

Unit 1 (1-3 weeks)	Big Idea: Libraries have specific procedures and rules.		Teacher				
	Question: Why is it important to have rules and procedures in the library?						
	What we want students to know:	• How to care for books					
		• Library procedures					
		• Awareness of print (L-R, T-B, F-B)					
		• How to be safe using the computer (CIPA compliance)					
Assessment Strategies	Observations, participation rubrics, performance assessment (demonstration of understanding), "I Learned" Statements (reflective assesment),						
Collaboration Opportunity	Collaborate with the reading teacher to teach the parts of a book and print awareness.						
TEKS	Lesson Topics	Lesson Descriptions					
	How to care for a book	• Basic book care					
	How to follow Library Procedures	• Library Procedures					
ELAR 110.11.b.1.G	Parts of a Book (ongoing)	• Spine Label, Barcode, Title Page, Verso, (ongoing)					
	Awareness of Print (ongoing)	• Top/Bottom; Left to Right; Front to Back (ongoing)					

	CIPA Compliance	Safety Online video					
	Teamwork skills (ongoing)	Follow agreed-upon rules for discussion, including taking turns, raising hands, and speaking one at a time.					
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 or drawing 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 draw their responses in the appropriate box. Alternatively, have the student write responses in the appropriate box.				
Unit 2 (1-2 weeks)	Big Idea: Libraries are organized in specific ways.		Teacher				
	Question: How is the library organized so we can find information?						
Assessment	Observations, participation rubrics, performance assessment (demonstration of understanding), "I Learned" Statements (reflective assesment), 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 chart with pictures after listening/reading a selection						
	What we want students to know:	<ul style="list-style-type: none"> Information is organized. The organization changes depending on the format. 					

Collaboration Opportunity	Partner with a reading teacher to teach inferences, predicting, elements of a story, listening skills, following oral directions in a sequence.						
TEKS	Lesson Topics	Lesson Description					
ELAR 6 (D)	Traditional and Cultural Literature	<ul style="list-style-type: none">Recognize recurring phrases in traditional fairy tales and rhymes.					
ELAR 6 (B)	Folktales, fairytales, nursery rhymes, fables, lullabies	<ul style="list-style-type: none">Discuss the big idea of folktales and fables and make personal connections.					
ELAR 110.11.b.4 (A),6,7,8,9,10;	Predicting	<ul style="list-style-type: none">Predict and make inferences (cover, title, illustrations)					
ELAR 10 (D)		<ul style="list-style-type: none">Use titles and illustrations to make predictions about text.					
ELAR 6 (C)	Sensory Details	Recognize sensory details					
ELAR 6 (A)	Story Elements	<ul style="list-style-type: none">Characters, setting, key events					
ELAR 8 (B)		<ul style="list-style-type: none">Describe characters and the reasons for their actions					
ELAR 8 (A)		<ul style="list-style-type: none">Retell/summarize stories					
ELAR 9 (A)	Informational Text	<ul style="list-style-type: none">Identify the topic					
ELAR 5 (D)		<ul style="list-style-type: none">Using a Picture Dictionary					
ELAR 10 (A)	Expository Text	<ul style="list-style-type: none">Identify the topic using words and pictures.					
ELAR 10 (B)		<ul style="list-style-type: none">Retell important facts heard or read					
ELAR 4 (B)	Skills	Ask and respond to questions about text read					
	Compare fiction and nonfiction	Compare two books on the same subject. Compare, Contrast					

ELAR 21 (A)	Listening	<ul style="list-style-type: none">• Listen attentively by facing speakers and asking questions to clarify information.					
ELAR 21 (B)		<ul style="list-style-type: none">• Follow oral directions that involve a short related sequence of actions.					
ELAR 22 (A)	Speaking Skills	<ul style="list-style-type: none">• Share information and ideas by speaking audibly and clearly using the conventions of language.					