

Elementary Media Curriculum Support



Objectives

- Become familiar with ExC3EL - Florida's K-12 Library Program Evaluation Tool
- How to break down Florida's READS and FINDS into the elementary curriculum



ExC3EL - Evaluation Tool

“The ExC3EL Rubric provides a continuum for developing outstanding school library media programs that enhance and support the school's educational agenda. Quality library media programs provide a welcoming, resource-rich environment that supports multiple literacy's, cultivates a culture of inquiry and literary appreciation, and encourages the independent, ethical exploration of information and ideas.”

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21st Century Library Media Programs in Florida's K-12 Schools

Ex³EL – Expectations for Collaboration, Collections, and Connections to Enhance Learning: A Program Evaluation Rubric

Mission: The Ex³EL Rubric provides a continuum for developing outstanding school library media programs that enhance and support the school's educational agenda. Quality library media programs provide a welcoming, resource-rich environment that supports multiple literacies cultivates a culture of inquiry and literary appreciation, and encourages the independent, ethical exploration of information and ideas.

<i>The library media program enhances student achievement through a systematically, collaboratively planned instructional program.</i>				
Components	Entering	Developing	Advancing	Outstanding
Information literacy and inquiry-based instruction	<ul style="list-style-type: none"> Standards-based information literacy skills instruction is not integrated into the LM instructional program. Student achievement and needs are not assessed. 	<ul style="list-style-type: none"> Standards-based information literacy skills are taught in the LM instructional program. Automated systems/data is used to inform instruction. 	<ul style="list-style-type: none"> Standards-based information literacy skills instruction using inquiry-based approach (e.g., FINDS) is embedded into schoolwide instructional program. Student achievement and needs are assessed. 	<ul style="list-style-type: none"> Standards-based Information literacy skills instruction using inquiry-based approach (e.g. FINDS) is embedded systematically into schoolwide instructional program. Student achievement and needs are assessed.

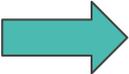
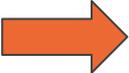
Rubric Outline

- Instruction
- Curriculum Assessment
- Program Administration
- Environment
- Advocacy

EXC3EL Rubric Outline	
Instruction	The library media program enhances student achievement through a systematically, collaboratively planned instructional program. <ul style="list-style-type: none">• Information literacy and inquiry-based instruction• Translatory skills instruction• Literature appreciation and literature-based instruction
Curriculum Assessment	The library media program enhances student achievement by supporting all levels of the instructional program. <ul style="list-style-type: none">• Reading promotion and guidance• Professional development• School improvement plan• Organization• Acquisition• Maintenance
Program Administration	Technical processes and resources either for learning and serve as an infrastructure for administering a properly staffed and well-funded library media program. <ul style="list-style-type: none">• Staff• Assets• Budget• Internet Site• Technology Information retrieval - production activities• Technology management• Program evaluation
Environment	Effective library media programs provide an inviting, accessible and stimulating environment for individual and group use that share resources across the learning community. <ul style="list-style-type: none">• Facility• Furniture• Climate
Advocacy	The library media program and its initiatives are promoted throughout the learning community. <ul style="list-style-type: none">• In school• Parents / Community / Professional Organizations (Dist., State, National)

Advocacy

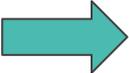
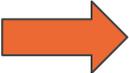
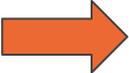
The library media program and its initiatives are promoted throughout the learning community.

	Statistical reports shared regularly with administrators and school community
	Programs are advertised in various formats - newsletters, tweets, blogs ...
	Website is easily accessible and promotes the library media program and facilitates 24/7/365 access to resources
	LM parent involvement activities are collaboratively planned with teachers, administrators and SIP initiatives



Environment

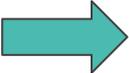
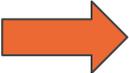
Effective library media programs provide an inviting, accessible and stimulating environment for individual and group use that share resources across the learning community.

	Flexibly designed facility supports and accommodates reading, research and production activities
	Fosters a schoolwide culture of inquiry, independent reading and lifelong learning
	Aesthetically and visually appealing displays
	Serves as an extension to the classroom where teachers and students regularly read, research and produce projects.



Program Administration

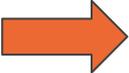
Technical processes and resources enhance learning and serve as an infrastructure for administering a properly staffed and well funded library media program.

	Program Evaluation - Data from a variety of sources is generated to make strategic LM programming decisions
	Circulation system and OPAC are current and operational
	Technology plan is integrated into the School Improvement Plan
	Complete digital media production is operational and used on a regular basis



Curriculum / Assessment Support

The library media program enhances student achievement by supporting all facets of the instructional program.

	Reading Promotion and Guidance - LM Program facilitates schoolwide reading motivation programming
	Professional Development - Professional development sessions are facilitated schoolwide through the LM program
	School Improvement Plan - LM program is integrated into the school improvement plan and is aligned with the school's mission and goals



Instruction

The library media program enhances student achievement through a systematically, collaboratively planned instructional program

	Information Literacy and inquiry based instruction
	Literature appreciation and Literature based instruction
	Transliteracy skills instruction i.e. social networking, copyright and digital literacy



What do my students need to know?

Information Literacy

Literature Appreciation

Digital Literacy



Information Literacy

“Information literacy forms the basis for all of the other literacies. Developing the good question, selecting sources, searching for information, critically evaluating the information found, citing the sources, and creating a new product for a specified audience are all components of information literacy”

Kathy Schrock

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Kathy Schrock

FINDS

Focus on the information need

- 1.1 Identify area of inquiry
- 1.2 Decide how much information is needed
- 1.3 Develop a search action plan and timeline

Investigate resources to search for answers

- 2.1 Locate print and digital resources
- 2.2 Apply evaluative criteria to select the best resources to answer each search question
- 2.3 Demonstrate an understanding of how information is organized and located
- 2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities

Note and Evaluate

- 3.1 Read, evaluate, and select information to answer search need
- 3.2 Take notes and record data required for citations
- 3.3 Analyze information gathered and compared with research need

Develop information into knowledge for presentation

- 4.1 Select a presentation format appropriate for the topic, audience and purpose
- 4.2 Analyze and synthesize collected information
- 4.3 Communicate information and ideas using a variety of formats and media

Score presentation and search

- 5.1 Apply and develop evaluative criteria for information problem or product
- 5.2 Reflect on the search process, noting strengths and weaknesses
- 5.3 Make recommendations for improving and applying process



Information Literacy



Information Literacy



Skills needed to navigate and utilize the Library Media Center when asking questions and seeking answers.



Information Literacy



Skills needed to process information used when asking questions and seeking answers.



Information Literacy



Skills needed to perform the research process and develop finished product when asking questions and seeking answers.



Information Literacy

Basic Library Skills

- ✓ Circulation Guidelines
- ✓ Library Organization
- ✓ Card Catalog

Information Skills

- ✓ Types of Resource Materials
- ✓ Using Resource Materials
- ✓ Copyright

Research Process Skills

- ✓ Topic Focus/Planning
- ✓ Note Taking
- ✓ Presentation



Basic Library Skills

	Kdg	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Basic Library Skills						
Circulation Guidelines	Check in/out	Check in/out	Check in/out	Check in/out	Check in/out	Check in/out
	FINDS K.2.4.1	FINDS 1.2.4.1	FINDS 2.2.4.1	FINDS 3.2.4.1	FINDS 4.2.4.1	FINDS 5.2.4.1
Library Organization	Care of Materials	Care of Materials	Care of Materials	Care of Materials	Care of Materials	Care of Materials
	FINDS K.2.4.2	FINDS 1.2.4.2	FINDS 2.2.4.2	FINDS 3.2.4.2	FINDS 4.2.4.2	FINDS 5.2.4.2
Card Catalog	Locate: Easy Books	Locate: Easy Books Nonfiction Books Fiction Books	Locate: Easy Books, Nonfiction Books, Dictionaries, Maps, Encyclopedias	Retrieve fiction, nonfiction, and reference books by call number	Retrieve fiction, nonfiction, and reference books by call number	Retrieve fiction, nonfiction, and reference books by call number
	FINDS K.2.1.1	FINDS 1.2.1.1	FINDS 2.2.1.1, 2.2.3.4	FINDS 3.2.1.1, 3.2.3.4	FINDS 4.2.1.1, 4.2.3.4	FINDS 5.2.1.1 5.2.3.4
Card Catalog	What is the Card Catalog	What is the Card Catalog	Perform keyword search in OPAC	Perform title, author, subject, keyword search in OPAC	Perform title, author, subject, keyword search in OPAC	Perform title, author, subject, keyword search in OPAC
	FINDS K.2.1.2	FINDS 1.2.1.2	FINDS 2.2.1.2	FINDS 3.2.1.2	FINDS 4.2.1.2	FINDS 5.2.1.2



