, 4th,3rd**

Foundation: Collaborate, Engage

ASL Domain(s): Grow, Think

Standard(s): 3D1 Actively contributing to group discussions, 6A2 Understanding the ethical use of information, technology, and media, 6D1 Personalizing their use of information and information technologies.

Learning Target(S): I can identify the I LEAD what it looks like and sounds like using technology. I can identify where and how to access resources both technology and literature.

Critical Vocabulary: digital citizenship, Destiny Library Catalog

Instructional Method: whole group, independent response to questions

Strategies/Activities: I will model how to ethically log on using personal user/password etiquette to navigate our school's website and student resources. The Destiny Library Catalog will be introduced and table groups of students will take turns acknowledging where the call numbers are located on the online catalog and sharing where that location would be for them to physically locate the books in the library.

Form/Sum Assessment: observations, oral explanations

Modifications/Accommodations:- See sub/black folder

#### **Lesson #4 Grade 2nd**

Foundation: Collaborate, Inquire

ASL Domain(s): Grow, Think

Standard(s): 3D1 Actively contributing to group discussions, 1D3 Enacting new understanding through real world connections.

Learning Target:I can identify the I LEAD what it looks like and sounds like in the library. I can compare and contrast literature.

Critical Vocabulary: books, spine, shelf-markers, genres

Instructional Method: small group, whole group

Strategies/Activities: Students will repeat what I model for returning their library books using the genre buckets next to the return box area. The read aloud: Snail and Worm by Tina Kugler.

Discuss the setting, character, plot, and type of genre about these two interested friends. Then discuss to real life experiences how they character can compare/contrast to our students at Crossroads. Then students will follow procedures for checking books out.

Form/Sum Assessment: observations, class discussions

Modifications/Accommodations:- See sub/black folder

#### **Lesson #4 Grades 1st,**

Foundation: Collaborate, Inquire

ASL Domain(s): Grow, Think

Standard(s): 3D1 Actively contributing to group discussions, 1A2 recalling prior and background knowledge as context for new meaning.

Learning Target:I can identify the I LEAD what it looks like and sounds like in the library. I can compare and contrast literature.

Critical Vocabulary: books, spine, shelf-markers, contribution

Instructional Method: small group, whole group

Strategies/Activities: Prior Knowledge play the song the Wheels on the bus (we have a book located in our library as well) What did this song share with us? Read aloud, Pete the Cat Wheels on the Bus and read aloud of the Seals on the Bus to compare to the original Wheels on the Bus book/song. Correctly use shelf-markers to locate books from the Everybody Fiction section.

Form/Sum Assessment: observations, class discussions

Modifications/Accommodations:- See sub/black folder

#### **Lesson #4 Kindergarten**

Foundation: Explore, Collaborate

ASL Domain(s): Share, Grow

Standard(s): 5C3 collaboratively identifying innovative solutions to a challenge or problem, 3D1 Actively contributing to group discussions

Learning Target: I can identify the I LEAD what it looks like and sounds like in the library. I can identify where and how to access resources both technology and literature.

Critical Vocabulary: fiction, book spine, author

Instructional Method: whole group, independent movements

Strategies/Activities: Read aloud, We're Going on A Lion Hunt by Margary Cuyler. Students will read repetitive words and relating the words with movements as a group. Make predictions throughout the journey of the book through class discussions when the character comes across a problem. Then students will independently use the shelf markers to check out a library book.

If extra time we will read aloud and share I'm going on a Bear Hunt book and recreate movements in the library.

Form/Sum Assessment: observation movements, class discussions

Modifications/Accommodations:- See sub/black folder