

| 4Unit, Central Idea, & Benchmarks   | Week                                       | Tuesday<br>Swanlaw/Vance  | Wednesday<br>Beacham/Fournier | Thursday<br>Faria/Ianzito | Friday<br>Dills/Thompson  |
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| <p><b>Who We Are</b><br/>Each individual is unique and shaped by the world around them.</p> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• 1.1.a. Brainstorm ideas to recall known information</li> <li>• 1.1. b. Ask questions to seek clarification</li> <li>• 1.1. d. Begin to explore ways to answer questions</li> <li>• 1.2.b. Differentiate between fiction and nonfiction</li> <li>• 1.2.c. Demonstrate responsible use of library materials</li> <li>• 1.3.a. Identify parts of a book</li> <li>• 1.3. c. Locate and use text features such as table of contents and index</li> </ul> | Week 1:<br>Aug 11-15                       | No classes  |                               |                           | <ul style="list-style-type: none"> <li>• Review agenda, welcome, introductions</li> <li>• Read <i>First Day Jitters</i></li> <li>• Discuss predictions from the story</li> <li>• Venn diagram: how do students and teachers get ready for school</li> </ul> |
|   | Week 2:<br>Aug 18-22                       | <ul style="list-style-type: none"> <li>• Review classroom essential agreements (flipchart) – what do these look like in the library?</li> <li>• Library tour: with a partner, students tour the library &amp; answer questions at each station</li> <li>• Review stations and answers as a group (flipchart)</li> <li>• Book care videos: view and discuss book care strategies</li> </ul>  |                               |                           |   |
|   | Week 3:<br>Aug 25-29                       | <ul style="list-style-type: none"> <li>• Relate attitude &amp; profile caring &amp; respect to library systems (flipchart)</li> <li>• LAB: Use fotobabble app to take pictures</li> </ul>   |                               |                           |   |
|   | Week 4:<br>Sep 1-5                         | <ul style="list-style-type: none"> <li>• Read <i>But Excuse Me That is My Book</i> by Lauren Child</li> <li>• What did the students like about the story?</li> </ul>  |                               |                           |   |
|   | Week 5:<br>Sep 8-12                        | <ul style="list-style-type: none"> <li>• Connect back to <i>But Excuse Me That is My Book</i> and summarize as a group <ul style="list-style-type: none"> <li>• What was Lola’s problem? (flipchart)</li> <li>• How did Charlie help her?</li> </ul> </li> <li>• What strategies can students use if the book they want is not available? (flipchart)</li> <li>• Introduce “Wheel of Choice” for library books</li> <li>• Browse nonfiction books in tubs chosen based upon the students’ interests as expressed in their fotobabble project <ul style="list-style-type: none"> <li>• How do we know these are nonfiction?</li> </ul> </li> </ul> |                               |                           |   |
|   | Week 6:<br>Sep 15-19<br><br><b>Dot Day</b> | <ul style="list-style-type: none"> <li>• Who are some influential people in the world? Brainstorm a list on the board?</li> <li>• What do we do if we want to learn more about an influential person? (flipchart)</li> <li>• Read biography <i>I am Abraham Lincoln</i></li> <li>• Compare fiction &amp; nonfiction – which one describes a biography? (easel)</li> </ul>   |                               |                           |   |
| <b>Sharing the Planet</b>   | Week 1:<br>Sep 22-26                       | <ul style="list-style-type: none"> <li>• Practice asking questions about influential people that we can answer (flipchart)</li> <li>• Brainstorm a list of questions that could be answered about a person using their biography</li> <li>• Students choose one question and browse biography books on tables trying to answer their question</li> </ul>  |                               |                           |   |