Information Skills

Information Skills						
Types of Resources	Define Fiction, Nonfiction	Define Fiction, Nonfiction, Dictionary	Define Fiction, Nonfiction, Dictionary, Encyclopedia, Atlas	Define Fiction, Nonfiction, Dictionary, Encyclopedia, Atlas, Primary Source	Define Fiction, Nonfiction, Dictionary, Encyclopedia, Atlas, Primary Source	Define Fiction, Nonfiction, Dictionary, Encyclopedia, Atlas, Primary Source
	FIND \$ K.2.2.1	FIND \$ 1.2.2.1	FIND \$ 2.2.2.1, 2.2.2.2, 2.2.2.3	FIND \$ 3.2.2.1, 3.2.2.2, 3.2.2.3	FIND \$ 4.2.2.1, 4.2.2.2, 4.2.2.3	FIND \$ 5.2.2.1, 5.2.2.2, 5.2.2.3
Using Resources		Identify Text Features	Identify Text Features, Table of Contents and Glossary	Identify Text Features, Table of Contents and Glossary	Identify Text Features, Table of Contents and Glossary	Identify Text Features, Table of Contents and Glossary
		FIND \$ 1.2.3.3	FIND \$ 2.2.3.3	FIND \$ 3.2.3.3	FIND \$ 4.2.3.3	FIND \$ 5.2.3.3
Copyright		Why should artists get credit for their work?	Grade level appropriate Citation of sources	Grade level appropriate Citation of sources	Grade level appropriate Citation of sources	Grade level appropriate Citation of sources
		FIND \$ 1.3.2.2	FIND \$ 2.3.2.3	FIND \$ 3.3.2.3	FIND \$ 4.3.2.3	FIND \$ 5.3.2.3
					paraphrase and understand plagiarism	paraphrase and understand plagiarism
					FIND \$ 4.3.2.4	FIND \$ 5.3.2.4



Research Skills

Research Skills						
Topic Focus Planning	Pre-search question with teacher	Pre-search question with teacher	Select topic based on prior knowledge	Select topic based on prior and background knowledge	Select topic based on prior and background knowledge	Select topic based on prior and background knowledge
	FINDS K.1.1.1	FINDS 1.1.1.1	FINDS 2.1.1.1	FINDS 3.1.1.1	FINDS 4.1.1.1	FINDS 5.1.1.1
			Plan product by sequencing facts and ideas using an appropriate organizer	Plan product by sequencing facts and ideas using an appropriate organizer	Plan product by sequencing facts and ideas using an appropriate organizer	Plan product by sequencing facts and ideas using an appropriate organizer
		FINDS 2.4.2.2	FINDS 3.4.2.2	FINDS 4.4.2.2	FINDS 4.4.2.2	FINDS 4.4.2.2
Note Taking	Draw evidence from graphs, charts, tables, maps and other visuals to answer search question	Draw evidence from graphs, charts, tables, maps and other visuals to answer search question	Draw evidence from graphs, charts, tables, maps and other visuals to answer search question	Draw evidence from graphs, charts, tables, maps and other visuals to answer search question	Draw evidence from graphs, charts, tables, maps and other visuals to answer search question	Draw evidence from graphs, charts, tables, maps and other visuals to answer search question
	FINDS K.3.1.2	FINDS 1.3.1.2	FINDS 2.3.1.2	FINDS 3.3.1.2	FINDS 4.3.1.2	FINDS 5.3.1.2
	Whole Group Graphic Organizer	Compile notes using graphic organizers or note cards	Compile notes using graphic organizers or note cards	Compile notes using graphic organizers or note cards	Compile notes using graphic organizers or note cards	Compile notes using graphic organizers or note cards
FINDS K.3.2.1	FINDS 1.3.2.1	FINDS 2.3.2.1	FINDS 3.3.2.1	FINDS 4.3.2.1	FINDS 5.3.2.1	
Presentation	Convey findings orally	Convey findings orally	Use teacher/librarian selected method for presentation			
	FINDS K.4.1.1	FINDS 1.4.1.1	FINDS 2.4.1.1	FINDS 3.4.1.1	FINDS 4.4.1.1	FINDS 5.4.1.1
				Identify the strengths and weaknesses of presentation methods	Identify the strengths and weaknesses of presentation methods	Identify the strengths and weaknesses of presentation methods
			FINDS 3.4.1.2	FINDS 4.4.1.2	FINDS 4.4.1.2	FINDS 4.4.1.2



