Saugerties Central School District

Library Curriculum & Lesson Guidelines

Third Grade

Grade Level	3	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. Students will have an assigned seat and go to that seat when directed.
"I Can" Statement	I can describe activities I'd like to do in library class during the school year. I can go to my assigned seat when directed by my teacher.

Common Core Standards	CC.3.SL.1.d Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion.

AASL Standards	1.1.2 Use prior and background knowledge as context for new learning. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

Procedures	1. Seat students at tables according to seating chart. 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. Practice entering and exiting the room with students.

Assessment	Students will demonstrate mastery of entering and exiting the room using the proper procedures. Students will go to their assigned seat when entering the room.

Additional Resources

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Grade Level	3	Month	1	Week	2

Objective	Students will create bookmarks that describe library rules.
"I Can" Statement	I can create a bookmark about library rules.

Common Core Standards	CC.3.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. CC.3.SL.2 Comprehension and Collaboration: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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. 1.2.3 Demonstrate creativity by using multiple resources and formats.

Procedures	1. Seat students in assigned seats at tables. 2. Talk about library rules. 3. Show library rules PowerPoint presentation. 4. Ask students to create bookmarks displaying one of the library's rules. 4. Practice putting materials away correctly 5. Practice exiting library.

Assessment	Students will demonstrate an understanding of library rules by creating bookmarks about what they've learned.

Additional Resources	Library rules Prezi Library rules bookmarks template

Grade Level	3	Month	1	Week	3

Objective	Students will be able to recall book care rules and create a poster for younger students.
"I Can" Statement	I can create a poster about book care.

Common Core Standards	CC.3.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. CC.3.SL.2 Comprehension and Collaboration: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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. 1.2.3 Demonstrate creativity by using multiple resources and formats.

Procedures	1. Seat students in assigned seats at tables. 2. Talk about book care rules. 3. Read Penelope Popper, Book Doctor aloud. 4. Ask students to create bookmarks displaying one of the library's rules. 4. Ask comprehension questions. 5. Students will use blank paper/poster board to create a book care poster for younger students.

Assessment	Students will recall a book care rule and create a poster depicting that rule.

Additional Resources	Art supplies *Penelope Popper, Book Doctor* by Toni Buzzeo

Grade Level	3	Month	1	Week	4

Objective	Students will be able to search the OPAC and use proper checkout procedures.
"I Can" Statement	I can search the OPAC. I can demonstrate proper checkout procedures.

Common Core Standards	CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

AASL Standards	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 2.1.2 Organize knowledge so that it is useful.

Procedures	1. Direct students to their assigned seats. 2. Do a short demonstration on how to search OPAC. 3. Introduce reading incentive programs and review rules. 4. If time allows, students should practice OPAC searches at the computer stations.

Assessment	Students will demonstrate their understanding of checkout procedures by choosing the appropriate behaviors and describing why other behaviors are undesired.

Additional Resources

Grade Level	3	Month	2	Week	1

Objective	Students will be able to describe this month's library activities.
"I Can" Statement	I can describe this month's library activities.

Common Core Standards	CC.3.SL.3 Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

Procedures	1. Seat students at tables. 2. Assign center rotation groups using the group creator tool from Super Teacher Tools. 3. Briefly discuss the sections of the library. 4. Use the Basic Shelving PowerPoint presentation to discuss shelving. 5. Explain this month's center activities and demonstrate the online games. 6. Ask students to describe each center.

Assessment	Students will describe the upcoming center activities.

Additional Resources	Basic Shelving PowerPoint presentation

Grade Level	3	Month	2	Week	2

Objective	Students will be able to retell the key details of a text.
"I Can" Statement	I can recall the details of a text I've read.

Common Core Standards	CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.

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. Choose a short story to read aloud. 3. Distribute the Story Retelling Activity (or display it on the interactive whiteboard). 4. Guide students through the Story Retelling Activity.

Assessment	Students will participate in retelling the story in the proper order.

Additional Resources	Story Retelling Activity

Grade Level	3	Month	2	Week	3

Objective	Students will be able to identify story elements in a short story.
"I Can" Statement	I can identify story elements.

Common Core Standards	CC.3.R.L.3 Key Ideas and Details: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. CC.3.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

AASL Standards	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. Students will go to their appropriate center. 2. Choose several short books by the same author. 3. Students will work with a partner to read their chosen book and fill in the Story Elements Graphic Organizer. 4. If time allows, students will compare their results with another team's.

Assessment	Students will correctly identify story elements.

