

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

Foundation: Collaborate, Engage

ASL Domain(s): Grow, Think

Standard(s): 3D1 Actively contributing to group discussions, 6A2 Understanding the ethical use of information, technology, and media, 6D1 Personalizing their use of information and information technologies.

Learning Target(s): I can identify the I LEAD what it looks like and sounds like using technology. I can identify where and how to access resources both with technology and print texts.

Critical Vocabulary: digital citizenship, Destiny Library Catalog, malware, information privacy, identity theft

Instructional Method: whole group, independent response to questions

Strategies/Activities: I will review how to ethically log on using personal user/password etiquette to navigate our school's website and student resources. Then we will review how to use the username and password for Brainpop to watch the 4 minute video titled Information Privacy. After watching this we will discuss the bold vocabulary words that were shown and explained on the video. Then, the Destiny Library Catalog will be reviewed and students will take turns sharing to use the online catalog and accessing the location for them to retrieve the books in the library.

Form/Sum Assessment: observations, oral explanations

Modifications/Accommodations:- See sub/black folder

Lesson #5 Grade 2nd/1st

Foundation:, Inquire, Engage

ASL Domain(s): Think

Standard(s): 1D3 Enacting new understanding through real world connections.

6A2 Understanding the ethical use of information, technology, and media,

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

I can identify and access appropriate technology resources.

Critical Vocabulary: reliable, digital citizenship, appropriate, computer, username, password

Instructional Method: small group, whole group

Strategies/Activities: Students will be introduced to the process of locating appropriate and reliable resources on our school webpage for instruction. The user and password for Brainpop will be modeled with a tour of the website. The following Digital Citizenship video will play: Parts of a Computer. Then students will individually respond to the 5 question review by placing 1,2,3,4, fingers up to correlate with the response they choose of A,B,C,D. Then the majority answer displayed I will click that answer response to see if majority was correct. Then discuss explanations as to why. After the questions then students will follow procedures for checking books out.

Form/Sum Assessment: observations, class discussions

Modifications/Accommodations:- See sub/black folder

Lesson #5 Kindergarten

Foundation: Explore, Collaborate

ASL Domain(s): Share, Grow

Standard(s): 5C3 collaboratively identifying innovative solutions to a challenge or problem, 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 story elements in texts.

Critical Vocabulary: fiction, book spine, author, story elements, repetition

Instructional Method: whole group, independent movements

Strategies/Activities: Read aloud using Storia Online the book title Were Going on a Nature Hunt. At the end of this story there will be questions that as a class the students can raise their hand to choose. After discussing the story elements of this book the students will check their new library books out using shelf markers.

Form/Sum Assessment: observation movements, class discussions

Modifications/Accommodations:- See sub/black folder

Lesson#6 for 5th, 4th, and 3rd

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 the I LEAD what it looks like and sounds like in the library. I can identify where and how to access literature.

Critical Vocabulary: KBA , lexiles, summary, review-opinion

Instructional Method: whole group, independent

Strategies/Activities: Today will be an introduction to the KBA, Kentucky Bluegrass Awards 3rd-5th grade book summaries for this year. Some of these may be ones that you will want to monitor the Destiny Library Catalog for searching for some of these books as they are added to our library. A PDF from KBA resources website will be used to show the classes the title covers and summaries.

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

The K-2 books include the following: (some of these they may have read last year or of interest to read with a sibling) What is the difference noted on this Powerpoint between the summary and review?

https://docs.google.com/presentation/d/e/2PACX-1vTcQrT8IUuY-YwfP7bwckP5TjQyM9V-QZE92g69Yy3DmFc3JJ5vRVjS2sfc6tYt_5-PaCeAclI2jlo/pub?start=false&loop=false&delayms=3000&slide=id.p

Form/Sum Assessment: observations, oral explanations

Modifications/Accommodations:- See sub/black folder

Lesson #6 Grades 2nd, 1st,

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 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: The K-2 books include the following: (some of these they may have read last year or of interest to read with a sibling) What is the difference noted on this Powerpoint between the summary and review?

https://docs.google.com/presentation/d/e/2PACX-1vTcQrT8IUuY-YwfP7bwckP5TjQyM9V-QZE92g69Yy3DmFc3JJ5vRVjS2sfc6tYt_5-PaCeAcll2jzlo/pub?start=false&loop=false&delayms=3000&slide=id.p

Students will follow procedures to checking books out.

