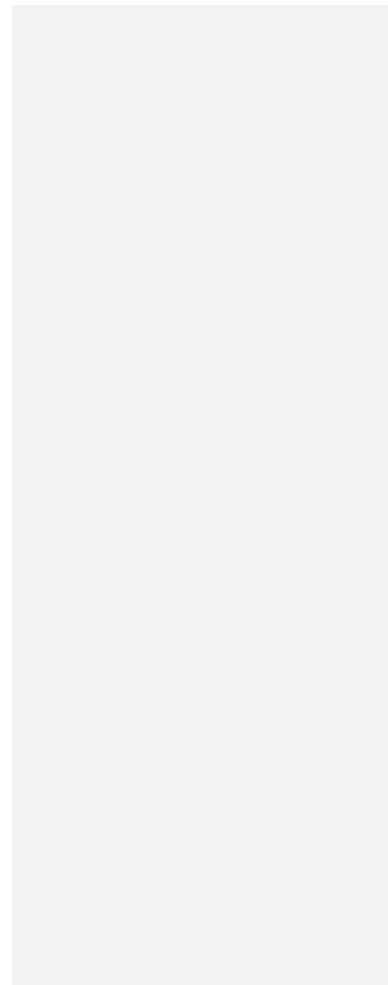


**Calvert County Public Schools
Instructional Lesson Plan
Library Media**

Grade: First Unit Title: Teamwork Length: 4 class periods
Lesson Overview: <ul style="list-style-type: none">· students will use an online database and print resources to locate information· students will review research steps and follow the inquiry process· students will use keywords and text features to find information within a source· students will use text features effectively to meet the information need· students will reflect on the information need and new knowledge· make connections using prior knowledge and recorded information· students will organize and display findings using technology
Essential Question: What does respect, responsibility, cooperation or honesty look like at school, at home or in your community?
Essential Understanding: (Student Outcomes) Students will understand the inquiry process and follow this process for an assigned information need.
CCSS Grade Level Standards Applicable to Lesson Reading Literature: RL.1.1 Ask and answer questions about key details in a text RL 1.5 Know and Use various text features to locate key facts or information in text Speaking and Listening SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally



or through other media

Maryland Technology Literacy Standards

Standard 3.0 1b. Participate in a class lesson using technology tools to collect, display and interpret data

Standard 4.0 2.b. Use various media formats, with assistance, to communicate and share ideas.

Standard 5.0. 1. Explore and use age-appropriate information resources available through technology

5.0 1a. Select relevant information from appropriate technology resources (such as databases)

Materials:

Literature that demonstrates the theme of teamwork in the story- Suggestions:

[The Great Fuzz Frenzy](#) by Janet Stevens and Susan Stevens Crummel (2nd grade uses this book around the same time, may want multiple copies)

[Armadilli Chili](#) by Helen Kettermann

[The Little Red Hen Makes a Pizza](#) by Philemon Sturges

[Biggest Pumpkin Ever](#) by Steven Kroll

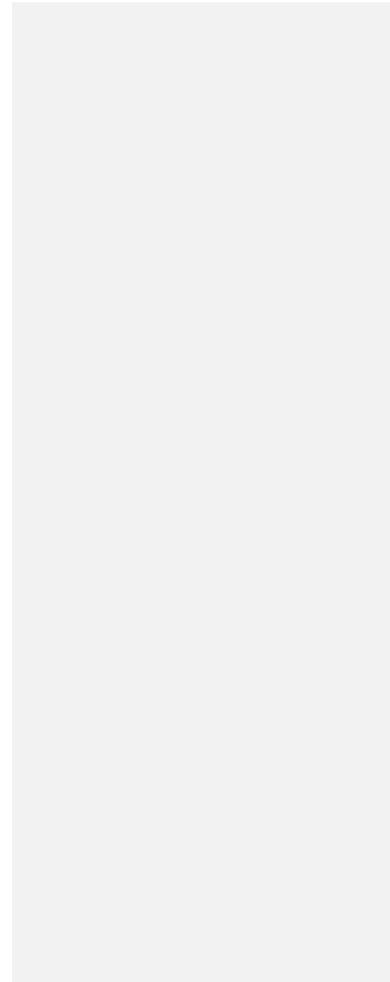
[Stone Soup](#) by Marcia Brown

Nonfiction text such as First Facts Series on [Respect](#) by Janet Riehecky [Responsibility](#) by Kristin Thoennes Keller , [Cooperation](#) by Janet Riehecky and [Honesty](#) by Margaret Snyder
Pebble Go Database

Commented [1]: 2nd Grade team uses this book around this time too. Try to have multiple copies.

