

Library Lesson Plan -

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Title or Unit Question:	
Grade Level:	Content area:
Type of Lesson: <input type="checkbox"/> Individual Instruction <input type="checkbox"/> Stand-alone lesson <input type="checkbox"/> Lesson in a unit <input type="checkbox"/> Multiple unit lessons	Est. Time & duration:
	Content topic:
Type of Schedule: <input type="checkbox"/> Fixed <input type="checkbox"/> Flexible <input type="checkbox"/> Combination	Scenario: <i>background of students & reason for using library</i> 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: <input type="checkbox"/> None or limited <input type="checkbox"/> Moderate <input type="checkbox"/> Extensive	Overview: <i>summary of lesson</i> 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].

Section 1: DESIRED RESULTS	
SUBJECT STANDARDS (CCSS, NGSS, C3SS, ELD, ISTE, State, Local): [ex: CCSS R.6.9] [<i>technology</i> 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 1,2,3; 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: (<i>typically 1-5 for a unit</i>) <ul style="list-style-type: none"> • <i>What we want students to retain for years into the future</i> • <i>Theory, principle, generalization or process—not a single word</i> • <i>Discipline's big ideas->lead to essential questions->drives design of performance task</i> 	Key Questions: <ul style="list-style-type: none"> • <i>Connect w/ students (prior learning, accessible language)</i> • <i>Genuine inquiry (open-ended, not predetermined, fixed answer)</i> • <i>Encourage transfer across a range of learning experiences</i>
Library Lesson Objectives: Students will know ... <i>[content specificity, conceptual knowledge] [PSM=problem-solving model, SES=search/evaluation skills, AH=academic honesty, TC=technology competency, DC=digital citizenship]</i>	Critical Concepts/Vocabulary:

Section 2: ASSESSMENT EVIDENCE	
<i>Measures all learning goals articulated above in Standards, Understandings</i>	
Performance Tasks: Students will be able to do ... [<i>skills/practices</i>] <i>How will students demonstrate the desired understandings? By what criteria will performance be judged? (Specific-Measurable-Achievable-Relevant/Realistic-Time referenced)</i>	
Final Student Product: Product criteria: <i>To be entered into rubric, checklist, graphic organizer.</i>	
Other evidence: <i>What other evidence will show that students have understood? (prompts, observations, journal, library data)</i>	
Technology Integration: <i>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.)</i>	

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*

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