

### **Library Lesson #31 All Grades**

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 identify characteristics of realistic fiction genres.

Critical Vocabulary: genres, kindness, character traits

Instructional Method: whole group

Strategies/Activities:

Read aloud "Each Kindness" by Jacqueline Woodson. While reading this stop for students to identify and describe the character traits of various characters in the story. Have student explain why they think the characters reacted the way they did. What could the character Chloe have learned. Why did the author end the way they did. What can you infer or think could really happen if this occurred here at our school?

Turn and talk with students to share something you have done kind for someone before.

Then when checking out books and or before choosing a center each student will discuss and share with me what they will do this week as an act of kindness either here at school or at home.

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 #32 All Grades**

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 identify characteristics of a biography.

Critical Vocabulary: designer, biography,

Instructional Method: whole group

Strategies/Activities:

Who is Mary Blair? Ever heard of the song "Its a small world" or Walt Disney?

In the KBA read aloud Pocket Full of COLORS by Amy Guglielmo and Jacqueline Tourville we learn about MARY Blair the Disney artist extraordinaire.

<https://www.youtube.com/watch?v=7tbm4Au3dZ0>

(link to Its a small world ride full length)

<https://www.youtube.com/watch?v=XCKq6BsNuvY>

(link to pics of Mary Blair and other work she created)

<https://www.youtube.com/watch?v=Kb8N1NKoqWY>

(link start at 1:47 to see Mary Blair describe the models used before the final products)

Google honors Mary Blair- connection and reminder to the art project that is available to the students currently as a makerspace. <https://www.google.com/doodles/mary-blairs-100th-birthday>

Check out Library books of student interest.

Complete activities in art folders if needed.

Form/Sum Assessment: observation

Modifications/Accommodations:- See sub/black folder

### **Lesson #33 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 #33 Grades 2nd, 1st, and 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)

-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

### **Library Lesson #34 Grades 5,4, and 3**

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 identify characteristics of poetry

Critical Vocabulary: poetry

Instructional Method: whole group

Strategies/Activities:

KBA read aloud parts of “ I’m just No Good at rhyming and other nonsense for mischievous kids and immature grown -ups “ by Chris Harris

154, 156-7- complete finish with your table group turn and talk,

Comparison to Robert Frost 2 roads with pg. 125

Irony pg. 122

Funny with 2 verses talking pg. 94

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 #34 Grades 2,1, 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 identify fiction and nonfiction genres

Critical Vocabulary: fiction, genre, realistic fiction

Instructional Method: whole group

Strategies/Activities:

KBA read aloud I Want That Nut by Madeline Valentine

After reading this book, what kind of fiction is this and why?

Turn and talk discussions. How are we people similar to any of the characters in this book?

Then read the cover preview. What does it mean by is there room in theri woodsy home for new friendship and old? How can we relate as humans to this? What changes might we need to make?

Check out Library books of student interest.  
Complete activities in art folders if needed.  
Form/Sum Assessment: observation  
Modifications/Accommodations:- See sub/black folder

### **Lesson #35 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
  - Osno 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, Quaiver, 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)
- Osno 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 #35 Grades 2nd, 1st, and 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)

-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 whisper 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

### **Library Lesson #36 All Grades**

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 identify characteristics of genres.

Critical Vocabulary: genres, author's purpose

Instructional Method: whole group

Strategies/Activities:

This is a Bookfair Preview day/ Purchase if open during class time

-Start at the table area and show the video created by Scholastic to promote the authors and illustrators whose work is presented in the Bookfair. Students will listen to determine the types of genres that are presented and identify the author's purpose.

Then students will be reminded of the expectations in a store- payment, respect of people and merchandise, tax exempt here at school, voice levels and behavior. If students desire they may create wish lists with the titles and cost of the books to take home.

Students will follow procedures to checking books out.  
Form/Sum Assessment: observations, class discussions  
Modifications/Accommodations:- See sub/black folder

### **Library Lesson #37 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 identify characteristics of genres.

Critical Vocabulary: genres, author's purpose

Instructional Method: whole group

Strategies/Activities:

KBA, Kentucky Bluegrass Award Nominee book list review of those books in this year's contest. The powerpoints slides/ or cover page under document camera with a summary- The students can help to state the summaries of the books that were read aloud together.

