Library Media Center, Grade 3

Content Area: **Library/Media**
Course(s): **Library/Media Gr. 3**
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Belleville Public Schools

Department of Curriculum and Instruction

Library Media Center, Grade 3: Curriculum Guide

Prepared by Karen Franciosa, Colleen Fennelly, and Stephanie Bermudez

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Mr. Joe Lepo, Director of Secondary Education

Mrs. Nicole Shanklin, Director of Elementary Education

Mr. Andrew Coban, Supervisor of Elementary Education

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Grade 3 / Library Media Center

The library is a place that promotes a love of reading, research, and technology. Students acquire critical thinking skills that help build life-long learners.

Grade 3 students will visit the library media center every week and participate in teacher-planned lessons and activities. Programs of participation include Read Across America, Author Visits, and the Summer Reading Challenge.

Grade 3	Scope & Sequence	Pacing
Unit 1	Introduction to the Library Media Center	2 Sessions / 15 Days
Unit 2	Literature Appreciation	7 Sessions / 50 Days
Unit 3	Computer Applications	5 Sessions / 35 Days
Unit 4	MAKER Challenge (Read Across America): Truffula Construction	3 Sessions / 20 Days
Unit 5	Concepts about Print / Nonprint Resources	4 Sessions / 30 Days
Unit 6	Information Literacy	4 Sessions / 30 Days

Grade 3, Unit 1: Introduction to the Library Media Center

Unit 1 Standards:

- AASL
  - III.D.1 Seeking interactions with a range of learners.
  - III.C.1 Soliciting and responding to feedback from others.
  - LA.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Career Ready Practices
  - CRP1. Act as a responsible and contributing citizen and employee.
- 21st Century Themes & Skills
  - Collaboration
  - Communication
- NJSLS Technology
  - 8.1.2.A.1
  - 8.1.2.A.6
- Interdisciplinary Connections
  - SOC.6.1.4.A.1

Essential Questions:

- How does my understanding of library/media organization affect how I assess, evaluate, and use information?
- How does information and digital literacy help me become an independent, lifelong learner?
- How can I utilize the Books Without Boundaries initiative?

- How do I select a "just right" book?
- How do I use OPALs to find books and other resources?
- How do I use Mackin to find eBooks?

Enduring Understandings:

- Understanding of library/media organization empowers me to locate necessary materials sought.

Instructional Targets & Objectives:

- Demonstrate the importance of using the Library Media Center to satisfy the learners' research needs.

Suggested Activities:

- Consider read-alouds that introduce learners to the library (e.g. Wild About Books, Goldie Socks and the Three Libearians, Library Mouse, The Boy Who Was Raised by Librarians)
- Brainstorm, discuss, and stamp/create an anchor chart around how to best utilize the Library Media Center (consider The Library Lion)
- Practice/positively reinforce established library media/book care procedures
- Consider read-alouds that explain proper book care: Mr. Wiggle, What Happened to Marion's Book?, The Shelf Elf

Assessments:

- Formative
    - Teacher Observation Data, Teacher-created (Quizzes, Rubrics), Graphic Organizers, Exit Tickets, Maker Projects
- Summative/Benchmark
    - Teacher-created Tests, Maker Projects
- Alternative
    - Oral Presentations, Slideshow Presentations, Research Reports, Student Portfolios, Comic Strips, Timelines, Student Podcasts, Green Screen Newscasts

Differentiation:

- Students with Special Needs/504 Plans
    - Allow errors
    - Rephrase questions, directions, and explanations
    - Provide extended time to complete tasks
    - Accept even minimal participation
    - Consult with Case Managers and implement IEP/504 plans
    - Consult with classroom teacher(s)/Guidance Counselor
    - Provide rewards as necessary
- English language learners
    - Assign a buddy
    - Allow errors in speaking
    - Rephrase questions, directions, and explanations
    - Provide extended time to complete tasks
    - Accept even minimal participation
- At-risk
    - Provide extended time to complete tasks
    - Consult with classroom teacher(s)/Guidance Counselor
    - Implement appropriate modifications/accommodations per IEP, if applicable

    - Provide rewards as necessary
- Gifted & Talented
    - Access to high-level reading area
    - Provide extension activities

