**Library Lesson Plan -**

*Created by Barbara Paciotti*

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| **Title or Unit Question:** |
| **Grade Level**: | **Content area**: |
| **Type of Lesson:** Individual Instruction Stand-alone lesson Lesson in a unit Multiple unit lessons | Est. Time & duration: |
| **Content topic:** |
| **Type of Schedule**: Fixed Flexible Combination | **Scenario:** *background of students & reason for using library* |
| **Collaboration Continuum**: None Limited Moderate Extensive | **Overview**: *summary of lesson(s)* |

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| **Section 1: DESIRED RESULTS** |
| **SUBJECT STANDARDS** (CCSS/NGSS, State, Local)**:**[ex: CCSS R.6.9][*if including technology* ex: ISTE 1a] | **INFORMATION LITERACY STANDARDS:** (AASL)SKILLS Indicator: #.#.#DISPOSITIONS IN ACTION Indicator: #.#.#RESPONSIBILITIES Indicator: #.#.#SELF-ASSESSMENT STRATEGIES Indicator: #.#.# |
| **Long-Term Understandings:*** *What we want students to retain for years into the future*
* *Theory, principle, generalization or process—not a single word*
* *Lead to Key Questions*
* *In measurable language that drives design of performance task*
* *Limit number to what is measured in instructional time available*
 | **Key Questions:*** *Spark meaningful connection in the minds of students (connections to prior learning, accessible language)*
* *Genuine inquiry (not predetermined, fixed answer)*
* *Encourage transfer across a range of learning experiences*
* *What students can make meaningful during time available*
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| **Library Lesson Objectives**: Students will know … *[content specificity] [PSM=problem-solving model, SES=search/evaluation skills, AH=academic honesty, TC=technology competency, DC=digital citizenship]* | **Critical Concepts/Vocabulary**:  |

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| **Section 2: ASSESSMENT EVIDENCE***Full assessment plan measures all learning goals articulated above in Standards, Understandings* |
| **Final Product: Students will be able to do …** **Product criteria:** *To be entered into rubric, checklist, graphic organizer.***Process/Performance Tasks:** *Through what authentic performance task(s) will students demonstrate the desired understandings? By what criteria will performance be judged? (****S****pecific-****M****easurable-****A****chievable-****R****elevant/****R****ealistic-****T****ime referenced)**SKILLS Benchmark: #.#.#**DISPOSITIONS Behavior: #.#.**RESPONSIBILITIES Behavior: #.#.#***Other evidence:** *What other evidence will show that students have understood? (prompts, observations, journal, library data)**Student Self-Questioning: #.#.#* **Technology Integration:** *What level of integration serves the product criteria & process/performance tasks?* *(Digital products=e-books, audio recording, collage/poster, comics/animations, narrated slideshows, videos, screen-casts.)* |

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| **Section 3: INSTRUCTION & LEARNING PLAN** |
| **Resources students will use:** Books Reference Periodicals/newspapers Online subscription database(s) Web sites Non-print Other (list): | **Instructor Resources:** *(equipment, examples, visitors)**How will our classroom environment, local environment and/or the community be used to facilitate students’ experiences during the unit?*Preparation:  |
| **Instructional Activities***[Special Librarian instructions for lesson or for teachers.]*  **Visit Theme:** Use a Question, esp. a Key Question**Learning Target**: Library Lesson Objective from Sec. 1 that matches Theme's Key Question.*Written in student-friendly language; hook all students & hold their interest; personalize for classroom**Concise description to focus students’ work during the lesson**4MAT: Create a personal connection for the learner; answer the question Why?**Display Learning Target as students enter library, either digitally or written on easel***Direct instruction**: *How will students know what is expected of them? Will they see examples, rubrics, templates?**4MAT: Formulate concepts; answer the question What?***Modeling & guided practice**: *How will students acquire the knowledge and practice the skills required?* *How will we use formative assessment to give students feedback?**4MAT: Practice & hands-on experience; answer the question How does this Work?***Independent practice**: *How will they practice applying these skills?* *4MAT: Application & evaluation; answer the question If? Or What can this Become?**Give precise directions.***Sharing & reflecting**: *Do the students have enough prior knowledge? How will we know?*Special follow-up instructions. |
| **Differentiation Strategies**: *How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?**Pre-teach Academic Vocabulary** *Altered Frayer or Verbal/Visual Model*
* *Focus on critical words*

*Modify Materials** *Simplify language*
* *Use manipulatives*
* *Focus on critical information*
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| **Section 4: REFLECTIONS & EVALUATION** |
| **Students**: *What was compelling? What inquiries arose; extensions activities?* **Teacher connections**: *How successful was collaboration with other teachers? What connections to other subjects?***Assessment**: *Were students able to demonstrate learning objectives?***Data collection**: *How did we decide on the data to collect? Was it useful?* |