Then either the video of Escargot by Slater may need to be shown or read aloud for those classes that did not get a chance to see it. Then, each student will have the opportunity to vote for their one favorite book from the categories by completing a horseshoe rating ticket. As they are turned in make tallies on the chart for each class.

3-5

<https://kbasource.files.wordpress.com/2018/06/summer-refresher-kba-3-5-2018-2019-pdf.pdf>

K-2

[https://docs.google.com/presentation/d/e/2PACX-1vTcQrT8IUuY-Ywfp7bwckP5TjQyM9V-QZE92g69Yy3DmFc3JJ5vRVjS2sfc6tYt\\_5-PaCeAclI2jzIo/pub?start=false&loop=false&delayms=3000&slide=id.p](https://docs.google.com/presentation/d/e/2PACX-1vTcQrT8IUuY-Ywfp7bwckP5TjQyM9V-QZE92g69Yy3DmFc3JJ5vRVjS2sfc6tYt_5-PaCeAclI2jzIo/pub?start=false&loop=false&delayms=3000&slide=id.p)

Students will follow procedures to checking books out. Any leftover time the students can work on the following Makerspace activities:

Centers located in the blue buckets that they can take to the tables in the Everybody Section, puppets and reading in the center circle, computers using student links and library media links only, geosafari, red boxes with magic clix building, Magna tablets, Sticker Mosaic on the glass case- 4 people only at a time grades 2nd-5th, IO blocks, bridges, Map puzzles, Students must clean up all centers before the class may leave. This may take them approx 3 minutes to do before lining up.

Form/Sum Assessment: observations, class discussions

Modifications/Accommodations:- See sub/black folder

### **Library Lesson #38 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 use poetry as a means for creative expression for art.

Critical Vocabulary: genres, author's purpose, poetry and art reflection

Instructional Method: whole group

Strategies/Activities: This is an activity where all the students will be sitting at the table areas. Today we will be using the poetry book Scranimals by Jack Prelutsky and illustrated by Peter Sis. This is a book of rhymes and puns in which objects and animals have been mysteriously scrambled together to creatures you've never seen before.

Read aloud 2 examples and show the pictures for pg. 7 Oh Beautiful Rhinoceros, A Clutch of Spinachickens pg. 9, and then p.11 for Camelberta Peaches,

Give each a piece of paper to fold in half and then in half again and open up to have small squares to illustrate various poems.



Then read aloud a couple of poems and have them try to use the poetry and to illustrate what they hear and imagine on a paper. Give them the title to view if needed. Then give a little time to illustrate and then show them the original from the book and they can share their drawing with their table groups as they would like to.

Perhaps you can get 4 small illustrations complete.

Pg. 14, pg. 16, pg. 21, pg. 29, pg. 35 Just leave 15 minutes for library book checkouts . Those that do not need checkouts can sit in the center to read, computers on students links and library media, any centers from the boxes.

Then all drawings need to be collected and placed in their folders with class names.

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 #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:

What is does the original Humpty Dumpty Nursery Rhyme say?

**Humpty Dumpty sat on the wall,**

**Humpty Dumpty had a great fall.**

**All the king's horses**

**And all the king's men**

**Couldn't put Humpty Dumpty**

**Together again.**

Read aloud the Kentucky Bluegrass award book titled After the Fall by -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?

Another KBA nominee book is Super Manny Stands Up by Kelly Dipucchio.

Group discussion: What is the purpose of this book? How can this book relate to any of our 7 habits here at Crossroads?

7 Habits

- Habit 1: Habit 1: Be Proactive-You're in Charge. ...
- Habit 2: Begin With the End in Mind- Have a Plan. ...
- Habit 3: Put First Things First-Work First, Then Play. ...
- Habit 4: Think Win-Win...
- Habit 5: Seek First to Understand, Then to Be Understood ...
- Habit 6: Synergize...
- Habit 7: Sharpen the Saw

Check out Library books of student interest.

Complete activities in art folders if needed.

Form/Sum Assessment: observation

Modifications/Accommodations:- See sub/black folder