Core Instructional and Supplemental Materials/Technology Integration:

- Teacher-created content aligned to lesson activities
- Chromebooks, SMART TV, Google Apps
- Makerspace materials
- eBook software: Mackin, Hoopla
- OPALs circulation software
- District-funded databases

Grade 3, Unit 2: Literature Appreciation
Unit 2 Standards:

- AASL
    - II.D.2 Demonstrating interest in other perspectives during learning activities.
    - LA.RL.K.10 Actively engage in group reading activities with purpose and understanding.
    - LA.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
    - V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance

- Career Ready Practices
    - CRP2. Apply appropriate academic and technical skills.

- 21st Century Themes & Skills
    - Critical Thinking

- NJSLS Technology
    - 8.1.2.A.2

- Interdisciplinary Connections
    - WL.7.1.NM.A.C.1 - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.

      SOC.6.1.4.D.CS3 - Personal, family, and community history is a source of information for individuals about
      the people and places around them.

Essential Questions:

- How can literature help me to understand my place in the world?
- How does literature affect my personal growth?

Enduring Understandings:

- Reading for pleasure or information has life-long applications.
- Reading is a process by which we construct meaning about the information being communicated by an author.
- Understanding of text features, structures, and characteristics facilitate the learners' meaning of text.
- The Library Media Center provides access to many different kinds of literature at all reading levels.

Instructional Targets & Objectives:

- Identify the characteristics of fiction and nonfiction
- Differentiate and formulate the difference between various genres
- Distinguish and detect books by the same author/illustrator through author/illustrator studies
- Determine qualities of Newbery Medal winners
- Appraise informational texts and how they create new understandings

Suggested Activities:

- Listen to stories with attentive and purposeful listening and viewing skills.
- Be able to identify the title, author, illustrator, publisher, and copyright date of books.
- Using various techniques to help students identify and classify the various characteristics of both fiction and nonfiction books.
- Be able to analyze the characters, setting, and plot of various stories.
- Indicate the characteristics of folktales and tall tales and how to identify them.
- Reveal how to identify the Parts of a Book (title/copyright page/dedication page/Table of Contents/Glossary/Index, etc.) and their uses.
- Demonstration on where and how to find biography books for various classroom research projects.
- Identify the various artistic styles used in creating illustrations for Caldecott Medal winning books.
- Demonstration on where and how to find information texts for classroom research projects.
- Present book talks and show how to recognize books of favorite authors

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Grade 3, Unit 3: Computer Applications
Unit 3 Standards:

- AASL
    - VI.A.2 Understanding the ethical use of information, technology, and media.
    - LA.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
    - VI.A.1 Responsibly applying information, technology, and media to learning.

- Career Ready Practices
    - CRP11. Use technology to enhance productivity

- 21st Century Themes & Skills
    - Technology Literacy

- NJSLS Technology
    - 8.1.P.C.1
    - 8.1.2.C.1

- Interdisciplinary Connections
    - SOC.6.3.4.CS4 Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.

Essential Questions:

- How can the use of technology enhance understanding?
- In what ways can technology enhance expression and communication? In what ways might technology hinder it?
- What do you have to remember vs. what can you just look up?
- What makes information "true"?
- Is some information better than other information on the same topic? How do we judge?
- How can key words affect the number of results you get in a search?
- How do I use technology properly?
- How do I choose which technological tools to use and when it is appropriate to use them?
- What are my responsibilities as a user of information?
- In a world of constant technological changes, what skills should we learn?
- We must determine that not all information found in a book or online is accurate information.
- How can the computer be used as a tool?
- How and when can technology enhance problem solving?

Enduring Understandings:

- It is necessary to know the correct terminology in order to use technology properly.
- Technology may be used to enhance the acquisition of information.
- Selection of technology should be based on personal needs.
- It is important to be able to sift through massive amounts of information to locate what you need.
- Technology enables students to solve real world problems.

Instructional Targets & Objectives:

- Distinguish and construct safe, ethical, and responsible use of technological resources.
- Formulate an understanding of digital citizenship, safety on the Internet, the evaluation of digital information, cyberbullying, online privacy, etc.
- Investigate that Digital Citizens responsibly locate, evaluate, and ethically use information from a variety of digital sources.
- Design and generate carefully crafted activities using the computer as a tool.

