**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* |
| **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?* |