Unit 2: Reading for love and personal growth (6 weeks)

Content Area: **Library**
Course(s): **Library 1**
Time Period: **MP1-2**
Length: **MP1-2**
Status: **Published**

Essential Questions

How can I understand and appreciate all types of literature?

Big Ideas

Reading for pleasure or information has lifelong applications

Identify, locate, select, and utilize pictures books, easy readers, and fiction story collections

Identify fiction parts of a book with a purpose of leisure reading and highlight title, author, illustrator, dust jacket, dedication page, spine, and spine label

Identify, locate, select, nonfiction text with a purpose for research and highlight graphics, illustrations, and captions, table of contents, and glossary

Identify and utilize dictionary/thesaurus with a focus on alphabetizing

Utilize electronic resources (ebooks, apps)

CSDT Technology Integration

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Activity:

While reading the story ADA'S VIOLIN: THE STORY OF THE RECYCLED ORCHESTRA OF PARAGUAY students collaborate ways to solve Ada’s problem, and create musical instruments out of recycled items from school/home

Diversity Integration

Objective:

- Students will be able to understand the difference between inside and outside character traits
- Students will be able to use adjectives to describe inside and outside character traits of Mae Jemison

Activity:

Begin with a discussion about what students want to be when they grow up. Have them share their thoughts with their neighbors. Explain that today's story, Mae among the Stars is a true story about Mae Jemison, the first female African American astronaut. Set the purpose for reading: Let's read today to find out what kind of person Mae is. We will pay attention to how she acts and list words to describe her. Explain inside/outside character traits with the anchor chart, then read the story aloud, stopping and pausing for students to share some character traits they are seeing along the way. Are they inside or outside traits? How do they know? Record them on the anchor chart. After reading, ask students if there is anything else they feel we should add to the chart. Then explain that most of these words are adjectives because they explain how Mae acts/feels. Now it's their turn, students are going to create a chart of their own by listing three character traits, and drawing a picture of Mae.

Technology Connection

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process

Enduring Understndings

NJSLA-

RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

AASL-

IV-Curate- Make meaning for oneself and others by collecting, organizing, and sharing resources of personal

relevance

V-Explore- Discover and innovate in a growth mindset developed thought experience and reflection

ITSE-

Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences