<table>
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<tr>
<th>Lesson Part</th>
<th>Activity description/Teacher does</th>
<th>Students do</th>
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</table>
| Informal Assessment of Prior Learning (Sequence start) | **Informal Assessment of Prior Learning:** This library lesson supports the second grade *Continents of the World* curriculum, integrating and elaborating on the knowledge students were taught in their classroom. As part of the collaborative process the teacher-librarian will meet with the classroom teacher and ask preassessment questions:  
   1. Do the students use the repetitive elements in their pattern books to make story predictions?  
   2. How well does the class understand the difference between fiction and information books?  
   3. How clearly does the class understand the definition of a folktale?  
   4. Can the students differentiate between folktales and picture books from other genres?  
   5. Which individual students require additional scaffolding? *(Differentiated Instruction preparation)* | I can recognize a story pattern and use it to predict what will happen next. I can differentiate between fiction and informational books. |

<table>
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<tr>
<th><strong>Title</strong></th>
<th>Lesson 1: Once Upon a Time… Folktales in the Library</th>
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</table>
| **AASL & Common Core Standards** | CC.2.R.L.9 Integration of Knowledge and Ideas: Compare and contrast two or more versions of the same story by different authors or from different cultures.  
AASL4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.  
AASL1.1.8 Demonstrate mastery of technology tools for accessing information. |                                                                 |
| **Central Focus (CF)** | Students will **identify** characteristics of folktales across cultures and **apply** information literacy skills to **locate** resources in the library collection.                                                                                                             |                                                                 |
| **Learning Target (LT)** | Students will **utilize** the story patterns of *The Gingerbread Man in the Library* to **predict** plot development. Students will **differentiate** between fiction and information books.                                                                                              | I can recognize a story pattern and use it to predict what will happen next. I can differentiate between fiction and informational books. |
| **Academic Language** | **Language Function:** Utilize, Predict, Differentiate  
**Language Demand:** Listening, Speaking, Demonstrating  
**Vocabulary:** Folktale, Cultural Tradition, Story Pattern, Fiction, Informational, Spine Label, Call Number, Dewey Decimal System |                                                                 |

**Key to Abbreviations:**  
[LD] = Language Demand  
[V] = Vocabulary  
[LF] = Language Function  
[SV] = Student Voice
<table>
<thead>
<tr>
<th>Lesson Preparation</th>
<th>Pre-Introduction: The teacher-librarian will gather the lesson materials below and place them in the library's instructional area.</th>
<th>Students will enter library and sit in the learning area as usual.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Text:</strong> <em>The Gingerbread Man in the Library</em>, by Dotti Enderle</td>
<td><strong>Differentiated Instruction:</strong> ELL, Behaviorally-Challenged, and 504: Invite students to sit in the front row near teacher-librarian.</td>
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<tr>
<td></td>
<td><strong>Additional Materials:</strong> From the Kearns Library, 3 fiction texts and 3 informational texts from 3 different areas of the library: dinosaurs (Dewey code 567), sports (796.3) and folklore, (398.2). Using brown butcher paper the teacher-librarian wrapped each book and then cuts a small rectangular window in the masking paper to create a window which reveals the spine label.</td>
<td></td>
</tr>
<tr>
<td>Instruction: Classroom Lesson Review</td>
<td><strong>Activating Prior Knowledge:</strong> The teacher-librarian invites the students to raise their hands and tell her an example of a folktale. The teacher-librarian invites the students to raise their hands and tell her an interesting fact about pattern stories.</td>
<td>Students raise hands to volunteer verbal answers. [LD] Students raise hands to volunteer verbal answers. [LD]</td>
</tr>
<tr>
<td>Instruction</td>
<td><strong>Instruction:</strong> The teacher-librarian outlines the Learning Target and leads a discussion of the meaning and importance of the Learning Target.</td>
<td>Students listen with their eyes on the teacher-librarian. [LD] Students raise hands to volunteer verbal answers. [LD]</td>
</tr>
<tr>
<td>Informal Assessment</td>
<td>The teacher librarian invites the students and invites them to restate the Learning target in their own words.</td>
<td>Students raise hands to volunteer verbal answers. [LD]</td>
</tr>
<tr>
<td>Instruction: Information Literacy</td>
<td><strong>Introduction:</strong> The teacher-librarian introduces information literacy instruction by inviting the the students to guess how many books are in the school's library. (Correct answer is 10,000 books). The teacher-librarian leads a guided discussions addressing the importance of having a system of organizing to make it possible for the students (and the teacher-librarian) to find the books that they need. Using guiding questions to elicit student input, the teacher-librarian discusses the defining differences between fiction (stories “made up” by an author) and informational, or “true fact” books. Building on the analogy in the lesson’s read-aloud book, <em>The Gingerbread Man in the Library</em>, the teacher librarian explains that books in the school library live in two different towns, Fictiontown and Informational City. (The school library collection is 60% informational, which is why those books live in a city and the fiction books live in a smaller town.) The teacher-librarian then focuses the analogy by explaining the functional similarity between house addresses and the call numbers displayed on library books’ spine labels.</td>
<td>Students raise hands to volunteer verbal answers. [LD] Students listen, with their eyes on the teacher-librarian. [LD] Students raise hands to volunteer verbal answers. [LD] Students listen, with their eyes on the teacher-librarian. [LD]</td>
</tr>
</tbody>
</table>
Using the attractive and popular picture book *Muncha Muncha Muncha* as an example, the teacher-librarian reviews the defining characteristics of fiction. The teacher-librarian then introduces the foundational skill of reading call numbers by explaining the identifying features of a fiction call number (“It is all letters.”), and introducing the vocabulary term **spine label**.

