

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Learning Objectives</b>	I can identify the parts of a book.	I can identify the parts of a book.	I can define and explore key library terms and terminology.  I can identify the location of the different types of resources in the library.  I can draw inferences between library materials' physical location and library organization.	I can define and explore key library terms and terminology.  I can identify the location of the different types of resources in the library.  I can draw inferences between library materials' physical location and library organization.	I can write a response about a Banned Books Week video.	I can write a response about a Banned Books Week video.
<b>AASL Standards</b>	2.3.1 Connect understanding to the real world.  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.	2.3.1 Connect understanding to the real world.  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.	2.3.1 Connect understanding to the real world.  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.	2.3.1 Connect understanding to the real world.  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.	2.3.1 Connect understanding to the real world.  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.	2.3.1 Connect understanding to the real world.  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.
<b>Core Content Connections</b>	K.RICS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.	1.RIKID.1 Ask and answer questions about key details in a text.  1.RICS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	2.RIKI.8 Describe how reasons support specific points an author makes in a text.  2.RIRRTC.10 Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.  2.SLCC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.	3.RIKID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.  3.RIKID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	4.RIKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.  4.FLVA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.  5.WRBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading, and research, applying grade 5 standards for reading.	5.FLVA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.  5.RICS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.  5.SLCC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.  4.WRBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
<b>Guiding Questions</b>	Why is it important to know the parts of a book?	Why is it important to know the parts of a book?  How do I locate access, and choose information resources in the library?	How do I locate access, and choose information resources in the library?  How can knowing the organization of the library help you locate and use library material?	How do I locate access, and choose information resources in the library?  How can knowing the organization of the library help you locate and use library material?	Why is it important that books are not censored?	Why is it important that books are not censored?
<b>Instructional Strategies</b>	I DO: Go through, point out, and label each of the eight parts of the book: the title, author, illustrator, front cover, pictures, pages, copyright info, and back cover. As you go through the different parts of a book, make sure you explain what they are and why they are important. WE DO: Pair up your students. They will be given a set of 8 labels with parts of a book already labelled on them. Have students work together to identify these 8 parts. Walk around, answer questions, and assist any parts needing assistance.	I DO: Go through, point out, and label each of the eight parts of the book: the title, author, illustrator, front cover, pictures, pages, copyright info, and back cover. As you go through the different parts of a book, make sure you explain what they are and why they are important.  For book selecting: Teacher/Student conferencing of book selection processes. Peer tutoring in locating literature of interest.	I DO: Go through, point out, and label each of the eight parts of the book: the title, author, illustrator, front cover, pictures, pages, copyright info, and back cover. As you go through the different parts of a book, make sure you explain what they are and why they are important.  For book selecting: Teacher/Student conferencing of book selection processes. Peer tutoring in locating literature of interest.	PPT, Lecture and group discussion.  For book selecting: Teacher/Student conferencing of book selection processes. Peer tutoring in locating literature of interest.	PPT and video; Lecture and group discussion.  For book selecting: Teacher/Student conferencing of book selection processes. Peer tutoring in locating literature of interest.	PPT and video; Lecture and group discussion  For book selecting: Teacher/Student conferencing of book selection processes. Peer tutoring in locating literature of interest.
<b>Learning Activities</b>	YOU DO: After students have successfully completed labeling a book in pairs, they will show what they know independently. Make sure to mix the books up so that the students aren't labeling a book that they just did with their partner. Each student will get a book and set of already labelled sticky notes. Finally, allow them time to label the book and bring it to you when they are finished.	<b>Play "I Have, Who Has" game,</b>	Parts of a book activity sheet	Students must check out one fiction and one non-fiction book on their AR reading range.	Writer response to a video and discussion about Banned Books Week. Prompt: "Imagine that someone told you that you couldn't read your favorite book. How would that make you feel? What would you do?"	Writer response to a video and discussion about Banned Books Week. Prompt: "Imagine that someone told you that you couldn't read your favorite book. How would that make you feel? What would you do?"
<b>Differentiated Instruction</b>	Enrichment: You could have the students who need more of a challenge see if they can come up with other items to label in a book, for example, they could label characters, the spine, the title page, etc. Let their imagination run wild. Support: You could have struggling students start by labeling only 4 or 5 parts of the book and then add one on at a time.	Support: When they check out books students are directed toward a specific shelf that has a specific reading range. Enrichment: Students are directed to their ZPD range on their library card and are allowed to go to any shelf to find books in their range.	Support: When they check out books students are directed toward a specific shelf that has a specific reading range. Enrichment: Students are directed to their ZPD range on their library card and are allowed to go to any shelf to find books in their range.	Support: Students are directed toward a specific shelf that has a specific reading range. Enrichment: Students are directed to their ZPD range on their library card and are allowed to go to any shelf to find books in their range.	Support: What is your favorite book? Why do you like it? Enrichment: Why do you think so many banned books have one on to become curriculum-required reading? (i.e. The Giver; Of Mice and Men, The Adventures of Huckleberry Finn, The Bluest Eye, etc.)	Support: What is your favorite book? Why do you like it? Enrichment: Why do you think so many banned books have one on to become curriculum-required reading? (i.e. The Giver; Of Mice and Men, The Adventures of Huckleberry Finn, The Bluest Eye, etc.)
<b>Assessment</b>	As each student brings up the book, you can add up the amount out of 8 that they got correct. Students may need to explain their answers if you are having a hard time identifying where the sticky notes are on the book.	As students come up to check out their books, I'll point to a part of the book or point to a part on their book and they have to tell me what it is.	Formative assessment includes LMS observations of student application of skills appropriate to the grade.	Formative assessment includes LMS observations of student application of skills appropriate to the grade.	Formative assessment includes LMS observations of student application of skills appropriate to the grade.	Formative assessment includes LMS observations of student application of skills appropriate to the grade.
<b>Closure</b>	Have the students see if they can name the parts of a book and tell you why they are important.	Connect knowledge of parts of a book with looking for a book to check out.	Connect knowledge of parts of a book with looking for a book to check out	LMS reviews student book choices when the student checks out.	LMS encourages students to read a book from the display and reflect while they read about why it was censored and what it would be like if that book didn't exist.	LMS encourages students to read a book from the display and reflect while they read about why it was censored and what it would be like if that book didn't exist.
<b>Library Curriculum Resources/Materials</b>	Sample book and sticky notes with the book parts written on them. "Parts" by Tedd Arnold				<a href="https://www.youtube.com/watch?v=Cb8mBGjUSA&amp;feature=plp">https://www.youtube.com/watch?v=Cb8mBGjUSA&amp;feature=plp</a>	<a href="https://www.youtube.com/watch?v=Cb8mBGjUSA&amp;feature=plp">https://www.youtube.com/watch?v=Cb8mBGjUSA&amp;feature=plp</a>