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| <p>Peace is created when each member of a community is valued, positive relationships are established and maintained, and conflict is managed.</p> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>1.1.a. Brainstorm ideas to recall known information</li> <li>1.1. b. Ask questions to seek clarification</li> <li>1.1. d. Begin to explore ways to answer questions</li> <li>1.3.a. Identify parts of a book</li> <li>1.3. c. Locate and use text features such as table of contents and index</li> <li>4.1.a Recognize a variety of authors and illustrators</li> </ul> | <p>Week 2:<br/>Sep 29- Oct 3</p> | <ul style="list-style-type: none"> <li>What parts of nonfiction books help us find facts to answer questions? (flipchart) <ul style="list-style-type: none"> <li>Ben Franklin: What do I think I know?</li> <li>Ben Franklin: What do I want to know?</li> </ul> </li> <li>Use the biography Ben Franklin: Inventor &amp; Patriot to answer questions</li> <li>Model on board finding facts using the table of contents, index, and timeline (flipchart)</li> </ul> <p><b>Assessment:</b> record student initials next to their comments on the flipchart</p> |  |
|   | <p>Week 3:<br/>Oct 6-10</p>      | <ul style="list-style-type: none"> <li>Review the biography genre –small group discussion</li> <li>Watch BrainPop video about the Nobel Prize</li> <li>Introduce the names of several Nobel Peace Prize winners (flipchart)</li> <li>Have students use biography books on tables to answer one question about each Nobel laureate on their graphic organizer</li> </ul>   |  |
|   | <p>Week 4:<br/>Oct 13-17</p>     | <ul style="list-style-type: none"> <li>Revisit the Nobel Prize briefly – what do they think they remember about it?</li> <li>Model using PebbleGo on the board - biographies</li> <li>Review finding PebbleGo on the iPads</li> <li>Have students use PebbleGo biographies to answer on question about each Nobel laureate on their graphic organizer</li> </ul> <p><b>Assessment:</b> graphic organizers with student responses</p>  |  |
|   | <p>Week 5:<br/>Oct 20-24</p>     | <ul style="list-style-type: none"> <li>Genre: Thriller/Spooky stories</li> <li>Read <i>Creepy Carrots</i> <ul style="list-style-type: none"> <li>What did you like about the book?</li> <li>How could you use what you like about this book to find more library books that you might like?</li> <li>Brainstorm: genre, topic, author, illustrator, Caldecott winner</li> <li>Have example books matching each of those connections</li> </ul> </li> </ul>  |  |
|   | <p>Week 6:<br/>Oct 27-31</p>     | <p>Read: Battle Bunny by Jon Scieszka</p> <ul style="list-style-type: none"> <li>who wrote this book?</li> <li>what did you notice about the stories and illustrations?</li> </ul>  | <p>No Friday class</p>   |
| <p><b>Where We Are in Time and Place</b></p> <p>People need shelter to feel safe and protected, and they build different types of shelters to suit the environment and use</p>  | <p>Week 1:<br/>Nov 3-7</p>       | <p>Sub: GaETC</p>   | <ul style="list-style-type: none"> <li>Read aloud: <i>The True Story of the Three Little Pigs</i> by Jon Scieszka</li> <li>Create your own Battle Bunny style illustrations <ul style="list-style-type: none"> <li>Provide students with a page that has two of the illustrations from <i>I am Abraham Lincoln</i> for them to re-do Battle Bunny style</li> </ul> </li> </ul> |
|   | <p>Week 2:<br/>Nov 10-14</p>     | <p>Pebble Go: using the Activboard, review accessing PebbleGo on the iPads and demonstrate accessing the homes articles on the Social Studies PebbleGo pack</p> <ul style="list-style-type: none"> <li>Homes: In my home, homes around the world homes then and now</li> <li>Find answers as a small group and share on the board</li> </ul>  |  |