Additional Resources	Story Elements Graphic Organizer

Grade Level	3	Month	2	Week	4

Objective	Students will be able to choose the correct location for the books in the online game.
"I Can" Statement	I can choose the correct shelving position based on ABC order.

Common Core Standards	CC.3.R.I.7 Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., 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 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. Display the Shelver Game Link document on each student workstation. 3. Students will play Shelver to practice library shelving.

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

Additional Resources	Shelver Game Link

Grade Level	3	Month	3	Week	1

Objective	Students will be able to describe this month's library activities.
"I Can" Statement	I can describe this month's library activities.

Common Core Standards	CC.3.SL.3 Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

Procedures	1. Seat students at tables. 2. Review center rotation groups and center rules. 3. Explain this month's center activities and demonstrate the online games. 4. Ask students to describe each center.

Assessment	Students will describe the upcoming center activities.

Additional Resources

Grade Level	3	Month	3	Week	2

Objective	Students will be able to identify the main idea of a passage.
"I Can" Statement	I can identify the main idea.

Common Core Standards	CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.

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. Students will go to their appropriate center. 2. Distribute the Main Idea Highlighting Activity. 3. Read the first passage together. Students will highlight the passage according to the directions. 4. Students will finish the page independently or with the help of a partner. Offer assistance when needed.

Assessment	Students will highlight supporting details and write the main idea on the line provided.

Additional Resources	Main Idea Highlighting Activity Highlighters (or light-colored crayons)

Grade Level	3	Month	3	Week	3

Objective	Students will be able to use a sample glossary to find the meaning of unknown words.
"I Can" Statement	I can use the glossary to find the meaning of unknown words.

Common Core Standards	CC.3.L.4.d Vocabulary Acquisition and Use: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. CC.3.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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 Glossary Activity. 3. Students will follow directions and complete the activity with partners or individually. 4. If time allows, students can write additional questions to quiz their classmates.

Assessment	Students will answer the questions correctly using the glossary.

Additional Resources	Glossary Activity

Grade Level	3	Month	3	Week	4

Objective	Students will be able to retell a story.
"I Can" Statement	I can retell a story.

Common Core Standards	CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.

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 Story Retelling Activity. 3. Students will retell their favorite story they've read this year using the activity page. 4. Once the activity is complete, students should type a paragraph about their story using word processing software.

Assessment	Students will write a summary about their favorite book they've read this year.

Additional Resources	Story Retelling Activity

Grade Level	3	Month	4	Week	1

Objective	Students will be able to describe this month's library activities.
"I Can" Statement	I can describe this month's library activities.

Common Core Standards	CC.3.SL.3 Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

Procedures	1. Seat students at tables. 2. Review center rotation groups and center rules. 3. Explain this month's center activities and demonstrate the online games. 4. Ask students to describe each center.

Assessment	Students will describe the upcoming center activities.

Additional Resources

Grade Level	3	Month	4	Week	2

Objective	Students will be able to use the dictionary to find information about words.
"I Can" Statement	I can use the dictionary to find information about words.

Common Core Standards	CC.3.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

AASL Standards	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 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 Dictionary Activity and dictionaries. 3. Help students find words efficiently to complete the activity.

Assessment	Students will compare answers with a classmate to make sure they agree. If not, they will discuss and make changes as necessary.

Additional Resources	Dictionary Activity

Grade Level	3	Month	4	Week	3

Objective	Students will be able to identify text features and describe their purpose.
"I Can" Statement	I can identify text features and describe their purpose.

Common Core Standards	CC.3.R.I.5 Craft and Structure: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

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 Text Features Activity. 3. Have a selection of short nonfiction books available. 4. Students will complete the Text Features Activity using the nonfiction books.

Assessment	Students will identify text features in the books.

Additional Resources	Text Features Activity Nonfiction Books

Grade Level	3	Month	4	Week	4

Objective	Students will be able to search the library catalog to find a relevant book.
"I Can" Statement	I can search the library catalog.

Common Core Standards	CC.3.R.I.5 Craft and Structure: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

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. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Procedures	1. Students will go to their appropriate center. 2. Distribute the OPAC Scavenger Hunt Activity. 3. Students will complete the activity individually or with partners.

Assessment	Students will answer the questions correctly using the online catalog.

Additional Resources	OPAC Scavenger Hunt

Grade Level	3	Month	5	Week	1

Objective	Students will be able to describe this month's library activities.
"I Can" Statement	I can describe this month's library activities.