Teacher Planning and Preparation:

1. Teacher needs to
 - a. Read the entire text closely prior to reading aloud
 - b. Read the entire lesson plan and lesson seeds prior to teaching the lesson
 - c. Prepare and have ready the graphic organizer for student notetaking
 - d. Have nonfiction texts mentioned in lesson ready and available for students
 - e. Review Smartboard lessons and activities before presenting to students
 - f. Decide how to choose partners and which resource students will use first/second.
 - g. Introduce text features in prior media center sessions or check to see if the topic has been covered by classroom teachers.



Lesson 1 Procedure:

1. Activate prior knowledge- What do we know? What makes a good team? Brainstorm a list of ideas. Use attached Smartboard slide to record.
2. Read story involving teamwork such as The Great Fuzz Frenzy. Make a chart on Smartboard that lists what the prairie dogs did that was good vs. bad teamwork.
3. Tell students you are going to do a research project on some important vocabulary words. Show list of words.
4. Show students the problem: How would you teach others about (honesty, cooperation, respect or responsibility at home, school or in the community?)_____? Choose word off vocabulary list.
5. First we have to make a plan. Go through Smartboard slides to decide what are the best ideas for our plan.

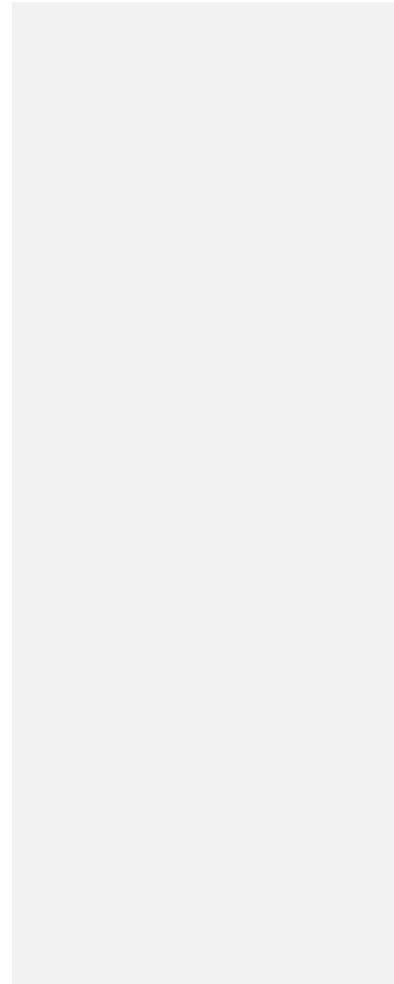
Lesson Closure: Next time we will begin our plan and research one of the important words.

Lesson 2 Procedure:

1. Tell students today you are going to begin your research project on an important word. Use Smartboard activity to match word with definition.
2. Tell students last week we made a plan to help us teach others about our important word. Do Smartboard activity- See attached "When we do research we...." - to review what is research.
3. **Text features should be taught earlier in the year in during 2-3 media sessions so that students have the background knowledge needed for this component of the project.** Use document camera to point out in the table of contents the different sections of the book that will help them with their research organizer. Such as "at home" or "with your friends." Pass out nonfiction books for students to go on a scavenger hunt to find given text feature.
4. Divide class into partners and assign words. Divide class into 2 groups. First group will use the computers first to research their word on PebbleGo. Other group will use First Facts Series of books to research their word. See attached graphic organizer for note taking use.
5. Model the steps for researching on the computer to the whole class.
6. Computers should be set to the PebbleGo social studies and the "Being a Good Citizen" button should be selected. See if students can find the "respect" button.
7. Show students how to click on each tab in the "respect" section.
8. Model once how to record information on the graphic organizer.
9. Repeat for students using Fact Series books making sure to show students how to use the table of contents and index.
10. Send students off to their various groups and rotate around to help students navigate through the graphic organizer.

Lesson Post-Assessment: Reflection- Were you able to find information to answer the questions on your note-taking chart?

Lesson Closure: Next time we will continue our research on our important word. If you were on computers today, you will use books next week. If you were using books this time, you will use the computers next week.

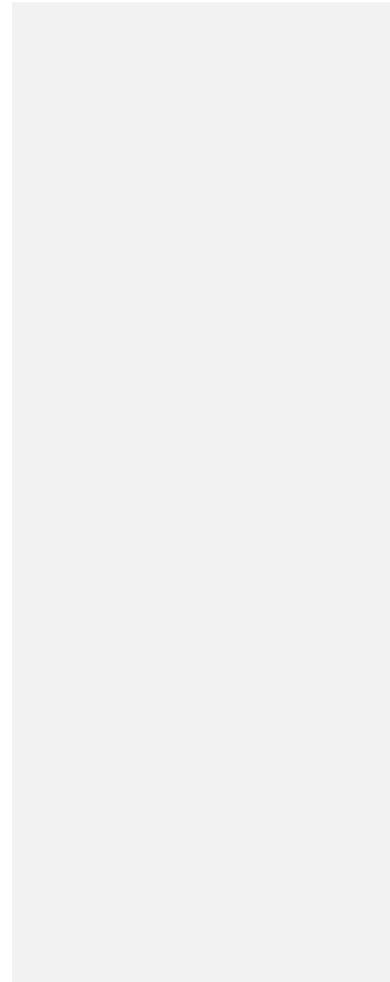


Lesson 3 Procedure:

1. Today students are going to complete their research. If they worked on computers last week, today they work with books and vice versa.
2. Read a different version of The Little Red Hen such as Armadilly Chili. Brief discussion of how it is similar and different to Little Red Hen story. Give me 5 technique - 5 ways it is similar and 5 ways it is different. (Little Red Hen was on the reading list for this Teamwork unit for 1st grade)
3. Remind groups which resource they are using and begin research. Students continue taking notes on their graphic organizer.
4. When time is up, have students come back to Smartboard area. Show slide with step #3 in the Super 3 model. Have students reflect on their research, ask questions on slide and have them give you a thumbs up or down.

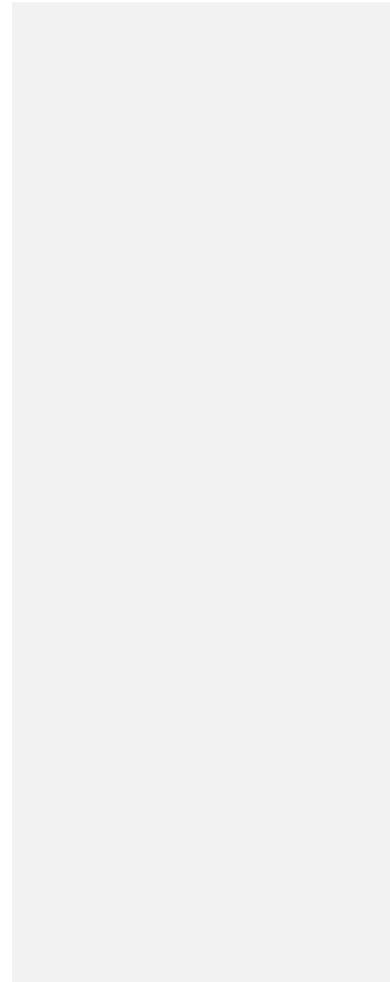
Lesson Post-Assessment: Reflect- Use Smartboard reflection questions to have students think about their findings.

Lesson Closure: After your review, tell students next week we work on creating a page for a book to share what we learned.



Calvert County Public Schools
Lesson Seed
Library Media

Lesson Seed # 1	Grade 1
<p><i>CCSS Grade Level Standards Applicable to Seed:</i> RL.1.5 Know and Use various text features to locate key facts or information in text</p> <p><i>Maryland Technology Literacy Standards</i> Standard 2.0 Grade 1b. Work Cooperatively and collaboratively with others when using technology in the classroom (media center). Standard 4.0 Grade 1a. Use multimedia tools to express original ideas with print, drawings, images, and/or personal recordings.</p>	



Brief Description of the Seed:

1. Read Teamwork by Ann Morris. (short nonfiction text)
2. Use Pixie (a software program) to create a page for a class book. The title of the book, **Teamwork** is ...If Pixie is not available, you could have them make a page with paper and crayons. Students use their note taking chart and choose one box to illustrate on Pixie. They write a caption to go with their illustration. For example, at the top the word respect and create an illustration showing a student reading in the library and the text could say "Be quiet in the library so others can read."

RESPECT

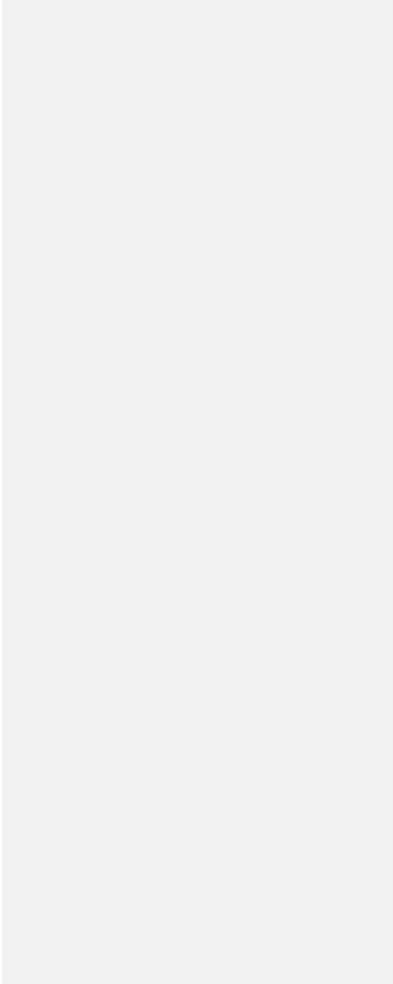


Be quiet in the library so others can read.

Name	
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Topic	
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Title of Reference Materials	What does it look like at home?	What does it look like at school?	What does it look like in your community?



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