

Vermilion Local School District

Course of Study

K-12 Library



Adopted July, 2023

VLSD Board of Education

Courses of study are created and adopted in accordance with VLSD policies listed below:

PO 2141-Assessment of Educational Resources

PO 2210-Curriculum Development

PO 2220-Adoption of Courses of Study

PO 2510-Adoption of Textbooks

PO 2520-Selection of Instructional Materials and Equipment

PO 2623-Student Assessment and Academic Intervention Services

This course of study is current as of the date above and is subject to change due to varying policy, law or curriculum material availability. Instructional unit sequence and length within classes is approximate and subject to change.

Library - Kindergarten

Vermilion Local School District

UNITS (8/8 SELECTED)		SUGGESTED DURATION
 Unit 1: August/September		5 lessons
 Unit 2: October		1 lessons
 Unit 3: November		1 lessons
 Unit 4: December		1 lessons
 Unit 5: January		1 lessons
 Unit 6: February		1 lessons
 Unit 7: March/April		1 lessons
 Unit 8: May		1 lessons

Unit 1: August/September

Library - Kindergarten - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Basics procedures:

Introductions, entering library, staying in space, respecting others, being ready to learn

Stories about trying new things and getting along with others

Creative response to story/theme, appropriate work spaces, respecting supplies, doing best, using all of time given

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Greet by name. Demonstration and practice and “why” explained for each step

Read alouds such as “Is Your Buffalo Ready for Kindergarten” and “We Don’t Eat Our Classmates”

Direct instruction, demonstration and practice of procedures…step by step over the first weeks

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Enter library quietly, sit in group area on assigned spot, hands to self, not interrupt, listen to stories and directions, raise hand to answer a question, know which row they are in for dismissal

Be open to trying new things and learning from mistakes, treat others as we would want to be treated

Choose a work space, use and clean up supplies, work until the chime, use imagination when ideas run out. Try new things and learn from mistakes. Problem-solve

By the end of the month students will know what is expected of behavior and procedure. We will have met 4 times to reinforce/practice basics. These basic procedures continue through grade 3 with students becoming more independent and having more choices.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Observation/notes for reinforcement needs

Creative challenges such as drawing pictures of what they are looking forward to doing in school (making friends, learning words, etc) Also drawing pictures to help us learn about their interests.

Show and tell: basics of audience behavior, compare/contrast or “why did you do…” or “were directions followed” or “what would you do differently?”

S and T allows students to be inspired from others’ ideas…students set examples for each other

STANDARDS

Unit 2: October

Library - Kindergarten - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Apples, Harvest, Halloween

Holiday read alouds such as "Spookly", "Ghosts in the House"

How to search for a book

First check out/return and Fetch introduced

Become familiar with library one section at a time (easy picture then non-fiction)

Parts of book, author, illustrator

Start looking at how authors/illustrators turn objects or animals into characters.

From here on out the basic routines of functioning in the library are the same. This month

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Demonstration of procedure and “why” for each step,, practice

Fetch and checkout information sheet sent home

Before subsequent Check outs - Everyone comes through line to have book checked in or have card scanned.

Students ID cover, title with their own books

Creative challenges: turn object into new character such as a unique pumpkin character

Reinforcement as required

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Will carefully look for a picture book without removing it from the shelf and choose one based on cover, will know where picture books are located

Will know what it looks like to check out a book...both card and book must be scanned. Students will know how to take care of a book, that check out is for one week

Will connect that book must be returned and scanned in order to have record cleared and get a new book

Students will learn how to determine their own “status” with regard to getting a book or waiting. Sometimes students don’t realize they don’t have any books out...even if no book in hand. Remind of books to return

Unit 2: October

Library - Kindergarten - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Dealing as needed with check out/return issues, overdue notes generated for overdues...the library computer program allows me to “assess” who is struggling with the routine. Activity time shows me understanding of work expectations, etc. Show and Tell shows me who understood directions. Students will show books they chose and tell why they chose...

(Fetch) Student returns with book request!

STANDARDS

Unit 3: November

Library - Kindergarten - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Gratitude
Introduce NF

Pictures help tell a story

introduce companion books to read alouds...such as NF books about dogs to go with a read a loud with a dog character

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

RA such as Turkey Trouble and NF Turkeys
All check out NF.

Ask specific questions about pictures and making predictions during read alouds

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Creative Challenge - draw unique disguise on turkey
Draw picture from NF book to represent subject

Difference between F and NF (basic), ID labels, and where located

Awareness of subjects in a variety of formats

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Show and Tell guessing game

Questions or a game...”point to where the NF books are” or “go stand by...” or I hold up a book...identify label

STANDARDS

Unit 4: December

Library - Kindergarten - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Continue with holiday and emphasis on what pictures tell us

Making predictions
Remembering details

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Ex Harvey Slumpfenberger...what is his present (they have to guess and draw) also structure of story is repetitions...students can join in

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Make a prediction about something will happen based on what they know so far

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Informal verbal response and art response (what did Harvey receive and if you could only receive one present what would it be) Audience guessing game...

STANDARDS

Unit 5: January

Library - Kindergarten - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Our life is a story!
Intro terms character, setting, action

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Read alouds with birthday theme such as Make a Wish Henry Bear and Click Clack Surprise, Bunny Cakes...all of which provide great opportunities to talk about being ourselves and making predictions within the story.
Make birthday book - new page each week: birthdate balloons, cake, presents, party

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will know the date of their birthdays (many don't) and understand that their lives have characters and things that happen in places (action/setting), just like a story. And they can make choices, just like authors (it's a heady concept but I'll refer back to it through the years)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Will be able to say that a story has characters, things that happen in places

STANDARDS

Unit 6: February

Library - Kindergarten - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Friendship theme, showing appreciation to those we love

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Read alouds such as strictly no elephants, library lion

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Treat others as they would like to be treated

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Unit 7: March/April

Library - Kindergarten - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Through March and April, themes of spring and renewal...

Interacting with each other through characters
Storytelling concepts

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Puppet play - intro self and/or partner with puppet talking, act out scenarios based on a specific prompt, demo emotions, partner question and answer

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

“Make believe” relevant to a given topic

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

“Performance” large and small group

STANDARDS

Unit 8: May

Library - Kindergarten - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

What have you learned...how have you changed? What would you say to kids coming to K next year?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Discussion and Draw

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Reflect on what they've learned

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

pictures to give to new students next year

STANDARDS

Library - 1st grade

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: August/September	1 lessons
<div></div> Unit 2: October	1 lessons
<div></div> Unit 3: November	1 lessons
<div></div> Unit 4: December	5 lessons
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<div></div> Unit 6: February	1 lessons
<div></div> Unit 7: March	1 lessons
<div></div> Unit 8: April	1 lessons
<div></div> Unit 9: May	1 lessons

Unit 1: August/September

Library - 1st grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Review of library expectations:

group/storytime book searching for and choosing a book, checking out, choosing a workspace, working until the chime on creative challenges, using imagination, clean up, show and tell, audience behavior, talking to audience, posture, dismissal order.

walking, voice level, reporting vs tattling...

How authors, illustrators create characters from animals, objects

book and ID check-in

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct instruction, question and answer, practice and reinforcement

Read alouds such as The Day The Crayons Quit, Nobody Hugs a Cactus, I'm Bored

Demonstration of procedure and "why", practice

Before Check out - Everyone comes through line to have book checked in or have card scanned.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Meet the expectations for behavior, be curious about the variety of books available to them, show respect to those presenting, gain confidence in presenting, follow procedures, enjoy, take care of, and return books for the good of our school community, use imagination and understand that we wouldn't have books without it, talent is discovered in childhood, express self through creative challenges

Use imagination to create unique characters from animals, objects

be familiar enough with their books to share them with the class, be inspired by others' choices,

Students will learn how to determine their own "status" with regard to getting a book or waiting. Sometimes students don't realize they don't have any books out...even if no book in hand. Reminds of books to return

Unit 1: August/September

Library - 1st grade - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Show and tell/display
(goal: portfolios!)

Observation of behaviors

question/answer

Show and tell - reinforce expectations for audience behavior, compare/contrast or “why did you do…” or “were directions followed” or “what would you do differently?”

S and T allows others to be inspired from others’ ideas…students set examples for each other

STANDARDS

Unit 2: October

Library - 1st grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Review of library expectations:

group/storytime book searching for and choosing a book, checking out, choosing a workspace, working until the chime on creative challenges, using imagination, clean up, show and tell, audience behavior, talking to audience, posture, dismissal order.

walking, voice level, reporting vs tattling...

How authors, illustrators create characters from animals, objects

book and ID check-in

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Halloween read alouds such as Spookly

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Meet the expectations for behavior, be curious about the variety of books available to them, show respect to those presenting, gain confidence in presenting, follow procedures, enjoy, take care of, and return books for the good of our school community, use imagination and understand that we wouldn't have books without it, talent is discovered in childhood, express self through creative challenges

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Students will learn how to determine their own "status" with regard to getting a book or waiting. Sometimes students don't realize they don't have any books out...even if no book in hand. Reminds of books to return

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Show and tell/display
(goal: portfolios!)

Observation of behaviors

question/answer

Show and tell - reinforce expectations for audience behavior, compare/contrast or "why did you do..." or "were directions followed" or "what would you do differently?"

S and T allows others to be inspired from others' ideas...students set examples for each other

STANDARDS

Unit 3: November

Library - 1st grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Expand understanding of story components to setting and what happens

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Storytelling

Read alouds such as The Tiger and the Turtle, Shark vs Train

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will volunteer to tell the class about something interesting that happened to them. I ask who was there, when and where, and what happened?

Students create original characters in a conflict and create the solution.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Observation

I ask class what they remember from the story

Collect papers...show and tell

STANDARDS

Unit 4: December

Library - 1st grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Holiday - importance of traditions and stories

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Read alouds such as Wintercake and
Dashher

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students design a cake, each layer represents one of their family traditions

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Show and tell

STANDARDS

Unit 5: January

Library - 1st grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Continue Problem-Solving in stories, “what happens”, conflict

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Giraffe and Penguin Problems

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Create original animal/insect/object problem story

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Show and tell

STANDARDS

Unit 6: February

Library - 1st grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

inference

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Kitten Called Moonlight

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Create missing page showing what probably happened based on what happened before and after

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Show and tell

STANDARDS

Unit 7: March

Library - 1st grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

(Book Fair)

Story Elements working together, making predictions

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Snow Lambs

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify character, setting, action (prediction) as I am reading

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Identify parts as I am reading

STANDARDS

Unit 8: April

Library - 1st grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Group Storytelling

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

The Pencil

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Create story as a small group, students takes turns being the pencil.

Puppet Plays

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Turn in project

Show and tell

STANDARDS

Unit 9: May

Library - 1st grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Goals for 2nd grade

No check outs the last 2 weeks

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

“2nd grade holdout”

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Puppet Plays

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Presentations

STANDARDS

Library - 2nd grade

Vermilion Local School District

UNITS (8/8 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: August/September/October	1 lessons
<div></div> Unit 2: November	1 lessons
<div></div> Unit 3: December	1 lessons
<div></div> Unit 4: January	1 lessons
<div></div> Unit 5: February	1 lessons
<div></div> Unit 6: March	1 lessons
<div></div> Unit 7: April	1 lessons
<div></div> Unit 8: May	1 lessons

Unit 1: August/September/October

Library - 2nd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Unexpected Friendships
Companion books continue

Intro to Book Talks

Interpreting Spine Labels and book returns

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Read Alouds/discussion:
: Sadie and Her Silver Shoes, Enemy Pie, Adrian Simcox Does Not have a Horse

Volunteer/whole group
3-5 per week with verbal prompting to teach format

Direct instruction

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Connect to own examples of relationships

Question/Answer activity in varied small groups

Introduce a book to the group: title, author, type, favorite part or picture

Eye contact, voice level, posture

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

observation

Follow up discussion

Observation (intro to rubric which will be used for HQSD)

HQSD assessment fall vs spring

Observation of book return

STANDARDS

Unit 2: November

Library - 2nd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Problem-Solving

Book Talk practice continues

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Books like “How To Knit a Monster”

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

identify a negative emotion and create a symbolic "monster"

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

present project

STANDARDS

Unit 3: December

Library - 2nd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Family/traditions

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Beverly Cleary Christmas story

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Relate to and share family traditions

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Unit 4: January

Library - 2nd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Dealing with change/
Beginnings

Book Talks

Interpreting spine labels and on-the-spot book talks

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Read Alouds and discussion/optional follow up activities

Whole group presentations

Spine label game

Scavenger hunt

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Follow the format without prompting

Locate a book based on given spine label info

Figure out the basics of a book from cover, pictures, title page, flipping through pages

“Sell” the book to the class

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Rubric with goal given to student

Successfully finding the book

Observation of presentation

The book is checked out by another student

STANDARDS

Unit 5: February

Library - 2nd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Lincoln, Slavery, Civil Rights

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Non-fiction and historical fiction (American Girls “Addy” for ex) Henry’s Freedom Box

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Unit 6: March

Library - 2nd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Learn from mistakes/be willing to fail

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Books like “The Girls Who Never Made Mistakes” and “The Most Magnificent Thing”

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Understand that imperfection is not failure…own up, try again, do better

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Create project from random objects…self-assess what went well and what to make better? How did you fix?
Next time?

STANDARDS

Unit 7: April

Library - 2nd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Spring, renewal and appreciation

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

The Ugly Duckling
Better Tree Fort
Those Shoes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Unit 8: May

Library - 2nd grade - *Last Updated on June 28, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Goals

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

The Bee Tree

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Library - 3rd grade

Vermilion Local School District

UNITS (6/6 SELECTED)		SUGGESTED DURATION
	Unit 1: August/September	1 lessons
	Unit 2: October	1 lessons
	Unit 3: November/December	1 lessons
	Unit 4: January/February	1 lessons
	Unit 5: March/April (Book Fair and Spring Break)	1 lessons
	Unit 7: May	1 lessons

Unit 1: August/September

Library - 3rd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Review expectations and procedures from previous years:

Be Kind, Be Curious, Be Careful

types and locations of books, how to interpret spine labels

book search expectations, check in/out procedures

how to use Fetch

Book Talk rubric

Intro. Book Cover Project, volunteer opportunity available through year

Theme: perspective, point of view

Intro. to center activities (4 week rotations, groups change each round). Will begin after activities are reviewed as whole group:

Learn - activity based on theme/read aloud

Create - activity based on theme/read aloud

Share - small group book talks

Read - independently and quietly

Unit 1: August/September

Library - 3rd grade - Last Updated on June 28, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Q and A, direct instruction of any changes, demonstration and practice of procedures

Fetch demo and info to take home...info to teachers also

Show book talk rubric from 2nd grade. Students' present checked-out books from previous week: title, author, what type of book, specifically what they liked about book. speaking and listening expectations

Read Alouds such as 7 Blind Mice, Charlie Anderson, Cecil the Pet Glacier, If, Arnie the Doughnut

Personification with Arnie and Cecil

First day of centers I explain activities, expectations, assign groups, and students walk through the process. We repeat the first activity the following week if needed for reinforcement...

Learn: give directions orally or on paper for activity related to theme/read aloud

Create: create character from inanimate object

Share: Students learn book talks as 2nd graders so this year they are expected to do them independently as a center.

Read: Students choose a private reading spot and enjoy a book they just checked out or brought from home. Also a chance to borrow "short" books just for the period, or explore new...

Read independently in a relaxed, quiet setting - the enjoyment of independent choice and "why" we learn to read

Unit 1: August/September

Library - 3rd grade - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Meet expectations independently for own enjoyment and others' (community)

Look for a specific book before library day via Fetch link on district website

Make a cover for a library book that doesn't have one - cross curricular, contribute to improving our "community" for themselves and other students

Personification - illustrators have ability to convey feelings and emotions through a character

Expand interests and knowledge of books to check out

Understand many ways to see a situation, look at the whole

Independently go to assigned center and read directions, complete activity and turn it in, cooperate, problem solve, use time wisely, make best effort.

Present steps of a book talk without prompting:

- share title, author, type of book, where found in library, why liked, favorite page/picture

- use appropriate voice, body posture, handle/read book to share

Read independently in own space in a relaxed, quiet setting - the enjoyment of independent choice and "why" we learn to read

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

I record observations on seating chart or roster then reteach/redirect as needed through year for any issue or success worth noting

Students bring info from Fetch so that I can show them where a book is

For book covers, students assess their own ability and volunteer, we work together to make improvements if needed

Creative projects displayed

Observation of center groups for behavior, cooperation, some work turned in and/or displayed, notes kept of issues and work well-done. Activity need not be finished if there is evidence of good effort and use of time. Group feedback at end of class if time. Some presentations of group work if time.