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| <p>materials that are available.</p> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>1.1.a Brainstorm ideas to recall known information</li> <li>1.1.b. Ask questions to seek clarification</li> <li>1.1.c. Pose realistic and investigative questions</li> <li>1.1.d. Begin to explore ways to answer questions</li> <li>1.3.b. Distinguish roles of author and illustrator</li> <li>1.3.c. Locate and use text features such as table of contents and index</li> <li>2.1.a. Use graphic organizers to organize information</li> <li>2.2.a Participate in group discussion to draw conclusions</li> <li>2.2.b. Verbally explains their own interpretation of ideas and information</li> <li>4.1.d. Create original works as a means of group or personal expression</li> </ul> |                      | <b>Assessment:</b> graphic organizers with student responses   |                         |  |
|   | Week 3:<br>Nov 17-21 | <p>(Amanda out on Tuesday)</p> <p>Read stories from <i>The Stinky Cheese Man</i> by Jon Scieszka</p> <ul style="list-style-type: none"> <li>Stinky Cheese Man</li> <li>Frog and the Princess</li> <li>Really Ugly Duckling</li> </ul> <p>Watch BrainPop video about Jon Scieszka</p> <p>Create your own structure for the 4th Little Pig to Build: draw structure on the paper and explain how the structure is built</p> <p><b>Assessment:</b> graphic organizers with student responses</p>  | No school - conferences |  |
|   | Week 4:<br>Nov 24-28 | No school – thanksgiving break   |                         |  |
|   | Week 5:<br>Dec 1-5   | <p>Jon Scieszka Inquiry</p> <ul style="list-style-type: none"> <li>What do we notice about his books?</li> <li>What do we think we know about Jon Scieszka?</li> <li>What do we wonder about Jon Scieszka?</li> <li>How can we find out about Jon Scieszka?</li> </ul> <p>Record all of the student responses in the inquiry flipchart</p> <p><b>Assessment:</b> record student initials next to their comments on the flipchart</p>   |                         |  |
|   | Week 6:<br>Dec 8-12  | <p>Review Jon Scieszka's autobiography <i>Knucklehead: Tall Tales &amp; Mostly True Stories</i> about Jon Scieszka.</p> <ul style="list-style-type: none"> <li>Review using the index and table of contents</li> <li>Read aloud excerpt from the first chapter</li> </ul> <p>Discuss graphic organizer Getting to Know Jon Scieszka</p> <p>Share and practice how to use the iPad to find Jon Scieszka's webpage</p> <p>Complete the graphic organizer, answer the questions and share results</p> <p><b>Assessment:</b> graphic organizers with student responses</p> |                         |  |
|   | Week 7:<br>Dec 15-19 | <p>Using titles and cover illustrations to make predictions</p> <ul style="list-style-type: none"> <li>read <i>Lost and Found</i>: what will be lost and what will be found</li> <li>read <i>Stuck</i>: what will be stuck, how will it happen?</li> </ul>   |                         |  |

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| <ul style="list-style-type: none"> <li>• 4.1.e. Compare and contrast characters in two different stories or plots in two different stories by the same author and/or illustrator</li> <li>• 4.2.b Read informational texts to answer personal questions</li> </ul>   |                              |   |  |   |  |
| <p><b>How We Organize Ourselves</b><br/>A city has many systems operating to support the people living in it.</p> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• 1.3.b. Distinguish roles of author and illustrator</li> <li>• 2.1.a. Use graphic organizers to organize information</li> <li>• 2.1. b. Demonstrate simple organizational skills such as sorting and categorizing</li> <li>• 2.2.a. Participate in group discussion to draw conclusions</li> <li>• 3.1.a. Communicate effectively using oral skills to share knowledge</li> <li>• 3.1.b. Collaborate effectively with others</li> </ul> | <p>Week 1:<br/>Jan 5-9</p>   | <p>Don't judge a book by its cover: Browsing Caldecott winners &amp; honor books</p> <ul style="list-style-type: none"> <li>• Have 4 books at each of the 4 large tables</li> <li>• Books are laid flat, open (taped down?) so students can't see the cover or spine</li> <li>• What do these books have in common?</li> <li>• 5 minutes per table</li> <li>• Write observations on the board</li> <li>• Now close book and repeat browsing, observing and recording</li> </ul> <p><b>Assessment:</b> record student initials next to their comments on the flipchart</p> |  |   |  |
