

Library Lesson #22 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

Instructional Method: whole group

Strategies/Activities: Read aloud Africa Rookie Reader series book as an introduction to the collaborative unit that music and PE are beginning using dance and music for the West African culture. Then share using the document camera the various text resources that our library has on the subject of Africa nonfiction and myth legend books. The Picture Dictionary for Africa will be introduced while having the students look at the map keys to identify various facts about the Continent. Then we will describe what characteristics we see and hear from the literature that can define what the genre is for the book.

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 Library books of student interest.

Complete activities in art folders if needed.

Form/Sum Assessment: observation

Modifications/Accommodations:- See sub/black folder

Library Lesson #22 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, traditions

Instructional Method: whole group

Strategies/Activities: Read aloud the Kentucky Bluegrass award book, Tidy, by Emily Gravett. Students will predict the genre of literature- fiction, realistic fiction, biography, nonfiction

Then we will describe what characteristics we see and hear from the literature that can define what the genre is for the book. Students will then share about the lesson that the c=character seemed to learn and what we as the readers could learn or gain from reading this book.

Check out new library books using shelf markers.

Form/Sum Assessment: observation

Modifications/Accommodations:- See sub/black folder

Lesson #23 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

-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)

-Bridge building Structures/sculpture with Wood (brown or wood blocks)- 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 #23 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)

-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

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 #23 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)

Veteran's Day poster activities

Enchanted Art public service announcement bookfair sheets

-3d building circles and squares (4)

-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)

OSMO Monster drawing

Form/Sum Assessment: observation

Modifications/Accommodations:- See sub/black folder

Lesson #24 for grades 5,4,3,2, and 1

Foundation: Collaborate, Curate

ASL Domain(s): Share, Grow,Create

Standard(s):3C1 Soliciting and responding to feedback from others, 3D1 Actively contributing to group discussions,4B1 Seeking a variety of sources

Learning Target (S):

I can identify characteristics of genres.

Critical Vocabulary: nonfiction, myth, legend, fiction

Instructional Method: whole group,

Strategies/Activities:Use Stora to display and read aloud the book to continue the West AFrican literature connection by showcasing a legend.

Read aloud: Anansi Spider's Thin Legs on Stora. Use the read aloud version so that students can also be introduced to career option of making audio voice for books.Then use silent responses from students by holding up their number of fingers to represent the correct answer

for the comprehension quiz that is at the end of the book on Storia. Discuss what the possible lessons and themes are for this legend.

Form/Sum Assessment: observations,

Modifications/Accommodations:- See sub/black folder

Library Lesson #24 Grades 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

Instructional Method: whole group

Strategies/Activities: Using Storia on the computer ebooks we will Read aloud Africa Rookie Reader series book as an introduction to the continent of Africa for a nonfiction text. Then use silent responses from students by holding up their number of fingers to represent the correct answer for the comprehension quiz that is at the end of the book on Storia. This will enhance the collaborative unit that music and PE are beginning using dance and music for the West African culture.

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 #25 (repeat for all grades K-5 like lesson #23) 10-15 reading time and then Makerspace centers