Suggested Activities:

- Enlighten students through discussion about the Computer Rules, Responsibilities, and Internet Safety through a variety of videos, e-books, etc. at http://www.netsmartzkids.org
- Cyber Five explains various Internet Safety Rules
- abcya.com http://www.abcya.com/cyber_five_internet_safety.htm
- Students will be able to identify and use components of the computer:
    - CPU, monitor, keyboard, mouse, speakers, printer, USB port
- How to open, type, copy, paste, save an image, and how to save a document on student's drive, Desktop, My Document, or USB drive.
- Use of calculator, Paint, Google Docs (or Microsoft Word), Google Slides (or PowerPoint), and Google Sheets (or Excel) activities.
- To familiarize the learner with navigating through a website the learner will practice using abcya.com ; typing.com ; sumdog.com; The Mysteries of Internet Research /The Mysteries of Research, Upstart Books.
- Daily Comprehension, Remedia Publications monthly from Sept-June "On This Date in History....." Practice keyboarding skills for a 5-6 paragraph essay.
- Introduce the student to the computer keyboard's letters and numbers by navigating several

virtual environments
- abcya.com Technology vocabulary puzzle http://www.abcya.com/kids_technology_vocabulary.htm
- abcya.com Find the Technology http://www.abcya.com/computer_vocabulary.htm
- Typing.com Keyboarding Curriculum https://typing.com/
- abcya.com Alpha Munchies http://www.abcya.com/kids_typing_game.htm
- abcya.com Cup Stacking http://www.abcya.com/cup_stack_typing_game.htm
- abcya.com Typing Rocket http://www.abcya.com/typing_rocket.htm
- abcya.com Keyboard Invasion http://www.abcya.com/keyboard_invasion.htm
- abcya.com Keyboarding Challenge http://www.abcya.com/keyboard.htm
- abcya.com Typing Race http://www.abcya.com/typing_race_cars.htm
- Participate in "The Hour of Code" during Computer Science Education Week(First week in December) https://code.org/educate/curriculum/elementary-school
- Practice writing a story using Scholastic Story Starters website http://www.scholastic.com/teachers/story-starters/
- Familiarize and/or Review with students the NJSLA-ELA/M and NJSLA-S Assessments or the replacement test. https://nj.mypearsonsupport.com/practice-tests/
- American Library Association - Great Technology and Mathematics Websites for Kids http://gws.ala.org/category/mathematics-computers
- Sumdog.com (Mathematics-free, ELA-Reading-Writing-Spelling-subscription) https://www.sumdog.com/

Assessments:

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    - Provide rewards as necessary
- Gifted & Talented
    - Access to high-level reading area
    - Provide extension activities

Core Instructional and Supplemental Materials/Technology Integration:

- Teacher-created content aligned to lesson activities
- Chromebooks, SMART TV, Google Apps
- Makerspace materials
- eBook software: Mackin, Hoopla
- OPALs circulation software
- District-funded databases

Grade 3, Unit 4: MAKER Challenge (Read Across America): Build a Truffula Tree

Summary:

After reading "The Lorax" by Dr. Seuss, students will collaboratively build the largest Truffula tree possible using the materials provided.

Unit 4 Standards:

- AASL
    - I.A.2
    - I.B.3
    - I.D.1
    - III.A.3
    - III.B.2
    - III.D.1

- Career Ready Practices
    - 9.4.2.CI.2: Demonstrate originality and inventiveness in work

- 21st Century Themes & Skills
    - Communication and Collaboration
    - Media Literacy

- NJSLS Technology
    - 8.2.5.E.2
    - 8.2.8 ITH.1
    - 8.2.2.C.1

- Interdisciplinary Connections
    - ELA

Essential Questions:

- How can literature help me to understand my place in the world?
- How does literature affect my personal growth?

Enduring Understandings:

- Reading is a process by which we construct meaning about the information being communicated by an author.