Literature Appreciation

“The ability to gain pleasure and understanding for literature”

IG_Global

Dictionary

Literature Appreciation

“The ability to gain **pleasure** and **understanding** for literature”

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Dictionary

Literature Appreciation

READS Outline

Read as a Personal Activity

Select and read literary and informational texts at an appropriate reading level

Explore characteristics, history and awards of creative works

Identify and critically analyze literary and media genres and themes

Recognize that social, cultural, political and historical events influence ideas and information

Appreciate literary and artistic excellence

Analyze structure and aesthetic features of creative works

Identify and analyze key ideas and details of a work.

Understand the literary techniques and complexities of a work

Develop a literary-based product

Develop an original work or a response to a creative work, working in groups or individually.

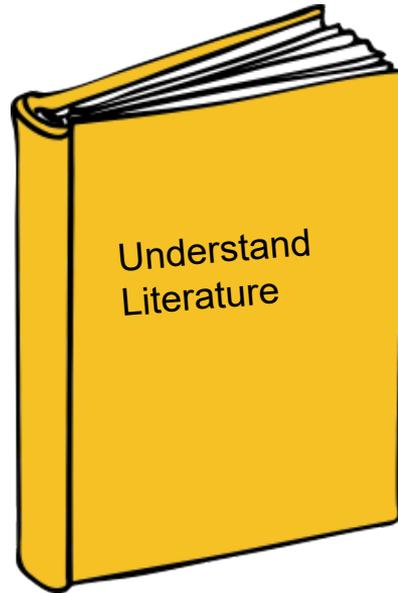
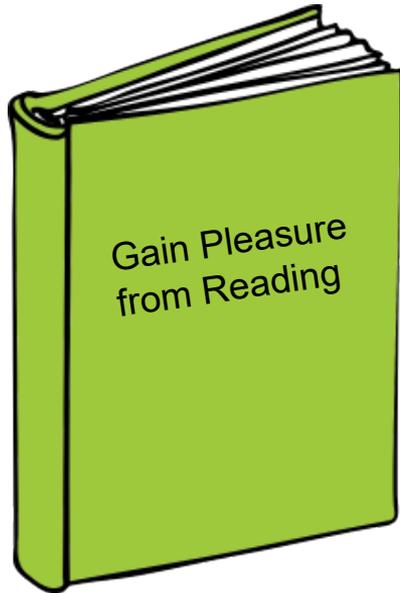
Communicate and evaluate an original work or a response to creative work, working in a group or individually

Score reading progress

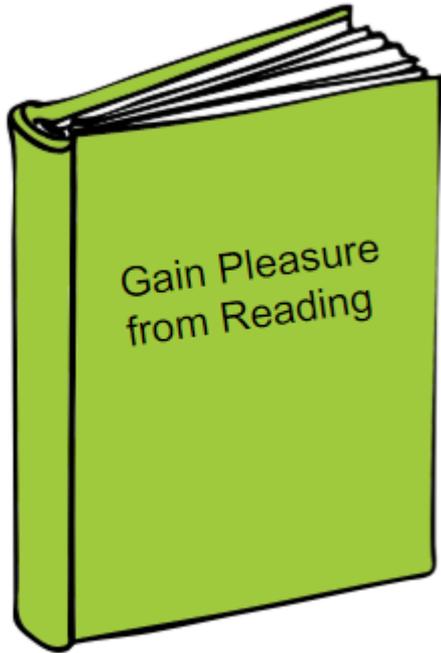
Engage in literacy-based motivational program and activities



