Saugerties Central School District

Library Curriculum & Lesson Guidelines

Fourth Grade

Adapted from Elementary Librarian.com and IFC

Grade Level	4	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.4.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles. CC.4.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

AASL Standards	3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations. 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

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	4	Month	1	Week	2

Objective	Students will create bookmarks that describe library rules.
"I Can" Statement	I can correctly identify library rules.

Common Core Standards	CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from 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. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.

Procedures	1. Seat students in their assigned seats at tables. 2. Talk about library rules. 3. Show library rules PowerPoint presentation. 4. Play Library Rules Jeopardy in teams or as a class. 5. Practice exiting library.

Assessment	Students will demonstrate their understanding of library rules by correctly answering the game questions.

Additional Resources	Library rules Prezi Library Rules Jeopardy game

Grade Level	4	Month	1	Week	3

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

Common Core Standards	CC.4.W.1.a Text Types and Purposes: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. CC.4.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

AASL Standards	2.1.2 Organize knowledge so that it is useful. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.

Procedures	1. Seat students at tables. 2. Ask students to supply book care rules and record their responses on chart paper or the interactive whiteboard. 3. Students will write and illustrate a short story about book care. The story can be based on a real experience or a fictitious one. 4. If time allows, students will share their stories with their classmates.

Assessment	Students will demonstrate their understanding of book care by writing a relevant story.

Additional Resources

Grade Level	4	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.4.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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. 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	4	Month	2	Week	1

Objective	Students will be able to describe what we'll learn in library class this month.
"I Can" Statement	I can describe this month's library class activities.

Common Core Standards	CC.4.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. CC.4.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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.

Procedures	1. Seat students at tables. 2. Assign center rotation groups using the group creator tool from Super Teacher Tools. 3. Briefly describe each center activity and display the Call Numbers Presentation on the interactive whiteboard. 4. Demonstrate the online games. 5. Ask students to describe each center.

Assessment	Students will describe the upcoming center activities.

Additional Resources	Super Teacher Tools website

Grade Level	4	Month	2	Week	2

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 of a passage.

Common Core Standards	CC.4.R.I.2 Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize 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. 2.1.2 Organize knowledge so that it is useful.

Procedures	1. Students will go to their appropriate center. 2. Distribute the Main Idea Passages and Main Idea Graphic Organizers to students. 3. Read through each passage as a group and complete the graphic organizer together.

Assessment	Students will correctly identify the main idea and supporting details of each passage.

Additional Resources	Main Idea Passages Main Idea Graphic Organizer

Grade Level	4	Month	2	Week	3

Objective	Students will be able to find entry words in the dictionary using guide words.
"I Can" Statement	I can find a word in the dictionary quickly.

Common Core Standards	CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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. Distribute the Dictionary Challenge Activity. 3. Students will find each word in their dictionary and record the appropriate information in the blanks provided.

Assessment	Students will find words in the dictionary using guide words.

Additional Resources	Dictionary Challenge Activity

Grade Level	4	Month	2	Week	4

Objective	Students will be able to identify a story's theme based on its details.
"I Can" Statement	I can identify a story's theme.

Common Core Standards	CC.4.R.L.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text; summarize 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.

Procedures	1. Students will go to their appropriate center. 2. Display the Theme Activities document on each student computer station. 3. Students will choose an activity 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	Theme Activities document

Grade Level	4	Month	3	Week	1

Objective	Students will be able to describe what we'll learn in library class this month.
"I Can" Statement	I can describe this month's library class activities.

Common Core Standards	CC.4.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. CC.4.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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.

Procedures	1. Seat students at tables. 2. Review center rotation groups. 3. Briefly describe each center activity and demonstrate the online games. 4. Ask students to describe each center.

Assessment	Students will describe the upcoming center activities.

Additional Resources

Grade Level	4	Month	3	Week	2

Objective	Students will be able to infer information about a text.
"I Can" Statement	I can answer questions about a text based on given information.