Circulation of shared books (often book talk books are immediately checked out)

Book covers displayed

Unit 1: August/September

Library - 3rd grade - Last Updated on June 28, 2023

STANDARDS

Ohio - AASL Guidelines
4.1.1
Read, view, and listen for pleasure and personal growth.'
4.1.2
Read widely and fluently to make connections with self, the world, and previous reading.'
4.1.3
Respond to literature and creative expressions of ideas in various formats and genres.'
4.1.4
Seek information for personal learning in a variety of formats and genres.'
4.1.5
Connect ideas to own interests and previous knowledge and experience.'
4.1.8
Use creative and artistic formats to express personal learning.'
4.2.2
Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.'
4.2.3
Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.'
4.2.4
Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.'
4.3.2
Recognize that resources are created for a variety of purposes.'
4.3.3

Unit 1: August/September

Library - 3rd grade - Last Updated on June 28, 2023

Seek opportunities for pursuing personal and aesthetic growth.'
4.4.1
Identify own areas of interest.'
4.4.2
Recognize the limits of own personal knowledge'
4.4.3
Recognize how to focus efforts in personal learning.'
4.4.4
Interpret new information based on cultural and social context.'
4.4.5
Develop personal criteria for gauging how effectively own ideas are expressed.'
4.4.6
Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.
Ohio - Grade 3 - English Language Arts ELA
SL.3.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL.3.1.a
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.
SL.3.1.b
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1.c
Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Unit 1: August/September

Library - 3rd grade - Last Updated on June 28, 2023

SL.3.1.d
Explain their own ideas and understanding in light of the discussion.
SL.3.2
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.
SL.3.3
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4
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.
SL.3.6
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Unit 2: October

Library - 3rd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Theme: Cycle of Life

Continue centers - working independently

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Books like Pumpkin Jack, Rough Patch

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Relate to their own experience of going through a hard time and growing

Loss/rebirth

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Shared experience (losing a pet or loved one)

Observation and notes on behavior/participation in centers

STANDARDS

Ohio - AASL Guidelines
4.1.5
Connect ideas to own interests and previous knowledge and experience.'
4.2.3
Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.'
4.3.3
Seek opportunities for pursuing personal and aesthetic growth.'
1.1.2
Use prior and background knowledge as context for new learning.'
1.3.4
Contribute to the exchange of ideas within the learning community.'
Ohio - Grade 3 - English Language Arts ELA

Unit 2: October

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RL.3.2.a
Determine a theme and explain how it is conveyed through key details in the text.
RL.3.3
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.7
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).
SL.3.1.b
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1.d
Explain their own ideas and understanding in light of the discussion.

Unit 3: November/December

Library - 3rd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Same author, different genres

Book recycling

Holiday traditions

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Recognize that favorite authors write a variety of genres. Branch out in library...ex Dav Pilkey is popular for graphic novels but easy/picture books and chapter books are also available with same kind of content/humor...also an author can be multi-faceted. Ex. Dav Pilkey has written a picture book with a more serious message.

make ornaments using damaged book pages

Balloons Over Broadway, Christmas Tree Ship

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Group books by author and make comparisons

Create parade balloon and write about why it is important

Follow a pattern and make ornaments from library book pages otherwise discarded

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Scavenger Hunt questions - group books by same authors

Record comparisons

STANDARDS

Unit 4: January/February

Library - 3rd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

New Words and Types of Words:
Idioms, synonyms, homophones, description, observation
How words help us communicate, keep us connected

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Read Alouds such as Word Collector, Story of a Story, Red Again, Catch My Breath, The King Who Rained, Eight Ate, Diary of a Worm, Grandpa Tang's Story, The Quiet Place

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Understand the ways words are used to create meaning, express feelings, are used figuratively for humor, better communication, description
Make book recommendation for display
Write letters

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Learn and Create activities
Book recommendation as a part of Share group

STANDARDS

Unit 5: March/April (Book Fair and Spring Break)

Library - 3rd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Importance of Place/Memoir

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Ramble Shamble Children, Roxaboxen, All the Places to Love, Sprout Branches Out

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Understand how memories of an important place affects one's life. Connection, what affects feeling of belonging

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Learn and Create projects such as explore non-fiction books about places and show through writing or drawing something learned...

Create an imaginary town with random objects

Write/talk about a special place...or share what would make a place special in the future

STANDARDS

Unit 7: May

Library - 3rd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Biographies/influences/role models

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Because, Buffalo Music, Me...Jane

Explore various biographies from our collection organized by category: authors, athletes, musicians, Presidents...etc.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will identify influences so far in their lives affecting choices/interests and share examples, and will also choose biographies to explore and identify qualities that make a person notable, identify their contributions

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Biography explore worksheet...determine who the book is about and what that person did

STANDARDS