**Library Lesson Plan -**

*Created by NoSweat Librarian 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*  Does it fit into content area instruction? Build on previous instruction? Does schedule/collaboration affect design of lesson? Roles of lib & teacher in teaching & assessment?  Convey a sense of what the lesson is about & how the learner understands it will be relevant to real life. |
| **Collaboration Continuum**:   None or limited   Moderate   Extensive | **Overview**: *summary of lesson*  Clearly describe library context, curricular connection, essential question: Students will be able to [accomplish outcome X] by [using method Y] so that [they will be helped in Z way]. |

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| **Section 1: DESIRED RESULTS** | | |
| **SUBJECT STANDARDS** (CCSS, NGSS, C3SS, ELD, ISTE, State, Local)**:**  [ex: CCSS R.6.9] [*technology* ex: ISTE1a] | **NATIONAL SCHOOL LIBRARY STANDARDS:**  I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.  I.A.THINK 1,2; I.B.CREATE 1,2,3; I.C.SHARE 1,2,3,4; I.D.GROW 1,2,3,4.  II. INCLUDE Demonstrate an understanding of & commitment to inclusiveness & respect for diversity in the learning community.  II.A.THINK 1,2,3; II.B.CREATE 1,2,3; II.C.SHARE 1,2; II.D.GROW 1,2,3.  III. COLLABORATE Work effectively with others to broaden perspectives & work toward common goals.  III.A.THINK 1,2,3; III.B.CREATE 1,2; III.C.SHARE 1,2; III.D.GROW 1,2.  IV. CURATE Make meaning for oneself & others by collecting, organizing, and sharing resources of personal relevance.  IV.A.THINK 1,2,3; IV.B.CREATE 1,2,3,4; IV.C.SHARE 1,2,3; IV.D.GROW 1,2,3.  V. EXPLORE Discover & innovate in a growth mindset developed through experience & reflection.  V.A.THINK 1,2,3; V.B.CREATE 1,2; V.C.SHARE 1,2,3; V.D.GROW 1,2,3.  VI. ENGAGE Demonstrate safe, legal, and ethical creating & sharing of knowledge products independently while engaging in a community of practice & an interconnected world.  VI.A.THINK 1,2,3; VI.B.CREATE 1,2,3; VI.C.SHARE 1,2; VI.D.GROW 1,2,3. | |
| **Long-Term Understandings:** *(typically 1-5 for a unit)*   * *What we want students to retain for years into the future* * *Theory, principle, generalization or process—not a single word* * *Discipline's big ideas->lead to essential questions->drives design of performance task* | | **Key Questions:**   * *Connect w/ students (prior learning, accessible language)* * *Genuine inquiry (open-ended, not predetermined, fixed answer)* * *Encourage transfer across a range of learning experiences* |
| **Library Lesson Objectives**: Students will know … *[content specificity, conceptual knowledge] [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** *Measures all learning goals articulated above in Standards, Understandings* |
| **Performance Tasks:** **Students will be able to do …** *[skills/practices] How 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)*  **Final Student Product:**  **Product criteria: *To be entered into rubric, checklist, graphic organizer.***  **Other evidence: *What other evidence will show that students have understood? (prompts, observations, journal, library data)***  **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   Online subscription resources   Non-subscription 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:  *(for multiple lesson visits, add prep with the visit)* |
| **Instructional Activities**  *[Special Librarian instructions for lesson or for teachers.]*  **Visit Theme:** Use a Question, esp. a Key Question  Preparation:  **Learning Target**: Library Lesson Objective from Sec. 1 that matches Theme's Key Question.  *Concise student-friendly description to hook all students & focus their 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**:  *What did the students learn? 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 – Focus on critical words*   * *Altered Frayer or Verbal/Visual Model*   *Modify Materials – Focus on critical information*   * *Simplify language* * *Use manipulatives* | |

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

*If you have any questions about this lesson, please respond on TPT or you can email me at* [*barupa@gmail.com*](mailto:barupa@gmail.com)