|  | <p>Week 2:<br/>Jan 12-16</p> | <ul style="list-style-type: none"> <li>• Read aloud a Caldecott winner – <i>Officer Buckle and Gloria</i></li> <li>• Explore tubs of Caldecott winners, can check one out as a bonus book</li> </ul>  |  |   |  |
|  | <p>Week 3:<br/>Jan 19-23</p> | <p>No School – MLK<br/>Divide class into 1st and 2nd grade students</p>   | <p><b>1st grade</b><br/>Share briefly about the origin of the Caldecott medal and the job of the Caldecott committee</p> <p>What do you think the Caldecott committee looks for when they review the books?</p> <ul style="list-style-type: none"> <li>• browse book tubs</li> <li>• brainstorm what you notice about the illustrations</li> </ul> | <p><b>2nd grade</b><br/>Share briefly about the origin of the Caldecott medal and the job of the Caldecott committee</p> <p>Have students think/pair/share using the ALA Caldecott criteria</p> <ul style="list-style-type: none"> <li>• Read and review a printed page of the criteria</li> <li>• what do they understand about the criteria?</li> </ul> | <p>Teachers - use 2nd grade students' responses to create a voting rubric for the mock Caldecott</p> <p>Choose presentation tool?</p> <p>Should the 2nd graders be involved in narrowing down the titles to choose from for the voting? Similar to how the committee provides their nominations in December.</p> |

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| <ul style="list-style-type: none"> <li>• 3.1.c. Participate in discussions and listen well</li> <li>• 3.2.a Use evidence to support a personal opinion</li> <li>• 4.1.b. Explore awards lists and recognize the importance of literature awards</li> <li>• 4.1.c. Recognizes various literary forms</li> <li>• 4.1.f. Discuss favorite books and authors</li> </ul> |                      |   | <ul style="list-style-type: none"> <li>• record observations on the board</li> <li>• create a list of criteria that the committee may use</li> </ul> <p><b>Assessment:</b> record student ideas with initials</p> | <ul style="list-style-type: none"> <li>• how could you explain these criteria to other students?</li> </ul> <p><b>Assessment:</b> record student ideas with initials</p>   |   |
|   | Week 4:<br>Jan 26-30 | <b>1<sup>st</sup> Grade</b><br>read aloud: <i>A Sick Day for Amos McGee</i>   |   | <b>2<sup>nd</sup> grade</b> <ul style="list-style-type: none"> <li>• review their criteria on a graphic organizer</li> <li>• each student choose a potential Caldecott book and share why they chose it (except Friday class: regular groups - read aloud <i>Officer Buckle and Gloria</i>)</li> </ul> |   |
|   | Week 5:<br>Feb 2-6   | vote<br>* next year have "I voted" stickers for the kids  |   |  |   |
| <p><b>How the World Works</b><br/>2/2 – 3/10</p> <p>Man has used his curiosity, creativity, and ingenuity to make sense of the universe.</p> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• 1.2.a. Understand how the library is organized in order to independently locate materials</li> <li>• 1.3.a. Identify parts of a book</li> </ul>      | Week 6:<br>Feb 9-13  | reveal mock & real winners of Caldecott medal and honors<br><br>Read Caldecott winner – <i>The Adventures of Beekle: The Unimaginary Friend</i> by Dan Santini  |   |  |   |
|   | Week 7:<br>Feb 16-20 | Teacher workday   | Read Caldecott honor book <i>Sam and Dave Dig a Hole</i> Mac Barnett  |  |   |
|   | Week 1:<br>Feb 23-27 | Exploring the library catalog using iPads <ul style="list-style-type: none"> <li>• Who has used the catalog before?</li> <li>• How did you look up books? – search</li> <li>• Demo tabs – “secret passageways”</li> <li>• Allow 10 – 15 minutes to explore</li> </ul> |   |  |   |
|   | Week 2:<br>Mar 2-6   | Book fair book talk   | finish library catalog exploration  |  | Friday class - If I ran the Zoo & create a zoo animal |
|   | Week 3:<br>Mar 9-13  | <ul style="list-style-type: none"> <li>• Book Fair browse ½ class</li> </ul>  |   | No school – conferences<br>Book Fair   |   |