Saugerties Central School District

Library Curriculum & Lesson Guidelines

First Grade

Grade Level	1	Month	1	Week	1

Objective	Students will recall using the school library in the past and discuss things they would like to do during the current school year.
"I Can" Statement	I can describe activities I'd like to do in library class during the school year.

Common Core Standards	CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

AASL Standards	3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. 3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.

Procedures	1. Seat students on the story rug. 2. Introduce library staff to new students. 3. Discuss things students liked about library class last year. 4. Review procedures for entering and exiting the library. 5. Demonstrate. 6. Practice entering and exiting the room with students.

Assessment	Students will demonstrate mastery of entering and exiting the room using the proper procedures.

Additional Resources

Grade Level	1	Month	1	Week	2

Objective	Students will follow the librarian's directions.
"I Can" Statement	I can follow directions given by my teacher.

Common Core Standards	CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 2.4.1 Determine how to act on information (accept, reject, modify).

Procedures	1. Seat students in front of interactive whiteboard. 2. Talk about library rules and emergency procedures. 3. Show library rules PowerPoint presentation. 4. Students will choose the proper library behavior on the library rules interactive whiteboard activity. 5. Practice library exiting procedures.

Assessment	Students will demonstrate that they are able to follow library rules by choosing the correct library behavior on the library rules presentation.

Additional Resources	Library rules PowerPoint presentation Library Rules interactive whiteboard Activity

Grade Level	1	Month	1	Week	3

Objective	Students will be able to recognize the proper way to treat library books.
"I Can" Statement	I can choose proper book care behaviors.

Common Core Standards	CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Assign seats to students. 2. Review proper book care practices using the Book Care Quiz. 3. If time allows, play Library Rules Charades: pair students up. One student will demonstrate the incorrect behavior and the other student will demonstrate the correct behavior. 4. Use the interactive whiteboard Name Spinner to randomly select students to tell the class which behavior is the correct one.

Assessment	Students will demonstrate their understanding of book care techniques by choosing the appropriate behaviors.

Additional Resources	Book Care Quiz Interactive whiteboard random spinner links

Grade Level	1	Month	1	Week	4

Objective	Students will be able to follow library rules and follow procedures for checking out books.
"I Can" Statement	I can follow library rules. I can follow directions for checking out books.

Common Core Standards	CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Review seat assignments. 2. Ask students to name a library rule. 3. Review library checkout procedures: how to return books, how to find a new book, how to use shelf markers, how to scan books, and what to do when you have selected your book/s. 4. Practice proper checkout procedures if time allows.

Assessment	Students will name library rules. Students will demonstrate proper checkout procedures.

Additional Resources

Grade Level	1	Month	2	Week	1

Objective	Students will be able to describe the activities they'll participate in when they come to library class this month.
"I Can" Statement	I can describe this month's library activities.

Common Core Standards	CC.1.SL.4 Presentation of Knowledge and Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Seat students at tables. 2. Introduce library centers and assign center rotation groups. 3. Briefly describe each center activity and how students will rotate. 4. Ask students to describe each center activity for review.

Assessment	Students will be able to describe this month's library activities.

Additional Resources	Random Group Creator Links

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Grade Level	1	Month	2	Week	2

Objective	Students will be able to identify characters in a story.
"I Can" Statement	I can identify a book's characters.

Common Core Standards	CC.1.R.L.3 Key Ideas and Details: Describe characters, settings, and major events in a story, using key details.

AASL Standards	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Procedures	1. Students will go to their appropriate center. 2. Start a story of your choice from the Storyline Online website (or another website). Students may watch on a computer, the interactive whiteboard, or a tablet computer. 3. Distribute blank paper and art supplies. 4. Ask students to draw a picture of the story's main character when the story ends.

Assessment	Students will draw a picture of the story's main character.

Additional Resources

Grade Level	1	Month	2	Week	3

Objective	Students will be able to identify the parts of a book.
"I Can" Statement	I can identify the parts of a book.

Common Core Standards	CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

AASL Standards	1.1.2 Use prior and background knowledge as context for new learning.

Procedures	1. Students will go to their appropriate center. 2. Briefly review the parts of a book by pointing to each part and asking students to say its name aloud. 3. Students will play the Parts of a Book Matching Game. Display the book model page for students to reference. 4. If time allows, quiz students on the parts of a book by asking them to point to each part on an actual book.