Literature Appreciation



Literature Appreciation



→ Exposure to Literature

→ How to Select Literature

→ Motivation to Read

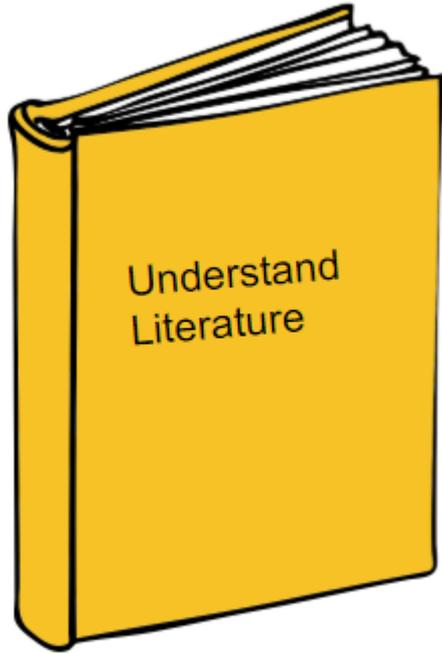


Gain Pleasure from Literature

	Kdg	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Gain Pleasure for Literature						
Exposure	Participate in: Storytime, Songs	Participate in: Storytime, Songs	Participate in: Storytime, Songs, Read Alouds	Participate in: Read Alouds, Podcasts	Participate in: Read Alouds, Podcasts	Participate in: Audiobooks, Podcasts
	READS K.1.2.1	READS 1.1.2.1	READS 2.1.2.1	READS 3.1.2.1	READS 4.1.2.1	READS 5.1.2.1
	Virtual Field Trips	Virtual Field Trips	Virtual Field Trips	Virtual Field Trips	Virtual Field Trips	Virtual Field Trips
	READS K.1.3.1, K.1.3.2	READS 1.1.3.1, 1.1.3.2	READS 2.1.3.1, 2.1.3.2	READS 3.1.3.1, 3.1.3.2	READS 4.1.3.1, 4.1.3.2	READS 5.1.3.1, 5.1.3.2
Selection	Choose Easy and Informational Text	Choose Easy and Informational Text based on interest and ability	Choose Easy and Informational Text based on interest and ability	Choose Easy and Informational Text based on interest and ability	Choose Easy and Informational Text based on interest and ability	Choose Easy and Informational Text based on interest and ability
	READS K.1.1.1, K.1.1.2	READS 1.1.1.1, 1.1.1.2	READS 2.1.1.1, 2.1.1.2	READS 3.1.1.1, 3.1.1.2	READS 4.1.1.1, 4.1.1.2	READS 5.1.1.1, 5.1.1.2
Motivation	Monitor own reading progress	Monitor own reading progress	Monitor own reading progress	Monitor own reading progress	Monitor own reading progress	Monitor own reading progress
	READS K.5.1.3	READS 1.5.1.3	READS 2.5.1.3	READS 3.5.1.3	READS 4.5.1.3	READS 5.5.1.3
	Participate in reading celebrations	Participate in reading celebrations	Participate in reading celebrations	Participate in reading celebrations	Participate in reading celebrations	Participate in reading celebrations
	READS K.5.1.2	READS 1.5.1.2	READS 2.5.1.2	READS 3.5.1.2	READS 4.5.1.2	READS 5.5.1.2
	Participate in structured independent reading programs	Participate in structured independent reading programs	Participate in structured independent reading programs	Participate in structured independent reading programs	Participate in structured independent reading programs	Participate in structured independent reading programs
READS K.5.1.3	READS 1.5.1.3	READS 2.5.1.3	READS 3.5.1.3	READS 4.5.1.3	READS 5.5.1.3	



Literature Appreciation



➔ Characteristics of Literature

➔ Structure of Literature

➔ Evaluate Literature



Understanding Literature

	Kdg	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Develop an Understanding of Literature						
Characteristics of Literature	Basic Characteristics of Genre: Nursery Rhymes/Fairy Tales	Basic Characteristics of Genre: Nursery Rhymes/Fairy Tales	Basic Characteristics of Genre: Folktales, Fables, Fourquotal Stories	Basic Characteristics of Genre: Folktales, Fables, Poetry	Basic Characteristics of Genre: Historical Fiction, Adventure	Basic Characteristics of Genre: Historical Fiction, Fantasy, Short Stories
	READ 8 K.2.1.1	READ 8 1.2.1.1	READ 8 2.2.1.1	READ 8 3.2.1.1	READ 8 4.2.1.1	READ 8 5.2.1.1
	Identify Themes <i>happiness, friendship</i>	Identify Themes <i>happiness, friendship</i>	Identify Themes <i>honesty, love</i>	Identify Themes <i>beauty, truth</i>	Identify Themes <i>friendship, courage</i>	Identify Themes <i>friendship, courage</i>
	READ 8 K.2.1.2	READ 8 1.2.1.2	READ 8 2.2.1.2	READ 8 3.2.1.2	READ 8 4.2.1.2	READ 8 5.2.1.2
	Explore Cultures in Literature	Explore Cultures in Literature	Explore Cultures in Literature	Expand knowledge of Culture through Literature	Recognize cultural and ethnic diversity through literature	Recognize cultural and ethnic diversity through literature
	READ 8 K.2.2.2	READ 8 1.2.2.2	READ 8 2.2.2.2	READ 8 3.2.2.2	READ 8 4.2.2.2	READ 8 5.2.2.2
Interpret Textual and Visual Clues	Interpret Textual and Visual Clues	Interpret Textual and Visual Clues	Interpret Textual and Visual Clues	Interpret Textual and Visual Clues <i>inferring, predicting</i>	Interpret Textual and Visual Clues <i>inferring, predicting</i>	
Structure of Literature	READ 8 K.3.1.1	READ 8 1.3.1.1	READ 8 2.3.1.1	READ 8 3.3.1.1	READ 8 4.3.1.1	READ 8 5.3.1.1
	Discuss purpose and point of view	Discuss purpose and point of view	Identify purpose and point of view	Identify purpose and point of view	Identify purpose and point of view	Identify purpose and point of view
	READ 8 K.3.1.2	READ 8 1.3.1.2	READ 8 2.3.1.2	READ 8 3.3.1.2	READ 8 4.3.1.2	READ 8 5.3.1.2
	Identify Main Idea and Supporting Details	Identify Main Idea and Supporting Details	Identify Main Idea and Supporting Details	Identify Main Idea and Supporting Details <i>paraphrasing, summarizing</i>	Identify Main Idea and Supporting Details <i>paraphrasing, summarizing</i>	Identify Main Idea and Supporting Details <i>paraphrasing, summarizing</i>
	READ 8 K.3.1.3	READ 8 1.3.1.3	READ 8 2.3.1.3	READ 8 3.3.1.3	READ 8 4.3.1.3	READ 8 5.3.1.3
	Identify Author/ Illustrator's Style <i>rhymes, figurative language</i>	Identify Author/ Illustrator's Style <i>rhymes, figurative language</i>	Identify Author/ Illustrator's Style <i>rhymes, figurative language</i>	Identify Author/ Illustrator's Style <i>rhymes, figurative language, medium</i>	Identify Author/ Illustrator's Style <i>rhymes, figurative language, medium</i>	Identify Author/ Illustrator's Style <i>rhymes, figurative language, medium</i>
	READ 8 K.3.2.1	READ 8 1.3.2.1	READ 8 2.3.2.1	READ 8 3.3.2.1	READ 8 4.3.2.1	READ 8 5.3.2.1
	Describe characters, setting and plot and arrange events in sequence	Describe characters, setting and plot and arrange events in sequence	Describe characters, setting and plot and arrange events in sequence	Compare story elements in multiple works	Compare story elements in multiple works	Compare story elements in multiple works
READ 8 K.3.2.2	READ 8 1.3.2.2	READ 8 2.3.2.2	READ 8 3.3.2.2	READ 8 4.3.2.2	READ 8 5.3.2.2	
Evaluate Literature	Create an original work or a response to literature	Create an original work or a response to literature	Create an original work or a response to literature	Create an original work or a response to literature	Create an original work or a response to literature	Create an original work or a response to literature
	READ 8 K.4.1.1, K. 4.1.2, K.4.1.3	READ 8 1.4.1.1, 1. 4.1.2, 1.4.1.3	READ 8 2.4.1.1, 2. 4.1.2, 2.4.1.3	READ 8 3.4.1.1, 3.4.1.2, 3.4.1.3	READ 8 4.4.1.1, 4.4.1.2, 4.4.1.3	READ 8 5.4.1.1, 5.4.1.2, 5.4.1.3
	Retell main events in a story orally or through drawing	Retell main events in a story through drawing or writing	Retell main events in a story through drawing or writing	use appropriate presentation tools to communicate ideas	use appropriate presentation tools to communicate ideas	use appropriate presentation tools to communicate ideas
	READ 8 K.4.2.1	READ 8 1.4.2.1	READ 8 2.4.2.1	READ 8 3.4.2.1	READ 8 4.4.2.1	READ 8 5.4.2.1
	Identify award winning authors and illustrators	Identify award winning authors and illustrators	Identify award winning authors and illustrators			
K.2.3.1	1.2.3.1	2.2.3.1	3.2.3.1	4.2.3.1	5.2.3.1	