Form/Sum Assessment: observations, class discussions

Modifications/Accommodations:- See sub/black folder

Lesson #6 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, author, story elements, author's purpose

Instructional Method: whole group, independent movements

Strategies/Activities: read aloud: The Interrupting Chicken by David Stein. During this book we will stop to identify the story elements and then conclude with discussing what the author's purpose could be and how we can relate to this text. I will model the Author's purpose Pie chart located in the center circle of the library as a visual reminder. How can we as individuals learn from this book?

Form/Sum Assessment: observation

Modifications/Accommodations:- See sub/black folder

Lesson #7 for 5th, 4th, and 3rd

Foundation: Collaborate, Inquire

ASL Domain(s): Share, Grow

Standard(s):3C1 Soliciting and responding to feedback from others, 3D1 Actively contributing to group discussions 1D3Enacting new understanding through real world connections

Learning Target (S): I can identify the I LEAD what it looks like and sounds like in the library. I can identify between a historical fiction genre and nonfiction.

Critical Vocabulary: historical fiction vs. nonfiction,

Instructional Method: whole group, independent

Strategies/Activities: The last lesson we had together was to discover what the new KBA selected books would be for this school year. Today we will explore the connection between reality and a nonfiction book. Our country has experienced both good and bad things throughout history. We are first going to watch a BrianPop video titled, September 11th that discusses the tragedy of what happened on Sept 11th 2001 in history. Read aloud:**Seven and a Half Tons of Steel**/Janet Nolan, illustrated by Thomas Gonzalez. Peachtree Publishers, 2016.

This subtle but powerful picture book describes how the bow of the USS New York was made from a steel beam that came from the World Trade Center towers, illustrating how something remarkable can emerge from such a devastating event.

What genre would this book be and why? What characteristics do the I survive book contain that are different than this book?

Form/Sum Assessment: observations, oral explanations

Modifications/Accommodations:- See sub/black folder

Lesson #7 Grades 2nd, 1st,

Foundation: Collaborate,Explore

ASL Domain(s): Share, Grow, create

Standard(s):3C1 Soliciting 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 access a fiction book using a shelfmarker. I can identify what rights are as a citizen.

Critical Vocabulary: rights, responsibilities,citizen, books, spine, shelfmarkers,

Instructional Method: whole group

Strategies/Activities: Read aloud , We the Kids which is the preamble to the Constitution. This is something as a citizen of the United States we should do and take part of that provides us rights and responsibilities. We can learn more about being a citizen from a BrainPop Jr. video title Rights and Responsibilities. Then independently students will choose their answers to the group questions read aloud to the class.We will discuss the explanations to the answers.

Form/Sum Assessment: observations, class discussions

Modifications/Accommodations:- See sub/black folder

Lesson #7 Kindergarten

Foundation: Collaborate Explore

ASL Domain(s): Share, Grow, Create

Standard(s): 3C1. Soliciting and responding to feedback from others, 3D1 Actively contributing to group discussions 5B1 Problem solving through cycles of design implementation and reflection

Learning Target: I can identify and 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, Pledge, symbols

Instructional Method: whole group, independent movements

Strategies/Activities: Reflection-What is the Pledge of Allegiance, what is a symbol? When do we say it, why, how?

Then we will read aloud, I Pledge Allegiance by Bill Martin. Then, practice standing saying the pledge of allegiance. If time today we will watch the BrainpopJr. Video titled, US Symbols that explain various symbols across the United States in which we live in and live in the state of Kentucky to be reinforced by the students.

Form/Sum Assessment: observation

Modifications/Accommodations:- See sub/black folder

Lesson#8 and #9 for 5th, 4th, and 3rd

Foundation: Collaborate, Inquire

ASL Domain(s): Share, Grow, Create

Standard(s): 3C1 Soliciting and responding to feedback from others, 3D1 Actively contributing to group discussions 1B3 Generating products that illustrate learning

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

I can model the symbols and explain the meaning of the Constitution through my illustrations.

Critical Vocabulary: citizen, constitution, illustration, symbols

Instructional Method: whole group, independent

Strategies/Activities: Play as enter by Smart Songs the Constitution Song

<https://www.youtube.com/watch?v=UCJ2of4kx5E>

What is Constitution Day? Show U.S. Constitution BrainPop video then show the introduction to the Constitution Day Art contest opportunity, with students winner examples from last year..

