

# Sept. Oct. Library Gr. 3

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

## Unit Overview

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Students are introduced to the library, book selection and Nonfiction books.

## Enduring Understandings

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Libraries are places to find books based on your interests for pleasure reading.

Books require care.

Nonfiction books tell us about the world.

## Essential Questions

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How can we select the books that are just right for us?

## Instructional Strategies & Learning Activities

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Intro to the library  
Basic library rules  
Review of names  
book - The Shelf Elf  
activity - interactive worksheet of library rules part 1

Review drills  
minions - library video  
book - Goldiesocks and the three libearians  
activity - how to pick the perfect book

picking a just right book  
activity - book musical chairs

Week of Respect  
book - It's perfectly true  
activity - telephone game (see how rumors are started)

activity - library scavenger hunt  
lower level

nonfiction - Dewey numbers  
book - Our librarian doesn't tell us anything

## **Integration of Career Exploration, life Literacies and Key Skills**

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Students will choose books based on their interests while developing possible career goals.

WRK.9.2.5.CAP	Career Awareness and Planning
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.2	Identify how you might like to earn an income.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
TECH.9.4.5.CI	Creativity and Innovation
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.9.4.5.IML	Information and Media Literacy
TECH.9.4.5.IML.1	<p>Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</p> <p>An individual's passions, aptitude and skills can affect his/her employment and earning potential.</p> <p>Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.</p> <p>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p> <p>Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.</p>

## Technology and Design Integration

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Students will conduct database searches to find books.

CS.3-5.8.2.5.ED.1	Explain the functions of a system and its subsystems.
CS.3-5.8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
CS.3-5.8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
CS.3-5.ED	Engineering Design  Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.

## Interdisciplinary Connections

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Students will discuss bullying and making friends during the week of respect.

SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.  Individuals have the right to be safe and not to be bullied or discriminated against.

## 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:**

Students will be encouraged to select books that are based on their interests and reading skill levels.

## **Modifications & Accommodations**

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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**

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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 record of book choices.

## **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

Checklists

## **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:**

Teacher made tests

## **Instructional Materials**

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See book lists above

Library Selections

## **Standards**

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LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