**Daniels & Zemelman Strategy: Front-Loading with Images (p. 100)**

To consolidate learning the teacher-librarian requests the students to pair share the term spine label.

The teacher-librarian displays the book *ASPCA Pet Care for Kids: Rabbit* by Mark Evans and uses it as an example of informational fiction, pointing out that unlike *Muncha Muncha Muncha*, which is a story and therefore fiction, this book is full of interesting facts about pet rabbits and how to take care of them.

The teacher librarian asks the students to identify the type of book represented by *ASPCA Pet Care for Kids: Rabbit*. (Correct answer: informational text.)

The teacher-librarian describes the identifying features of a informational texts’s call number (“It has letters AND numbers.”) and contrasts it with the call numbers for fiction.

The teacher displays one of the paper-wrapped books (Instructional Material 1.3) that she prepared prior to the lesson and reads the call number on the spine label to the class. The teacher then invites the students to tell her whether the book is fiction or informational, based only on the call number (because the title and cover art are obscured by the brown wrapping paper.

The teacher-librarian will repeat the fiction/informational differentiation exercise several times, using the preselected library books. After the first few books the teacher-librarian will call on students to read aloud the call numbers to the class.

The teacher will review vocabulary (spine, spine label, call number, fiction, and informational) throughout this assessment.

<table>
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<tr>
<th>Informal Assessment</th>
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<tr>
<td>Students raise hands to volunteer verbal answers. [LD]</td>
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<tr>
<th>Differentiated Instruction:</th>
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<tr>
<td><strong>ELL:</strong> teacher-librarian clarifies definition of “address” and also other vocabulary as needed.</td>
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| 504: teacher-librarian discreetly checks in with student to ensure she has not missed any of the instruction or discussion. |

| Students raise hands to volunteer verbal answers. [LD] |

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<tr>
<th>Differentiated Instruction:</th>
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<tr>
<td><strong>ELL:</strong> at the beginning of the assessment the teacher-librarian reviews the vocabulary with ELL students as necessary.</td>
</tr>
</tbody>
</table>

| TAG: teacher-librarian calls on TAG student(s) to give examples of favorite fiction and informational books. |

| Behaviorally-Challenged: teacher librarian calls on student to ensure his involvement with the learning activity. |

