

Library Media Lessons #11-14

Lesson#11 for 5th, 4th,

Foundation: Collaborate

ASL Domain(s): Share, Grow

Standard(s):3C1 Soliciting and responding to feedback from others, 3D1 Actively contributing to group discussions

Learning Target (S): I can identify where and how to access literature.

Critical Vocabulary: KBA , summary, review- opinion

Instructional Method: whole group, independent

Strategies/Activities: Today we will review the KBA, Kentucky Bluegrass Awards programs for Kentucky students. A PDF from KBA resources website will be used to show the classes the title covers and summaries if needed to refer to.

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

Today we will be discussing where to and what summaries of books are, reviews of books. Students will identify where they are located on the books as well for chapter books or some nonfiction books. The large horseshoe poster in the library will be introduced.

4th grade will complete a book review(opinion) and horseshoe rating for the Wild Robot and then a horseshoe rating only of Seven Tons of Steel.

5th grade will complete a book review and horseshoe rating for the book Seven Tons of Steel. Students can work in table groups to write the summary and review but the horseshoe ratings must be independent.

Students will check out new library books or read books/magazines in the center circle.

Form/Sum Assessment: observations, oral explanations

Modifications/Accommodations:- See sub/black folder

Lesson #11 Grades 3rd grade

Foundation: Collaborate

ASL Domain(s): Share, Grow

Standard(s):3C1Soliciting and responding to feedback from others, 3D1 Actively contributing to group discussions

Learning Target: I can identify where and how to access resources both technology and literature.

Critical Vocabulary: author, illustrator, summary,lexile numbers, dewey decimal, call numbers

Instructional Method: whole group, small group

Strategies/Activities: Read aloud Bad Kitty Scaredy Cat by Nick Bruel. This is an alphabet book that repeats this pattern a couple of times through the book. Why and where is alphabetical order used in our library? The books are in order on the shelves by the author's last names so that we can locate them when we are searching for titles. If we didn't have this alphabetical order it would be very difficult and time consuming to locate resources.Students will use this alphabetical order when looking at their author's last name on the call number of the books they check out today.

Check out books and then come back to the table to begin the following activity. After reading this book each table group will get a story guide sheet to use so that they can create their own group alphabet of what would be in alphabetical order during the middle part of the book with the voice says OOps! I dropped my candy and that's when she saw it or alphabetical order for the costumes that she saw at the door. Students need to write the words and draw the pictures to go with them.

Form/Sum Assessment: observations, class discussions and group ABC bad Kitty teacher created sheet

Modifications/Accommodations:- See sub/black folder

Lesson #11 Grades 2nd, 1st,

Foundation: Collaborate

ASL Domain(s): Share, Grow

Standard(s):3C1Soliciting and responding to feedback from others, 3D1 Actively contributing to group discussions

Learning Target:I can identify the I LEAD what it looks like and sounds like in the library.

I can identify where and how to access resources both technology and literature.

Critical Vocabulary: title, author, illustrator, summary, KBA, lexile numbers

Instructional Method: whole group

Strategies/Activities: Introduce the Author Tedd Arnold who creates the Fly Guy books.

Read aloud the first Fly Guy book “Hi Fly Guy” to focus on story elements and then read “Fly Guy and the Frankenfly” and make predictions throughout with discussions. Then have students checkout new library books.

Then, students can choose a student interest makerspace art activity to complete: puppets read along, magna tablets, 3d building blocks, foam structures, adn drawing video guide of how to draw fly guy at the table area.

Students will follow procedures to checking books out.

Form/Sum Assessment: observations, class discussions

Modifications/Accommodations:- See sub/black folder

Lesson #11 Kindergarten

Foundation: Collaborate, Inquire

ASL Domain(s):Share, Grow

Standard(s): 3C1. Soliciting and responding to feedback from others, 3D1 Actively contributing to group discussions 1D3 Engaging in new understanding through real world connections

Learning Target:I can identify the I LEAD what it looks like and sounds like in the library.I can identify where and how to access resources both technology and literature.

Critical Vocabulary:fiction, book spine, story elements, author's purpose , predict

Instructional Method:whole group, independent movements

Strategies/Activities: Read aloud: The Monkey Goes Bananas by C.P. Bloom. After the first couple pages have the students predict how they think the monkey might get to the bananas.

Then, if time read Duck Rabbit by Amy Rosenthal and Tom Lichtenheld

Discuss aloud what was the author's purpose for these books- refer to the author's all purpose pie chart.