Common Core Standards	CC.3.SL.3 Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

Procedures	1. Seat students at tables. 2. Review center rotation groups and center rules. 3. Explain this month's center activities and demonstrate the online games. 4. Ask students to describe each center.

Assessment	Students will describe the upcoming center activities.

Additional Resources

Grade Level	3	Month	5	Week	2

Objective	Students will be able to put events in the proper sequence.
"I Can" Statement	I can put events in the proper order.

Common Core Standards	CC.3.R.I.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). CC.3.R.L.3 Key Ideas and Details: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

AASL Standards	2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

Procedures	1. Students will go to their appropriate center. 2. Choose several short biographies (or other nonfiction books of your choice) for students to read. 3. Assign partners to read a book together and complete the Timeline Activity. This can also be completed as a whole group with teacher direction if necessary.

Assessment	Students will be able to put events from a story in the proper order.

Additional Resources	Nonfiction books Timeline Activity

Grade Level	3	Month	5	Week	3

Objective	Students will be able to identify the purpose of various text features.
"I Can" Statement	I can identify the purpose of text features.

Common Core Standards	CC.3.R.I.5 Craft and Structure: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

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 Text Features Cut & Paste Activity. 3. Students will work as a group or with partners to complete the activity.

Assessment	Students will correctly identify text features.

Additional Resources	Text Features Cut & Paste Activity Newspapers or magazines for students to cut

Grade Level	3	Month	5	Week	4

Objective	Students will be able to identify the main idea and supporting details.
"I Can" Statement	I can identify the main idea and supporting details.

Common Core Standards	CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.

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. Students will go to their appropriate center. 2. Open the Main Idea Activities document at each computer station. 3. Students will choose activities from the links in the document.

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

Additional Resources	Main Idea Activities document

Grade Level	3	Month	6	Week	1

Objective	Students will be able to describe the purpose of technical procedures.
"I Can" Statement	I can explain the purpose of technical procedures.

Common Core Standards	CC.3.R.I.3 Key Ideas and Details: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

AASL Standards	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 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

Procedures	1. Seat students at tables. 2. Review the meaning of the word "procedure." 3. Read a few examples from the Procedure Examples document. 4. Ask students to give some examples of other tasks that need procedures. Record these ideas on chart paper or the interactive whiteboard.

Assessment	Students will accurately describe a procedure and give an example of other procedures.

Additional Resources	Procedure Examples document

Grade Level	3	Month	6	Week	2

Objective	Students will be able to help the teacher develop a list of procedures for a chosen task.
"I Can" Statement	I can help my teacher describe a procedure.

Common Core Standards	CC.3.R.I.3 Key Ideas and Details: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

AASL Standards	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 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

Procedures	1. Seat students at tables. 2. Briefly review the procedures we learned about last week. 3. Decide on a simple procedure to write as a class. 4. Write the procedure on chart paper or the interactive whiteboard. 5. If time allows, type the procedure on the computer.

Assessment	Students will help write the class procedure.

Additional Resources

Grade Level	3	Month	6	Week	3

Objective	Students will be able to write a procedure with a partner.
"I Can" Statement	I can write a procedure.

Common Core Standards	CC.3.R.I.3 Key Ideas and Details: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

AASL Standards	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 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

Procedures	1. Seat students at tables. 2. Assign partners or allow students to choose. Students can work independently if preferred. 3. Students will write a simple procedure with their partner/s. 4. If time allows, students should begin typing their procedures using a word processing program.

Assessment	Students will write a procedure with a partner.

Additional Resources

Grade Level	3	Month	6	Week	4

Objective	Students will be able to type their finished technical procedure.
"I Can" Statement	I can type a technical procedure.

Common Core Standards	CC.3.R.I.3 Key Ideas and Details: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

AASL Standards	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 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

Procedures	1. Seat students at tables. 2. Students will complete their procedure from last week. 3. Once the written version is complete, students should type their procedure with their partner/s.

Assessment	Students will type the procedure they have written.

Additional Resources

Grade Level	3	Month	7	Week	1

Objective	Students will be able to describe this month's library activities.
"I Can" Statement	I can describe this month's library activities.

Common Core Standards	CC.3.SL.3 Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

Procedures	1. Seat students at tables. 2. Review center rotation groups and center rules. 3. Explain this month's center activities, go over the Fables, Folk Tales, and Myths PowerPoint and demonstrate the online games. 4. Ask students to describe each center.

Assessment	Students will describe the upcoming center activities.

Additional Resources

Grade Level	3	Month	7	Week	2

Objective	Students will be able to identify elements of fables and folk tales.
"I Can" Statement	I can identify elements of fables and folk tales.

Common Core Standards	CC.3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the 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. 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. Choose several fables and/or folk tales for students to read. You can use books from the library or choose stories from the Fable and Folk Tale Examples document. 3. Students will read each story and fill out the Fable/Folk Tale graphic organizer.

Assessment	Students will correctly identify elements of fables and/or folk tales.

Additional Resources	Fable and Folk Tale Examples document Fable/Folk Tale Graphic Organizer

Grade Level	3	Month	7	Week	3

Objective	Students will be able to identify elements of myths.
"I Can" Statement	I can identify elements of myths.

Common Core Standards	CC.3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the 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. 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. Choose several myths for students to read. You can use books from the library or choose stories from the Myth Examples document. 3. Students will create trading cards based on characters from the myths they read.

Assessment	Students will identify and illustrate characters and settings from the myths they read.

Additional Resources	Myth Trading Card Template

Grade Level	3	Month	7	Week	4

Objective	Students will be able to identify elements of fables, folk tales, and myths.
"I Can" Statement	I can identify elements of fables, folk tales, and myths.

Common Core Standards	CC.3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the 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. 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. Display the Fables, Folk Tales, and Myths Computer Activities document on each student computer station. 3. Students will choose computer activities from the document.

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

Additional Resources	Fables, Folk Tales, and Myths Computer Activities document

Grade Level	3	Month	8	Week	1

Objective	Students will be able to describe the partner research activity they will participate in this month.
"I Can" Statement	I can describe the partner research activity.

Common Core Standards	CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic. CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

AASL Standards	2.1.2 Organize knowledge so that it is useful. 2.1.4 Use technology and other information tools to analyze and organize information.

Procedures	1. Seat students at tables. 2. Briefly discuss the partner research project. 3. Demonstrate how to access the online encyclopedia and how to find information.

Assessment	Students will be able to briefly describe the partner research project.

Additional Resources	Online Encyclopedia of your choice

Grade Level	3	Month	8	Week	2

Objective	Students will be able to describe the upcoming research project.
"I Can" Statement	I can describe the upcoming research project.

Common Core Standards	CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic. CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

AASL Standards	2.1.2 Organize knowledge so that it is useful. 2.1.4 Use technology and other information tools to analyze and organize information.

Procedures	1. Seat students at tables. 2. Display student research project examples from the Research Project Examples document. 3. Discuss the examples and ask students what they liked about each one, or what they would do differently.

Assessment	Students will talk about things they like or dislike about the examples.

Additional Resources	Research Project Examples document

Grade Level	3	Month	8	Week	3

Objective	Students will be able to provide information for the research project.
"I Can" Statement	I can help my teacher answer questions using research methods.

Common Core Standards	CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic. CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

AASL Standards	2.1.2 Organize knowledge so that it is useful. 2.1.4 Use technology and other information tools to analyze and organize information.

Procedures	1. Seat students at tables or in front of interactive whiteboard. 2. Display the Partner Research Project Organizer. 3. Discuss possible topics and decide on one to research as a class. Collaborate with the classroom teacher prior to this lesson for ideas of topics the students are learning about in the classroom. 4. Use the online encyclopedia to find information about the chosen topic. 5. Record findings on the Partner Research Project Organizer.

Assessment	Students will help fill in the Partner Research Organizer.

Additional Resources	Partner Research Organizer

Grade Level	3	Month	8	Week	4

Objective	Students will be able to help complete the class research project.
"I Can" Statement	I can help my teacher answer questions using research methods.

Common Core Standards	CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic. CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

AASL Standards	2.1.2 Organize knowledge so that it is useful. 2.1.4 Use technology and other information tools to analyze and organize information.

Procedures	1. Seat students at tables or in front of interactive whiteboard. 2. Complete the Partner Research Organizer. 3. Prepare a short presentation using the information gathered during the research project. 4. Assign partners for next month's partner research project.

Assessment	Students will help fill in the Partner Research Organizer and offer input on the presentation.

Additional Resources	Partner Research Organizer

Grade Level	3	Month	9	Week	1

Objective	Students will be able to select a research topic and begin researching.
"I Can" Statement	I can select a research topic and begin researching with library books..

Common Core Standards	CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic. CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

AASL Standards	2.1.2 Organize knowledge so that it is useful. 2.1.4 Use technology and other information tools to analyze and organize information.