Assessment	Students will correctly identify the parts of a book.

Additional Resources	Center Group Spreadsheet Template

Grade Level	1	Month	2	Week	4

Objective	Students will be able to describe the role of an author and an illustrator.
"I Can" Statement	I can describe the job of an author and illustrator.

Common Core Standards	CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

AASL Standards	1.1.2 Use prior and background knowledge as context for new learning.

Procedures	1. Students will go to their appropriate center. 2. Distribute the Author & Illustrator Blank Books to students. 3. Read the words on each page, and ask students to illustrate the story.

Assessment	Students will identify the story's author and do the job of an illustrator.

Additional Resources	Author & Illustrator Blank Book

Grade Level	1	Month	3	Week	1

Objective	Students will be able to retell a simple fiction story with teacher assistance.
"I Can" Statement	I can retell a story.

Common Core Standards	CC.1.R.I.1 Key Ideas and Details: Ask and answer questions about key details in a text.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Seat students at story rug or tables. 2. Read Library Mouse (or another book of your choice) aloud. 3. Put the Story Retelling Graphic Organizer on the interactive whiteboard. 4. Guide the students through each section of the graphic organizer.

Assessment	Students will provide the information to fill in the graphic organizer.

Additional Resources	Story Retelling Graphic Organizer *Library Mouse* by Daniel Kirk

Grade Level	1	Month	3	Week	2

Objective	Students will be able to retell a simple fiction story with teacher assistance.
"I Can" Statement	I can retell a story.

Common Core Standards	CC.1.R.I.1 Key Ideas and Details: Ask and answer questions about key details in a text.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Seat students at tables. 2. Read The Library Dragon (or another book of your choice) aloud. 3. Distribute the Story Retelling graphic organizer. 4. Guide students through the activity, allowing them to copy what you've written on the interactive whiteboard.

Assessment	Students will provide the information to fill in the graphic organizer.

Additional Resources	Story Retelling Graphic Organizer *The Library Dragon* by Carmen Agra Deedy

Grade Level	1	Month	3	Week	3

Objective	Students will be able to list facts from a nonfiction book with teacher assistance.
"I Can" Statement	I can list facts.

Common Core Standards	CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text. CC.1.R.I.10 Range of Reading and Level of Text Complexity: With prompting and support, read informational texts appropriately complex for grade 1.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Seat students at story rug or tables. 2. Read a short nonfiction book similar to one of the characters from the fiction books you read previously. If you read Library Mouse, find a book on mice. 3. Display the Nonfiction Book Fact Sheet on the interactive whiteboard. 4. Review the book with the students, asking them for facts to list on the sheet.

Assessment	Students will provide the information for the fact sheet.

Additional Resources	Nonfiction Book Fact Sheet

Grade Level	1	Month	3	Week	4

Objective	Students will be able to point out differences in fiction and nonfiction books.
"I Can" Statement	I can tell the difference between fiction books and nonfiction books.

Common Core Standards	CC.1.R.L.5 Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

AASL Standards	4.3.2 Recognize that resources are created for a variety of purposes.

Procedures	1. Seat students at tables. 2. Display the Fiction/Nonfiction Differences Graphic Organizer on the interactive whiteboard. 3. Briefly review the fiction and nonfiction graphic organizers you created as a group earlier in the month. 4. Ask students to recall the stories and make a list of differences between the two types of books as a group. 5. If time allows, ask students which type of book they prefer.

Assessment	Students will help the teacher create a list of differences in the fiction and nonfiction texts we read earlier in the month.

Additional Resources	Fiction/Nonfiction Differences Graphic Organizer

Grade Level	1	Month	4	Week	1

Objective	Students will be able to describe the activities they'll participate in when they come to library class this month.
"I Can" Statement	I can describe this month's library activities.

Common Core Standards	CC.1.SL.4 Presentation of Knowledge and Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Seat students at tables. 2. Review library centers and remind students of their center rotation groups. 3. Briefly describe each center activity. 4. Ask students to describe each center activity for review.

Assessment	Students will be able to describe this month's library activities.

Additional Resources

Grade Level	1	Month	4	Week	2

Objective	Students will be able to differentiate between fiction and nonfiction books.
"I Can" Statement	I can sort books into 2 categories: fiction or nonfiction.

Common Core Standards	CC.1.R.L.5 Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

AASL Standards	4.3.2 Recognize that resources are created for a variety of purposes.

Procedures	1. Students will go to their appropriate center. 2. Create a sorting area for books. It can be a masking tape "T" on the floor, two separate tables, or even 2 book carts. 3. Mix up some fiction and nonfiction books and have students sort them into the proper category - fiction or nonfiction.

Assessment	Students will place each book in the proper category.

Additional Resources

Grade Level	1	Month	4	Week	3

Objective	Students will be able to recognize and read sight words.
"I Can" Statement	I can read sight words.

Common Core Standards	CC.1.R.F.3.g Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.

AASL Standards	1.1.2 Use prior and background knowledge as context for new learning.

Procedures	1. Students will go to their appropriate center. 2. Students will play the Sight Word Matching Game. 3. If time allows, help students put the cards in ABC order.

Assessment	Students will match and read the sight words accurately.

Additional Resources	Sight Word Matching Game (print on cardstock for best results)

Grade Level	1	Month	4	Week	4

Objective	Students will be able to blend sounds together to create words.
"I Can" Statement	I can blend sounds to read words.

Common Core Standards	CC.1.R.F.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CC.1.R.F.2.b Phonological Awareness: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Students will go to their appropriate center. 2. Open the 1st Grade Blending Computer Activities page on each student computer. 3. Students will click the links on that document to play the sound blending games.

Assessment	The online games give immediate feedback to students so it will be clear if their answer is right or wrong.

Additional Resources	1st Grade Blending Computer Activities document

Grade Level	1	Month	5	Week	1

Objective	Students will be able to retell a simple fiction story with teacher assistance.
"I Can" Statement	I can retell a story.

Common Core Standards	CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text. CC.1.R.I.3 Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Procedures	1. Seat students at story rug. 2. Read a story aloud. Next week you'll need to read a similar story aloud, so think about that as you choose the first story. You may want to choose 2 versions of the same story, like James Marshall's *Cinderella* and *Cindy Ellen: A Wild Western Cinderella* by Susan Lowell and Jane Manning. 3. Display the Story Retelling Graphic Organizer on the interactive whiteboard and complete it as a group.

Assessment	Students will provide the information to fill in the graphic organizer.

Additional Resources	Story Retelling Graphic Organizer Storybooks like James Marshall's *Cinderella* and *Cindy Ellen: A Wild Western Cinderella*

Grade Level	1	Month	5	Week	2

Objective	Students will be able to retell a simple fiction story with teacher assistance.
"I Can" Statement	I can retell a story.

Common Core Standards	CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text. CC.1.R.I.3 Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Procedures	1. Seat students at story rug. 2. Read a similar fiction story (like last week's) aloud. 3. Distribute the Story Retelling Graphic Organizer to students and display it on the interactive whiteboard. 4. Ask students to provide the information and model writing it on the graphic organizer. 5. Students will copy the information on their graphic organizer.

Assessment	Students will provide the information to fill in the graphic organizer.

Additional Resources	Story Retelling Graphic Organizer Storybooks like James Marshall's *Cinderella* and *Cindy Ellen: A Wild Western Cinderella*

Grade Level	1	Month	5	Week	3

Objective	Students will be able to compare the two stories we read earlier this month.
"I Can" Statement	I can compare two fiction stories.

Common Core Standards	CC.1.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the adventures and experiences of characters in stories. CC.1.R.L.3 Key Ideas and Details: Describe characters, settings, and major events in a story, using key details.

AASL Standards	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Procedures	1. Seat students at story rug or tables. 2. Display the Venn Diagram Graphic Organizer on the interactive whiteboard. 3. Review the Story Retelling Graphic Organizers from the past 2 weeks. 4. Ask students to help you fill in the Venn Diagram with similarities and differences in the two stories.

Assessment	Students will provide the information to fill in the graphic organizer.

Additional Resources	Venn Diagram Graphic Organizer

Grade Level	1	Month	5	Week	4

Objective	Students will be able to choose a favorite similar story.
"I Can" Statement	I can choose a favorite story.

Common Core Standards	CC.1.R.L.7 Integration of Knowledge and Ideas: Use illustrations and details in a story to describe its characters, setting, or events.

AASL Standards	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Procedures	1. Seat students at tables. 2. Distribute the My Favorite Book activity. 3. Ask students to print the title of the book they preferred and to draw a picture of something that happened in that book. 4. If time allows, students may share their drawing with others at their table.

Assessment	Students will choose a favorite book from the ones we read earlier in the month and draw a relevant picture.

Additional Resources	My Favorite Book activity

Grade Level	1	Month	6	Week	1

Objective	Students will be able to identify the research topic (ocean animal) and help the teacher fill out a KWL chart.
"I Can" Statement	I can help plan the research project about an ocean animal.

Common Core Standards	CC.1.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). CC.1.W.2 Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

AASL Standards	2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

Procedures	1. Seat students on story rug. 2. Briefly review the difference in fiction and nonfiction texts. 3. Provide a very simple explanation of the project you will complete as a group. 4. Explain that we need to plan our research project, starting with choosing an ocean animal (or another topic of your choice). 5. Begin filling out a KWL Chart with the class on chart paper, whiteboard, or interactive whiteboard (K section only).

Assessment	Ask students to name the research topic (ocean animal of choice).

Additional Resources	KWL Chart (K= What I KNOW, W= What I WANT to know, L=What I LEARNED).

Grade Level	1	Month	6	Week	2

Objective	Students will help the teacher fill in the W portion of the KWL chart.
"I Can" Statement	I can name things I'd like to learn about the chosen ocean animal.

Common Core Standards	CC.1.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). CC.1.W.2 Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Seat students at tables. 2. Review the research project so far. 3. Ask students to help fill in the W section of the KWL Chart with information they want to learn about the chosen ocean animal. 4. If time allows, show students how to find books related to the ocean animal in the library.

Assessment	Students will name things they want to learn about the research topic.

Additional Resources	KWL Chart (K= What I KNOW, W= What I WANT to know, L=What I LEARNED).

Grade Level	1	Month	6	Week	3

Objective	Students will help the teacher fill in the L portion of the KWL chart.
"I Can" Statement	I can help my teacher list things I've learned about the chosen ocean animal so far.

Common Core Standards	CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text. CC.1.R.I.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Procedures	1. Seat students on story rug. 2. Read through a couple of easy nonfiction books about ocean animals (or your chosen topic). 3. Review each book with students and add details to the L section of the KWL chart.

Assessment	Students will contribute to the class discussion about new facts they've learned.

Additional Resources	KWL Chart (K= What I KNOW, W= What I WANT to know, L=What I LEARNED).

Grade Level	1	Month	6	Week	4

Objective	Students will help the teacher fill in the L portion of the KWL chart.
"I Can" Statement	I can help my teacher list things I've learned about the chosen ocean animal so far.

Common Core Standards	CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text. CC.1.R.I.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Procedures	1. Seat students on story rug. 2. Access an online encyclopedia and do research on your chosen topic. 3. Share simple facts with students and add details to the L section of the KWL chart.

Assessment	Students will contribute to the class discussion about new facts they've learned.

Additional Resources	KWL Chart (K= What I KNOW, W= What I WANT to know, L=What I LEARNED).

Grade Level	1	Month	7	Week	1

Objective	Students will help the teacher fill in the L portion of the KWL chart.
"I Can" Statement	I can help my teacher list things I've learned about the chosen ocean animal so far.

Common Core Standards	CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text. CC.1.R.I.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Procedures	1. Make sure students can see screen or interactive whiteboard. 2. Look over the W column and try to fill in missing information using web searches. 3. Read facts to students, concentrating on those they can easily understand. 4. Review the information with students and add additional details to the L section of the KWL chart. 5. If time allows, begin working on a large poster or PowerPoint slide to present research.

Assessment	Students will contribute to the class discussion about new facts they've learned.

Additional Resources	KWL Chart (K= What I KNOW, W= What I WANT to know, L=What I LEARNED).

Grade Level	1	Month	7	Week	2

Objective	Students will be able to help the teacher choose the most important facts from the KWL chart.
"I Can" Statement	I can help my teacher choose the most important facts to include in the research presentation.

Common Core Standards	CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text. CC.1.R.I.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Procedures	1. Seat students at tables. 2. Briefly review the research project over the past few weeks. 3. Work with students to choose the most important facts learned over the past few weeks. 4. If time allows, students should be assigned to groups and they should begin working on a poster presentation to display the chosen facts.

Assessment	Students will contribute to the class discussion about the most important facts they learned.

Additional Resources	KWL Chart (K= What I KNOW, W= What I WANT to know, L=What I LEARNED).

Grade Level	1	Month	7	Week	3

Objective	Students will use teacher summarized information to create and illustrate their own poster about the research topic.
"I Can" Statement	I can create a poster about an ocean animal.

Common Core Standards	CC.1.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. CC.1.SL.6 Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation.

AASL Standards	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Procedures	1. Seat students with their assigned group. 2. Students should design a poster about the research topic, including the most important facts that were identified last week. 3. If time allows, students should practice presenting the information to another group.

Assessment	Do a visual check to ensure students have followed directions for making the poster.

Additional Resources	Optional materials for poster making - paper, poster board, bulletin board paper, markers, crayons, colored pencils, pencils

Grade Level	1	Month	7	Week	4

Objective	Students will present their posters about the research topic.
"I Can" Statement	I can present facts about an ocean animal to the rest of my class.

Common Core Standards	CC.1.SL.4 Presentation of Knowledge and Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

AASL Standards	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Procedures	1. Seat students at tables. 2. Each group will present their poster to the rest of the class. 3. Be sure to encourage good presentation skills as well as good listening skills for the audience.

Assessment	Students will present the most important facts to their classmates.

Additional Resources	Completed ocean animal poster from last week

Grade Level	1	Month	8	Week	1

Objective	Students will be able to recognize a sequence of steps that lead to an end result.
"I Can" Statement	I can recognize steps to complete a task.

Common Core Standards	CC.1.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

Procedures	1. Seat students at story rug. 2. Explain the purpose of how-to books. 3. Choose a few short how-to books to read aloud. If you do not have these books, check with the public library. 4. Ask students what the books have in common.

Assessment	Ask students what the how-to books have in common.

Additional Resources	How-To Book Idea List

Grade Level	1	Month	8	Week	2

Objective	Students will be able to suggest ideas for a how-to book to write as a class.
"I Can" Statement	I can suggest ideas for a how-to book.

Common Core Standards	CC.1.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

Procedures	1. Seat students at tables. 2. Briefly review how-to books. 3. Ask students about the purpose of how-to books and why it's important to follow directions. 4. Tell students that we are going to write a how-to book as a class. 5. Give students a few minutes to think about a couple of good topics, and then allow each student to share one idea. There should be no duplicates. 6. Record every idea on chart paper or the interactive whiteboard.

Assessment	Students will suggest an idea for a how-to book.

Additional Resources

Grade Level	1	Month	8	Week	3

Objective	Students will be able to contribute to the class how-to book.
"I Can" Statement	I can help write a how-to book.

Common Core Standards	CC.1.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

Procedures	1. Seat students on story rug or at tables. 2. Review what we've learned about how-to books this month. 3. Choose a task from the list students made last week. 4. Begin writing steps for the chosen task. 5. If time allows, begin creating the how-to book using PowerPoint, Prezi, or Snapguide.

Assessment	Students will help the teacher create a list of steps for the process that was chosen last week.

Additional Resources	PowerPoint, Prezi, or Snapguide

Grade Level	1	Month	8	Week	4

Objective	Students will be able to contribute to the class how-to book.
"I Can" Statement	I can help write a how-to book.

Common Core Standards	CC.1.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

Procedures	1. Seat students on story rug or at tables. 2. Remind students of the chosen task and the list of instructions you created last week. 3. With help from students, create a how-to book that includes pictures. Use PowerPoint, Prezi, or Snapguide to create the book.

Assessment	Students will help the teacher create the how-to book.

Additional Resources	PowerPoint, Prezi, or Snapguide

Grade Level	1	Month	9	Week	1

Objective	Students will be able to describe the activities they'll participate in when they come to library class this month.
"I Can" Statement	I can describe this month's library activities.

Common Core Standards	CC.1.SL.4 Presentation of Knowledge and Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Seat students at tables. 2. Briefly review library center procedures and remind students of their groups. 3. Explain each activity and demonstrate the computer games on the interactive whiteboard or screen.

Assessment	Ask students to identify the three station activities.

