

Lesson #13 All Grades K-5 for BookFair

Foundation: Include ASL Domain(s):Think

Standard(s) Learning Target: I can respect diversity in literature and provide choice student interests for reading. 2A3 Providing comprehensive variety of resources.

Critical Vocabulary: respect, expectations, estimating

Instructional Method: whole group, individual

Strategies/Activities: Check out new library books while having the first 10 -15 minutes for quiet reading time. Discuss the upcoming bookfair and the behavior expectations when participating in a vocational store setting for making financial decisions. First the students will share what they already know about visiting a bookfair. Any additional information needed about the voice level, treatment of the merchandise, or payment will be shared. Then, several booktalks will be shared about the authors, illustrators, and genres. There may be some advertisement videos prepared from Scholastic to share with the students as well according to the grade levels. Finally students will be able to browse the bookfair and make a student wish list with the titles and prices. Students can estimate the cost to the nearest dollar before adding the sum of the items.

Form/Sum Assessment: observation

Modifications/Accommodations:- See sub/black folder

Lesson #14 Grades 3,4, and 5

Foundation: Include ASL Domain(s):Think

Standard(s) Learning Target: I can respect diversity in literature and provide choice student interests for reading. 2A3 Providing comprehensive variety of resources.

Critical Vocabulary: booktalk, summary, hook

Instructional Method: whole group, individual

Strategies/Activities: What is a booktalk? Why would a booktalk be beneficial?

The HEAT- hook , energy, audience, time <https://www.youtube.com/watch?v=kRkqjudkaME>

Show examples videos of what booktalks should look and sound like from Scholastic website <https://www.scholastic.com/teachers/books-and-authors/#authors-illustrators>

<http://www.scholastic.com/teacher/videos/teacher-videos.htm#3198519014001/1688365554>

Written booktalks by students

http://nancykeane.com/booktalks/dahl_matilda.htm

<http://rhcbooks.com/books/554073/gross-as-a-snot-otter-by-jess-keating>

<http://rhcbooks.com/books/554073/gross-as-a-snot-otter-by-jess-keating>

<http://rhcbooks.com/books/579737/jasper--ollie-by-alex-willan>

Form/Sum Assessment: observation participation, next class will begin writing assessment

Modifications/Accommodations:- See sub/black folder

Lesson #14 Grades 2nd, 1st, and Kindergarten

Foundation: Include ASL Domain(s): Think

Standard(s) Learning Target: I can respect diversity in literature and provide choice student interests for reading. 2A3 Providing comprehensive variety of resources.

Critical Vocabulary: booktalk, summary, fiction

Instructional Method: whole group, individual

Strategies/Activities:

Students will gather at the table areas of the library.

Have students return their library books when they enter. Then have them gather at the table area. Read aloud the following books by turning on the screen and using it under the document camera so they can see. (Do not let students go to the step area today due to the photo background set up)

Read aloud: These are Fiction books- Why?

2nd grade- Because by Mo Willems

1st grade- I Want to be in a Scary Story by Sean Taylor

Kindergarten - The Boy Who Cried Wolf retold by B.G. HEnnessy

Checkout new library books and read with puppets in the center circle.

Form/Sum Assessment: observation participation, next class will begin writing assessment

Modifications/Accommodations:- See sub/black folder

Lesson #15 Grades 3, 4, and 5

Foundation: Include ASL Domain(s): Think

Standard(s) Learning Target: I can respect diversity in literature and provide choice student interests for reading. 2A3 Providing comprehensive variety of resources.

Critical Vocabulary: booktalk, summary, hook

Instructional Method: whole group, individual

Strategies/Activities:

Students will gather at the table areas of the library. Give students half sheet paper to use for their booktalks that they will be writing today. Review the 2 booktalk starter card for ideas to use when creating a booktalk and then there is your Booktalk Wow ready criteria sheet. Each table will be given these pages while they are working. Then remind students that they can choose a book of their choice as long as it is a book from our school library. They can use any of the books in the blue boxes on the counter by the pencil sharpeners and pumpkin. The blue boxes are labeled so that after students finish they need to place the book back in the correct box. Students can work individually or as a table group to write a booktalk for the book they chose to read together if as a table group or if they have already read the book. The completed booktalks need to have the student(s) names written on them and turned into to teacher. While they are working on this you can allow those students that need to check out new library books do this as well. Then, collect all booktalks even if not finished and allow students the last 15 minutes to browse the bookfair after going over the following guidelines. (If students are not

being respectful to each other or following directions they can lose the opportunity to browse when it is the classes turn and then instead they can remain at the tables working/reading.

Students will have the opportunity to browse the bookfair today. Before entering the bookfair students will need to be reminded of the guidelines to follow when entering this store.

*Nothing leaves this store without being paid for with money

*No asking others for money for them to buy you something, no giving others money when in the bookfair

*Use low voice level, no yelling across the store to others

Do not carry books around. Pick up, gently look through and place back in same place.

*If you want to show someone a book then put it down , go ask that person to come look if they would like to, then take them to the book to view

*No opening of plastic packages

*If you know you are not going to be buying something, keep in mind that you can let me know some books that you think would be good to have in our library and I can purchase some of these for us to have in the library to check out .

*If you are writing down a wish list please use the cardboards under your paper - do not write on the bookfair books

*The prices of the books are on the back where it says US for United States not CAN for Canada. There are reduced sale price books with red stickers on the front cover.

Allow 15 minutes for browsing while you stay to monitor them in the bookfair

Form/Sum Assessment: observation participation, next class will begin writing assessment

Modifications/Accommodations:- See sub/black folder

Lesson #15 Grades 2nd,1st, and Kindergarten

Foundation: Include ASL Domain(s):Think

Standard(s)Learning Target: I can respect diversity in literature and provide choice student interests for reading. 2A3 Providing comprehensive variety of resources.

Critical Vocabulary: booktalk, summary, fiction

Instructional Method: whole group, individual

Strategies/Activities:

Students will gather at the table areas of the library.

Have students return their library books when they enter. Then have them gather at the table area. Read aloud the following books by turning on the screen and using it under the document camera so they can see. (Do not let students go to the step area today due to the photo background set up)

Read aloud: These are Fiction books- Why?

2nd grade- A Piglet Named Mercy adn first couple chapters of a Mercy Watson chapter book

1st grade-Jasper and Oillie

Kindergarten - Wolfie the Bunny

Then have students browse bookfair but explain guidelines below first.

(If students are not being respectful to each other or following directions they can lose the opportunity to browse when it is the classes turn and then instead they can remain at the tables working/reading.) Allow 10 minutes for browsing the bookfair.

Students will have the opportunity to browse the bookfair today. Before entering the bookfair students will need to be reminded of the guidelines to follow when entering this store.

*Nothing leaves this store without being paid for with money

*No asking others for money for them to buy you something, no giving others money when in the bookfair

*Use low voice level, no yelling across the store to others

*If you want to show someone a book then put it down , go ask that person to come look if they would like to, then take them to the book to view

*No opening of plastic packages

*Do not carry books around. Pick up, gently look through and place back in same place.

*If you know you are not going to be buying something, keep in mind that you can let me know some books that you think would be good to have in our library and I can purchase some of these for us to have in the library to check out .

*If you are writing down a wish list please use the cardboards under your paper - do not write on the bookfair books- 2nd grade can do this . 1st and Kindergarten can just walk and look through it.

*The prices of the books are on the back where it says US for United States not CAN for Canada. There are reduced sale price books with red stickers on the front cover.

Allow 15 minutes for browsing while you stay to monitor them in the bookfair

After browsing they can check out their new library books or if they didn't bring them they can read the books in the black boxes in the center circle area or table area. They are allowed to get 1 puppet to read with as well.

Form/Sum Assessment: observation participation,

Modifications/Accommodations:- See sub/black folder

#16 Lesson Plans K-5 during BookFair week when there are other classes with grandparents in the library. (location in the computer section of the library)

Foundation: Include ASL Domain(s):Think

Standard(s)Learning Target: I can respect diversity in literature and provide choice student interests for reading. 2A3 Providing comprehensive variety of resources.

Critical Vocabulary: appropriate, reliable, illustrate

Instructional Method: whole group, individual

Strategies/Activities:

Students may have the opportunity to purchase from the bookfair during their class time and check out library books. If there is another class in here with grandparent visits then all students will need to be in the computer area of the library. Also, no library checkouts or bookfair purchases during that time. Students will have the following student choice interests activities:

Books to read in the following category of boxes: fall themed, caldecott, nonfiction, bookfair, fiction, biography.

Students can choose a book to read with a friend and then use the computers to illustrate the characters and setting by using Autodraw on the computers.