Procedures	1. Students will go to a designated area with their research partner/s. 2. Students will choose a topic to research and begin filling out the Partner Research Organizer using library books.

Assessment	Students will begin researching their chosen topic using library books.

Additional Resources	Partner Research Organizer Library Books

Grade Level	3	Month	9	Week	2

Objective	Students will be able to answer research questions with a partner.
"I Can" Statement	I can work with my partner to answer questions using the online encyclopedia.

Common Core Standards	CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic. CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

AASL Standards	2.1.2 Organize knowledge so that it is useful. 2.1.4 Use technology and other information tools to analyze and organize information.

Procedures	1. Students will go to a designated area with their research partner/s. 2. Students will continue filling out the Partner Research Organizer using the online encyclopedia.

Assessment	Students will accurately answer the questions listed on the partner research assignment.

Additional Resources	Partner Research Organizer Online Encyclopedia

Grade Level	3	Month	9	Week	3

Objective	Students will continue working on the partner research project.
"I Can" Statement	I can work with my partner to answer questions using the online encyclopedia.

Common Core Standards	CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic. CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

AASL Standards	2.1.2 Organize knowledge so that it is useful. 2.1.4 Use technology and other information tools to analyze and organize information.

Procedures	1. Students will continue working on the Partner Research Organizer using the online encyclopedia.

Assessment	Students will accurately answer the questions listed on the partner research assignment.

Additional Resources	Partner Research Organizer Online Encyclopedia

Grade Level	3	Month	9	Week	4

Objective	Students will continue the partner research project.
"I Can" Statement	I can work with my partner to answer questions using the online encyclopedia and websites.

Common Core Standards	CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic. CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

AASL Standards	2.1.2 Organize knowledge so that it is useful. 2.1.4 Use technology and other information tools to analyze and organize information.

Procedures	1. Students will complete the Partner Research Organizer using the online encyclopedia. 2. If there are answers they cannot find, help students find reputable websites to fill in the missing information.

Assessment	Students will accurately answer the questions listed on the partner research assignment.

Additional Resources	Partner Research Organizer Online Encyclopedia Kid-friendly Search Engine list

Grade Level	3	Month	10	Week	1

Objective	Students will be able to organize the information from the Partner Research Organizer for a multimedia presentation.
"I Can" Statement	I can work with my partner to plan a multimedia presentation.

Common Core Standards	CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic. CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

AASL Standards	2.1.2 Organize knowledge so that it is useful. 2.1.4 Use technology and other information tools to analyze and organize information.

Procedures	1. Students will use information from their Partner Research Organizer to plan a multimedia presentation.

Assessment	Students will use information from their Partner Research Organizer to plan a multimedia presentation.

Additional Resources	Partner Research Organizer

Grade Level	3	Month	10	Week	2

Objective	Students will be able to organize the information from the Partner Research Organizer for a multimedia presentation.
"I Can" Statement	I can work with my partner to plan and create a multimedia presentation.

Common Core Standards	CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic. CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

AASL Standards	2.1.2 Organize knowledge so that it is useful. 2.1.4 Use technology and other information tools to analyze and organize information.

Procedures	1. Students will continue planning their multimedia presentation. 2. Once the planning stage is finished, students will begin working on their multimedia presentation.

Assessment	Students will use information from their Partner Research Organizer to create a multimedia presentation.

Additional Resources	Partner Research Organizer Multimedia presentation method of choice

Grade Level	3	Month	10	Week	3

Objective	Students will be able to complete a multimedia presentation.
"I Can" Statement	I can work with my partner to complete a multimedia presentation.

Common Core Standards	CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic. CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

AASL Standards	2.1.2 Organize knowledge so that it is useful. 2.1.4 Use technology and other information tools to analyze and organize information.

Procedures	1. Students will complete their multimedia presentation. 2. Once the presentation is complete, students should practice presenting it.

Assessment	Students will use information from their Partner Research Organizer to complete a multimedia presentation.

Additional Resources	Partner Research Organizer Multimedia presentation method of choice

Grade Level	3	Month	10	Week	4

Objective	Students will be able to present their research findings using a multimedia presentation.
"I Can" Statement	I can present my research findings using a multimedia presentation.

Common Core Standards	CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic. CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

AASL Standards	2.1.2 Organize knowledge so that it is useful. 2.1.4 Use technology and other information tools to analyze and organize information.

Procedures	1. Students will present their multimedia presentation with their partner/s.

Assessment	Students will present their research findings.

Additional Resources	Multimedia presentation method of choice