Putting it all together

K-5 Curriculum Map
Media
Quarter 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Kdg	Library Orientation		Circulation Orientation		Parts of a Book	Title/Author/illustrator	Main Idea		
1st Grade	Library Orientation		Circulation Orientation		Concepts of Print		Character/Setting		Illustrations
2nd Grade	Library Orientation		Circulation Orientation		Folktales & Fables				
3rd Grade	Library Orientation		Circulation Orientation		Folktales & Tall Tales				
4th Grade	Library Orientation		Circulation Orientation		Historical Fiction				
5th Grade	Library Orientation		Circulation Orientation		Fantasy				

Quarter 2

	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	
Kdg	Character / Setting		Compare/Contrast characters		Traveling the Internet Safety		Collaboration with Guidance			
1st Grade	Fiction vs Nonfiction	Information in Pictures and text	Text Features	Digital Literacy: Website Safety - Digital Footprint - Cyberbullying - Keyword Search					Collaboration with Guidance	
2nd Grade	Text Features	Main Topic of Multi-Paragraph	Key Details of text	Digital Literacy: Privacy & Security - Email Etiquette					Collaboration with Guidance	
3rd Grade	Text Features	Main Topic of Multi-Paragraph	Key Details of text	Digital Literacy: Strong Passwords - Email Etiquette - Cyberbullying					Collaboration with Guidance	
4th Grade	Literary Themes: Friendship - courage - loyalty			Digital Literacy: Strong Passwords - Email Etiquette					Collaboration with Guidance	
5th Grade	- Literary Themes: Friendship - courage - loyalty			Digital Literacy: Strong Passwords - Email Etiquette					Collaboration with Guidance	



Lesson Plans

 MEDIA SERVICES <small>HOUSTON PUBLIC SCHOOLS</small>		KDG			Week of:
Title				Time:	Date:
Type:	Information Literacy	Literature Appreciation	Digital Literacy		Other
Category:	▼	▼	▼		
Standards	▼	▼	▼		
	▼	▼	▼		
	▼	▼	▼		
	▼	▼	▼		
LAFS Strand	Informational_Text_Kdg ▼	Foundational_Skills_Kdg ▼	Speaking_and_Listening_Kdg ▼		
LAFS Standard	LAFS.K.RI.2.4 With prompting and support, ask and answer questions about unknown words in a text. ▼	▼	▼		
	▼	▼	▼		
	▼	▼	▼		
Materials Needed					
Objective:					
Essential Question:					
Lesson Summary	I Do	We Do	You Do		
Lesson Details					
Assessment					



Sample Week at a Glance

Week at a Glance					Week Of:	8/1
	Kdg	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Time:	8:00 - 8:40	8:45 - 9:30	9:45 - 10:30	11:00 - 11:45	11:45 - 12:30	12:30 - 1:15
Lesson Title	Welcome to the Library	Welcome to the Library	Welcome to the Library	Welcome to the Library	Welcome to the Library	Welcome to the Library
Objective:	For the students to understand the parts of a book and check out	For students to understand how to take care of a library book	For students to demonstrate an understanding of the card catalog	For students to use the new Destiny Discover Card Catalog	For students to understand how to use the new card catalog	For students to become familiar with the new OPAC system
Essential Question	How can I identify the Cover and spine of a book	How do I check out a library book	How do I find a book using the card catalog?	How do I use the new Destiny Discover Card Catalog	How do I find a book using the card catalog	How do I use the card catalog
Materials	Library Bookworm Book	Library Book Worm book	Brain pop video - Library Catalog	My Brainpop Video	epson projector and computer, Destiny Discover software	Epson projector with Destiny Discover software presented
Lesson Details	Read story to students, discuss the answers, have them draw a picture of the library book worm	Read story and discuss how to take care of a library book while students check out	Review features of the new Destiny Discover Card Catalog	Go over Destiny Discover with students discuss the new features of the program	Show new Destiny Discover and discuss the features with students . Have them locate books using the new system	show the new opac and discuss the features, then have student use it to locate a book
Assessment	Verbal	Observed	Verbal	Observed	Observed	Observed



Thank You!

Contact me at duvalpk@gm.sbac.edu