Additional Resources

Grade Level	1	Month	9	Week	2

Objective	Students will be able to put parts of a story in the proper sequence.
"I Can" Statement	I can put a story in order.

Common Core Standards	CC.1.W.3 Text Types and Purposes: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

AASL Standards	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Procedures	1. Students will go to the appropriate center. 2. Read a short Sequencing Story aloud. 3. Distribute the Sequencing Activity to students. 4. Reread the Sequencing Story, prompting students to describe what happened first, next, etc. 5. Students can write words (with help) or draw pictures to represent the sequence of events from the story. 6. If time allows, read another Sequencing Story and repeat the activity.

Assessment	Students will identify the order of events from the story.

Additional Resources	Sequencing Stories Sequencing Activity

Grade Level	1	Month	9	Week	3

Objective	Students will be able to complete a basic ABC order activity.
"I Can" Statement	I can put words in ABC order.

Common Core Standards	CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text. CC.1.R.L.3 Key Ideas and Details: Describe characters, settings, and major events in a story, using key details.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Students will go to their appropriate center. 2. Distribute the ABC Order Sorting Activity and briefly explain the directions. 3. Students should sort the cards and record their answers on the answer sheet. 4. When students have finished each set of cards, they will check their answers with a classmate.

Assessment	Students will check their work with another classmate.

Additional Resources	ABC Order Sorting Activity

Grade Level	1	Month	9	Week	4

Objective	Students will be able to sort the words correctly.
"I Can" Statement	I can sort words into their proper categories.

Common Core Standards	CC.1.L.5.a Vocabulary Acquisition and Use: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Students will go to their appropriate center. 2. Open the 1st Grade Sorting Activities page on each student computer. 3. Students will click the links on that document to play the sorting games.

Assessment	The online games give immediate feedback to students so it will be clear if their answer is right or wrong.

Additional Resources	1st Grade Sorting Activities document

Grade Level	1	Month	10	Week	1

Objective	Students will be able to describe the activities they'll participate in when they come to library class this month.
"I Can" Statement	I can describe this month's library activities.

Common Core Standards	CC.1.SL.4 Presentation of Knowledge and Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Seat students at tables. 2. Introduce library stations - review how the rotation works. 3. Explain each activity and demonstrate the computer games on the interactive whiteboard or screen.

Assessment	Ask students to identify the three station activities.

Additional Resources

Grade Level	1	Month	10	Week	2

Objective	Students will be able to briefly describe elements of Poetry.
"I Can" Statement	I can describe a poem.

Common Core Standards	CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text. CC.1.R.L.3 Key Ideas and Details: Describe characters, settings, and major events in a story, using key details.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Procedures	1. Students will go to their appropriate center. 2. Read a couple of short poems aloud. 3. Ask students what they notice about them. 4. Use the Poem Planner Graphic Organizer to get ideas for writing a poem. 5. Help students write a poem using the information from the graphic organizer.

Assessment	Students will provide information to help complete the graphic organizer.

Additional Resources	Poem Planner Graphic Organizer

Grade Level	1	Month	10	Week	3

Objective	Students will be able to identify characters, setting, and major events of a story.
"I Can" Statement	I can name characters, setting, and major events in a story.

Common Core Standards	CC.1.R.L.3 Key Ideas and Details: Describe characters, settings, and major events in a story, using key details. CC.1.W.5 Production and Distribution of Writing: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

AASL Standards	2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Procedures	1. Students will go to their appropriate center. 2. Allow students to choose one or two partners to read with. You may want to pair students yourself according to reading level. 3. Students will choose a book from ones you've preselected for the activity. 4. Students will read the book and work together to complete the Story Elements Graphic Organizer.

Assessment	The teacher should do a visual check to ensure students are completing the graphic organizer accurately.

Additional Resources	Story Elements Graphic Organizer

Grade Level	1	Month	10	Week	4

Objective	Students will be able to recognize and read sight words.
"I Can" Statement	I can read sight words.

Common Core Standards	CC.1.R.F.3.g Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.

AASL Standards	1.1.2 Use prior and background knowledge as context for new learning.

Procedures	1. Students will go to their appropriate center. 2. Open the Sight Word Games document on each student computer. 3. Students will use the links in the document to play the online games.

Assessment	The online games give immediate feedback to students so it will be clear if their answer is right or wrong.

Additional Resources	Sight Word Games document