

# May June Library Gr. 2

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

## **Unit Overview**

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Students will continue with chapter books and be introduced to the MakerSpace.

## **Enduring Understandings**

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Chapter books open a new world of reading.

## **Essential Questions**

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What is a chapter book and how do I choose one for me?

## **Instructional Strategies & Learning Activities**

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chapter books continued  
book - Adventures according to Humphrey  
chapters 11 and 12  
activity - beginning Dewey Decimal numbers

review of fiction and nonfiction  
books - Shark  
Shawn loves Shark  
activity - recall facts about sharks

Optical Illusions  
books - Round Trip  
Duck Rabbit  
X-treme illusions  
activity - make a whirligig

Introduction to Makerspace  
Stations  
Legos  
Plus Plus Blocks  
Keva Planks  
Free Draw  
Jigsaw Puzzle  
Hook Rug lesson

## **Integration of Career Readiness, Life Literacies and Key Skills**

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| WRK.9.1.2.CAP   | Career Awareness and Planning  |
| WRK.9.1.2.CAP.1 | Make a list of different types of jobs and describe the skills associated with each job.   |
| TECH.9.4.2.CI   | Creativity and Innovation  |
| TECH.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).   |
| TECH.9.4.2.CI.2 | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).  |
| TECH.9.4.2.CT   | Critical Thinking and Problem-solving  |
| TECH.9.4.2.CT.2 | Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).   |
| TECH.9.4.2.CT.3 | Use a variety of types of thinking to solve problems (e.g., inductive, deductive).<br>Different types of jobs require different knowledge and skills.<br>Brainstorming can create new, innovative ideas. |

## **Technology and Design Integration**

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Students will interact with the lesson using the Smartboard and library computers.

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| CS.K-2.8.2.2.ED.1 | Communicate the function of a product or device.  |
| CS.K-2.8.2.2.ED.2 | Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.                          |
| CS.K-2.8.2.2.ED.3 | Select and use appropriate tools and materials to build a product using the design process.                                       |
| CS.K-2.8.2.2.ED.4 | Identify constraints and their role in the engineering design process.  |
| CS.K-2.8.2.2.NT.2 | Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem. |
| CS.K-2.ED         | Engineering Design  |

## **Interdisciplinary Connections**

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Many of the library book choices from both the teacher and self chosen make interdisciplinary connections.

## Differentiation

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- 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:**

Challenges and support will be offered as needed.

## Modifications & Accommodations

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Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

### **Modifications and Accommodations used in this unit: nit:**

IEP and 504 accommodations will be utilized.

## Benchmark Assessments

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**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 assessments on the acquisition of library skills.

## **Formative Assessments**

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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 observation

worksheets

## **Summative Assessments**

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**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:**

Final projects

## **Instructional Materials**

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Library books

MakerSpace materials

## Standards

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| LA.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.                                      |
| LA.RL.2.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.                               |
| LA.RL.2.3 | Describe how characters in a story respond to major events and challenges using key details.  |
| LA.SL.2.1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.                 |
| LA.SL.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.   |
| LA.SL.2.3 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
| LA.SL.2.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.                           |