



2020
Second - Third Grade
Lesson Plans
for **LIBRARIES**



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Mississippi Department of Education

SCHOOL LIBRARY PROGRAM

MISSISSIPPI DEPARTMENT OF EDUCATION

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INTRODUCTION

This document provides guidance to help librarians integrate instruction into the Mississippi Department of Education *College- and-Career Readiness Library Learning Standards*. School librarians play a critical role in teaching information literacy skills to ensure students can acquire, evaluate, interpret, and apply the information that will be introduced throughout life. The librarians are no longer the “keeper of books” but are crucial in preparing students for life after graduation. School libraries are now where high-quality print and digital resources are used efficiently to teach reading comprehension, literature appreciation, and information literacy skills. For these skills to be effective, librarians and classroom teachers must work as a team to incorporate them into the *College- and-Career Readiness Standards*. The goal for the *Lesson Plans for Libraries* is to reinforce classroom curriculum content with relevant library resources.

HOW TO READ THE LESSON

Each lesson has several different elements: Grade Level, Summary/Overview, Collaboration, Pre/Post Assessments, Objectives, Tasks, and Resources. Each activity gives the librarian a foundation for teaching the skill or objective; however, the librarian can differentiate as needed for the students. The resource lists optional books or materials to be used with the activity, but any resource that supports the lesson can be used.

SCHOOL LIBRARIAN PROFESSIONAL GROWTH RUBRIC ALIGNMENT

I.1: Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals to plan for and provide necessary resources, technology, and instructional services aligned with the Mississippi Library Learning Standards and supports the Mississippi CCR Standards.

I.2: Plans instruction and provides print and digital resources that meet the diversity of students’ backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs by working with teachers, administrators, and the school library advocacy committee.

II.5: Collaboratively plans and teaches engaging inquiry-based informational and digital literacy lessons that incorporate multiple literacies and foster critical thinking as an integral part of the Mississippi Library Learning Standards and the Mississippi CCR Standards.

DIFFERENTIATION

The school library is a learning space for students and teachers to study, research, read, question, discover and connect to the global community. It is an information- and technology-rich learning environment that all students should have open access to high-quality diverse resources and technology. It is not possible to offer all these options to learners in an isolated classroom. The following elements provide some examples of how school librarians can differentiate library lessons.

CONTENT

- Ensure a variety of resource types are available to support content in all subject areas (e.g., fiction, nonfiction, periodicals, digital resources)
- Build a diverse collection that reflects and enhances the school demographics as well as connects to the global community
- Introduce students to a wide range of genres to expand their reading horizons
- Develop reading lists and pathfinders to support specific lessons and units
- Help students to be responsible users of information and ideas
- Provide high interest-low level books in accordance with units being studied or for literature appreciation

PROCESS

- Repeat/reword/rephrase directions as needed
- Break information into steps and monitor comprehension at small stages
- Reduce the number of concepts presented in one lesson or activity
- Use assessment tools and strategies that help ALL students grow
- Extend time as needed or reconsider requirements

PRODUCT

- Share authentic product exemplars (e.g., posters, video, presentations)
- Provide authentic venues for building and sharing expertise
- Help students extend sharing or take action beyond the school walls

LEARNING ENVIRONMENT

- Provide preferential seating in an area free of distractions
- Provide multiple spaces for individual small-group and whole-class learning
- Match resources to students whatever their skill level
- Create flexible open spaces
- Arrange quiet areas for study and relaxation
- Design virtual library spaces for study and support available 24/7

Differentiation accommodates all student needs, including students with low skill levels, English learners, limited background knowledge, and gifted learners. The following list provides specific examples of how school librarians can differentiate library lessons for specialized student needs.

- Analyze the demographics of your school population and their achievement levels to develop a well-rounded library collection
- Use elements of differentiation as a framework for developing SMART goals and budget proposals
- Share your student successes with the school community

RESOURCE https://www.ssla.ca/uploads/9/5/3/6/95368874/11_everyone_wins_nov282008_ckoechlinandszwaan.pdf;
<https://www.springfieldschool.org/site/handlers/filedownload.ashx?moduleinstanceid=140&dataid=28&FileName=Library%20Media%20Curriculum%20%20June%202012%205-1-13.pdf>

COLLABORATIVE LESSON PLAN

Collaboration is an essential element that enhances student achievement and the school curriculum. The librarian and the grade/subject area teachers must work together to create a high-quality learning environment. The following is an example of a collaborative lesson plan and an explanation of how to collaborate with teachers.

Section 1: LESSON INFORMATION	
Title or Unit:	
Grade Level:	Content Area:
Type of Instruction: <input type="checkbox"/> Individual Instruction <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Group	Est. Time & duration:
	Content Topic:
Type of Schedule: <input type="checkbox"/> Stand-alone Lesson <input type="checkbox"/> Lesson in a Unit <input type="checkbox"/> Multiple Unit Lessons	Overview: <i>summary of the lesson</i>
Level of Collaboration: <input type="checkbox"/> Collaboration <input type="checkbox"/> Coordination <input type="checkbox"/> Cooperation	Learning Target:
Section 2: STANDARDS CONNECTION	
MS CCR Standards:	MS School Library Learning Skills:
Essential Questions: <ul style="list-style-type: none"> • <i>Connect w/ students (prior learning, accessible language)</i> • <i>Genuine inquiry (open-ended)</i> • <i>Encourage transfer across a range of learning experiences</i> 	Critical Concepts/Vocabulary:
Comments & Notes:	
Section 3: ASSESSMENT EVIDENCE	
Performance Tasks: <i>How will students demonstrate the desired understandings? By what criteria will performance be judged?</i>	
Final Student Product:	
Product Criteria: <i>To be entered into a rubric, checklist, graphic organizer.</i>	
Other Evidence: <i>What other evidence will show that students have understood? (prompts, observations, journal, library data)</i>	
Literature Connection:	
Technology Integration: <i>What level of integration serves the product criteria & process/performance tasks?</i>	

Section 4: INSTRUCTION & LEARNING PLAN

Resources Students will Use: <input type="checkbox"/> Books <input type="checkbox"/> Reference <input type="checkbox"/> Digital resources <input type="checkbox"/> Audio/Visual materials <input type="checkbox"/> Other (list):	Preparation:
Pre-Assessment:	
Direct Instruction for Students:	
Modeling & Guided Practice: <i>How will students acquire the knowledge to practice the required skills? How will the formative assessment be used to give students feedback?</i>	
Independent Practice: <i>How will they practice applying these skills? Give precise directions.</i>	
Post-Assessment: <i>What did the students learn? How will we know?</i>	
Documents: <i>Pathfinders, rubrics, checklists</i>	
Differentiation Strategies: <i>How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their native tongue? How have we considered those with special educational needs?</i>	

Section 5: REFLECTIONS & EVALUATION

Complete evaluation: 1=poor; 2=below average; 3=average; 4=above average; 5=excellent					
Variety of materials are available (as required by the topic)	1	2	3	4	5
Materials span reading/viewing/ listening levels of students	1	2	3	4	5
Supplemental documents were easy to understand and helpful	1	2	3	4	5
Evaluate the success of overall lesson and activity	1	2	3	4	5
Comments & Notes:					

LEVELS OF COLLABORATION

Level	Planning	Service	Subtype	Examples
COLLABORATION	6	<p>Copanning Required</p> <p>Copanning occurs when equal partners work together to design instruction. Educators begin with the end in mind – students’ performance of the learning objectives. During copanning, educators codesign assessment instruments and align students’ learning tasks with objectives and assessments.</p>	<p>Collaboration</p> <p>The school librarian and the classroom teacher should schedule formal planning time to design a lesson or unit of instruction to achieve shared goals and specific student learning outcomes. They complement the lesson or unit using one or more co-teaching approaches. Collaborators co-monitor student progress and share responsibility for assessing and analyzing student learning outcomes.</p>	<p>Team Teaching</p> <p>After collaborative planning, educators co-teach by assuming different roles during instruction.</p>
	5			<p>Parallel Teaching</p> <p>Each educator works with a portion of the class to teach the same or similar content using the same or different modalities. Groups may switch or reconvene as a whole class to share, debrief, or reflect.</p>
	4			<p>Station Teaching</p> <p>After determining curriculum content for multiple learning stations, each educator takes responsibility for facilitating one or more learning centers, while in other centers, students work independently.</p>
				<p>Alternative Teaching</p> <p>One educator pre-teaches or re-teaches concepts to a small group while the other educator teaches a different lesson to the larger group.</p>
COORDINATION	3	<p>Copanning Required</p> <p>(see above)</p>	<p>Coordination</p> <p>Coordination requires more communication than cooperation. It includes a shared mission and may include planning and can be supported over a longer time. Often the classroom teacher will take the lead in coordination activities and the school librarian will follow along in a supporting role.</p>	<p>The school librarian aligns library instruction with the topic or learning objectives the classroom teacher is addressing in the classroom. OR The school librarian may support classroom teachers by helping them implement a new strategy, tool, or resources.</p>
	2	<p>A brief conversation about a lesson topic or objective.</p>		
COOPERATION	1	<p>A brief conversation about a lesson topic or objective.</p>	<p>Cooperation</p> <p>Compared with collaboration, cooperation tends to be more informal, short term, and often lacks a focused planning effort. The classroom teacher and school librarian may not have a shared mission, but rather provide supporting resources or materials to help student achievement.</p>	<p>The school librarian provides print, digital, or technical resources for students’ and classroom teacher’s use in the classroom or in the library. The school librarian is not involved in the instruction.</p>

RESOURCE Berg, K., Kramer, J., & Werle, M. (2019). Implementing & Evaluating Instructional Partnerships. *Knowledge Quest*, 47(3), 32–38.

