

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

Teacher: Librarian Lashondra Smith
 Subject: Library Skills
 Quarter: Third Nine Weeks
 Week: Monday, February 6th, 2017 through Friday, February 10th, 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 cite Internet sources.	Students will cite Internet sources.	Students will publish information gathered from research.
“I Can” Statement	I can tell about nonfiction. I can tell about George Washington Carver.	I can tell about nonfiction. I can tell about George Washington Carver and how he changed the world.	I can tell about nonfiction. I can tell about George Washington Carver and how he changed the world.	I can cite my sources. I can correctly write down where I got my research information on the Internet.	I can cite my sources. I can correctly write down where I got my research information on the Internet.	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-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</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</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</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</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</p>

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	<p>CCSS.ELA-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>	media.	<p>illustrations and 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>sources and sort 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>gather relevant 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>experiences or 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	3.2.2 Show social responsibility by participating actively with others	3.2.2 Show social responsibility by participating actively with	3.2.2 Show social responsibility by participating actively with others	3.2.2 Show social responsibility by participating actively with	3.2.2 Show social responsibility by participating actively with

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	learning.	in learning situations and by contributing questions and ideas during group discussions.	others in learning situations and by contributing questions and ideas during group discussions.	in learning situations and by contributing questions and ideas during group discussions.	others in learning situations and by contributing questions and ideas during group discussions.	others in learning 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 George Washington Carver? 	<ul style="list-style-type: none"> • What is nonfiction? • How do I know when I am reading a nonfiction book? • Who is George Washington Carver? How did he change the world? 	<ul style="list-style-type: none"> • What is nonfiction? • How do I know when I am reading a nonfiction book? • Who is George Washington Carver? How did he change the world? 	<ul style="list-style-type: none"> • How do I cite sources from the Internet? 	<ul style="list-style-type: none"> • How do I cite sources from the Internet? 	<ul style="list-style-type: none"> • How do I organize my information in Microsoft PowerPoint? • How can I make my PowerPoint better? (peer feedback)
Motivation	Types of Non-Fiction	Types of Non-Fiction	Types of Non-Fiction	Consequences of Stealing Information	Consequences of Stealing Information	Peer Evaluations
Procedures	1. Librarian and students will take a picture walk through, "Read About George Washington Carver" by Stephen Feinstein. Students will make	1. Librarian and students will take a picture walk through, "Read About George Washington Carver" by Stephen Feinstein.. Students will make	1. Librarian and students will take a picture walk through, "Read About George Washington Carver" by Stephen Feinstein.. Students will make	1. Librarian and students will review research project (Part G). 2. Students will view <i>Why Cite Sources</i> YouTube video. 3. Librarian will discuss penalties of stealing	1. Librarian and students will review research project (Part G). 2. Students will view <i>Why Cite Sources</i> YouTube video. 3. Librarian will	1. Students will complete peer review rubrics and adjust PPTs as needed. 2. Students will finish typing their research information (saving along the way).

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	<p>predictions about Mr. Carver's work.</p> <ol style="list-style-type: none"> 2. Librarian will read, "Read About George Washington Carver" during-after reading Q&A). 3. Students will complete one section of their lapbook on G. W. Carver with facts and contributions. 	<p>predictions about Mr. Carver's work.</p> <ol style="list-style-type: none"> 2. Librarian will read, "Read About George Washington Carver" during-after reading Q&A). 3. Students will complete one section of their lapbook on G. W. Carver with facts and contributions. 	<p>predictions about Mr. Carver's work.</p> <ol style="list-style-type: none"> 2. Librarian will read, "Read About George Washington Carver" during-after reading Q&A). 3. Students will complete one section of their lapbook on G. W. Carver with facts and contributions. 	<p>information.</p> <ol style="list-style-type: none"> 4. Students and librarian will review citation charts on part of a citation. 5. Librarian will demonstrate how to build a citation. 6. Librarian will demonstrate how to build a citation using <i>Video Game Designer</i> information pulled for Career VIEW. 7. Librarian and students will practice building a citation using <i>Truck Driver</i> information pulled from Career VIEW. 8. Students will practice building a citation with a partner or group using 	<p>discuss penalties of stealing information.</p> <ol style="list-style-type: none"> 4. Students and librarian will review citation charts on part of a citation. 5. Librarian will demonstrate how to build a citation. 6. Librarian will demonstrate how to build a citation using <i>Video Game Designer</i> information pulled for Career VIEW. 7. Librarian and students will practice building a citation using <i>Truck Driver</i> information pulled from Career VIEW. 	<ol style="list-style-type: none"> 3. Students will do a final save.
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				<p><i>Dentist</i> information pulled from Career VIEW.</p> <p>9. Students will independently build source citation from their own research.</p> <p>10. Students will begin responding to Conclusion questions.</p>	<p>8. Students will practice building a citation with a partner or group using <i>Dentist</i> information pulled from Career VIEW.</p> <p>9. Students will independently build source citation from their own research.</p> <p>10. Students will begin responding to Conclusion questions.</p>	
Assessment	<ol style="list-style-type: none"> Q&A African American Heroes Lapbook 	<ol style="list-style-type: none"> Q&A African American Heroes Lapbook 	<ol style="list-style-type: none"> Q&A African American Heroes Lapbook 	<ol style="list-style-type: none"> Notes Handout (Information Gathered with Source Evidence) Citations 	<ol style="list-style-type: none"> Notes Handout (Information Gathered with Source Evidence) Citations 	<ol style="list-style-type: none"> Saved 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	Read to or with an	Read at least 20	• Read at least 20	• Read at least	• Read at least

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	daily.	adult for at least 20 minutes daily.	minutes daily.	minutes daily. <ul style="list-style-type: none">• Complete Week 5 of RTA	20 minutes daily. <ul style="list-style-type: none">• Complete Week 5 of RTA	20 minutes daily. <ul style="list-style-type: none">• Complete Week 5 of RTA
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