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| **Unit 1 (1-3 lessons)** | **Unit Topic: Library Procedures** | | | | | | | | | | |
|  | **Big Idea:** Libraries have specific rules and procedures. | | | | | | | | | | |
|  | **Question:** Why is it important to have rules and procedures in the library? | | | | | | | | | | |
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| **What we want students to know:** | How to care for books | | | | | | | | | | |
| Library procedures | | | | | | | | | | |
| How to be safe using the computer (CIPA compliance) | | | | | | | | | | |
| How to use Kid’s Catalog | | | | | | | | | | |
| Checkout procedures/self-check | | | | | | | | | | |
| Teamwork skills (follow agreed upon rules for discussion, including taking turns, raising hands, and speaking one at a time). | | | | | | | | | | |
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| **Assessment Strategies** | Observations, Participation rubrics, performance assessments (demonstration of understanding), “I Learned” statements (reflective assessment) | | | | | | | | | | |
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| **Collaboration Opportunity** | Collaborate with the Counselor teacher to work with students about safety online. | | | | | | | | | | |
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| **TEKS** | **Lesson Topics** | | **Lesson Descriptions** | **Teacher** | | | | | | | |
|  | How to care for books | | Basic book care |  |  |  |  |  |  |  |  |
|  | How to follow Library procedures | | Library Procedures |  |  |  |  |  |  |  |  |
| ELAR 1 (F) | Parts of a Book (ongoing) | | Title, author, illustrator, Table of Contents |  |  |  |  |  |  |  |  |
| Federal Law <http://www.fcc.gov/guides/childrens-internet-protection-act> | How to be safe using the computer | | CIPA Compliance Video (Found under the Staff Tab on the Denton ISD main webpage. Sign in to SchoolWires. Click on Staff Quick Links. Then Cisco Show and Share. Search for Student AUP video. |  |  |  |  |  |  |  |  |
| ELAR 27 (A)  ELAR 28 (A) | Teamwork skills | | Follow agreed upon rules for discussion, including taking turns, raising hands, and speaking one at a time. |  |  |  |  |  |  |  |  |
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| **Resources** | Rubrics, participation | <http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf> | | | | | | | | | |
| “I Learned” Statements | <http://www.principals.org/Content.aspx?topic=Reflective_Assessment>  This could be as simple as orally telling what they learned by writing in 2 windowpanes on a piece of paper, one window for "what I learned" and the other window for "what I don't understand". Have the student write their responses in the appropriate box. | | | | | | | | | |
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| **Unit 2 (1-2 lessons)** | **Unit Topic: Library Organization** | | | | | | | | | |
| **Big Idea:** Libraries are organized in specific ways. | | | | | | | | | |
| **Essential Question:** How is the library organized so we can find information? | | | | | | | | | |
|  | | | | | | | | | | |
| **What we want students to know:** | Information is organized. | | | | | | | | | |
| The organization changes depending upon the format. | | | | | | | | | |
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| **Assessment Strategies:** | Observations, participation rubrics, performance assessments (demonstration of understanding), “I Learned” Statements (reflective assessment), Scavenger Hunts (follow a map to a particular location in the library), Exit Ticket, Create a simple class map of the library, create an author PIE (Persuade, Inform, Entertain) chart with pictures or different colored dots after listening/reading a selection. | | | | | | | | | |
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| **Collaboration Opportunity:** | Work with the Social Studies teacher to teach how to use maps and globes to find simple routes to home and school. | | | | | | | | | |
| **Collaboration Opportunity:** | Work with the Science teacher to use text features to find information in books about rocks. | | | | | | | | | |
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| **TEKS** | **Lesson Topics** | **Lesson Description** | **Teacher** | | | | | |  |  |
| SS 5 (A) | How to locate a source of information | Locating information sources within the Neighborhoods of the library (EZ, Fiction, NF) |  |  |  |  |  |  |  |  |
|  | How to locate a source of information | Using the Kid’s Catalog |  |  |  |  |  |  |  |  |
| ELAR 20(A) | Locating information within a source | Gather evidence from provided text sources |  |  |  |  |  |  |  |  |
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| **Unit 3 (ongoing throughout the year)** | **Unit Topic: Reading for a Purpose.** | | | | | | | | | |
| **Big Idea:** We read for information and pleasure. | | | | | | | | | |
| **Essential Question:** What purpose do we have for reading? | | | | | | | | | |
| **Essential Question:** What is the story trying to tell us? | | | | | | | | | |
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| **What we want students to know:** | Rhyming Skills | | | | | | | | | |
| How to predict what happens next | | | | | | | | | |
| Story Elements | | | | | | | | | |
| Traditional and Cultural Literature | | | | | | | | | |
|  | | | | | | | | | | |
| **Assessment Strategies:** | Oral discussions, thinking maps (graphic organizers), observations, performance tasks (demonstration of understanding such as correctly following directions, etc.) think-pair-share; picture journals for reflection, self-assessment checklist | | | | | | | | | |
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| **Collaboration Opportunity:** | Partner with a reading teacher to teach predicting, elements of a story, listening skills, inferences, and following oral directions in a sequence. | | | | | | | | | |
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| **TEKS** | **Lesson Topics** | **Lesson Description** | **Teacher** | | | | | | | |
| ELAR 6 (A) | Traditional and Cultural Literature  Folktales, Fairy tales, nursery rhymes, fables, lullabies | Identify moral lessons as themes in well-known fables, legends, myths, or stories. |  |  |  |  |  |  |  |  |
| ELAR 6 (B) | Compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot. |  |  |  |  |  |  |  |  |
| ELAR 4 (A) | Confirm predictions about what will happen next in text by “reading the part that tells”; |  |  |  |  |  |  |  |  |
| ELAR 14 (D) | Use text features (e.g. title, table of contents, illustrations) to locate specific information in text.) |  |  |  |  |  |  |  |  |
| ELAR 11 (A) | Sensory Details | Recognize that some words and phrases have literal and non-literal meanings (e.g. take steps). |  |  |  |  |  |  |  |  |
| ELAR 9 (A) | Fiction | Describe similarities and differences in the plots and settings of several works by the same author. |  |  |  |  |  |  |  |  |
| ELAR 9 (B) | Describe main characters in works of fiction, including their traits, motivations, and feels. |  |  |  |  |  |  |  |  |
| ELAR 10 (A) | Literary Nonfiction | Distinguish between fiction and nonfiction. |  |  |  |  |  |  |  |  |
| ELAR 10 (A) | Informational Text | Determine whether a story is true or a fantasy and explain why |  |  |  |  |  |  |  |  |
| ELAR 6 (E) | Alphabetize a series of words to the first or second letter and use a dictionary to find words |  |  |  |  |  |  |  |  |
| ELAR 15 (B) | Procedural Text | Use common graphic features to assist in the interpretation of text (e.g. captions, illustrations). |  |  |  |  |  |  |  |  |
| ELAR 13 (A) | Author’s Purpose | Identify the topic and explain the author’s purpose in writing the text. |  |  |  |  |  |  |  |  |
| ELAR 14 (A) | Expository Text | Identify the main idea in a text and distinguish it from the topic. |  |  |  |  |  |  |  |  |
| ELAR 14 (B) | Locate the facts that are clearly stated in a text. |  |  |  |  |  |  |  |  |
| ELAR 14 (C) | Describe the order of events or ideas in a text. |  |  |  |  |  |  |  |  |
| ELAR 14 (D) | Use text features (e.g. table of contents, index, headings) to locate specific information in a text. |  |  |  |  |  |  |  |  |
| ELAR 4(B) | Skills | Ask relevant questions, seek clarification, and locate facts and details about stories and other texts |  |  |  |  |  |  |  |  |
| ELAR 27 (A) | Listening Skills | Listen attentively by facing speakers and asking questions to clarify information |  |  |  |  |  |  |  |  |
| ELAR 27 (B) | Follow oral directions that involve a short related sequence of actions. |  |  |  |  |  |  |  |  |
| ELAR 28 (A) | Speaking skills | Share information and ideas by speaking audibly and clearly using the conventions of language. |  |  |  |  |  |  |  |  |
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| **Resources** | Mind Map Tools | <http://mashable.com/2013/09/25/mind-mapping-tools/> List of 24 of the most popular mind mapping tools. Use to create a story map of the story elements. | | | | | | | | |
| You Tube | <http://www.youtube.com/watch?v=nMh6LTaxk7Y> Shows the use of Think-Pair-Share and other strategies to predict outcomes, character thinking, etc. | | | | | | | | |
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| **Unit 4 (1-2 lessons)** | **Unit Topic: Poetry and Drama** | | | | | | | | | |
| **Big Idea:** Poetry and Drama have different structure and elements from other forms of communication. | | | | | | | | | |
| **Essential Question:** What distinguishes poetry and drama from other types of communication? | | | | | | | | | |
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| **What we want students to know:** | Poetry can have rhythm and a regular beat. | | | | | | | | | |
| Poetry can rhyme or not. | | | | | | | | | |
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| **Assessment Strategies:** | Poetry journals; Think, Pair, Share circles; | | | | | | | | | |
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| **Collaboration Opportunity:** | Partner with the teacher to create poetry notebooks, journals, etc. or create a class poem.  Partner with the teacher use Reader’s Theater and other informal plays. | | | | | | | | | |
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| **TEKS** | **Lesson Topics** | **Lesson Description** | **Teacher** | | | | | | | |
| ELAR 7 (A) | Poetry | Describe how rhyme, rhythm, and repetition interact to create images in poetry. |  |  |  |  |  |  |  |  |
| ELAR 8 (A) | Drama | Identify the elements of dialogue and use them in informal plays. |  |  |  |  |  |  |  |  |
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| **Resources** | Poetry Friday Anthology | <http://poetryfridayanthology.blogspot.com/> | | | | | | | | |
|  | Pinterest | <http://www.readwritethink.org/search/?sort_order=relevance&q=poetry&srchgo.x=0&srchgo.y=0&old_q=drama&srchwhere=full-site> | | | | | | | | |
| Link to Poetry lessons | International Reading Association | <http://www.readwritethink.org/search/?grade=9&q=poetry&sort_order=relevance>  ReadWriteThink website. Link to poetry lessons for Second Grade. | | | | | | | | |
| Link to Drama lessons |  | <http://www.readwritethink.org/search/?grade=9&sort_order=relevance&q=drama&srchgo.x=0&srchgo.y=0&old_q=poetry&srchwhere=full-site> Link to drama lessons for Second Grade. | | | | | | | | |
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| **Unit 5 (4-5 lessons)** | **Unit Topic: Research Process** | | | | | | | | | |
| **Big Idea:** Research begins with a good question. | | | | | | | | | |
| **Essential Question:** What is a good research question? | | | | | | | | | |
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| **What we want students to know (with adult assistance):** | Researchers ask questions and search for answers. | | | | | | | | | |
| Information is found in a variety of sources. | | | | | | | | | |
| How to share our information with others | | | | | | | | | |
|  | | | | | | | | | | |
| **Assessment Strategies:** | Oral discussions, thinking maps (graphic organizers), observations, performance tasks (oral presentations, speaking) | | | | | | | | | |
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| **Collaboration Opportunity:** | Collaborate with the Social Studies teacher to research in the United States. | | | | | | | | | |
| **Collaboration Opportunity:** | Partner with the Science teacher to research rocks and minerals. | | | | | | | | | |
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| **TEKS** | **Lesson Topics** | **Lesson Description** | **Teacher** | | | | | | | |
| ELAR 23 (A) | Open (stimulate curiosity) | Generate a list of topics of class-wide interest |  |  |  |  |  |  |  |  |
|  | Immerse in the subject | Build background knowledge on the topics. |  |  |  |  |  |  |  |  |
|  | Explore multiple ideas | Connect with content to find interesting ideas to explore further. |  |  |  |  |  |  |  |  |