SCOPE AND SEQUENCE

Due to collaboration between school librarians and classroom teachers, the *Lesson Plans for Libraries* does not address a specific scope and sequence of each skill. Each skill should be covered at some point during the school year. There are skills such as **Library Conduct** that will need to be addressed at the beginning of the school year. Other skills such as **Literature Appreciation** can be repeated several times throughout the year in collaboration with classroom content. The following instructional framework gives the librarians an example of how to plan library lessons according to classroom curriculum, school library programs, and reading foundational skills.

INSTRUCTIONAL FRAMEWORK

MONTH	LIBRARY LEARNING STANDARDS
<p>August</p>	<ul style="list-style-type: none"> • LIB.IL.1.1-2; LIB.LU.2.1-2 Reinforce the media center and its sections, the librarian, book care, expectations • LIB.LU.2.3 Introduce/Reinforce book selection procedure
<p>September</p> <p>Collaborate with the public library to promote Library Card Sign-up Month</p>	<p>Literature Appreciation and What Do Statues Represent? lesson plans</p> <ul style="list-style-type: none"> • LIB.IL.1.4-5 Introduce call numbers and the Dewey Decimal System • LIB.LU.2.3 Continue to book selection procedure • RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9 Engage students through story time, including folktales, and to promote The Magnolia Book Awards and Hispanic Heritage Month • RES.PR.2.1; RES.PR.2.4; RES.PR.2.6 Teach Dictionary/ Thesaurus skills to support classroom instruction
<p>October</p>	<ul style="list-style-type: none"> • LIB.IL.1.3 Introduce online catalog • LIB.IL.1.4-5 Continue to introduce all numbers and the Dewey Decimal System • LIB.LU.2.3 Continue to introduce book selection procedure

- **RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9**
Continue to engage students through story time to promote **The Magnolia Book Awards** and **Bullying Prevention Month**
- **RED.LV.1.3; RED.LA.2.4-5; RED.LA.2.10**
Focus on topical information to promote **Bullying Prevention Month**
- **RED.LA.2.2**
Introduce fiction section, Dewey, genres, and fiction books that are appropriate for grade level
- **RED.LA.2.11**
Introduce reading programs

November

- **LIB.IL.1.1; LIB.LU.2.1-2**
Reinforce proper library behavior
- **LIB.IL.1.4-5**
Continue to introduce all numbers and the Dewey Decimal System
- **LIB.IL.1.3; LIB.IL.1.6**
Continue to introduce online catalog elements (e.g., type of material, publication, location, call number)
- **LIB.LU.2.3**
Reinforce book selection procedure
- **RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9**
Continue to engage through story time to promote **The Magnolia Book Awards**, **Read for the Record Book**, and **Native American Heritage Month**
- **RED.LV.1.3; RED.LA.2.4-5; RED.LA.2.10**
Focus on topical information to celebrate **Native American Heritage Month**
- **RED.LA.2.2**
Continue to introduce fiction section, genres, and fiction books that are appropriate for grade level.
- **RED.LA.2.3**
Discuss award winners

December

- **LIB.IL.1.3; LIB.IL.1.6**
Continue to introduce online catalog elements (e.g., type of material, publication, location, call number)
- **LIB.IL.1.4-5**
Continue to introduce all numbers and the Dewey Decimal System
- **RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9**
Continue to engage through story time to promote **The Magnolia Book Awards** and **celebrate different holidays**
- **RED.LA.2.2**
Discuss series and authors
- **RED.PB.3.2-3**
Introduce parts of nonfiction books

<p>January</p>	<ul style="list-style-type: none"> • RES.ID.1.1-4; RES.EV.3.1-5; RES.CO.4.1 Introduce research to support classroom instruction <p>How Animals Meet their Needs lesson plan</p> <ul style="list-style-type: none"> • LIB.IL.1.3; LIB.IL.1.6 Continue to introduce online catalog elements (e.g., type of material, publication, location, call number) • LIB.IL.1.4-5 Continue to introduce all numbers and the Dewey Decimal System • RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9 Continue to engage through story time to promote The Magnolia Book Awards • RED.LA.2.2 Reinforcement of skills learned to date, including titles, authors, and illustrators • RES.PR.2.1; RES.PR.2.4; RES.PR.2.6 Teach print encyclopedia skills to support classroom instruction
<p>February</p>	<p>States of Matter lesson plan</p> <ul style="list-style-type: none"> • LIB.IL.1.3; LIB.IL.1.6 Continue to introduce online catalog elements (e.g., type of material, publication, location, call number) • LIB.IL.1.4-5 Continue to introduce all numbers and the Dewey Decimal System • RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9 Continue to engage through story time to promote The Magnolia Book Awards and African American History Month • RED.LA.2.2 Reinforcement of skills learned to date, including titles, authors, and illustrators • RES.PR.2.3; RES.EV.3.1-5; RES.CO.4.1 Teach primary and secondary sources to support African American History Month
<p>March</p>	<p>Finding Innovative Solutions lesson plan</p> <ul style="list-style-type: none"> • LIB.IL.1.3; LIB.IL.1.6 Continue to introduce online catalog elements (e.g., type of material, publication, location, call number) • LIB.IL.1.4-5 Continue to introduce all numbers and the Dewey Decimal System • RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9 Continue to engage through story time to celebrate Women’s History Month and National Nutrition Month • RED.LV.1.3; RED.LA.2.4-5; RED.LA.2.10; RED.PB.3.4 Focus on topical information to celebrate Women’s History Month and National Nutrition Month

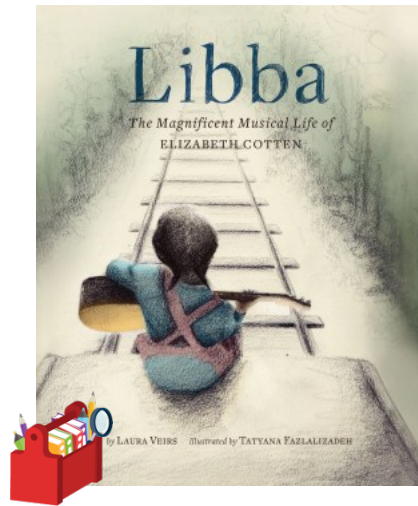
	<ul style="list-style-type: none"> • RED.LA.2.2 Reinforcement of skills learned to date, including titles, authors, and illustrators • RES.PR.2.3; RES.PR.2.5; RES.EV.3.1-5; RES.CO.4.1 Teach digital resources to support Women’s History Month and National Nutrition Month
<p>April</p>	<p>Folklores, Fairytales, and Poems lesson plan</p> <ul style="list-style-type: none"> • LIB.IL.1.3; LIB.IL.1.6 Continue to introduce online catalog elements (e.g., type of material, publication, location, call number) • LIB.IL.1.4-5 Continue to introduce all numbers and the Dewey Decimal System • RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9 Continue to engage through story time to celebrate Earth Day and Children’s Book Day • RED.LV.1.3; RED.LA.2.4-5; RED.LA.2.10; RED.PB.3.4 Focus on topical information to celebrate Poetry Month, Earth Day, and Children’s Book Day • RED.LA.2.2 Reinforcement of skills learned to date, including titles, authors, and illustrators
<p>May</p> <p>Collaborate with the public library to promote Summer Reading</p>	<ul style="list-style-type: none"> • LIB.IL.1.3; LIB.IL.1.6 Continue to introduce online catalog elements (e.g., type of material, publication, location, call number) • LIB.IL.1.4-5 Continue to introduce all numbers and the Dewey Decimal System • RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9 Continue to engage through story time to promote summer reading • RED.LV.1.3; RED.LA.2.4-5; RED.LA.2.10; RED.PB.3.4 Focus on topical information to promote summer reading • RED.LA.2.2 Reinforcement of skills learned to date, including titles, authors, and illustrators

LITERATURE APPRECIATION

Libba: The Magnificent Musical Life of Elizabeth Cotten by Laura Veirs

Appears on the Equipped: MS Booklist for All

SUMMARY



Elizabeth Cotten was only a little girl when she picked up a guitar for the first time. It wasn't hers (it was her big brother's), and it wasn't strung right for her (she was left-handed). But she flipped that guitar upside down and backward and taught herself how to play it anyway. By age eleven, she'd written "Freight Train," one of the most famous folk songs of the twentieth century. And by the end of her life, people everywhere--from the sunny beaches of California to the rolling hills of England--knew her music. This lyrical, loving picture book from popular singer-songwriter Laura Veirs and debut illustrator Tatyana

Fazlalizadeh tells the story of the determined, gifted, daring Elizabeth Cotten--one of the most celebrated American folk musicians of all time.