| 504: teacher-librarian calls on student to read at least one of the call numbers aloud to the class during this exercise. |
| **Read-Aloud and Practice Activity** | Teacher-Librarian reads *The Gingerbread Man in the Library* aloud to the class. Daniels & Zemelman Strategy: Reading Aloud (p. 98)  
The teacher-librarian pauses to invite student to raise their hands and predict what will happen next, according to the story’s pattern. Daniels & Zemelman Strategy: Predictions (p. 112)  
[Adapted from vocabulary to story patterns]  
The teacher-librarian will invite the class to chant along, “Run, run, as fast as you can. You can’t catch me, I’m the Gingerbread Man!” | Students listen with eyes on teacher-librarian. [LD]  
Students listen and raise hands to verbally predict the next plot development. [LF]  
As a group students will participate by chanting the repetitive sections of the story. [LD] |
| **Informal Assessment** | The teacher-librarian displays a folktale book from a stack of preselected informational library books and requests a volunteer to point to the call number and to read it aloud.  
The teacher-librarian asks the class whether the book is informational. (Correct answer: informational)  
The teacher-librarian asks the class in which town or city the book lives in our library. (Correct answer: Informational City)  
The teacher-librarian asks the class in which neighborhood the book lives. (Correct answer for first book: the folktale neighborhood)  
The teacher-librarian will repeat the exercise to consolidate learning. | One student demonstrates. [V] [LF]  
Students raise hands to volunteer their verbal answer. [LD] |
| **Assessment of Student Voice** | In order to be released for Free Choice Check-Out, each student completes an exit ticket (Assessment 1) which assesses their understanding of the learning target and tests the skills taught in the lesson. The exit ticket also requires students to reflect on their own learning.  
Teacher-librarian collects exit tickets for use in assessing student learning and to provide evidence for making instruction changes to improve the lesson. | Students complete exit tickets and give them to teacher-librarian. [SV]  
**Differentiated Instruction:**  
Teacher-librarian provides extra language support and extra time to complete the exit ticket to ELL students and struggling readers. |
Lesson 1 Assessment: Exit Ticket

In order to be released for Free Choice Check-Out, each student completes an exit ticket:

The learning target is: __________________________________________________________
___________________________________________________________________________

This learning target is important because ________________________________________
____________________________________________________________________________

I can name two patterns from *The Gingerbread Man in the Library*:

1. ________________________________________________________________
   ___________________________________________________________________
2. ___________________________________________________________________
   ___________________________________________________________________

- Circle one answer -

**E**
*WIL* is the spine label for a **fiction  informational** book.

**398.2**
*SAN* is the spine label for a **fiction  informational** book.

My understanding of today’s lesson is: **B  A  M**

If I need help with this subject I can ________________________________
_______________________________________________________________________
4. Supporting Information Literacy Development through Language

A. **Language function**: What verb appears in your learning target that represents the language function?
   The language functions of this lesson are represented in the learning target by the verbs Utilize, Predict, and Differentiate.

B. **Language demand**: What learning activities or products will student write, speak, or do to represent the language demand and an opportunity to practice the language function?
   Student participation occurs at frequent intervals throughout this lesson, both to reinforce student learning and to retain my young (second grade) students’ interest and engagement in the learning process. Examples of language demands in this lesson include:
   
   * Students raise hands to volunteer verbal answers to guiding questions
   * Students pair share vocabulary
   * Students make plot predictions based on story patterns
   * Students participate in read-aloud by chanting along with the teacher-librarian
   * Students demonstrate understanding of lesson content for the rest of the class
   * Students complete an exit ticket, a written language demand which requires them to practice the lesson’s language functions.

C. **Additional language demand**: How will students practice content vocabulary words shown in the learning targets?
   Students practice this lesson’s content vocabulary (Story Pattern, Fiction, Informational, Spine Label, and Call Number) by answering guiding questions, by pair-sharing vocabulary terms, and through active demonstration during the informal assessment of information literacy instruction (page 3).

D. **What learning activities enable students to practice using symbols or abstract representations of information (syntax), if these are part of the lesson?**
   During this lesson the students practice differentiating between the library call numbers (crucial information literacy syntax) for fiction and informational texts during the information literacy instruction (Muncha Muncha Muncha versus ASPCA Pet Care for Kids: Rabbit) and again during the wrapped-books exercise in the subsequent informal assessment.

E. **How is discussion (discourse) structured in activities?**
   As was mentioned in section B. (above), guided discussion is integrated throughout this lesson as a way to link new knowledge with previous learning and with students’ life experience. Primary grade students’ engagement and learning are heavily dependent on their active participation, and for this reason the instructional sections of this lesson are framed as discussions, rather than delivered as lectures.

F. **What other writing or speaking activities enable students to practice vocabulary and the verb shown in the learning target?**
   The lesson’s exit ticket (Lesson 1 Assessment, below) incorporates self-assessment and student voice; it requires the students to restate the learning target and write about its importance, practicing the language of the lesson. It also prompts the students to recall and write about story patterns (vocabulary) and to differentiate (language function) between fiction and informational texts’ call numbers.