

# March April Library Gr. 4

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

## Unit Overview

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Students will explore many topics, including encyclopedias, dictionaries on line, and autobiographies.

## Enduring Understandings

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There are many different resources and tools in the library to help us be successful in school.

## Essential Questions

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What different ways can I access information in the library?

## Instructional Strategies & Learning Activities

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author visit - Kathleen DeMario  
book - What kid of dog am I?  
activity - craft  
video - rescued dogs

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

book - Abe Lincoln crosses a creek  
lesson - biographies, alphabetizing  
activity - make spine of your own autobiography, put it in alphabetical order on the bulletin board

book - H.O.R.S.E.  
activity - March Madness  
design and build basketball hoop and practice making baskets

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

book - Cinder-Elly

video - How to use a dictionary and guide words

activity - dictionary relay race

Reference Books and materials

activity - quiz

books - R is for Reference

When Marion copied

Reference Books

How to use an encyclopedia

Print and online

activity - short research

Maps

United States map state locations

book - Little Man in the Map

geography

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

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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.

WRK.9.2.5.CAP.4

Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

TECH.9.4.5.CI

Creativity and Innovation

TECH.9.4.5.CT

Critical Thinking and Problem-solving

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).

An individual's passions, aptitude and skills can affect his/her employment and earning potential.

Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

## Technology and Design Integration

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Students will interact with the unit using the Smartboard, and the database for the library.

CS.3-5.8.1.5.CS.1	Model how computing devices connect to other components to form a system.
CS.3-5.8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish tasks.
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.3-5.8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.
CS.3-5.CS	Computing Systems
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.
	Engineering design requirements include desired features and limitations that need to be considered.

## Interdisciplinary Connections

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Students will be introduced to the design process and the MakerSpace.

## 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 offered challenges and given assistance when indicated.

## **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 made benchmarks for 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

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## **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 evaluation.

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## **Instructional Materials**

Assorted library books as specified above.

MakerSpace materials

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## **Standards**

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.RL.4.9 Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- LA.RI.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.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- LA.RF.4.4.A Read grade-level text with purpose and understanding.
- 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.