COLLABORATION

- These lessons should be collaboratively planned with the grade level teacher(s) and librarian.
- It should take no longer than four class visits to complete the lessons.

PRE-ASSESSMENT

Students will recall the difference between fiction and nonfiction books and review the parts of the book.

CURRICULUM CONNECTIONS

MSCCRS Library

LIB.IL.1.4 Define call number, why it is used and where it is found.

LIB.IL.1.5 Locate books by using Dewey Decimal Classification System or other classification systems such as genre or Library of Congress.

LIB.LV.1.2 Become an active listener/viewer by making connections, identifying story elements, and/or indicating author's purpose.

RED.LA.2.2 Select books on subjects that are on the student's academic/interest levels and explore particular authors, illustrators, series, genres, and diverse perspectives.

RED.LA.2.8 Establish reading behaviors for lifelong learning and growth by demonstrating resiliency, perseverance, and stamina when reading a variety of texts.

RED.LA.2.11 Encourage other students to read through book reviews and book talks while respecting others' reading choices.

MSCCRS English

RI.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

SL.2.1a Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LESSON 1 INTRODUCTION (Library)

Objective

- Identify parts of a book: spine, publisher, and call number.

Duration

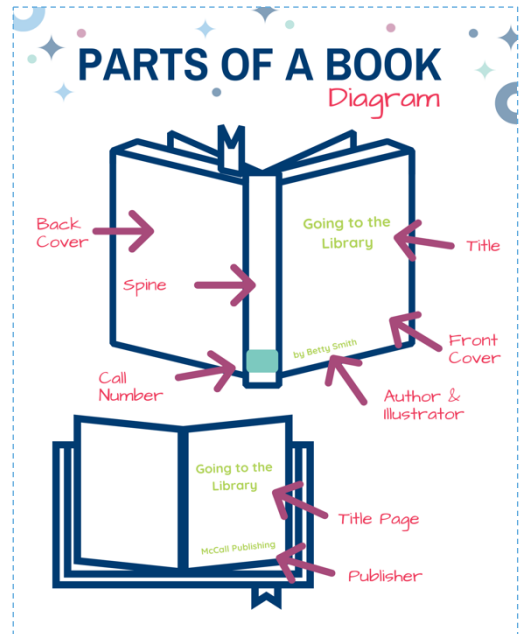
- 1 class period (includes time for students to check out books if necessary)

Materials

- Online review game site or slideshow presentation
- Poster or handout of the parts of a book

TASKS

1. Describe the parts of the book – spine, publisher, and call number.
2. Model how to play the interactive quiz game so that students understand how to be respectful while having fun with the game.
3. Play the game where students will select the correct answer after the part of the book has been shown.
4. Teach this lesson using either a slideshow presentation or an online review game site (e.g., Kahoot, FlipQuiz, or Quizizz).



LESSON 2 CLASSIFICATION (Library)

Objective

- Locate books in the nonfiction section by using Dewey Decimal classification.
- Select non-fiction books on subjects that are on the student's Lexile and Interest Levels.

Duration

- 1 class period (includes time for students to check out books if necessary)

Materials

- Collection of nonfiction books
- Computer with Internet access to MAGNOLIA
- Projector/screen
- Shelf makers

TASKS

1. Encourage students to talk about topics that they are interested in (e.g., sports, music, art, etc.).
2. Explain that these subjects are grouped according to a call number.
3. Model how to find books from the nonfiction section. Refresh students on that call numbers are located on the book's spine.
4. Model how to use AR BookFinder or Find a Book which are located on MAGNOLIA Database Consortium.
5. Allow students to select a book in the area of his/her interest with the assistance.

LESSON EXTENSION

- Incorporate books that support grade-appropriate social studies or science topics (e.g., *Libba: The Magnificent Musical Life of Elizabeth Cotten* by Laura Veirs (2018) to connect to **MS CCRS SS CR.2.1 - CR.2.3**)
- Create a ready reference collection of all fiction and nonfiction books throughout the year for teachers to use.

LESSON 3 RETELLING (Classroom)

Objective

- Concentrate on what students hear and draw the ending of a selected story.

Duration

- 1 class period (includes time for students to check out books if necessary)
- Add another visit for lesson extension

Materials

- Art supplies
- High-interest stories

TASKS

1. Read a high-interest story (e.g., *The Breaking News* by Sarah Lynne Reul, 2018, or *The Day You Begin* by Jacqueline Woodson, 2018).
2. Discuss how the ending of the story could change.
3. Put students into smaller groups for them to draw new endings to the story.

LESSON EXTENSION

- The librarian can extend the lesson by incorporating robotics with a story map or coding platforms to create alternate endings.
- Students can create story retelling maps and program robots to take alternate endings or code characters to tell the alternate ending.

LESSON 4 SHARING (Library)

Objective

- Describe interesting books that students have read so that others may be encouraged to read.

Duration

- 1 class period (includes time for students to check out books if necessary)
- Add time for students to share their recommendations if applicable

Materials

- Book recommendation cards

TASKS

1. Discuss the importance of book reviews or recommendations.
2. Model how to complete a book recommendation card.
3. Create a place where students share their recommendations (e.g., bulletin board or decorative box).

BOOK RECOMMENDATION CARD

Title of Book _____
Author _____
Recommendation by _____

Book Genre (circle one)
Fiction Nonfiction
Biography Mystery
Science Fiction Fantasy
Historical Fiction Poetry

Summary of Book

My favorite part was:

This book had parts that were: (circle all that apply)
Funny Supernatural
Sad Unexpected
Exciting Interesting
Scary Ridiculous

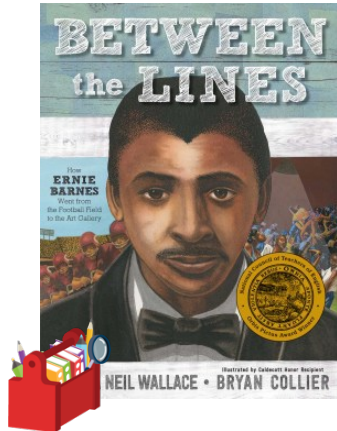
I am recommending this book because _____

POST-ASSESSMENT

Give students to share their recommendations throughout the year to encourage other students to read.

RESOURCE PATHFINDER

Print Resources



***Between the Lines: How Ernie Barnes Went from the Football Field to the Art Gallery* by Sandra Neil Wallace**

Discover the remarkable true story of NFL star Ernie Barnes--a boy who followed his dreams and became one of the most influential artists of his generation--with this beautiful and fascinating nonfiction picture book illustrated by four-time Caldecott Honor recipient Bryan Collier.

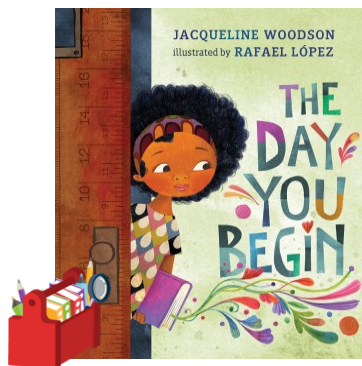
Appears on the Equipped: MS Booklist for All



***The Breaking News* by Sarah Lynne Reul**

When devastating news rattles a young girl's community, her usually attentive parents and neighbors are suddenly exhausted and distracted. At school, her teacher tells the class to look for the helpers--the people working to make things better in big and small ways. She wants more than anything to help in a BIG way, but maybe she can start with a tiny act of kindness instead . . . and then another, and another. Small things can compound, after all, to make a world of difference.

Appears on the Equipped: MS Booklist for All



***The Day You Begin* by Jacqueline Woodson**

Other students laugh when Rigoberto, an immigrant from Venezuela, introduces himself, but later, he meets Angelina and discovers that he is not the only one who feels like an outsider. There will be times when you walk into a room, and no one is quite like you. There are many reasons to feel different. Maybe it's how you look or talk, or where you're from; perhaps it's what you eat, or something just as random. It's not easy to take those first steps into a place where nobody knows you yet, but somehow you do it.

Appears on the Equipped: MS Booklist for All

MAGNOLIA Resources

- **AR Bookfinder** find books by AR or Lexile levels, topic, title, or award winners
- **Find a Book** build custom reading lists chosen based on subject and reading levels
- **Novelist** book-finding tools for librarians and readers

WHAT DO STATUES REPRESENT?

Her Right Foot by David Eggers *Appears on the Equipped: MS Booklist for All*

Schlosser, M., and R. Granatini. *Lessons Inspired by Picture Books for Primary Grades*. ALA Editions, 2019.

SUMMARY



Did you know that the Statue of Liberty was not always green? It's true! Lady Liberty was originally brown, but her copper covering weathered over time and changed color. Dave Eggers, the author of *Her Right Foot*, informs the reader about the statue in a conversational manner. Engaging illustrations will also intrigue readers. Shadows peeking from under shapes make figures appear to be floating above the page. The end of the story asks readers to think about what the Statue

of Liberty represents. They'll realize Lady Liberty is so much more than a statue. This lesson guides students to create a statue that represents classroom values.

COLLABORATION

- These lessons should be collaboratively planned with the grade level teacher(s), librarian, and art teacher.
- The activities can be split into more days if necessary or introduced in the library and finished in the classroom or during art special. It should take no longer than four days to complete the lessons.

PRE-ASSESSMENT

Students will write about what the Statue of Liberty means to them. This should be completed individually as a quick write in the class before visiting the library.

CURRICULUM CONNECTIONS

MSCCRS Library

RED.LV.1.1-3 Listening and Viewing Standard

RED.LA.2.5 Demonstrate reading for meaning by finding the main purpose and supporting details while evaluating evidence, drawing conclusions, and/or forming opinions.

RED.LA.2.6 Read to understand history, current events, and personal decisions.

RED.LA.2.10 Apply reading strategies across the content areas.

RES.ID.1.1 Follow an inquiry-based process to seek knowledge on a topic for personal interests or for a learning goal.

RES.ID.1.2 Apply prior knowledge to new learning and continue to ask “I Wonder” questions to the new information.

DIG.CO.1.1-4 Collaboration and Communication Standard

DIG.PR.3.1-3 Presentation Standard

MSCCRS English

RL.2.1-10 Reading Informational Text Strand

W.2.7 Participate in shared research and writing projects.

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, using adjectives and adverbs to describe.

**MSCCRS
Visual
Arts**

VA: Re8.1.2 Interpret intent and meaning in artistic work.

VA: Cr1.2.2 Generate and conceptualize artistic ideas and work.

VA: Cr2.1.2 Organize and develop artistic ideas and work.

VA: Cr3.1.2 Refine and complete artistic work.

VA: Pr5.1.2 Develop and refine artistic techniques and work for presentation.

VA: Cn11.1.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**MSCCRS
Social
Studies**

CR.2.1 Illustrate the role of unity and diversity within the community.

C.2.2 Describe and explain how traditions and customs contribute to unity and diversity.

CR.2.3 Explain the role of cooperation and compromise within the community.

LESSON 1 INTRODUCTION (Library)

Objective

- Students will consider what the Statue of Liberty represents while reading *Her Right Foot* by Dave Eggers.

Duration

- 1 class period (includes time for students to check out books if necessary)

Materials

- Markers, sticky notes, and pencils
- Tracking Our Thinking anchor chart

TASKS

1. Introduce the lesson by showing the students pictures of the Statue of Liberty and asking them about their background knowledge of the landmark.
2. Use the Tracking Our Thinking anchor chart to record responses to questions that are asked before, during, and after reading *Her Right Foot* by Dave Eggers, 2017:
 - a. “Read the title and look at the illustration. What questions do you have?”
 - b. “What did you learn about how they built the statue?”
 - c. “What is the author trying to tell us?”
3. Ask the whole group to think about what the Statue of Liberty represents. Ask learners to define the word *immigrants*.
4. Ask, “Should Americans continue to welcome immigrants?” and have students write their answers on a sticky note. Then have students place the sticky notes on the anchor chart.
5. Ask students to volunteer their answers and continue the activity while prompting and modeling what it sounds like to disagree respectfully.
6. **Table Activity:** Introduce the terms diversity, unity, customs, and traditions by having them use a dictionary to complete a Frayer model.
7. Students can check out books while completing one of the table activities.

TRACKING OUR THINKING

I Wonder...	I Learned...
<ul style="list-style-type: none">• Why is the book about her right foot?• Why did the French give America such a big gift? Who paid for the Statue of Liberty?• Why did they use copper?• How did they decide to symbolize the seven seas and the seven continents?• What are immigrants?• What does the word symbol mean?• Why was she chained?	<ul style="list-style-type: none">• French people wanted to build a statue for America as a gift.• The Statue of Liberty is holding a book with the year American declared independence.• Her crown represents the seven seas and the seven continents.• The torch lights the way to liberty and freedom.• The Statue of Liberty is always working to welcome people from around the world.

Do you think America should continue to welcome immigrants?
Write one to three ideas on a sticky note and place it on the chart.



LESSON 2 VALUES (Classroom)

Objective

- Students will work together to design a statue for their classroom.

Duration

- 1 class period

Materials

- Our Class Values anchor chart
- Poster paper, crayons, markers, and pencils

TASKS

1. Ask the whole group to discuss what they have learned about the Statue of Liberty during the library introduction. Reinforce the new vocabulary words (e.g., customs, traditions, diversity, unity, immigrants).
2. Ask students if the discussion changed their initial opinion of allowing immigrants into America.
3. Explain that students will work in groups to design a statue that represents their classroom values. Have the students to brainstorm ideas and record them on the anchor chart.
4. Direct students to work together to design a statue. The group will discuss ideas and begin to sketch the statue.
5. Ask students to draw their final design on poster paper and give the statue a title.



LESSON 3 VALUES (Classroom)

Objective

- Learners will explain the different aspects of their statues and explain why their statue should be considered to represent their class.

Duration

- 1 class period

Materials

- Scrap paper, markers, and pencils
- Statue posters

TASKS

1. Ask each group to present their poster and explain how it connects to the classroom values.
2. Ask students to individually vote for their favorite poster, and teachers will tally votes. The winning poster will be displayed in the classroom.



“After all the Statue of Liberty is an immigrant, too. And this why she’s moving.”

- David Eggers, Her Right Foot

LESSON 4 STEAM (Art)

Objective

- Learners will work together as a team to build the classroom statue.

Duration

- 2 class periods—one 50 to 60-minute lesson for building statues and a shorter lesson for reflection. The reflection can be done in the classroom.

Materials

- Markers and pencils
- Scratch paper
- Stations: Playdough station, LEGO station, aluminum foil station, recycled materials station with glue, tape, and scissors

TASKS

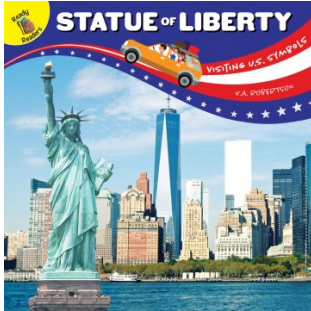
1. Explain that small groups will get to create a statue based on all the different ideas they heard over the past few days. Students can write or sketch their ideas using scratch paper, markers, and pencils.
2. Have the art teacher to explain the different stations. Assign students to stations by pulling assigned group numbers from a jar.
3. Have groups work on their statue until complete.

POST-ASSESSMENT

Each group will compare and contrast their statue with the Statue of Liberty in terms of materials, design elements, and represented values.

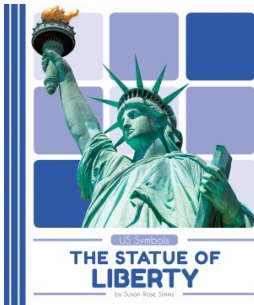
RESOURCE PATHFINDER

Print Resources



***Statue of Liberty* by K.A. Robertson - 974 ROB**

In the *Statue of Liberty*, readers will explore the location and meaning of the colossal copper statue that stands tall on Liberty Island in New York Harbor. This 16-page book uses colorful images and informative text to introduce Lady Liberty, and it also explains why she is recognized as such an important symbol of freedom in the United States. Using language that early readers can understand, these colorful pages capture a child's attention while offering an in-depth look into some of America's most prized symbols.



***Statue of Liberty* by Susan Rose Simms - 974 SIM**

This book introduces readers to the Statue of Liberty as a symbol to welcome in all people. Readers learn about the history of the Statue of Liberty and what it represents. Vivid photographs and easy-to-read text aid comprehension for early readers. Features include a table of contents, an infographic, fun facts, Making Connections questions, a glossary, and an index. QR Codes in the book give readers access to book-specific resources to further their learning. They are aligned correlated to state standards.

Non-Print Resources

- **National Geographic** kids.nationalgeographic.com/explore/monuments/statue-of-liberty
Short article with facts and “The New Colossus” poem written by Emma Lazarus
- **National Park Service** www.nps.gov/stli/learn/education/index.htm
Site includes multiple lesson plans and live videos of the statue
- **YouTube Video** www.youtube.com/watch?v=ghKYLvflcM
13 Facts about the Statue of Liberty by Educational Videos by Mocomi with links to interactive articles and additional educational videos.

MAGNOLIA Resources

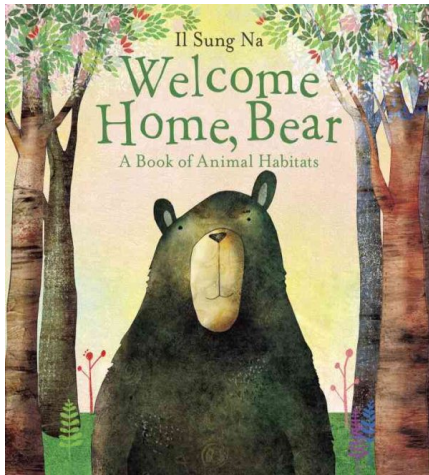
- **Explora** videos, magazine articles, and encyclopedia entries
- **Library of Congress** lesson plans, teacher guides, slideshows, primary sources
- **LIFE Photo Archive** photographs of the Statue of Liberty

HOW ANIMALS MEET THEIR NEEDS?

Welcome Home, Bear: A Book of Animal Habitats by Il Sung Na

MAGNOLIA: Lesson Plans and Activities for PK12 Librarians and Classroom Teachers

SUMMARY



Bear is tired of waking up every morning in the same green forest, so he decides to search for a new place. He visits the birds in the trees, a mole underground, a camel in the hot desert sand, puffins in the cold arctic snow only to realize his own home is the perfect place for him, after all. *Welcome Home, Bear*, offers rich illustrations, bright colors, and a simple, spare text wrapped up in a beautiful, kid-friendly package. Readers meet animals in their habitats around the world--and return with Bear to the one place he is truly happy.

COLLABORATION

- These lessons should be collaboratively planned with the grade level teacher and school librarian.
- The activities can be split into more days if necessary or can be introduced in the library and finished in the classroom. It should take no longer than five days to complete the lessons.

PRE-ASSESSMENT

Ask students to tell what things animals can do to help them stay safe. Students can complete this task using Padlet or divide into groups and have a silent conversation using poster paper.

CURRICULUM CONNECTIONS

MSCCRS Library

RED.LV.1.1-3 Listening and Viewing Standard

RED.LA.2.5 Demonstrate reading for meaning by finding the main purpose and supporting details while evaluating evidence, drawing conclusions, and/or forming opinions.

RED.LA.2.10 Apply reading strategies across the content areas.

RED.PA.3.3 Utilize informational text elements to find specific information within the text and demonstrate a better understanding of informational text.

RES.ID.1.1 Follow an inquiry-based process to seek knowledge on a topic for personal interests or for a learning goal.

RES.ID.1.2 Apply prior knowledge to new learning and continue to ask “I Wonder” questions to the new information.

RED.PR.2.1-3 Print and Digital Resources Standard

DIG.CO.1.1-4 Collaboration and Communication Standard

MSCCRS English

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

MSCCRS Science

L.2.3B Students will demonstrate an understanding of the interdependence of living things.

L.2.4 Students will demonstrate an understanding of the ways animals adapt to their environment in order to survive.

MSCCRS Computer Science

CS.1A.1 Select and operate appropriate software to perform a variety of tasks and recognize that users have different needs and preferences for the technology they use.

DA.1A.2 Collect and present the same data in various visual formats.

IC.1A.2 Work respectfully and responsibly with others online.

LESSON 1 INTRODUCTION (Library)

Objective

- Students will explore animal surroundings by making a model of it.
- Students will recognize that animals are found living in places where their needs are met.
- Students will describe and name ways animals can stay safe.

Duration

- 1 class period (includes time for students to check out books if necessary)

Materials

- Art supplies
- Pictures of polar bears
- *A Polar Bear's World* by Katie Gillespie

TASKS

1. Review the needs of living things. Ask children how animals get these needs met (e.g., food, air, water, shelter).
2. Use pictures of the polar bear in the Arctic, tell children that polar bears live in the Arctic. Show children where the Arctic is on the globe. Ask:
 - What can you tell about the Arctic from the picture? (cold, snowy, icy, no trees)
 - Where do you think a polar bear gets food? (Let children speculate. Accept all reasonable answers.)
3. Read *A Polar Bear's World* by Katie Gillespie, 2018. Ask:
 - Where do you think a polar bear gets food? (They get their food from the ocean and on land.)
 - What do they eat? (They eat seals, fish, birds, and reindeer meat.)
4. Divide students into small groups to make a model of where a polar bear lives, using various art supplies.

LESSON 2 HABITATS (Classroom)

Objective

- Students will explore animal surroundings by making a model of it.
- Students will recognize that animals are found living in places where their needs are met.
- Students will describe and name ways animals can stay safe.

Duration

- 1 class period

Materials

- Bottle of water
- Leaves
- Pictures of different animals in natural habitats
- *Welcome Home, Bear: A Book of Animal Habitats* by Il Sung Ha

TASKS

1. Read *Welcome Home, Bear: A Book of Animal Habitats* by Il Sung Na, 2015.
2. Use pictures with the desert (with lizard), grassland (with horse), and the forest (with owl). Show the succulent plant. Break off a small leaf and show children how water is stored in the leaves. (Repeat with different animals and habitats.)
Ask:
 - How does a lizard get food and shelter in the desert? (Possible answer: It eats plants or insects; it finds refuge under rocks or the sand.)
 - Where do land animals live? (desert, grassland, forest)
3. Use pictures with the oceans, ponds, and streams (with animals). Ask:
 - Where do water animals live? (oceans, streams, and ponds)
 - What do these animals get from where they live? (food and shelter)
4. Ask questions about each animal seen in each picture as above for the desert, grassland, and forest animals.

LESSON 3 EXPERIMENT (Classroom)

Objective

- Students will explore animal surroundings by making a model of it.
- Students will recognize that animals are found living in places where their needs are met.
- Students will describe and name ways animals can stay safe.

Duration

- 1 class period + plus prep time

Materials

- Coffee experiment supplies
- Pictures of polar bears and arctic foxes
- *A Polar Bear's World* by Katie Gillespie

TASKS

1. Use a picture with an arctic fox in winter and summer. Ask:
 - Do you see the fox in the snow? (Yes, but it is hard to see it.)
 - What makes it hard to see? (the color of his fur)
2. Ask the class to brainstorm how polar bears stay warm in the Arctic?
3. Set up the experiment to show the students how this happens.
 - Pour one cup of strong black coffee (that has cooled to room temperature) into each of the two jars. Put clear plastic wrap around one jar. Put both jars in the sun for an hour or more. Use a food thermometer to check the temperature of the coffee in each jar.
 - Which is warmer? (the jar with the clear plastic wrap)
 - Can you explain why? (White reflects sunlight and the heat that comes from it. The clear soaks up light and warmth from the sun.)
4. Poll the class to see if they know the polar bear's secret. Discuss how the polar bears are not white because if they were, they could not stay warm in their Arctic habitat.
5. Have students write and illustrate comparing polar bears to the coffee experiment.

LESSON 4 RESEARCH (Library)

Objective

- Students will explore animal surroundings by making a model of it.
- Students will recognize that animals are found living in places where their needs are met.
- Students will describe and name ways animals can stay safe.

Duration

- 1 class period (includes time for students to check out books if necessary)

Materials

- Computers with Internet access to MAGNOLIA
- Encyclopedias
- List of animals
- Note-taking worksheet

TASKS

1. Give each student an animal to research.
2. Have students formulate questions about animals in winter, spring, summer, and fall and research to find the answers.
3. Model how to use a print encyclopedia and DK FindOut! to find specific information about the animal's surroundings.
4. Explain how to use an index in the encyclopedia to find the right volume (book) that contains a particular animal
5. Ask students to summarize their findings and share out with the class.

animals habitats
RESEARCH NOTES

NAME _____
ANIMAL _____

Here are three facts that surprised me:

Here's a fact I already knew about the topic:	Additional information of interest:

Now that I've done the research, this is what I'll never forget:

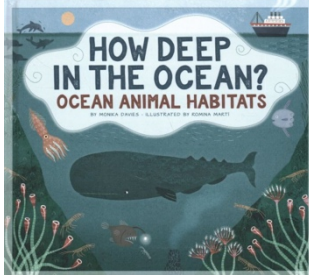
The worksheet is decorated with illustrations of an owl, a blue bird, a deer, an elephant, a lion, and a chicken, along with colorful stars and dots.

POST-ASSESSMENT

Students will work in pairs to play “Animals of the World: An Internet Scavenger Hunt” from Educationworld.com.

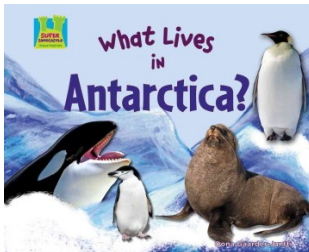
RESOURCE PATHFINDER

Print Resources



***How Deep in the Ocean?* by Monika Davies – 578 DAV**

Journey to the depths of the ocean and meet the animals that live at different levels of the sea. Comparisons to familiar objects give perspective and illustrated rulers show numeric distances of each depth range.



***What Lives in Antarctica?* by Oona Garrder-Juntti – 591 GAR**

This book includes an overview of Antarctica as well as a map showing where it is located. Beautiful, rich, oversized photos enhance the pages and basic information and an additional factoid about the specific animals living in Antarctica.

Non-Print Resources

- **A-Z Animals** a-z-animals.com/reference/habitats/
Site includes short articles with glossary terms
- **National Geographic** kids.nationalgeographic.com/explore/nature/habitats/
Site includes short articles and photos about different habitats

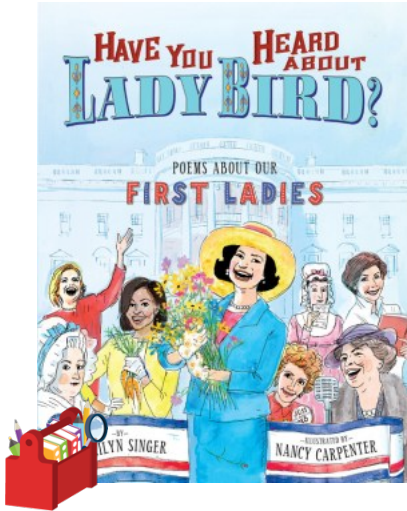
MAGNOLIA Resources

- **DK Findout!** includes facts and images about different animals and habitats
- **Explora** includes videos, magazine articles, and encyclopedia entries
- **Great Websites for Kids** includes a collection of websites about animals and habitats

FOLKLORES, FAIRY TALES, AND POEMS

Have You Heard About Lady Bird?: Poems About Our First Ladies by Marilyn Singer
Appears on the Equipped: MS Booklist for All

SUMMARY



The role of First Lady has been defined differently by each woman who's held it, but all of them left an impact on our nation as a partner of the commander in chief. Incisive poetry by Marilyn Singer and energetic art by Nancy Carpenter provides a fascinating glimpse into the lives of women—from Martha Washington to Eleanor Roosevelt to Lady Bird Johnson—who variously embraced the position and shied away from it, craved the spotlight and fiercely guarded their privacy, took controversial stands and championed for the status quo. Detailed back matter includes short biographies, quotations, and more.

COLLABORATION

- These lessons should be collaboratively planned with the grade level teacher(s) and librarian.
- It should take no longer than eight class periods to complete the lessons.

PRE-ASSESSMENT

Students will discuss the difference between folk tales, fairytales, and poems while giving examples of each. This can be done as a whole group using an anchor chart or in small groups using Padlet.

CURRICULUM CONNECTIONS

MSCCRS Library

LIB.LV.1.2 Become an active listener/viewer by making connections, identifying story elements, and/or indicating author's purpose.

LIB.LV.1.3 Read, listen to, view and integrate information to build background knowledge across all subject areas.

LIB.LA.2.4 Identify various elements of literacy or informational text.

LIB.PB.3.2 Identify parts of a book: table of contents, index, preface, glossary, and bibliography.

DIG.CI.2.1-4 Digital Citizenship Standard

DIG.PR.3.1-3 Presentation Standard

MSCCRS English

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive parts builds on earlier sections.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

LESSON 1 INTRODUCTION (Library)

Objective

- Identify parts of a book: table of contents, preface, glossary, and copyright date.

Duration

- 1 class period (includes time for students to check out books if necessary)

Materials

- Poster or handout of the parts of a book
- Rubric/Guidelines

TASKS

1. Explain that students will create a book containing all the different parts, two poems, and either a folk tale or a fairytale.
2. Model where to find the different parts of a book: table of contents, preface, glossary, and copyright date.
3. Model what a completed book will look like to students and explain the timeline of the project.
4. Allow students to choose which platform they would like to create the book: paper/pencil or digital.
5. Model how to use Scribble Press, StoryBuddy, Book Creator, or Picture Book.



LESSON 2 LITERATURE APPRECIATION (Library)

Objective

- Identify types of books - folk tales, fairy tales, and poems.

Duration

- 1 class period per story type (includes time for students to check out books if necessary)

Materials

- Collection of books

TASKS

1. Read a book or story that matches each literature (folk tales, fairytales, poetry).
2. Discuss the elements of each type of literature and how the chosen book or story matches those elements.



LESSON 3 CREATION (English)

Objective

- Students will create a book of unique folk tales, fairytales, and poetry.

Duration

- 4 class periods

Materials

- Art supplies
- Computers or tablets with access to digital book creators
- Rubric/Guidelines

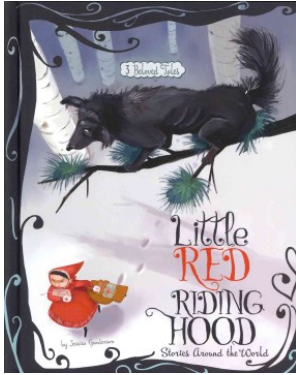
TASKS

1. Break students into small groups to write and illustrate a unique folk tale or fairy tale, and two poems.
2. Combine the stories and poems into a book with all necessary elements (e.g., title, author, illustrator, etc.).
3. If using a digital platform, students can create a rough draft using art supplies before digitally starting the story.
4. Share books through the school's Learning Management System or the teacher's website.

POST-ASSESSMENT

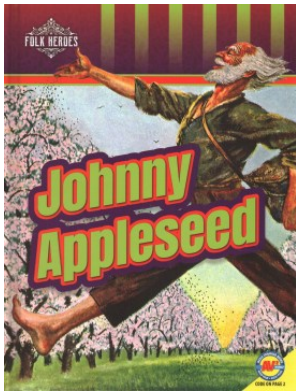
Students will complete a short writing assignment reflecting on what they learned about each type of literature and collaborating with their classmates.

Print Resources



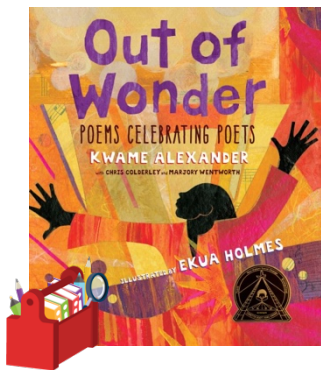
***Little Red Riding Hood Stories from Around the World* by Jessica Gunderson - 398 GUN**

Think there's just one fairy tale with a girl who meets danger in disguise? Think again! Cultures all around the world have their own Little Red Riding Hood stories. Visit Germany, Italy, and Taiwan, and find out who's sick grandmother is a tiger, and who is saved not by a kind hunter but by a talking river.



***Johnny Appleseed* by Janeen R Adil - 634 ADI**

A brief biography of John Chapman, also known as Johnny Appleseed, who helped the development of the United States by planting thousands of apple trees throughout the Midwest.



***Out of Wonder* by Eku Holmes - 811 HOL**

Out of gratitude for the poet's art form, Newbery Award-winning author and poet Kwame Alexander, along with Chris Colderley and Marjory Wentworth, present original poems that pay homage to twenty famed poets who have made the authors' hearts sing and their minds wonder. Stunning mixed-media images by Eku Holmes, winner of a Caldecott Honor and a John Steptoe New Talent Illustrator Award, complete the celebration and invite the reader to listen, wonder, and perhaps even pick up a pen.

