Sept. Oct. Library Gr. 3

Content Area: Library

Course(s):

Time Period: September
Length: 6-8 Weeks
Status: Published

Unit Overview

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

Enduring Understandings

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

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

Instructional Strategies & Learning Activities

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

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

and/or innovative solutions.

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 expenses 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	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).			
	Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.			
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.			
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.			

Collaboration with individuals with diverse perspectives can result in new ways of thinking

Technology and Design Integration

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			

Interdisciplinary Connections

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

in some way than the others.

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

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:
 - o Content the specific information that is to be taught in the lesson/unit/course of instruction.
 - o Process how the student will acquire the content information.
 - o 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

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 record 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:

Teacher Observation	
reaction Observation	
Checklists	
Summative Acces	ann anta
Summative Asses	sments
instructional period, like often heavily weighted (to conjunction and alignment approaches.	nts evaluate student learning, knowledge, proficiency, or success at the conclusion of an a unit, course, or program. Summative assessments are almost always formally graded and though they do not need to be). Summative assessment can be used to great effect in the with formative assessment, and instructors can consider a variety of ways to combine the
Summative assessmen	nts for this unit:
Teacher made tests	
Instructional Mate	erials
Instructional Mate See book lists above	erials
See book lists above	erials
	erials
See book lists above	erials
See book lists above Library Selections	erials
See book lists above	erials
See book lists above Library Selections	Ask and answer questions, and make relevant connections to demonstrate understand of a text, referring explicitly to the text as the basis for the answers.
See book lists above Library Selections Standards	Ask and answer questions, and make relevant connections to demonstrate understand of a text, referring explicitly to the text as the basis for the answers. Recount stories, including fables, folktales, and myths from diverse cultures; determin
See book lists above Library Selections Standards LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understand of a text, referring explicitly to the text as the basis for the answers. Recount stories, including fables, folktales, and myths from diverse cultures; determin the central message/theme, lesson, or moral and explain how it is revealed through ke