<https://www.constitutionfacts.com/constitution-poster-design-contest/>

Students will check out new library books and then if time will begin illustrating and creating the citizenship constitution posters. During lesson #9 students will create their illustrations to be placed in their art folders and or sent in to the National Contest.

Bill of Rights Song by Smart Songs <https://www.youtube.com/watch?v=tlf6R1KD4E0>

Constitution Homeschool <https://www.youtube.com/watch?v=jsTB7gSfDPI>

Form/Sum Assessment: observations, illustrations

Modifications/Accommodations:- See sub/black folder

Lesson #8 and #9 Grades 2nd, 1st, Kindergarten

Foundation: Collaborate, Inquire

ASL Domain(s): Share, Grow, Create

Standard(s): 3C1 Soliciting and responding to feedback from others, 3D1 Actively contributing to group discussions 1B3 Generating products that illustrate learning

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

I can model the symbols and explain the meaning of the Constitution through my illustrations.

Critical Vocabulary: title, author, illustrations, citizen, constitution, symbols

Instructional Method: whole group

Strategies/Activities: What is Constitution Day? School House Rock Constitution song

<https://www.youtube.com/watch?v=yHp7sMqPL0g>

Read aloud Constitution Day by Robin Nelson using the document camera for all to see.

Today will be an introduction to the Constitution Day Art contest opportunity.

<https://www.constitutionfacts.com/constitution-poster-design-contest/>

Students will check out new library books and then if time will begin illustrating and creating the citizenship constitution posters. During lesson #9 students will create their illustrations to be placed in their art folders and or sent in to the National Contest.

This Land is Our Land Song <https://www.youtube.com/watch?v=rRnHx3yVuf4>

Kindergarten- will not start picture today instead they will receive a flag picture to locate the red, yellow and white sections of our American Flag symbols.

Flag colors/labels <https://www.youtube.com/watch?v=Xc1tasiKf0w>

Form/Sum Assessment: observations, illustrations

Modifications/Accommodations:- See sub/black folder

Sub Lesson for Thursday Sept. 6th and additional #10 lesson if needed

Lesson for Sub. Sept 6 for 5th, 4th, and 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 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: historical fiction vs. nonfiction,

Instructional Method: whole group, independent

Strategies/Activities: Log into The computer by the document camera in the library. From the Crossroads website go to students then Brainpop. Log onto Brainpop and then type in Biography for the 4 minute video to show. (while the video is going the student's books that they returned can be scanned and checked into the library system) This video will explain what sources are included in a biography or use of primary and secondary sources to gather facts. After the video then click on Quiz then review. As a class the teacher will read aloud the questions and answers and then each students will hold up their vote with their finger 1,2,3,4 fingers to match the relating answer A,B,C, D. Then as the teacher will scan to see which number was represented as majority and then click on that answer answer. If it is incorrect it will make a red slash through it and allow you to continue again making a vote to select another choice. If correct it will pop up with a circle letting you know it is correct. After completing the 10 questions hold up a couple of the sample of genre of biography books that include: Dav Pilkey, George Washington, artist, inventor, and others. Remind students of where the Biography section is located on the curved shelves before entering where the computer areas are located. Students can then check out new library books if needed.

Form/Sum Assessment: observations, student voting

Modifications/Accommodations:- See sub/black folder

Lesson for Sub. Sept. 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: Who can summarize the familiar story of Goldilocks and the 3 Bears? What were the story elements-characters, setting, plot? Today you can compare and contrast the 2 stories. Read aloud, Dusty Locks and The Three Bears written by Susan Lowell and illustrated by Randy Cecil. What was contrasting- different ? What was comparison similar about the original story to this version?

Form/Sum Assessment: observations, class discussions

Modifications/Accommodations:- See sub/black folder

Lesson for Sub. Sept. 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.

What do you think a Barn Dance would look like? If a Book was fiction / make believe/ what kinds of things do you think the animals would do at night or during the day near the barn?

Read aloud: Barn Dance by Bill Martin and then read The Farmer;s Away Baa, Neigh! During this second story the students can help to tell the story by looking at the illustrations and taking turns explaining what they see the characters doing.

After reading these discuss what the animals do to make you know that this would not be reality. Why is this Fiction?

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