

Lesson #15 for 5th, 4th, 3rd grades

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 historical fiction, nonfiction, and biography.

Critical Vocabulary: veteran, nonfiction, historical fiction genres, biography

Instructional Method: whole group, independent

Strategies/Activities:

Read aloud: Maya Lin - Artist-Architect of Light and Lines (Designer of the Vietnam Veterans Memorial) by Jeanne Walker Harvey 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 and BrainPop 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 #15 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: fiction, nonfiction

Instructional Method: whole group

Strategies/Activities: Whole group discussion as first to see what the prior knowledge of the class can share.

What or who is a Veteran? Why do we gather as a school and classes to honor Veterans?

What is a Veteran Video?

<https://www.youtube.com/watch?v=c-qxrCRfcS4>

Read aloud the book: Veterans Day by Meridith Dash and Celebrating Holidays Veterans Day by Blastoff Readers. Discuss ways people honor Veterans still today.

Discuss my own connections to this book and how in my hometown I was a Miss Poppy who distributed the Poppys with Veterans and rode in the parades.

If time after checking books out students can draw a poppy using the informational video.

https://www.youtube.com/watch?v=EkSBztJ_bMQ

Form/Sum Assessment: observations, class discussions

Modifications/Accommodations:- See sub/black folder

Lesson #15 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:

Whole group discussion as first to see what the prior knowledge of the class can share.

What or who is a Veteran? Why do we gather as a school and classes to honor Veterans?

What is a Veteran Video?

<https://www.youtube.com/watch?v=c-qxrCRfcS4>

Read aloud the book: Veterans Day by Meridith Dash and Celebrating Holidays Veterans Day by Blastoff Readers. Discuss ways people honor Veterans still today.

Discuss my own connections to this book and how in my hometown I was a Miss Poppy who distributed the Poppys with Veterans and rode in the parades.

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#16 and #20 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)
- 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)
- 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)
- 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 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 #16 and #20Grades 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.

Veteran's Day Poster activities

Enchanted Art public service announcement bookfair sheets

-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 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 #16 and #20 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 #17 Grades 5th, 4th, 3rd, and 2nd 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 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: Review who a Veteran is and how they are honored.

Share the read aloud video of the Poppy Lady

<https://www.youtube.com/watch?v=Z0waoMPQ3UY>

Discuss my own connections to this book and how in my hometown I was a Miss Poppy who distributed the Poppys and rode in the parades.

After checking books out students can draw a poppy using the informational video. This will be continued during another library lesson using various art mediums for an art project for the student art folders.

https://www.youtube.com/watch?v=EkSBztJ_bMQ

Form/Sum Assessment: observations, class discussions

Modifications/Accommodations:- See sub/black folder

Lesson#17 Grades 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 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 fiction to nonfiction genres.

Critical Vocabulary: nonfiction, honor,

Instructional Method: whole group

Strategies/Activities:

Students will get their art folders out and begin drawing a Poppy that is the flower to signify honoring the Veterans. Students can create these artistic expressions for displays for our Veterans Day programs.

How to draw a Poppy

https://www.youtube.com/watch?v=EkSBztJ_bMQ

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.

Any additional time the students may complete activities from their art folders and then choose a Makerspace activity.

Form/Sum Assessment: observation

Modifications/Accommodations:- See sub/black folder

Lesson #18 All Grades K-5 for BookFair

Foundation: Include

ASL Domain(s):Think

Standard(s)Learning Target: I can respect diversity in literature and make own student interests for reading. 2A3 Providing comprehensive variety of resources.

Critical Vocabulary: respect, expectations, estimating

Instructional Method: whole group, individual

Strategies/Activities:

Check out new library books while having the first 10 -15 minutes for quiet reading time.

Discuss the upcoming bookfair and the behavior expectations when participating in a vocational store setting for making financial decisions.

First the students will share what they already know about visiting a bookfair. Any additional information needed about the voice level, treatment of the merchandise, or payment will be shared.

Then, several booktalks will be shared about the authors, illustrators, and genres. There may be some advertisement videos prepared from Scholastic to share with the students as well according to the grade levels.

Finally students will be able to browse the bookfair and make a student wish list with the titles and prices. Students can estimate the cost to the nearest dollar before adding the sum of the items.

Form/Sum Assessment: observation

Modifications/Accommodations:- See sub/black folder

Library Lesson #19 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 will be determined by a vote from the students to see which has the most interest in for this subject on the traditions of the familiar Rockefeller tree. Students will predict the genre of literature.

Possible read alouds are:

The Christmas Tugboat:How the Rockefeller Center Christmas Tree Came to New York by George Matteson

The Carpenter's Gift: A Christmas Tale about the Rockefeller tree by David Rubel

Then we will describe what characteristics we see and hear from the literature that can define what the genre is for the book.

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 #19 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 compare and contrast characteristics of genres fiction to nonfiction genres.

Critical Vocabulary: prediction, genres, traditions

Instructional Method: whole group

Strategies/Activities: Read aloud will be determined by a vote from the students to see which has the most interest in for this subject on traditions of families. Students will predict the genre of literature- fiction, realistic fiction, biography, nonfiction

Possible read alouds are:

The Year of the Perfect Christmas Tree:An Appalachian Story by Gloria Houston

Christmas in the Big Woods:adapted from the Little House books by Laura Ingalls Wilder

Then we will describe what characteristics we see and hear from the literature that can define what the genre is for the book. The the traditions the characters exhibited will be discussed and then a comparison to their own traditions.

Check out new library books using shelf markers.

Form/Sum Assessment: observation

Modifications/Accommodations:- See sub/black folder

Library Lesson #19 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 the events from a story to real life experiences or traditions.

Critical Vocabulary: compare , contrast, traditions

Instructional Method: whole group

Strategies/Activities: Allow student voice in interest of the choice of read loud through a vote to read one of the following books:

Read aloud : A Christmas for Bear by Bonnie Becker

Feliz Navidad Merry Christmas Curious George by Cathy Hapka

Check out new library books using shelf markers.

Form/Sum Assessment: observation

Modifications/Accommodations:- See sub/black folder

Lesson #20 is repeating the grade levels for the lesson #16(see this previous lesson for details) with Makerspace activities after reading and library checkout times.

Lesson #21

See Mr. Hunts music lesson plans for the collaborative unit that all special areas will be doing together to assist and teach students lyrics, tunes, movements, and spatial organizational skills for a performance.

This will be done during the week of Dec. 10th-14th

