

A. B. Hill Elementary School
Learning By Design Lesson Plan

Teacher: Librarian Lashondra Smith
 Subject: Library Skills
 Quarter: Third Nine Weeks
 Week: Monday, January 23rd, 2017 through Friday, January 27th, 2017

Grade Level	K	1	2	3	4	5
Objective	Students will describe nonfiction elements.	Students will describe nonfiction elements.	Students will describe nonfiction elements.	Students will publish information gathered from research.	Students will publish information gathered from research.	Students will publish information gathered from research.
"I Can" Statement	I can tell about nonfiction. I can tell about Ruby Bridges.	I can tell about nonfiction. I can tell about Ruby Bridges.	I can tell about nonfiction. I can tell about Ruby Bridges.	I can type my research information in PowerPoint; design presentation.	I can type my research information in PowerPoint; design presentation.	I can type my research information in PowerPoint; design presentation.
Common Score Standard	<p>CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>CCSS.ELA-</p>	<p>CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and</p>	<p>CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort</p>	<p>CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant</p>	<p>CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or</p>

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	<p>Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>		<p>words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>evidence into provided categories.</p> <p>CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
AASL Standard	1.1.2 Use prior and background knowledge as context for new learning.	3.2.2 Show social responsibility by participating actively with others in learning	3.2.2 Show social responsibility by participating actively with others in learning	3.2.2 Show social responsibility by participating actively with others in learning	3.2.2 Show social responsibility by participating actively with others in learning	3.2.2 Show social responsibility by participating actively with others in learning

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		situations and by contributing questions and ideas during group discussions.	situations and by contributing questions and ideas during group discussions.	situations and by contributing questions and ideas during group discussions.	situations and by contributing questions and ideas during group discussions.	situations and by contributing questions and ideas during group discussions.
Question of the Week	<ul style="list-style-type: none"> • What is nonfiction? • How do I know when I am reading a nonfiction book? • Who is Ruby Bridges? 	<ul style="list-style-type: none"> • What is nonfiction? • How do I know when I am reading a nonfiction book? • Who is Ruby Bridges? 	<ul style="list-style-type: none"> • What is nonfiction? • How do I know when I am reading a nonfiction book? • Who is Ruby Bridges? 	<ul style="list-style-type: none"> • How do I organize my information in Microsoft PowerPoint? 	<ul style="list-style-type: none"> • How do I organize my information in Microsoft PowerPoint? 	<ul style="list-style-type: none"> • How do I organize my information in Microsoft PowerPoint?
Motivation	Types of Non-Fiction	Types of Non-Fiction	Types of Non-Fiction	Designing the PowerPoint	Designing the PowerPoint	Designing the PowerPoint
Procedures	<ol style="list-style-type: none"> 1. Librarian and students will review the laws (rules) Dr. King helped change in America, one being the integration of “coloreds” into all-white public schools. 2. Librarian and students will take a picture walk of <i>The Story of Ruby Bridges</i> by 	<ol style="list-style-type: none"> 1. Librarian and students will review the laws (rules) Dr. King helped change in America, one being the integration of “coloreds” into all-white public schools. 2. Librarian and students will take a picture walk of <i>The Story of Ruby Bridges</i> by 	<ol style="list-style-type: none"> 1. Librarian and students will review the laws (rules) Dr. King helped change in America, one being the integration of “coloreds” into all-white public schools. 2. Librarian and students will take a picture walk of <i>The Story of Ruby</i> 	<ol style="list-style-type: none"> 1. Each student will open his/her Career Research PPT. 2. Librarian will demonstrate how to change background color (students follow). 3. Librarian will demonstrate how to insert a picture (students follow). 4. Students will 	<ol style="list-style-type: none"> 1. Each student will open his/her Career Research PPT. 2. Librarian will demonstrate how to change background color (students follow). 3. Librarian will demonstrate how to insert 	<ol style="list-style-type: none"> 1. Each student will open his/her Career Research PPT. 2. Librarian will demonstrate how to change background color (students follow). 3. Librarian will demonstrate how to insert a picture

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	<p>Robert Cole.</p> <ol style="list-style-type: none"> Librarian will read <i>The Story of Ruby Bridges</i>. Students describe what kind of person they think Ruby Bridges was and state reasons for thinking. Librarian show then-and-now pictures of Ruby Bridges and her teacher, Mrs. Henry in the book, <i>Ruby Bridges Goes To School: My True Story</i> by Ruby Bridges. Students will complete one section of their lapbook on Ruby Bridges with facts and contributions. 	<p>Robert Cole.</p> <ol style="list-style-type: none"> Librarian will read <i>The Story of Ruby Bridges</i>. Students describe what kind of person they think Ruby Bridges was and state reasons for thinking. Librarian show then-and-now pictures of Ruby Bridges and her teacher, Mrs. Henry in the book, <i>Ruby Bridges Goes To School: My True Story</i> by Ruby Bridges. Students will complete one section of their lapbook on Ruby Bridges with facts and contributions. 	<p><i>Bridges by Robert Cole.</i></p> <ol style="list-style-type: none"> Librarian will read <i>The Story of Ruby Bridges</i>. Students describe what kind of person they think Ruby Bridges was and state reasons for thinking. Librarian show then-and-now pictures of Ruby Bridges and her teacher, Mrs. Henry in the book, <i>Ruby Bridges Goes To School: My True Story</i> by Ruby Bridges. Students will complete one section of their lapbook on Ruby Bridges with facts and contributions. 	<ol style="list-style-type: none"> finish typing their research information (saving along the way). Students will do a final save. 	<p>a picture (students follow).</p> <ol style="list-style-type: none"> Students will finish typing their research information (saving along the way). Students will do a final save. 	<p>(students follow).</p> <ol style="list-style-type: none"> Students will finish typing their research information (saving along the way). Students will do a final save.
Assessment	1. Q&A	1. Q&A	1. Q&A	1. Saved	1. Saved	1. Saved

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	2. African American Heroes Lapbook	2. African American Heroes Lapbook	2. African American Heroes Lapbook	PowerPoint file with most parts typed and color design.	PowerPoint file with most parts typed and color design.	PowerPoint file with most parts typed and color design.
Extend/Refine Knowledge	Library Skill: Focus – Nonfiction (Prominent African American)	Library Skill: Focus – Nonfiction (Prominent African American)	Library Skill: Focus – Nonfiction (Prominent African American)	Library Skill: Focus – Presentations	Library Skill: Focus – Presentations	Library Skill: Focus – Presentations
Homework	Read with an adult daily.	Read to or with an adult for at least 20 minutes daily.	Read at least 20 minutes daily.	<ul style="list-style-type: none"> • Read at least 20 minutes daily. • Complete Week 3 of RTA 	<ul style="list-style-type: none"> • Read at least 20 minutes daily. • Complete Week 3 of RTA 	<ul style="list-style-type: none"> • Read at least 20 minutes daily. • Complete Week 3 of RTA