

Library Lessons

Special notes not school on Tuesday Jan. 14th and Monday Jan. 20th. Also on Friday January 17th all special areas will be in the gym for a special author visit by Toni Wiley. Sub. on Tuesday morning Jan. 21st.

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 #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. A selection MakerSpaces will be set out for the students according to the space available and scheduling of the classes.

- Magna Tablets with red pens (8 students)
- Art board- paint with water
- 3DViewmasters and facts
- Labrynth puzzle
- 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)
- 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
- Dinosaur resources and puppets
- OSMO drawing
- 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)

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

Lesson #19 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- Experience variety of resources located at the tables. Identify what kind of resource and all are nonfiction. Locate parts of the book including information for citing sources- title, author, publishing company, date

1st grade- Carl's Snowy Day by Alexandria Day and Bunny Slopes by Claudia Rueda

Kindergarten - Carl's Snowy Day and Bunny Slope

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 #19 and #20 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:

Lesson #19

Go to the tables where a variety resources are present.

Listen to materials that the teacher uses to provide examples of citing sources for a magazine and website article.

As a group students will synergize to complete the Citing Sources activities of identifying vocabulary words and completing questions. Then students will check out new library books and then return to the table seats to browse the various resources.

Then as a class the vocabulary words will be reviewed and the answers to the questions will be voted upon and revealed.

Lesson #20

Students will go to the table groups and turn the citing sources sheet to the back side to view the I can statements and group task. Students will browse through the resources at

their table and located each of the items listed on the citing sources sheet. These are all parts of the resources that will need to be identified when creating a bibliography. Each group will work together for 10 minutes on this activity while the timer is going. Then students will check out new library and or read the materials in the black boxes or at their tables.

Then after checkouts students may choose a MAKerspace activity of their choice for the remainder of the time.

Students will also check out new library books during each lesson.

Form/Sum Assessment: observation participation, infographic poster created

Modifications/Accommodations:- See sub/black folder

Lesson #20 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- The Story of Snow , The Science of Winter's Wonder by Mark Cassino

1st grade- Wonderful Winter facts and fun- Bruce Goldstone

Kindergarten -Snow and Snowflake (black box)

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 #21 and #26 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:

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books. A selection MakerSpaces will be set out for the students according to the space available and scheduling of the classes.

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- I O Large Building blocks (6)- Use on blue star carpet areas
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- Create your own book cover (4)
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- 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)

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

Lesson #22 and #23 Grades 3,4, and 5 (This lesson may take 2 class periods to complete) See below for grades 2,1 and Kindergarten

Foundation/Standards/I CAN

I can create something that shows what I am learning.

I.B.3. INQUIRE: CREATE

I can read a wide variety of books and media. I can use materials I read to inspire me to write and create. . V.A.1. Explore: THINK

Critical Vocabulary: infographic, visual representation,

Instructional Method: whole group, individual

Strategies/Activities:

First have all students return their library books to the book return box or on top of keeping to renew.

Students sit at table groups. No one by themselves and no more than 4

Students will all receive a blue Haiku sheet with I can statements, samples, and an ideas page on the back. (This page is not to be written on, this will be collected and reused for other classes)

After using the projector document camera to go over this blue sheet together then have them place it in down and look at the screen while you show them and read aloud the book Won Ton by Lee Wardlow. This book is an example of using Haikus throughout the book to tell a story.

After this explain the writing task to get the white sheet titled My Haiku Poem in which they will choose a topic and create their own Haiku. If they want to use the back of the blue sheet for ideas they can roll a die and use some words in to their own phrases for that topic.

Then after explaining it have them check out new library books. After checking their books out have them pick up the white sheet and begin writing a Haiku. If they finish then they can read their books(or books from black boxes) or illustrate their Haiku on the back of their writing sheet. If they didn't bring library books then they will begin the writing sheet right away.

All blue papers can be kept in the center of the table neatly but the white papers with names on them turned in and kept by classroom. Eventually I will place in their art folders when the entire project is completed.

Grades 2, 1st and Kindergarten

Review the information that author Toni Wiley presented to the entire school in January about poetry. What was the name of the poem we could sound out words? Haiku in syllables

Then, read aloud Won Ton a Cat's Tale

We can practice clapping out syllables in words.

2nd lesson

Grade 2 will review the blue sheet together- for a 2nd lesson grades 2 and 1 may each roll to create a table group haiku poem.

Kindergarten will create a class Haiku together and illustrate their own to go with it.

Form/Sum Assessment: observations, participation with group listening, utilizing Haiku ideas or creating own,

Modifications/Accommodations:- See sub/black folder

Lesson #24 3rd, 2nd, 1st, Kindergarten

Foundation/Standards/I CAN

I can create something that shows what I am learning.