Common Core Standards	CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from 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. 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. Display the Making Inferences PowerPoint Activity on the interactive whiteboard. Alternatively, you can print the slides for students to complete with paper and pencil. 3. If time allows, students should write a brief story like the ones in the activity and ask a classmate to make an inference based on the given information.

Assessment	Students will make appropriate inferences based on the given information.

Additional Resources	Making Inferences PowerPoint Activity

Grade Level	4	Month	3	Week	3

Objective	Students will be able to define different types of figurative language and give an example of each.
"I Can" Statement	I can define different types of figurative language and give examples.

Common Core Standards	CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CC.4.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

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. 2.1.2 Organize knowledge so that it is useful.

Procedures	1. Students will go to their appropriate center. 2. Distribute the Figurative Language Activity Instructions. 3. Students will follow the instructions to create Figurative Language Flash Cards using the Figurative Language Flash Card Template. 4. Students will quiz their classmates using their examples of figurative language on the cards.

Assessment	Students will provide an appropriate example for each type of figurative language.

Additional Resources	Figurative Language Activity Instructions Figurative Language Flash Card Template

Grade Level	4	Month	3	Week	4

Objective	Students will be able to use context clues to determine the meaning of unknown words.
"I Can" Statement	I can use context clues to determine the meaning of unknown words.

Common Core Standards	CC.4.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. CC.4.R.L.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from 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. 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. Display the Context Clues Activities document on each student computer station. 3. Students will choose activities from the links on 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	Context Clues Activities document

Grade Level	4	Month	4	Week	1

Objective	Students will be able to describe what we'll learn in library class this month.
"I Can" Statement	I can describe this month's library class activities.

Common Core Standards	CC.4.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. CC.4.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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.

Procedures	1. Seat students at tables. 2. Review center rotation groups. 3. Briefly describe each center activity and demonstrate the online games. 4. Ask students to describe each center.

Assessment	Students will describe the upcoming center activities.

Additional Resources

Grade Level	4	Month	4	Week	2

Objective	Students will be able to describe the purpose of the thesaurus and use it to find words.
"I Can" Statement	I can find words in the thesaurus.

Common Core Standards	CC.4.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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. 2.1.1 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. Distribute the Thesaurus Activity. 3. Guide students through the activity, then allow them to work independently once they've mastered the process.

Assessment	Students will find alternate words in the thesaurus according to the activity directions.

Additional Resources	Thesaurus Activity

Grade Level	4	Month	4	Week	3

Objective	Students will be able to use the dictionary proficiently.
"I Can" Statement	I can use a dictionary proficiently.

Common Core Standards	CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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. Distribute the Dictionary Cut and Paste Activity. 3. Students will complete the activity according to the directions.

Assessment	Students will use the dictionary to correctly complete the activity.

Additional Resources	Dictionary Cut and Paste Activity

Grade Level	4	Month	4	Week	4

Objective	Students will be able to find information using the online encyclopedia.
"I Can" Statement	I can find information using the online encyclopedia.

Common Core Standards	CC.4.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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. 1.1.6 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 Online Encyclopedia Crossword activity. 3. Students will fill in the crossword clues using the online encyclopedia.

Assessment	Students will complete the crossword puzzle correctly.

Additional Resources	Online Encyclopedia Crossword activity

Grade Level	4	Month	5	Week	1

Objective	Students will be able to look at a website and answer questions about its content.
"I Can" Statement	I can look at a website and answer questions about it.

Common Core Standards	CC.4.R.I.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contribute CC.4.R.I.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points 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. 2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

Procedures	1. Seat students at tables. 2. Display the Website Reliability Prezi on the interactive whiteboard. 3. Review the contents with students, and discuss the included examples.

Assessment	Students will answer questions about each website and will determine which ones are good sources.

Additional Resources	Website Reliability Prezi

Grade Level	4	Month	5	Week	2

Objective	Students will be able to describe web search strategies.
"I Can" Statement	I can describe web search strategies.

Common Core Standards	CC.4.R.I.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contribute

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. 2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

Procedures	1. Seat students at tables. 2. Display the Web Search Strategies Prezi on the interactive whiteboard. 3. Demonstrate the search techniques in the presentation using the search engine of your choice. 4. If time allows, students should use these techniques to search for an assigned topic online.

Assessment	Students will use the search strategies to quickly find information.

Additional Resources	Web Search Strategies Prezi

Grade Level	4	Month	5	Week	3

Objective	Students will be able to identify desirable and undesirable Internet use behaviors.
"I Can" Statement	I can be a good digital citizen.

Common Core Standards	CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keybo CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

AASL Standards	1.3.3 Follow ethical and legal guidelines in gathering and using information. 2.4.1 Determine how to act on information (accept, reject, modify).

Procedures	1. Seat students near interactive whiteboard or at computer stations. 2. Watch the video about safety on the Internet. 3. When the video is over, students should create a poster listing a few Internet safety rules.

Assessment	Students will recall rules from the video and record them on a poster.

Additional Resources	Internet Safety Video

Grade Level	4	Month	5	Week	4

Objective	Students will be able to recognize reliable sources and cite those sources for research purposes.
"I Can" Statement	I can cite sources.

Common Core Standards	CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

AASL Standards	1.3.3 Follow ethical and legal guidelines in gathering and using information.

Procedures	1. Seat students at tables. 2. Discuss copyright with students. Just because something does not list a copyright doesn't mean it's free for anyone to use. 3. Ask students why it's important to cite sources. 4. Practice finding information online about a topic of choice. 5. Demonstrate how to cite the information.

Assessment	Students will describe why it's important to cite sources.

Additional Resources

Grade Level	4	Month	6	Week	1

Objective	Students will be able to identify a famous person to study.
"I Can" Statement	I can identify a famous person to study.

Common Core Standards	CC.4.R.I.3 Key Ideas and Details: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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. Seat students at tables. 2. Describe the upcoming Biography Project. Assign groups or partners if desired. 3. Students will choose a person to research. Limit their choices to biographies in the library. If you don't have a good selection, check some out from the public library. 4. If time allows, students will begin gathering books about the chosen person.

Assessment	Students will choose a famous person to research.

Additional Resources

Grade Level	4	Month	6	Week	2

Objective	Students will be able to consider the strengths and weaknesses of each presentation type.
"I Can" Statement	I can consider the strengths and weaknesses of each presentation type.

Common Core Standards	CC.4.R.I.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contribute

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. 2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

Procedures	1. Seat students at tables or in front of interactive whiteboard. 2. Display the Biography Presentation Examples document on the interactive whiteboard. 3. Go over each example with students, asking them what they like and dislike about each type. 4. If time allows, students should identify the type of presentation they plan to use.

Assessment	Students will identify strengths and weaknesses of each type of presentation.

Additional Resources	Biography Project Examples document

Grade Level	4	Month	6	Week	3

Objective	Students will be able to select appropriate books and gather information from them.
"I Can" Statement	I can find appropriate books and gather information from them.

Common Core Standards	CC.4.R.I.3 Key Ideas and Details: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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. 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 or with groups/partners. 2. Distribute the Biography Project Organizer. 3. Students will fill in parts of the Biography Project Organizer using library books.

Assessment	Students will fill in parts of the Biography Project Organizer using information from books.

Additional Resources	Biography Project Organizer

Grade Level	4	Month	6	Week	4

Objective	Students will be able to select appropriate books and gather information from them.
"I Can" Statement	I can find appropriate books and gather information from them.

Common Core Standards	CC.4.R.I.3 Key Ideas and Details: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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. 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 or with groups/partners. 2. Distribute the Biography Project Organizer. 3. Students will fill in parts of the Biography Project Organizer using library books.

Assessment	Students will fill in parts of the Biography Project Organizer using information from books.

Additional Resources	Biography Project Organizer

Grade Level	4	Month	7	Week	1

Objective	Students will continue their research.
"I Can" Statement	I can research using the online encyclopedia.

Common Core Standards	CC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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. Students will use an online encyclopedia to fill in missing information on the Biography Project Organizer.

Assessment	The teacher will monitor student progress and help with the research process as necessary.

Additional Resources	Biography Project Organizer

Grade Level	4	Month	7	Week	2

Objective	Students will continue their research.
"I Can" Statement	I can research using websites.

Common Core Standards	CC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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. Students will use websites to fill in missing information on the Biography Project Organizer. 2. Once students complete the Biography Project Organizer, they will begin working on their chosen presentation method.

Assessment	The teacher will monitor student progress and help with the research process as necessary.

Additional Resources	Biography Project Organizer

Grade Level	4	Month	7	Week	3

Objective	Students will create a presentation based on their research findings.
"I Can" Statement	I can create a presentation based on my research findings.

Common Core Standards	CC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. CC.4.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an underst

AASL Standards	1.2.3 Demonstrate creativity by using multiple resources and formats. 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 create a presentation to summarize the research they've done over the past several weeks.

Assessment	The teacher will monitor student progress and help with the presentations as necessary.

Additional Resources

Grade Level	4	Month	7	Week	4

Objective	Students will work on a presentation based on their research findings.
"I Can" Statement	I can create a presentation based on my research findings.

Common Core Standards	CC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. CC.4.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an underst

AASL Standards	1.2.3 Demonstrate creativity by using multiple resources and formats. 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 continue working on a presentation to summarize the research they've done over the past several weeks.

Assessment	Students will create a presentation summarizing the research they've done over the past two months.

Additional Resources

Grade Level	4	Month	8	Week	1

Objective	Students will work on a presentation based on their research findings.
"I Can" Statement	I can create a presentation based on my research findings.

Common Core Standards	CC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. CC.4.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an underst

AASL Standards	1.2.3 Demonstrate creativity by using multiple resources and formats. 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 continue working on a presentation to summarize the research they've done over the past several weeks.

Assessment	Students will create a presentation summarizing the research they've done over the past two months.

Additional Resources

Grade Level	4	Month	8	Week	2

Objective	Students will work on a presentation based on their research findings.
"I Can" Statement	I can complete a presentation based on my research findings.

Common Core Standards	CC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. CC.4.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an underst

AASL Standards	1.2.3 Demonstrate creativity by using multiple resources and formats. 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 complete their presentation to summarize the research they've done over the past several weeks.

Assessment	Students will complete their presentation summarizing the research they've done over the past two months.

Additional Resources

Grade Level	4	Month	8	Week	3

Objective	Students will present a presentation based on their research findings.
"I Can" Statement	I can present my research findings.

Common Core Standards	CC.4.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an underst

AASL Standards	3.1.3 Use writing and speaking skills to communicate new understandings effectively.

Procedures	1. Seat students at tables. 2. Students will take turns presenting their research findings to their classmates.

Assessment	Students will be able to complete a presentation summarizing the research they've done over the past two months.

Additional Resources

Grade Level	4	Month	8	Week	4

Objective	Students will present a presentation based on their research findings.
"I Can" Statement	I can present my research findings.

Common Core Standards	CC.4.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an underst

AASL Standards	3.1.3 Use writing and speaking skills to communicate new understandings effectively.

Procedures	1. Seat students at tables. 2. Students will take turns presenting their research findings to their classmates.

Assessment	Students will be able to complete a presentation summarizing the research they've done over the past two months.

Additional Resources

Grade Level	4	Month	9	Week	1

Objective	Students will be able to describe what we'll learn in library class this month.
"I Can" Statement	I can describe this month's library class activities.

Common Core Standards	CC.4.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. CC.4.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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.

Procedures	1. Seat students at tables. 2. Review center rotation groups. 3. Briefly describe each center activity and demonstrate the online games. 4. Ask students to describe each center.

Assessment	Students will describe the upcoming center activities.

Additional Resources

Grade Level	4	Month	9	Week	2

Objective	Students will be able to identify the main idea, supporting details, and theme of myths.
"I Can" Statement	I can identify the main idea, supporting details, and theme of a myth.

Common Core Standards	CC.4.R.I.2 Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize the text. CC.4.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultur

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. Print some Greek myths of your choice. You can find links on the Myth Sources documents. 3. Distribute the myth stories and the Myth Elements Graphic Organizer. 4. Students will complete the graphic organizer individually or with partner/group.

Assessment	Students will correctly identify the main idea, supporting details, and theme of each story.

Additional Resources	Myth Sources document Myth Elements Graphic Organizer

Grade Level	4	Month	9	Week	3

Objective	Students will be able to describe a favorite book.
"I Can" Statement	I can describe a favorite book.

Common Core Standards	CC.4.R.L.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CC.4.R.L.3 Key Ideas and Details: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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. 2.1.2 Organize knowledge so that it is useful.

Procedures	1. Students will go to their appropriate center. 2. Distribute the My Favorite Book report template. 3. Students will fill in the appropriate information about the best book they've read during the current school year. We will type a report based on this information next month.

Assessment	Students will fill in appropriate information from a favorite book in preparation for typing a report next month.

Additional Resources	My Favorite Book report template

Grade Level	4	Month	9	Week	4

Objective	Students will be able to identify elements of poetry using online games.
"I Can" Statement	I can identify elements of poetry.

Common Core Standards	CC.4.R.L.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the rang CC.4.R.L.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text; summarize 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.

Procedures	1. Students will go to their appropriate center. 2. Display the Poetry Activities document on each student computer station. 3. Students will choose an activity from the list.

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

Additional Resources	Poetry Activities document

Grade Level	4	Month	10	Week	1

Objective	Students will be able to describe what we'll learn in library class this month.
"I Can" Statement	I can describe this month's library class activities.

Common Core Standards	CC.4.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. CC.4.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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.

Procedures	1. Seat students at tables. 2. Review center rotation groups. 3. Briefly describe each center activity and demonstrate the online games. 4. Ask students to describe each center.

Assessment	Students will describe the upcoming center activities.

Additional Resources

Grade Level	4	Month	10	Week	2

Objective	Students will be able to correctly put books on the library's shelves.
"I Can" Statement	I can put books away correctly on the library's shelves.

Common Core Standards	CC.4.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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. Review call numbers and shelving techniques with students. 2. Allow students to put books away on the shelves. 3. Do a spot check to ensure books are in the proper location.

Assessment	Students will put books away in their proper location in the library.

Additional Resources

Grade Level	4	Month	10	Week	3

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 of a passage.

Common Core Standards	CC.4.R.I.2 Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize 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. 2.1.2 Organize knowledge so that it is useful.

Procedures	1. Students will go to their appropriate center. 2. Distribute the Main Idea Cut and Paste activity to students. 3. Students will read the supporting details and paste the appropriate main idea in the space provided.

Assessment	Students will correctly identify the main idea and supporting details of each passage.

Additional Resources	Main Idea Cut & Paste activity

Grade Level	4	Month	10	Week	4

Objective	Students will be able to summarize and type the information they recorded on their My Favorite Book report template.
"I Can" Statement	I can write a short book report about my favorite book I've read during this school year.

Common Core Standards	CC.4.R.L.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CC.4.R.L.3 Key Ideas and Details: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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. 2.1.2 Organize knowledge so that it is useful.

Procedures	1. Students will go to their appropriate center. 2. Distribute the My Favorite Book report templates students completed last month. 3. Students will use a word processing program to type a brief summary about their favorite book using information they recorded last month.

Assessment	Students will summarize their favorite book.

Additional Resources	Completed My Favorite Book report template