Unit 2: Reading for love and personal growth

Content Area: **Library**
Course(s): **Library 3**
Time Period: **Marking Period 1**
Length: **MP1**
Status: **Published**

Essential Questions

- How will the library help me develop as a learner?

Big Ideas

- Reading for pleasure or information has lifelong applications
- Identify, locate, select, and utilize a variety of different genres with a focus on Newbery Medal Winners
- 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
- Identify and utilize on-line databases and websites with the intent of researching
- Utilize electronic resources (ebooks, apps)
- Construct and participate in book talks

CSDT Technology Integration

8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process.

Activity: After Reading Balloons Over Broadway students will design and construct their own Thanksgiving Day Parade Balloon.

Diversity Integration

Objective: The students will be able to Identify feelings and motivations of characters, determine the fairness

of bullying in a school setting, and discuss how cultural differences are celebrated or shunned in society.

Activity:

Before Read Aloud: The teacher should give a brief history on the different ways that Muslim people were discriminated against (sample language below): “For many years, people of the Muslim faith have experienced discrimination. Anti-Muslim rhetoric heightened in the United States after September 11th, Women and girls are often targeted because they wear hijab, a head covering. Discrimination and harassment based on a person’s religious garb is often illegal, it happens in many settings. One of the settings that hijab discrimination may occur, is in schools. This form of discrimination can lead to bullying and/or violence. Accepting cultural differences is an important lesson to learn in a diverse society.”

During the Read Aloud:

During Read Aloud (pg. 1-4): 1. Why is a hijab is important to Asyia’s family? 2. How do you think Faizah is feeling about the end of summer and starting school? (pg. 5-8) 3. How would you describe Asyia and Faizah’s relationship? a. Should older siblings be responsible for their younger siblings? Why or Why not? 4. Why do you think Faizah whispers her response to the little girl when she asks, “What’s on your sister’s head?” 5. (pg 10-13) 6. What do you think Asiya should do when a boy points and laughs at her hijab? 7. Why do you think Faizah sees her sister’s hijab differently than everyone at her school? (pg. 14-17) 8. Faizah overhears a boy making a negative comment about her sister’s hijab. a. Should Faizah have said something to him or tried to stand up for her? Why or Why not? (pg. 18-21) 9. Why does Faizah keep remembering mama’s advice? a. Do you think mama’s advice is helpful? Why or Why not? (pg. 26-27) 10. Asyia is strong and confident in her hijab. How do you think the rest of the year will go for her? a. How do you think the rest of the year will go for Faizah?

CSDT Technology Connection

8.2.5.ED.6: Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process

Enduring Understandings

NJSLA-

RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '

RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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 for themselves and others.