.Nov. Dec. Library Gr. 1

Content Area: **Library**
Course(s):
Time Period: **November**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Students will learn about fairy tales, Fiction and non-fiction books, and books for the holidays.

Enduring Understandings

There are many books available to read about the holidays, both fiction and non-fiction.

Essential Questions

How do books help us celebrate the holidays?

Instructional Strategies & Learning Activities

Fairy tale comparison

book - The Stinky Cheeseman
book selection

Fairy Tales
Comparison of two fairy tales
books - Jack and the beanstalk
Jack and the beanstalk and the french fries
activity - venn diagram of the story

book - Twas the Night before Thanksgiving
activity - Thanksgiving Bingo

fiction and nonfiction
differentiating between the two

book tasting
choosing books that are good choices for YOU!

Hanukkah
book - Hanukkah Haiku
How do dinosaurs celebrate Hanukkah
video - The first night of Hanukkah
activity - Make, color and cut dreidel necklaces

Holidays
books - Dewey, there's a cat in the library and
Dewey's Christmas at the Library
activity - make a tree decorated with red yard like the one in the book

discuss what we did over winter break
read 2 Marley books by John Grogan
activity - mindful coloring

Integration of Career Readiness, Life Literacies and Key Skills

9.1.2.CAP	Career Awareness and Planning
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CT	Critical Thinking and Problem-solving
	Individuals from different cultures may have different points of view and experiences.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
9.4.2.IML	Information and Media Literacy
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.

Technology and Design Integration

Students will interact with the lesson through the smartboard.

9.4.2.CI	Creativity and Innovation
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.

Interdisciplinary Connections

6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will choose books that are based on their interests and reading level skills.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

IEP and 504 plans will be utilized

Benchmark Assesments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

Teacher records of book choices.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

Discussion

Teacher observations

Worksheets

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these

approaches.
Summative assessments for this unit:

Teacher made tests

Instructional Materials

See materials listed above.

Library books.

Standards

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
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.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.