Form/Sum Assessment: observation

Modifications/Accommodations:- See sub/black folder

Lesson #12 for 5th, 4th,

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 model the I LEAD what it looks like and sounds like in the library.

I can identify characteristics and purpose of the genres of biography and autobiography

Critical Vocabulary: nonfiction print and digital resources, citing sources

Instructional Method: whole group, independent

Strategies/Activities:

Read aloud: Saving Fiona by Shane Maynard by using the projector so that as we read through so the students can recognize various types of text features.

In addition, the review of World Book Online to make a connection with both print and digital resources and how to cite those sources.

Form/Sum Assessment: observations,

Modifications/Accommodations:- See sub/black folder

Lesson #12 3rd Grade

Foundation: Collaborate

ASL Domain(s): Share, Grow

Standard(s):3C1 Soliciting and responding to feedback from others, 3D1 Actively contributing to group discussions

Learning Target (S): I can identify where and how to access literature.

Critical Vocabulary: KBA , summary, review- opinion

Instructional Method: whole group, independent

Strategies/Activities: Today we will review the KBA, Kentucky Bluegrass Awards programs for Kentucky students. A PDF from KBA resources website will be used to show the classes the title covers and summaries if needed to refer to.

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

Today we will be discussing where to and what summaries of books are, reviews of books.

Students will identify where they are located on the books as well for chapter books or some nonfiction books. The large horseshoe poster in the library will be introduced.

3rd grade will complete a book review (opinion) and horseshoe rating for the book Bad Kitty Scaredy Cat by Nick Bruel. Groups will discuss and write together and then share aloud with the class. Groups will also have time to complete their ABC order sheets together.

Students will check out new library books or read books/magazines in the center circle.

Form/Sum Assessment: observations, oral explanations

Modifications/Accommodations:- See sub/black folder

Lesson #12 Grades 2nd, 1st,

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 model the I LEAD what it looks like and sounds like in the library.

I can access a fiction book using a shelfmarker. I can compare and contrast texts.

Critical Vocabulary: story elements- characters, plot, setting, books, spine, shelf markers,

Instructional Method: whole group

Strategies/Activities: Author focus on Emily Gravett with reading “ Little Mouse’s Big Book of Fears.” Before reading the book we will do a class discussion of what a mouse might be scared of. - Read aloud the story and then make comparisons to their predictions of mouse Fears.

Then also discuss any real world experiences that are comparisons of their fears to this book.

Check out new library books

Form/Sum Assessment: observations, class discussions

Modifications/Accommodations:- See sub/black folder

Lesson #12 Kindergarten

Foundation: Collaborate

ASL Domain(s):Share, Grow

Standard(s): 3C1. Soliciting and responding to feedback from others, 3D1 Actively contributing to group discussions

Learning Target:I can model the I LEAD what it looks like and sounds like in the library. I can locate the US Flag symbols and identify how people observe saying the Pledge.

Critical Vocabulary:fiction, book spine, author,

Instructional Method:whole group, independent movements

Strategies/Activities: Students will enter and place their backpacks along the curved shelves.

Then they will stay there and ask them to get their book out of their backpack. Then walk them in line to the book return box. If read the book or someone read to them then they get the orange stick out and place in the Fiction genre bucket and then place their book in the book return box. Then students will sit on the carpet areas of the center circle of the library.

Read aloud: Wolf’s Coming by Joe Kulka. Throughout the reading of this book the students will make predictions of what will happen.

Review using a shelf marker and locating the spine of the book when returning the books using the shelfmarkers.

Then, students that returned their library books will get a shelf marker and walk to go and retrieve a new book from the Everybody section.

Form/Sum Assessment: observation

Modifications/Accommodations:- See sub/black folder

Lesson#13, and #14 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:

Introduce the MakerSpace Create Centers available for today. This will take some time to explain for lesson #13 and as they finish lesson #12. Lesson #14 they 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, 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)
 - 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

Lesson #13 and #14 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:

Introduce the MakerSpace Create Centers available for today. This will take some time to explain for lesson #13 and as they finish lesson #12. Lesson #14 they 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 **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)
- Design your Monster Bookmark using dice (4)
- Create your own book cover (4)
- 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 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.

Students will follow procedures to checking books out.

Form/Sum Assessment: observations, class discussions

Modifications/Accommodations:- See sub/black folder

Lesson #13 and #14 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:

Introduce the MakerSpace Create Centers available for today. 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. This will take some time to explain for lesson #13 and as they finish lesson #12. Lesson #14 they 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)

- 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