May June Library Gr. 1

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

Unit Overview

Students will do an author study with Marc Brown's books.

Enduring Understandings

We can learn how authors think and work by doing an author study of their books.

Essential Questions

What can we learn from Marc Brown's work about how authors create?

Instructional Strategies & Learning Activities

Author Study - Marc Brown
books - Arthur's Nose and Arthur's New Puppy
activity - learn facts about Marc Brown and start an activity packet

Author Study - Marc Brown
read 2 Artur books
activity - learn facts about Marc Brown and continue activity packet

author study - March Brown
books - 2 DW books
continue Marc Brown activity packet

Makerspace Stations
Legos
Plus Plus Blocks
Keva Planks
Free Draw
Jigsaw Puzzle
Hook Rug lesson
2018/19 Library Awards

Integration of Career Readiness, Life Literacies and Key Skills

Students will explore the career of professional writers.

9.4.2.CI	Creativity and Innovation
9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Technology and Design Integration

There is no technology in this lesson, with the exception of the MakerSpace; standards listed in Interdiciplinary.

Interdisciplinary Connections

ED	Engineering Design
	Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.
8.2.2.ED.1	Communicate the function of a product or device.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.4	Identify constraints and their role in the engineering design process.
8.2.2.ITH.2	Explain the purpose of a product and its value.

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 be offered challenges or support as needed.

Modifications & Accommodations

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

IEP and 504 accommodations 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 made

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:

Assignments will be checked

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:

Completed assignments

Instructional Materials

Books as listed above

MakerSpace materials

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.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases 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.