

March April Library Gr. 2

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

Unit Overview

Students will learn about chapter books.

Students will be introduced to the MakerSpace.

Enduring Understandings

Chapter books open a whole new world of reading pleasure.

Essential Questions

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

Instructional Strategies & Learning Activities

author visit - Kathleen DeMario

book - What kid of dog am I?

activity - craft

Reflection on past events in the library in the last month (Caldecott Medal and author visit)
read two books from March Book Madness and compare

chapter books

book - The world according to Humphrey

read and discuss chapters 1 and 2

continue reading and discussing chapter book

The World According to Humphrey

activity - March Madness

design and build basketball hoop and practice making baskets

supplies - markers, paper plate, cup and ping pong balls

Chapter Books

book - The World According to Humphrey

read and discuss chapters 5 and 6

Chapter Books

The World According to Humphrey

read and discuss chapters 6-8

activity - hamster picture

Springtime

Chapter book - Humphrey

read and discuss chapter 9

activity - Spring Bingo

Natl Poetry Month wrap up

book - Spot the Plot - book of poetry riddles

learn about acrostic poems

video

create acrostic poem about the library

brainstorm and write

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.3 | Use a variety of types of thinking to solve problems (e.g., inductive, deductive). Different types of jobs require different knowledge and skills. |

Technology and Design Integration

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

Interdisciplinary Connections

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

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| 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.ED | Engineering Design |

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:

Challenges and support will be offered as needed.

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

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

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

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

Library books

MakerSpace materials

Standards

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| LA.RL.4.1 | Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. |
| LA.RL.4.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| LA.RL.4.3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
| LA.RL.4.7 | Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. |
| LA.SL.4.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |