

### **Library Lesson #26 Grades 5th, 4th, 3rd**

Foundation: Inquire, Collaborate

ASL Domain(s): Think, Grow

Standard(s)1A2 recalling prior or background knowledge as context for new meaning,3D1

Actively contributing to group discussions

Learning Target: I can compare and contrast characteristics of genres fiction to nonfiction genres.

Critical Vocabulary: prediction, genres, emotions

Instructional Method: whole group

Strategies/Activities: Enter in with relaxing instrumental music and get 1 piece of paper and using art materials at the table to then without talking begin drawing how they are feeling right now. Then after 5 minutes they will stop and turn their paper over. Using the projector we will Read aloud the Kentucky Bluegrass award book titled Niko Draws a Feeling by Bob Raczka.

Table Group discussion with turn and talk for the following before discussing with entire class.

-Describe what characteristics we see and hear from the literature that can define what the genre is for the book.

-Can you relate with any of the characters in this story and how?

-What feeling were you drawing when you entered?

Take time to share with each other your art at the tables and see if you can see any of those emotions in their art.

Check out Library books of student interest.

Complete activities in art folders if needed.

Form/Sum Assessment: observation

Modifications/Accommodations:- See sub/black folder

### **Library Lesson #26 Grades 2nd, 1st, and Kindergarten**

Foundation: Inquire, Collaborate

ASL Domain(s): Think, Grow

Standard(s)1A2 recalling prior or background knowledge as context for new meaning, 3D1

Actively contributing to group discussions

Learning Target: I can compare and contrast characteristics of genres fiction to nonfiction genres.

Critical Vocabulary: prediction, genres, feelings, emotions

Instructional Method: whole group

Strategies/Activities: (Kindergarten will not be doing the art part right now- they will do during another lesson) Enter in with relaxing instrumental music and get 1 piece of paper and using art materials at the table to then without talking begin drawing how they are feeling right now. Then after 5 minutes they will stop and turn their paper over. Using the projector we will Read aloud the Kentucky Bluegrass award book titled Niko Draws a Feeling by Bob Raczka.

Table Group discussion with turn and talk for the following before discussing with entire class.

-Describe what characteristics we see and hear from the literature that can define what the genre is for the book.

-Can you relate with any of the characters in this story and how?

-What feeling were you drawing when you entered?

Take time to share with each other your art at the tables and see if you can see any of those emotions in their art

Then introduce the new Art project contest that will be an option for when they have student choice makerspace time in the library. Doodle for Google with the “ When I grow up, my hope is...”

Check out new library books using shelf markers.

Form/Sum Assessment: observation

Modifications/Accommodations:- See sub/black folder

### **Lesson #27 for 5th, 4th, and 3rd grades**

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:

**10-15 minutes first of quiet reading. During this time students can check out new books to locate, use Destiny Library Catalog to search for books, read books on display, book boxes, and magazines from the center. After this time period then they can choose a Makerspace activity.**

-Magna Tablets with red pens (8 students)

-Doodle for Google Art Contest

-Osmo Masterpiece (4)

-4D Animal visual and info.(2)

-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)

-Create a Kids Menu (4)

-Create your own book cover (4)

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

-The Night Tree light vs. dark art trees

- 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 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

**Lesson #27 Grades 2nd, 1st,**

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:

**10-15 minutes first of quiet reading. During this time students can check out new books to locate, use Destiny Library Catalog to search for books, read books on display, book boxes, and magazines from the center. After this time period then they can choose a Makerspace activity.**

- Magna Tablets with red pens (8 students)
- 3d building circles and squares (4)
- 4D Animal visual and info.(2)
- 3d Magnet Clix closed and open shapes (4)
- Lightbox Tracing (3-4) materials in folders by the lightbox **PENCILS ONLY** here - after tracing must then clean up and can take picture to color at the tables with free draw
- Computers using only Auto Draw, Highlights or World Book Online (12)
- I O Large Building blocks (6)- Use on blue star carpet areas
- Free Draw with How-to nonfiction books for them to look at (tables)
- Create your own book cover (4)
- The Night Tree light vs. dark tree art
- Bridge building Structures/sculpture with Wood (brown or wood blocks)- 4
- 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 Masterpiece(4)

**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.

Students will follow procedures to checking books out.

Form/Sum Assessment: observations, class discussions

Modifications/Accommodations:- See sub/black folder

### **Lesson #27 Kindergarten**

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:

**10-15 minutes first of quiet reading. During this time students can check out new books to locate, use Destiny Library Catalog to search for books, read books on display, book boxes, and magazines from the center. AFter this time period then they can choose a Makerspace activity.**

-Magna Tablets with red pens (8 students)

-3d building circles and squares (4)

-Osmo Masterpiece (4)

-4D Animal visual and info.(2)

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

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

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

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

-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)

Form/Sum Assessment: observation

Modifications/Accommodations:- See sub/black folder

### **Library Lesson #28 All Grade levels**

Foundation: Inquire, Collaborate

ASL Domain(s): Think, Grow

Standard(s)1A2 recalling prior or background knowledge as context for new meaning,3D1

Actively contributing to group discussions

Learning Target: I can compare and contrast characteristics of genres fiction to nonfiction genres.

Critical Vocabulary: prediction, genres, emotions

Instructional Method: whole group

Strategies/Activities: Read aloud the Kentucky Bluegrass award book titled AFter the Fall by Dan Sanant. And then read the comparison of Dimity Dumpty by Bob Graham.

Table Group discussion with turn and talk for the following before discussing with entire class.

-Describe what characteristics we see and hear from the literature that can define what the genre is for the book.

-Why do you think the book After the Fall was recognized as a Kentucky Bluegrass nominee- what was special about it?

-Compare and contrast between the 2 stories.

Check out Library books of student interest.

Complete activities in art folders if needed.

Form/Sum Assessment: observation

Modifications/Accommodations:- See sub/black folder

**Library Lesson #29 All Grade levels**(repeat what lesson #27 states for each grade level- Makerspace time after drop everything and read time.

### **Library Lesson #30 All Grade levels**

Foundation: Inquire, Collaborate

ASL Domain(s): Think, Grow

Standard(s)1A2 recalling prior or background knowledge as context for new meaning,3D1

Actively contributing to group discussions

Learning Target: I can compare and contrast characteristics of genres fiction to nonfiction genres.

Critical Vocabulary: prediction, genres, emotions

Instructional Method: whole group

Strategies/Activities: Read aloud the Kentucky Bluegrass award book titled Prince Ribbitt by Jonathan Emmett.

Table Group discussion with turn and talk for the following before discussing with entire class.

-Describe what characteristics we see and hear from the literature that can define what the genre is for the book.

-Why do you think the book was recognized as a Kentucky Bluegrass nominee- what was special about it?

-Does this book remind you of any other books/movies?

Check out Library books of student interest.

Complete activities in art folders if needed.

Form/Sum Assessment: observation

Modifications/Accommodations:- See sub/black folder