Instructional Scope & Sequence				Assessment Strategy	
Session #	Design Process Steps:	Teacher Moves:	Student Moves:	Performance Expectation	Rubric for Measuring Achievement
1	ASK (Identify Problem) Link to the Lesson and Materials	• Read, "The Lorax" by Dr. Seuss • Review and discuss environmental problems presented in book. • Identify problem in story. • Explain to students that their task is to build the largest Truffula tree possible with their materials. When completed, the tree should be standing and look "Seussical". • Provide students with the worksheet that outlines the details of the project.	Students identify the environmental problem in story.	X	
1	IMAGINE (Brainstorm Solutions)	• Students will brainstorm what their tree will look like.	• Students will brainstorm what their tree will look like using graphic organizer.	X	
2	PLAN (Select/Plan Solution)	• Explain to students the time limit for their challenge. • Review the materials each group will receive for the challenge. • Provide time for students to plan and design.	• Students will design their Truffula tree on worksheet.	X	
3	CREATE (Prototype Solution)	• Provide each group with materials. • Students will create their tree. • Supervise groups as they work to build. Guide	• Students will use provided materials to create their Truffula tree.	X	

		students by asking questions such as: ○ "What do you need to improve"? ○ "How could you make your Truffula tree taller/stronger/more stable?" • At the end of the lesson, measure each group's Truffula tree.			
3	IMPROVE (Test Solution)	• Students will reflect and complete the worksheet. • As a whole class, allow each group to reflect and share. Discuss the group's strengths and weaknesses and how they would improve the experience.	• Students will reflect and share. • Students will fill out their reflection on worksheet.	X	

Assessments:

- Formative
  - Teacher Observation Data
- Summative/Benchmark
  - Maker Project: The Truffula Tree
- Alternative
  - Oral Presentations, Student Podcasts

Differentiation:

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    - Consult with classroom teacher(s)/Guidance Counselor
    - Implement appropriate modifications/accommodations per IEP, if applicable
    - Provide rewards as necessary
- Gifted & Talented
    - Access to high-level reading area
    - Provide extension activities

Core Instructional and Supplemental Materials/Technology Integration:

- Teacher-created content aligned to lesson activities

Grade 3, Unit 5: Concepts about Print / Nonprint Resources
Unit 5 Standards:

- AASL
    - IV.A.2 Identifying possible sources of information.
    - LA.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

- Career Ready Practices
    - CRP4. Communicate clearly and effectively and with reason.

- 21st Century Themes & Skills
    - Information Literacy

- NJSLS Technology
    - 8.1.5.A.1

- Interdisciplinary Connections
    - ELA

Essential Questions:

- How do you recognize parts of a book?
  □ Why is it important to understand how to use the resources in a book and online?
  □ What features of a book help you decide if you would like to read it or if it has the information you are seeking?
  □ Who is responsible for producing a book?
  □ What are some of the reasons for choosing to read a fiction book?
  □ What are some of the reasons for choosing to read a nonfiction book?
  □ How can you determine which sources have the best information for your specific needs?
  □ How can you use the organizational structure of a source to access information?

Enduring Understandings:

- Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of
  the text.
  □ Designing and creating from the appropriate types of media for a specific purpose enhances learning.
  □ Acquisition, evaluation, and use of materials should meet a specific need.
  □ Skills learned and mastered at the school library can be used at the public library.
  □ Exploring a variety of print material will help students learn how the physical features of books and other resources
  contribute to meaning.

Instructional Targets & Objectives:

- Identify and Utilize the parts of a book (cover, title page, spine, spine label, table of contents, publisher, glossary and Index).
  □ Develop and Produce the work of an author and illustrator.
  □ Compare and Select Print and Nonprint resources.

Suggested Activities:

- Introduce Unit 4 Library Vocabulary.
  □ Introduce and continually review Parts of a Book when reading a story or nonfiction book.
  □ Students complete Parts of a Book activities to reinforce instruction.
  □ Familiarize the learner with the roles of the author/illustrator.
  □ Practice writing a story using Scholastic Story Starters
  website http://www.scholastic.com/teachers/story-starters/
  □ Students view popular author/illustrator video clips on the process of writing/illustrating a book.
  □ Students practice being an author/illustrator with completion of worksheet activities.
  □ Acquaint the learner with Print/Nonprint Resources (Dictionary, Almanac, Encyclopedia, Thesaurus, Atlases) available in the school library/public library and online.
  □ Suggest various factors readers use when choosing a nonfiction book for their research needs.
  □ Familiarize and/or Review with students the NJSLA-ELA/M and NJSLA-S Assessments or the

replacement test. https://nj.mypearsonsupport.com/practice-tests/

Assessments:

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- Summative/Benchmark
  - Teacher-created Tests, Maker Projects
- Alternative
  - Oral Presentations, Slideshow Presentations, Research Reports, Student Portfolios, Comic Strips, Timelines, Student Podcasts, Green Screen Newscasts

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Core Instructional and Supplemental Materials/Technology Integration:

- Teacher-created content aligned to lesson activities
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- eBook software: Mackin, Hoopla
- OPALs circulation software
- District-funded databases

Grade 3, Unit 6: Information Literacy
Unit 6 Standards:

- AASL
  - IV.A.2 Identifying possible sources of information.

    - V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes
    - IV.C.1 Accessing and evaluating collaboratively constructed information sites.
    - I.D.2 Engaging in sustained inquiry.
    - LA.RI.1.1 Ask and answer questions about key details in a text.
    - IV.D.1 Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
    - I.D.1 Continually seeking knowledge.
    - LA.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
    - LA.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- Career Ready Practices
    - CRP7. Employ valid and reliable research strategies.
    - CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

- 21st Century Themes & Skills
    - Information Literacy
    - Media Literacy

- NJSLS Technology
    - 8.1.5.A.3

- Interdisciplinary Connections
    - ELA
    - Social Studies
    - Science

Essential Questions:

- What are the learning skills and strategies that students need to successfully find information?
  □ Where can students find relevant and authorative information?
  □ What is the research process?
  □ How does the research process differ depending on my need (personal vs. school)?
  □ What is the information and understanding needed to successfully and independently locate a specific
  resource, in an elementary school library media center, or using OPAC (Online Public Access Catalog)
  from the public library?
  □ How can the skills you use to search the OPAC be used to search other databases?
  □ Where is information that I plan to use located?
  □ How do I find books related to my personal interests and curriculum?
  □ How does my understanding of library organization affect how I access, evaluate, and use information?
  □ How do I find information in the library?
  □ How does understanding a text's structure help me better understand its meaning.

Enduring Understandings:

- Reading for information has lifelong applications.
  □ Information from various resources must be analyzed and applied appropriately.
  □ Acquisition, evaluation, and use of materials should meet a specific need.

 Library materials are arranged in a logical manner and may be retrieved using knowledge of that
arrangement.
 Researchers gather and critique information on a topic from a variety of sources for specific purposes.
 Researchers synthesize information from a variety of sources to answer a question.
 Understanding a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.

Instructional Targets & Objectives:

- Select appropriate resources based on age, reading level, and personal interest.
  - Determine reference materials and research skills to support their classroom units of study.
  - Outline and generate research utilizing the Super3/Big 6 Research Process.
  - Identify features of a nonfiction book.
  - Select a nonfiction book and record some facts about the subject.
  - Recognize the purpose of a dictionary and continue to learn dictionary skills.
  - Navigate print and nonprint dictionaries and encyclopedias.
  - Compare and Select Print and Nonprint resources.
  - Recognize that websites can provide information for research.

Suggested Activities:

- Introduce and continually review Parts of a Book when reading a story or a nonfiction book.
  - Students complete Parts of a Book activities to reinforce instruction.
  - Familiarize the learner with the roles of the author/illustrator.
  - Students view popular author/illustrator video clips on the process of writing/illustrating a book.
  - Students practice being an author/illustrator with completion of worksheet activities.
  - Acquaint the learner with Print/Nonprint Resources (Dictionary, Encyclopedia, Almanac, Thesaurus,
  Atlases) available in the school library/public library and online.
  - Suggest various factors readers use when choosing a nonfiction book for their research needs.
  - Review Super3 Research Process and Introduce the Big 6 Approach to
  Research https://www.slideshare.net/camdenwjenkins/big6-overview-eisenberg-2011?qid=189d0bcbfde6-
  41dd-8d00-a4ba1097b38a&v=&b=&from_search=6
  - Citing text Evidence and Making Inferences

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