Appears on the Equipped: MS Booklist for All

MAGNOLIA Resources

- **AR Bookfinder** find books by AR or Lexile levels, topic, title, or award winners
- **Find a Book** build custom reading lists chosen based on subject and reading levels
- **Novelist** book-finding tools for librarians and readers

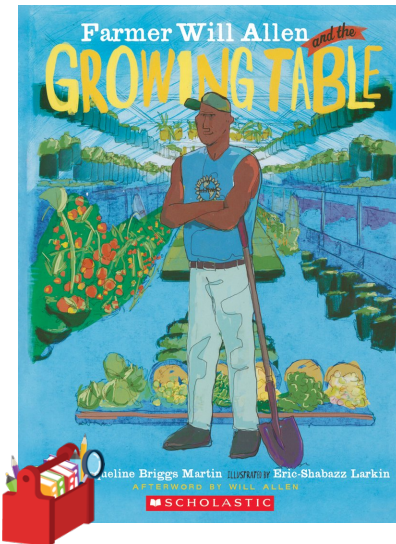
FINDING INNOVATIVE SOLUTIONS

Farmer Will Allen and the Growing Table by Jacqueline Briggs Martin

Appears on the *Equipped: MS Booklist for All*

Schlosser, M., and R. Granatini. *Lessons Inspired by Picture Books for Primary Grades*. ALA Editions, 2019.

SUMMARY



What does it mean to be innovative? If you are Farmer Will Allen, innovation means seeing possibilities and making them happen. Will Allen is no ordinary farmer. A former basketball star, he's as tall as his truck, and he can hold a cabbage--or a basketball--in one hand. But what is most special about Farmer Will is that he can see what others can't see. When he looked at an abandoned city lot in Milwaukee, he saw a huge table, big enough to feed the whole world. Allen's dream was to show people how to grow good food in small places. No space, no problem. Poor soil, there's a solution. Need help, found it. Farmer Will is a genius in solving problems. In the book *Farmer Will Allen and the Growing Table*, students will learn how he was able to accomplish his dream. Colorful illustrations

will captivate readers as they learn the process of urban gardening. Students will be inspired to learn more about gardening after reading this important book about urban farming.

COLLABORATION

- These lessons should be collaboratively planned with the grade level teacher(s) and the librarian.
- The activities can be split into more days if necessary. The lesson will be introduced in the library and finished in the classroom during the science block.

PRE-ASSESSMENT

Students will write about what is an innovator and why they are important. This should be completed individually as a quick writing exercise in the class before visiting the library.

CURRICULUM CONNECTIONS

MSCCRS Library

RED.LV.1.1-3 Listening and Viewing Standard

RED.LA.2.5 Demonstrate reading for meaning by finding the main purpose and supporting details while evaluating evidence, drawing conclusions, and/or forming opinions.

RED.LA.2.6 Read to understand history, current events, and personal decisions.

RED.LA.2.10 Apply reading strategies across the content areas.

RES.ID.1.1 Follow an inquiry-based process to seek knowledge on a topic for personal interests or for a learning goal.

RES.ID.1.2 Apply prior knowledge to new learning and continue to ask “I Wonder” questions to the new information.

DIG.CO.1.1-4 Collaboration and Communication Standard

DIG.PR.3.1-3 Presentation Standard

MSCCRS English

RL.3.1-10 Reading Informational Text Strand

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.7 Conduct short research projects that build knowledge about a topic.

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on other’s ideas and expressing their own clearly.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

MSCCRS Science

E.3.10 Students will demonstrate an understanding that all materials, energy, and fuels that humans use are derived from natural sources.

E.3.10.2 Obtain and communicate information to exemplify how humans attain, use, and protect renewable and nonrenewable Earth resources.

LESSON 1 INTRODUCTION (Library)

Objective

- Students will investigate vermicomposting before starting the science experiment.

Duration

- 1 class period

Materials

- Articles about vermicomposting and urban farming from *Explora* (MAGNOLIA)
- Frayer model
- How is Farmer Will Allen an Innovator anchor chart
- Markers, sticky notes, and pencils

TASKS

1. Introduce the lesson by defining the word *innovator* as a person who introduces new methods, ideas, or products and ask the whole group to name an innovative person.

2. Use the How is Farmer Will Allen an Innovator anchor chart to help students record the different ways that Farmer Will Allen is innovative.

3. Ask the following questions while reading the *Farmer Will Allen and the Growing Table* by Jacqueline Briggs Martin, 2013:

- a. What did you learn about Farmer Will Allen?
- b. What is important to Farmer Will Allen, and how do you know?
- c. What problem did Farmer Will Allen face, and how did he solve it?
- d. What did you learn about red wigglers?
- e. Why is sharing knowledge important?
- f. What is Farmer Will Allen's message?



4. Have articles about vermicomposting and urban farming and a blank Frayer model chart available at each table. Students will read the article and complete the Frayer models as a group. Frayer models will be returned to the classroom for further use in the lesson.

LESSON 2 CREATION (Science)

Objective

- Students will be challenged to design and build a vermicomposting container.

Duration

- 2 class periods

Materials

- Markers, pencils, poster paper
- Materials to make indoor worm bins (see below)
- We Do We Notice anchor chart

INDOOR WORM BIN MATERIALS

- Red wiggler worms
- Plastic containers with lids
- Soil
- Safety goggles
- Paper
- Food Scraps
- Drill
- Water

TASKS – Day 1

1. Ask students to reflect on what they learned from the articles read during library. Each group will quickly explain the information listed on the Frayer model chart.
2. Introduce the lesson by asking students to remind you of what makes Farmer Will Allen innovative. Ask students what skills they need to be innovative.
3. Explain that students will work in groups to design an innovative vermicomposting bin for the classroom.
4. Have students use tablets or computers to search for examples of indoor worm composting bins. Ask learners what they notice about the bins, and record answers on the What Do We Notice? anchor chart.
5. Distribute poster paper and have groups design their innovative worm bin as well as list the needed materials.

TASKS – Day 2

1. Ask students to present each group's worm bin design and explain how it is innovative.
2. Have each group will begin building vermicomposting bins. Teachers will guide and help with the use of tools.
3. Assess students' work by listening to conversations and monitoring behavior.

LESSON 3 PRESENTATION (English)

Objective

- Students will explain how to maintain the vermicomposting bins and ask for feedback.

Duration

- 1 class period

Materials

- Paper, markers, pencils, and crayons
- Questions Students May Have anchor chart

TASKS

1. Discuss what students learned while making their vermicomposting bins. Explain that another grade of science classes will be touring their classroom, and the students will share what a vermicomposting bin is and how to maintain it.
2. Ask, “What questions can we anticipate from students about the vermicomposting bins?” Write responses on the Questions Students May Have anchor chart.
3. Explain that students will practice demonstrating the purpose of their bins and how to take care of them.
4. Monitor demonstrations to assess learning and speaking and listening skills.



LESSON 4 REFLECTION (Science)

Objective

- Students will maintain their vermicomposting bins and make necessary adjustments.

Duration

- 1 class period +

Materials

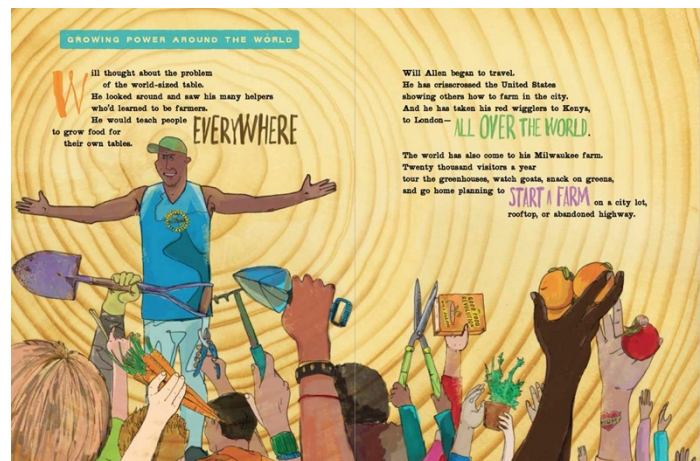
- Markers and pencils
- Vermicomposting Presentations anchor chart

TASKS

1. Ask students to reflect on their demonstrations - use open-ended questions to help students gauge their presentations.
2. Have students discuss their demonstrations, have students get into their groups to discuss any changes that need to be made to their vermicomposting bin.
3. Monitor group discussions to assess collaboration and communication skills.
4. Ask students to continue to monitor the vermicomposting bins throughout the school year and make any necessary adjustments.

POST-ASSESSMENT

Students will complete a short writing assignment reflecting on what they learned about the importance of innovators like Farmer Will Allen, urban farming, or vermicomposting.

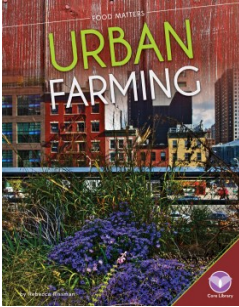


“Will you grow vegetables for your family, your neighbors, on your porch, or roof, or yard?”

