

Library Unit Plan: Caldecott Medal

Date: 1/5/15 – 2/20/15 (6 lessons)

Grade: 1 st /2 nd											
Library Standard	<p>Standard 2 Students organize, synthesize, and apply new knowledge</p> <p>Standard 4 Students pursue personal enrichment and aesthetic growth</p>										
Library Skill Indicator	<p>2.1 Organize collected information so it is useful</p> <p>2.2 Interpret data to draw conclusions from information</p> <p>4.1 Read widely</p>										
Library Benchmark	<p>2.1.a. Use graphic organizers to organize information</p> <p>2.1.b. Demonstrate simple organizational skills such as sorting and categorizing</p> <p>2.2.a. Participate in group discussion to draw conclusions</p> <p>2.2.b. Verbally explain their own interpretation of ideas and information</p> <p>4.1.a. Recognize a variety of authors and illustrators</p> <p>4.1.b. Explore award lists and recognize the importance of literature awards</p>										
PYP Connections	<table border="1"> <tr> <td style="background-color: #d0e0ff;">Central Idea</td> <td>n/a</td> </tr> <tr> <td style="background-color: #d0e0ff;">Line of Inquiry</td> <td>n/a</td> </tr> <tr> <td style="background-color: #d0e0ff;">Key Concept</td> <td>n/a</td> </tr> <tr> <td style="background-color: #d0e0ff;">Learner Profile</td> <td>Inquirer</td> </tr> <tr> <td style="background-color: #d0e0ff;">Attitudes</td> <td>Appreciation</td> </tr> </table>	Central Idea	n/a	Line of Inquiry	n/a	Key Concept	n/a	Learner Profile	Inquirer	Attitudes	Appreciation
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	Research Skills	Formulating Questions Observing Collecting Data Recording Data
ISTE Connection	Standard	1. Creativity and innovation 2. Communication and collaboration
Resources Needed	1. Agenda flipchart 2. Lesson flipchart <ul style="list-style-type: none"> ○ What do these books have in common? ○ Caldecott medal history ○ 1st grade – what makes a Caldecott winner a winner? ○ 2nd grade – explain the official winning criteria ○ Caldecott criteria translated ○ <u>Mock Caldecott</u> graphic organizer 3. Books <ul style="list-style-type: none"> ○ <i>Randolph Caldecott: the Man Who Could Not Stop Drawing</i> by Marcus Leonard ○ Caldecott medal books for Don't Judge a Book By Its Cover <ul style="list-style-type: none"> ● <i>Locomotive</i> ● <i>This is Not My Hat</i> ● <i>A Ball for Daisy</i> ● <i>A Sick Day for Amos McGee</i> ● <i>The Lion & the Mouse</i> ● <i>The House at Night</i> ● <i>Flotsam</i> ● <i>The Hello, Goodbye Window</i> ● <i>Kitten's First Full Moon</i> ● <i>My Friend Rabbit</i> ● <i>The Three Pigs</i> ● <i>So You Want to Be President</i> ● <i>Joseph Had a Little Overcoat</i> ● <i>Officer Buckle and Gloria</i> ● <i>Smoky Night</i> 	

	<ul style="list-style-type: none"> • <i>Tuesday</i> <ul style="list-style-type: none"> ○ Variety (30 - 40) of Caldecott medal and honor books in tubs ○ 12 Mock Caldecott books from 2014 <p>4. Handouts</p> <ul style="list-style-type: none"> ○ Print copy of the ALA Caldecott criteria (abridged) for each 2nd grader ○ <u>Mock Caldecott</u> graphic organizer <p>5. Sticky notes</p>
<p>Instruction & Activities</p>	<p>Lesson 1: Don't judge a book by its cover</p> <p>Browsing Caldecott medal winning books</p> <ul style="list-style-type: none"> ○ Have 4 books at each of the 4 large tables ○ Books are laid flat, open (taped down? - nope, didn't have to) so students can't see the cover or spine ○ What do these books have in common? (sticky notes? - kids didn't choose to use them) ○ 5 minutes per table ○ Record observations on the board ○ Now close book and repeat browsing, including the book cover and spine this time, observing and recording <p>Lesson 2: The Caldecott Medal</p> <ul style="list-style-type: none"> ○ Share briefly about the origin of the Caldecott medal using flipchart & Caldecott book ○ Read aloud a Caldecott winner - <i>Officer Buckle and Gloria</i> by Peggy Rathman: how do the pictures help tell the story? ○ Explore (short - 5 minutes tops) tubs of Caldecott winners, homework - can check one out as a bonus book (4 tubs, one at each table) <p>Lesson 3: What makes a Caldecott book a winner?</p> <p>1st grade</p> <ul style="list-style-type: none"> ○ What do you think the Caldecott committee looks for when they review the books? ○ Browse book tubs again - this time for 10 minutes ○ Brainstorm what you notice (sticky notes?)

	<ul style="list-style-type: none"> ○ Record observations on the board <p>2nd grade</p> <ul style="list-style-type: none"> ○ Have students think/pair/share using the ALA Caldecott criteria. What do they understand about the criteria? ○ How could you explain these criteria to other students? ○ Create a chart on the board with their criteria <p>Lesson 4: Voting for Mock Caldecott</p> <ul style="list-style-type: none"> ○ Share developed criteria ○ Browse potential winning books - have students narrow down the books to 5 for the final voting. ○ Review the voting rubric with student criteria & instructions for voting <p>Lesson 5: Wrapping up Mock Caldecott voting</p> <ul style="list-style-type: none"> ○ Mock Caldecott voting using rubric ○ Each student sits with a partner and discusses the book in front of them, recording notes on the graphic organizer. (note: students are sharing a book due to limited resources, they don't have to like or vote for the same book) ○ 3-5 minutes per book, then the book moves to the next pair <p>Lesson 6: And the Winner Is...</p> <ul style="list-style-type: none"> ○ Read 2015 Caldecott winner: <i>The Adventures of Beekle</i> ○ How did the Caldecott Award winner and Honor books compare to our voting?
Assessment	<p>Student responses recorded on flip chart</p> <p>graphic organizers with student responses: <u>Mock Caldecott</u></p>