I.B.3. INQUIRE: CREATE

I can read a wide variety of books and media. I can use materials I read to inspire me to write and create. V.A.1. Explore: THINK

Critical Vocabulary: Mindfulness, categories, mindful breaths and sitting mindfully

Instructional Method: whole group, individual

Strategies/Activities:Using resources from Mindful Kids by Whitney Stewart and Mina Brown

What is Mindfulness- the practice of paying attention, on purpose and without judgement, to the present moment.

Breath-what is it? What happens when we get nervous, scared, excited, or calm with our breathing? Discuss and then practice mindful breaths start your day card

What is sitting mindfully? Discuss and practice sitting mindfully tip by using the Breath by Breath card as well.

Now we are going to practice making some choices today because this is something that we do all the time but next time we are together we are choosing the ending to our story. Lets practice by voting placing a #1 finger up for first choice and 2 fingers up for the second choice.

To eat- ice cream or cookies

Apple or banana

Paint or read

Go to bed on time and feel rested in the morning or stay up later and be tired the next morning

Walk in the hallway or run in the hallway

Ok you each made choices, some choices had were based off your own interest or likes and some based off your moral behavior thinking what is right to do like our I LEAD.

Then use our knowledge from our previous lesson to create a couple of class Haiku about kindness or Mindfulness that could be written on hearts for Valentines or reminders to give to staff, students, or community members.

Check out new library books and answer a question using sticks when they check out or see me before they sit to read. If time can choose centers.

Form/Sum Assessment: observations, participation with group listening, making vote to choices

Modifications/Accommodations:- See sub/black folder

Lesson #24 for 3, 4, 5th - continue lesson #23 but the activity below is to use get their art folders and to visually present their individual Haiku poem with an illustration.

Lesson #25 3rd, 2nd, 1st,

Foundation/Standards/I CAN

I can create something that shows what I am learning.

I.B.3. INQUIRE: CREATE

I can read a wide variety of books and media. I can use materials I read to inspire me to write and create. V.A.1. Explore: THINK

I can share ways someone can make their work better I.C.2. Inquire Share

I can use information to make wise choices 1.D. 4 Inquire Grow

Critical Vocabulary: Mindfulness,

Instructional Method: whole group, individual

Strategies/Activities:

Review the lessons from this week

What type of poetry did we practice together- what did it include - what pattern? Is this a pattern that could help you write a kind note to someone sometime for a Valentine or 100 day acts of kindness in the future?

What is the word Mindfulness learned from previous lesson. Today we are going to learn a new technique called the Wise Old Owl and how that can help us to focus on guiding ourselves in making decisions.

Practice this together and then begin reading aloud the book titled, What Should Danny Do? By Ganit and Adir Levy

This is a very different book than we have read before because as I read it you all have the power to choose how this story will end by making choices for Danny the main character. There are 9 possible endings to this story based off what you choose.

Begin reading this book and have students vote with a 1 or 2 of fingers up depending upon which way they want the character to go in this story.

Once we have reached an Ending with a stop sign we will discuss the choices he made to get to that ending. Our choice will shape our days and ultimately our future lives.

The following questions may be asked?

Is this a wise choice? If so what make it wise? If not why is this not the best choice?

What could happen next based off this choice- predict?

Did your prediction come true or was it different?

If you were in this situation what would you do?

Has anyone ever reacted like Danny before on this page?

Was Danny a bad person or did he make a bad choice? Can we correct our behavior and learn to make good or better choices?

Do you think Danny could have used The Wise Old Owl to stop and think before he reacted and made a choice? Yes that could be an option or perhaps we will learn a new mindful activity that could help us make choices like Danny in our next lesson.

Next we will check out library book/reading time. As you check out you will use the sticks to make a choice. If you think You need to imagine the Wise Old Owl then pause to do that before you make your choice and then sit back down to read.

If there is time we will have library/art centers to participate in. Introduce new centers- also a writing haiku center with valentine hearts and paper to use for the Kindness is a choice bucket! During centers I will count to see the numbers voted for the question that students choice an answer for with the sticks.

3rd and 2nd grades: The question: Vote for your favorite Inventor, Thomas Edison- light bulb, The Wright Brothers-airplane, or Alexander Graham Bell- telephone

If I saw jewelry like a ring on the floor in the library I would...

Leave it there, turn it in to someone, or take it with me to keep

1st grade and Kindergarten- The question- What is you favorite snack- fruit, sweets, vegetables

If I saw a book on the floor I would....

Step on it, give it to Mrs. Weihe, or put it on a shelf

Form/Sum Assessment: observations, participation with group listening, making vote to choices

Modifications/Accommodations:- See sub/black folder

Lesson #26 is the same as lesson #21 see above