Students may also log on to World Book online to explore the categories and information resources in which they could later use to create an infographic poster.

Form/Sum Assessment: observation participation,
Modifications/Accommodations:- See sub/black folder

Lesson #17 Grades 3,4, and 5 (This lesson may take 2-3 class periods to complete)

Foundation/Standards/I CAN

I can create something that shows what I am learning.

I.B.3. INQUIRE: CREATE

I can find and examine information from a variety of sources. IV.A.2. CURATE: THINK

I can use information ethically and obey copyright as I communicate with websites,

social media or blogs.IV.C.2. CURATE: SHARE

Critical Vocabulary: infographic, visual representation,

Instructional Method: whole group, individual

Strategies/Activities:

Students in 4th and 5th grades will be creating an infographic poster using your chromebook and google slides presentation. 3rd grade will make a poster using paper

Resources: information from this year's classes, World Book Online, Brainpop, Autodraw illustrations.

All Students must follow the guidelines for citing sources.

The infographics that meet the criteria for the S.T.L.P. , Student Technology Leadership Program, competition will be entered into the online Kentucky contest.

<https://stlp.education.ky.gov/wp-content/uploads/2016/09/STLP-Infographic-Product-Rubric.pdf>

Students will also check out new library books during each lesson. Early finishers will complete tasks in ARt folders and then choose art centers.

Form/Sum Assessment: observation participation, infographic poster created

Modifications/Accommodations:- See sub/black folder

Lesson #17 Grades 2nd,1st, and Kindergarten

Foundation: Include ASL Domain(s):Think

Standard(s)Learning Target: I can respect diversity in literature and provide choice student interests for reading. 2A3 Providing comprehensive variety of resources.

Critical Vocabulary: booktalk, summary, fiction

Instructional Method: whole group, individual

Strategies/Activities:

Read aloud:

2nd grade-Jan Brett Read aloud- Snowy Day and The Three Bears

1st grade- Pete the Cat and 12 days of Christmas and other Pete the Cat read alouds

Kindergarten - Compare Clement Moore The Night Before Christmas read alouds by Jan Brett illustrated and then by another

Additional books if needed to read aloud will be from the black boxes of holiday books

Checkout new library books and read with puppets in the center circle.

Form/Sum Assessment: observation participation, next class will begin writing assessment

Modifications/Accommodations:- See sub/black folder

Lesson #18 K-5 Library Centers

Foundation: Explore

ASL Domain(s): Create

Standard(s):5B1 and 2 Problem solving through cycles of design, implementation and reflection. Persisting through self-directed pursuits by tinkering and making

Learning Target (S): I can independently choose activities to create and problem solve designs.

Critical Vocabulary: self-directed, design

Instructional Method: independent

Strategies/Activities:

Introduce the MakerSpace Create Centers available for today. This will take some time to explain for lesson and then will have entire time for MakerSpaces after checking out books.

-Magna Tablets with red pens (8 students)

-3d building circles and squares (4)

-3d Magnet Clix closed and open shapes (4)

-Lightbox Tracing (3-4) materials in folders by the lightbox

-Stick Together Mosaic on the Glass case(4)

-Computers using only Auto Draw, World Book Online, Quaver, Storia (12)

- I O Large Building blocks (6)- Use on blue star carpet areas

-I O mini building blocks (4) Take to a table area

-Stop Motion Video Creation (2 at each station)

-Free Draw with How-to nonfiction books for them to look at (tables)

-Design your Monster Bookmark using dice (4)

-Create a Kids Menu (4)

-Bridge building Structures/sculpture with Wood (brown or wood blocks)- 4

-Create your own book cover (4)

Keyboarding centers

Ornament making

Light box tracing

- Make your own Sticker/coloring Mosaic Art (4)

-DEAR-Drop everything and read(magazines and books) on the steps area or center circle chairs (can take a whispy or puppet as a buddy reader)

Osmo Drawing

Students will check out new library books and then choose a Makerspace that they desire. Students must be sure to see that they do not go over the # of students for each center.

Give 5 minute warning to have students start cleaning up the Makerspaces. All resources and centers should be placed neatly back into the containers they were in so they are ready for the next class. Be sure to have all of the black Magna tablets and red pens matched up on the tables. Any art or unfinished can be placed in their art folder in their classes blue bucket.

Form/Sum Assessment: observations, oral explanations of makerspace

Modifications/Accommodations:- See sub/black folder