|  | Raise lots of additional questions. |  |  |  |  |  |  |  |  |
| ELAR 23 (A) | Identify the research question | Formulate open-ended questions about one or two of the topics. |  |  |  |  |  |  |  |  |
| ELAR 23 (B) | Gather information | Decide what sources or people might be relevant to answer these questions. |  |  |  |  |  |  |  |  |
| ELAR 24 (A) | Gather evidence from available sources (natural and personal) as well as from interviews with local experts. |  |  |  |  |  |  |  |  |
| ELAR 24 (B) | Use text features (e.g. table of contents, alphabetized index) in age-appropriate reference works (e.g. picture dictionaries) to locate information. |  |  |  |  |  |  |  |  |
| ELAR 20 (A) | Citing the source of the information (Title and page #). |  |  |  |  |  |  |  |  |
| ELAR 24 (C) | Create | Record basic information in simple visual formats (e.g. notes, charts, picture graphs, diagrams). |  |  |  |  |  |  |  |  |
| ELAR 25 (A) | Revise the topic as a result of answers to initial research questions. |  |  |  |  |  |  |  |  |
| ELAR 26 (A) | Create a visual display or dramatization to convey the results of the research. |  |  |  |  |  |  |  |  |
|  | Share with the learning community | Discuss who they could share their learning with others (thinking map (graphic organizer, post in the hall, on website, etc.) |  |  |  |  |  |  |  |  |
|  | Evaluate the learning | Performance tasks such as a graphic organizer or Thinking Map. |  |  |  |  |  |  |  |  |
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| **Resources** | Guided Inquiry Posters and Reproducible Materials CD | Use some of the reproducible documents on the CD such as the Stop and Jot when working through each stage. There are several general documents and one for each specific stage of the inquiry process. | | | | | | | | |
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Guided Inquiry Design is based on Kuhlthau's et.al’s research and used with permission.

Kuhlthau, Carol Collier, Leslie K. Maniotes, and Ann K. Caspari. *Guided inquiry design: a framework for inquiry in your school*. Santa Barbara, California: Libraries Unlimited, 2012. Print

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| **Unit 6 (1-2 lessons)** | **Unit Topic: Media Literacy** | | | | | | | | | |
| **Big Idea:** Images, graphics, and sounds convey meaning. | | | | | | | | | |
| **Essential Question:** What can we learn from media? | | | | | | | | | |
|  | | | | | | | | | | |
| **What we want students to know:** | Different forms of media have different purposes. | | | | | | | | | |
| We react differently to varied techniques of media. | | | | | | | | | |
|  | | | | | | | | | | |
| **Assessment Strategies:** | Observations, participation rubrics, performance assessments (demonstration of understanding), “I Learned” Statements (reflective assessment), Exit Ticket, | | | | | | | | | |
|  | | | | | | | | | | |
| **Collaboration Opportunity:** | Partner with a reading teacher to co-teach lessons on media literacy using a common subject such as food marketing to young children, common advertisements on children’s television programs, or how the grocery aisles are arranged to entice young children. | | | | | | | | | |
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| **TEKS** | **Lesson Topics** | **Lesson Description** | **Teacher** | | | | | |  |  |
| ELAR 16 (A) | Various forms of media | Recognize different purposes of media (e.g. informational, entertainment). |  |  |  |  |  |  |  |  |
| ELAR 16 (B) | Techniques of media | Describe techniques used to create media messages (e.g. sound, graphics) |  |  |  |  |  |  |  |  |
| ELAR 16 (C) |  | Identify various written conventions for using digital media (e.g. e-mail, website, video game). |  |  |  |  |  |  |  |  |
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| **Resources** | Center for Media Literacy | <http://www.medialit.org/strategies-introducing-media-literacy>. An organization that promotes media literacy | | | | | | | | |
|  | MediaSmarts: Canada’s Center for Digital and Media Literacy | <http://mediasmarts.ca/teacher-resources/find-lesson>. Examples of Kindergarten lessons from MediaSmart’s, Canada’s Center for Digital and Media Literacy | | | | | | | | |
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