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|  | ***8:30 – 9:00*** *Open Library* |
|  | ***9:00 – 9:30*** *Planning* |
| ***9:3 0 – 10:20***  ***Third Grade*** | ***Standard: Tech 4.3 –*** *students individually demonstrate consistent, responsive and caring behavior.*  ***Target:*** *I can follow the rules and procedures of the library.*  ***Vocab:*** *rules, procedures, and habit*  ***Method:*** *Whole group read aloud*  ***Activities:*** *Read aloud Skippy jon Jones and relate it to their experience today. Go over AUP, Library rules, behavior, and expectations. Review good book care habits and show examples of poor habits. Review shelf locations for new students and then let them check out one book per person.*  ***Form/Sum Assessment:*** *Form*  ***Modifications/Accom:*** *see sub folder*  ***Homework:*** *none*  ***Check out books*** |
|  | ***Standard: Tech 4.3 –*** *students individually demonstrate consistent, responsive and caring behavior.*  ***Learning Target: I will be able to conduct myself appropriately while using technology.***  ***Critical Vocab:*** *digital citizenship – commerce, health & wellness, law, rights, etiquette, communication, security, access, literacy*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Go through the ppt on Digital Citizenship and take time to discuss and give examples for each.*  ***Form/Sum Assessment: Form -*** *observation of answers to oral questions and discussion participation*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***10:20 – 10:30*** *Planning* |
| ***10:30 – 11:20***  ***First Grade*** | ***Standard:******Tech 4.3 –*** *students individually demonstrate consistent, responsive and caring behavior.*  ***Target:*** *I will be able to follow the rules and procedures of the library.*  ***Vocab:*** *rules, procedures, and habit*  ***Method:*** *Whole group read aloud Marley Goes to School. Go over AUP, Library rules, behavior, and expectations. Review good book care habits and show examples of poor habits. Review shelf locations for new students and have them complete the book page.*  ***Activities:*** *Read aloud*  ***Form/Sum Assessment:*** *Form*  ***Modifications/Accom:*** *see sub folder*  ***Homework:*** *none*  ***Check out books*** |
|  | ***Standard: RL1 –****Ask and answer questions about key details in a text.*  ***Learning Target: I will be able to answer questions about key details in the text.***  ***Critical Vocab:*** *character, setting, safety, rules, plot (main idea)*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud What Happened to Marion’s Book? Stopping to discuss each time to what Marion has done to her book and make connections to their library books and their uses with it. Talk about Marion and her problems in the story and discuss the solutions to her problems.*  ***Form/Sum Assessment: Form -*** *Observation – The students will draw Marion using one of the safety rules she learned.*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** |
|  | ***11:20 – 12:00******Lunch******/Planning*** |
| ***12:00 – 12:50***  ***Kindergarten*** | ***Standard:*** *21st century 4.1.5 Connect ideas to own interests and previous knowledge and experience.*  ***Target:*** *With help I will be able to learn how to follow the rules and procedures of the library.*  ***Vocab:*** *rules, procedures, and habit*  ***Method:*** *Whole group read aloud*  ***Activities:*** *Library rules, behavior, and expectations. Read aloud: Howard B Wigglebottom Learns to Listen – lead into the library behavior discussion. Talk about what color day they come to see me. Sit in a circle and roll the ball to share name and favorite thing. Then read aloud: Corduroy Goes to the Library.*  ***Form/Sum Assessment:*** *Form - Then have students color the Corduroy page.*  ***Modifications/Accom:*** *see sub folder*  ***Homework:*** *none*  ***Check out books*** |
|  | ***Standard:*** *21st century 4.1.5 Connect ideas to own interests and previous knowledge and experience.*  ***Target: With some help I can make a connection between the book and myself , other books, and the world.***  ***Vocab:*** *copyright, author, illustrator, spine, fiction, non- fiction*  ***Method:*** *whole group*  ***Activities:*** *Read aloud Mr. Wiggle’s Library and Mr. Wiggle’s Book. Discuss the parts of the library making connections to our library and take a walk through the shelves/discuss the book making connections to home.*  ***Form/ Sum Assessment:*** *Observation - completion of the Mr. Wiggle’s Book activity page*  ***Modifications/Accom****: see sub folder*  ***Homework:*** *none*  ***Check out books*** |
|  | ***12:50 – 12:55*** *Planning* | |
| ***12:55 – 1:45***  ***Second Grade*** | ***Standard:******Tech 4.3 –*** *students individually demonstrate consistent, responsive and caring behavior.*  ***Target:*** *I will be able to follow the rules and procedures of the library.*  ***Vocab:*** *rules, procedures, and habit*  ***Method:*** *Whole group read aloud A Book for Chester. Go over AUP, Library rules, behavior, and expectations. Review good book care habits and show examples of poor habits. Review shelf locations for new students and have them complete the book page.*  ***Activities:*** *Read aloud*  ***Form/Sum Assessment:*** *Form*  ***Modifications/Accom:*** *see sub folder*  ***Homework:*** *none*  ***Check out books*** | |
|  | ***Standard: RI1 –*** *ask and answer questions such as who, what, when, where, why and how to demonstrate understanding of details in a text.*  ***Learning Target: I will be able to answer questions such as who, what, and how to demonstrate understanding of key details in a story.***  ***Critical Vocab:*** *character, plot, setting, rules, fiction, non-fiction*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Read aloud The Shelf Elf Helps Out taking time to discuss where the numbers section is in our library and what type books they like to read from this area. Make connections to the story we read before about the shelf elf*  ***Form/Sum Assessment: Form -*** *Observation – the students will draw a picture of a something from the numbers section that they want to read about*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***1:45 – 1:50 Planning*** | |
| ***1:50 – 2:40***  ***Fourth grade*** | ***Standard: Tech 4.3 –*** *students individually demonstrate consistent, responsive and caring behavior.*  ***Target:*** *I will be able to follow the rules and procedures of the library.*  ***Vocab:*** *rules, procedures, and habit*  ***Method:*** *Whole group*  ***Activities:*** *Go over AUP, Library rules, behavior, and expectations. Review good book care habits and show examples of poor habits. Review shelf locations for new students and then let them check out one book per person.*  ***Form/Sum Assessment:*** *Form*  ***Modifications/Accom:*** *see sub folder*  ***Homework:*** *none*  ***Check out books*** | |
|  | ***Standard: Tech 4.3 –*** *students individually demonstrate consistent, responsive and caring behavior.*  ***Learning Target: I will be able to conduct myself appropriately while using technology.***  ***Critical Vocab:*** *digital citizenship – commerce, health & wellness, law, rights, etiquette, communication, security, access, literacy*  ***Instructional Method: Whole group***  ***Strategies/Activities:*** *Go through the ppt on Digital Citizenship and take time to discuss and give examples for each.*  ***Form/Sum Assessment: Form -*** *observation of answers to oral questions and discussion participation*  ***Modifications/Accom: see sub folder***  ***Homework: none***  ***Check out books*** | |
|  | ***2:40 – 2:45 Planning*** | |
| ***2:45 – 3:35***  ***Fifth grade*** | ***Standard:******Tech 4.3 –*** *students individually demonstrate consistent, responsive and caring behavior.*  ***Target:*** *I will be able to follow the rules and procedures of the library.*  ***Vocab:*** *rules, procedures, and habit*  ***Method:*** *Whole group*  ***Activities:*** *Go over AUP, Library rules, behavior, and expectations. Review good book care habits and show examples of poor habits. Review shelf locations for new students and then let them check out one book per person.*  ***Form/Sum Assessment:*** *Form*  ***Modifications/Accom:*** *see sub folder*  ***Homework:*** *none*  ***Check out books*** | |
|  | ***Standard:*** *21st Century – 1.1.4 Find, evaluate, and select appropriate sources to answer questions.*  ***Target:*** ***I will be able to draw information from multiple digital resources to show that I can locate an answer to a question quickly.***  ***Vocab:*** *research, web search*  ***Method:*** *Whole group*  ***Activities:*** *Using the computer and projector I will demonstrate for the students how to access Destiny Library Search, World Book Online, and KYVL. Demonstrating how to search for the items they want. Show the students what MyOn Reader looks like.*  ***Form/Sum Assessment:*** *Form - observation*  ***Modifications/Accom:*** *see sub folder*  ***Homework:*** *none*  ***Check out books*** | |
|  | ***3:35 – 3:40 Prepare for Dismissal*** | |