- Jacqueline Briggs Martin, [Farmer Will Allen and the Growing Table](#)

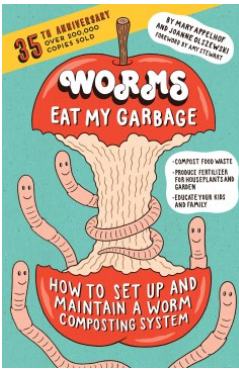
RESOURCE PATHFINDER

Print Resources



***Urban Farming* by Rebecca Rissman - 635 RIS**

Urban Farming helps readers trace the history of farming in urban areas, understand why we do it, explore the science behind it, and discuss controversies from an objective viewpoint. The title will engage readers on the topic and weigh the pros and cons as they make their own food decisions. Aligned to state standards.



***Worms Eat My Garbage* by Mary Appelhof - 639 APP**

Includes bibliographical references and index. Presents a guide to building and maintaining a home composting system, focusing on the benefit of using worms, and covers choosing a location, worm bedding, types of worms, the proper types of garbage, and other related topics.

Non-Print Resources

- **Kids Growing Strong** kidsgrowingstrong.org/vermicomposting
Website includes instructions, infographics, and a digital learning game for students
- **National Institute of Environmental Health Sciences**
kids.niehs.nih.gov/topics/reduce/vermicomposting/index.htm
Website includes fun facts and a digital learning game for students
- **Vermicomposting: How Worms Can Reduce Our Waste**
ed.ted.com/lessons/vermicomposting-how-worms-can-reduce-our-waste-matthew-ross
Matthew Ross details the steps we can take to vermicompost at home

MAGNOLIA Resources

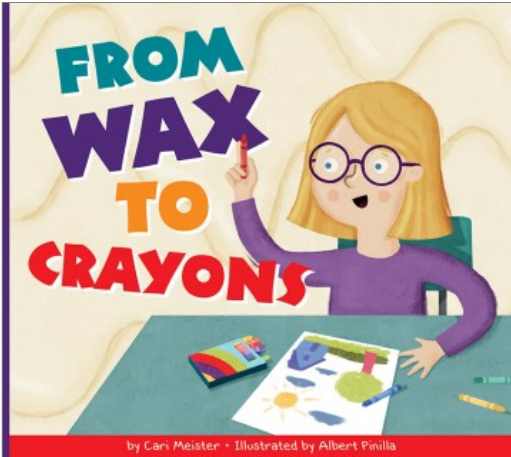
- **Explora** videos, magazine articles, and encyclopedia entries
- **Great Websites for Kids** sites about gardening and nutrition

STATES OF MATTER

From Wax to Crayons by Cari Meister

Rinio, D. *STEAM Activities in 30 Minutes for Elementary Learners*. ALA Editions, 2020.

SUMMARY



How does wax turn into a colorful crayon? Do you know how all your favorite things are made? With clear process explanations and charming illustrations, these books answer the question: who made my stuff? Simple text and colorful illustrations walk readers through the steps of how crayons are made--from mining oil and heating it to get wax to the finished product in the crayon box. This illustrated narrative nonfiction book includes a map showing oil fields and crayon factories, a

glossary, and further resources. Students will explore states of matter by creating melted crayon art while investigating the melting point concept.

COLLABORATION

- These lessons should be collaboratively planned with the grade level teacher(s), librarian, and art teacher.
- The activities can be split into more days if necessary or introduced in the library and finished in the classroom or art special. It should take no longer than four days to complete the lessons.

ESSENTIAL QUESTIONS

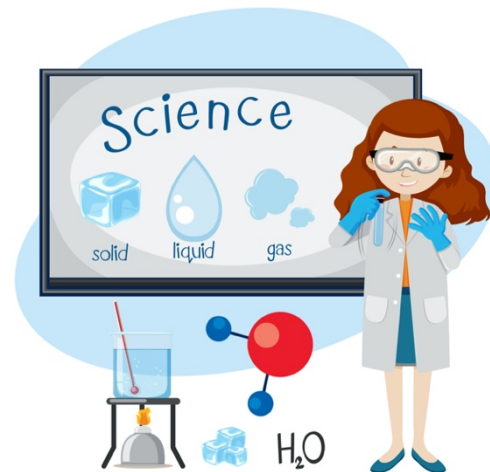
- How do liquids and solids differ?
- How does matter change state?

SCIENCE BACKGROUND FOR EDUCATORS

Everything around us is composed of matter. Matter is made up of particles called atoms, which can join to form molecules. Particles are always moving. There are three states of matter: solid, liquid, and gas.

Solids are substances that keep their shape. Liquids are substances that flow; they have no definite shape but will flow to the lowest possible point such, as the bottom of a container. Gases are substances that fill a space and flow to match the shape of the space. A gas in a bottle will fill the bottle. A gas in a bottle with no lid will escape the bottle and disperse into the air.

Most substances can change from one state of matter to another based on the conditions. For example, water can be liquid (water), a solid (ice), or gas (water vapor). A change from one state of matter to other results from a change in either temperature or pressure.



CURRICULUM CONNECTIONS

MSCCRS Library

RED.LV.1.1-3 Listening and Viewing Standard

RED.LA.2.5 Demonstrate reading for meaning by finding the main purpose and supporting details while evaluating evidence, drawing conclusions, and/or forming opinions.

RED.LA.2.10 Apply reading strategies across the content areas.

RES.ID.1.1 Follow an inquiry-based process to seek knowledge on a topic for personal interests or for a learning goal.

RES.ID.1.2 Apply prior knowledge to new learning and continue to ask "I Wonder" questions to the new information.

DIG.CO.1.1-4 Collaboration and Communication Standard

MSCCRS Science

P.3.5 Students will demonstrate an understanding of the physical properties of matter to explain why matter can change states between a solid, liquid, or gas dependent upon the addition or removal of heat.

P.3.5.1 Plan and conduct scientific investigations to determine how changes in heat (i.e., an increase or decrease) change matter from one state to another (e.g., melting, freezing, condensing, boiling, or evaporating).

**MSCCRS
Visual Art**

VA: Cr2.2.3a Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

VA: Cn10.1.3 Synthesize and relate knowledge and personal experiences to make art.

**MSCCRS
Computer
Science**

DA.1B.1 Organize and present collected data visually to highlight relationships and support a claim.

DA.1B.2 Use data to highlight or propose cause-and-effect relationships, predict outcomes, or communicate an idea.

DA.1B.3 Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data.

LESSON 1 INTRODUCTION (Library)

Objective

- Students will explore the states of matter by creating melted crayon art while investigating melting points.

Duration

- 1 class period (includes time for students to check out books if necessary)

Materials

- Cardboard
- Crayons
- *From Wax to Crayons* by Cari Meister
- Hairdryer
- Hot glue gun

TASKS

1. Explain that together, the class will explore the three different states of matter.
2. Use EBSCO Explora on MAGNOLIA to find articles for students to read: “Making Crayons” from *Scholastic News* or “How are Crayons Made” from *Science Spin*.
3. Have students read articles about how crayons are made before starting the experiment.
4. Show students crayons glued to cardboard. Ask students what will need to be done to melt the crayon.
5. Show students the hairdryer and explain that hot air comes out of the dryer.
6. Ask students to observe as you heat the crayon with the dryer. Be sure to point the dryer downward so the wax will melt downward.
7. Ask students what is happening. After some wax has melted, turn off the dryer. Ask students to observe what happens when the heat is removed.
8. Introduce the idea of a melting point and explain that it is the temperature at which an object changes from a solid to a liquid.



LESSON 2 CREATE (Classroom)

Objective

- Students will explore the states of matter by creating melted crayon art while investigating melting points.

Duration

- 1 class period

Materials

- Microwave (hot plate)
- Peeled, broken crayons
- Silicon molds
- Thermometer
- Toothpicks

TASKS

1. Explain that today students will use heat to melt crayons and then allow the crayons to reharden into solids.
2. Provide crayon pieces and silicone molds to students and allow them to fill the molds about three-quarters full.
3. Place the molds in the microwave for two minutes, pausing every thirty seconds to stir with a toothpick.
4. Discuss safety and explain that students should not use the microwave at home without parental permission or supervision. Allow students to observe how the crayons change as they melt.
5. During this process, ask students to measure the crayons' temperature and record it on the board or chart. At what temperature were the crayons liquid? That is the melting point of crayons.
6. Let the crayons cool, then remove from the mold.

ASSESSMENT

After the crayons have cooled, allow students to use them to draw pictures that depict what they learned about the states of matter.

LESSON 3 TECHNOLOGY INTEGRATION (Classroom)

Objective

- Students will use a spreadsheet application to collect data and graph different states of matter and phase changes through time, using a line and bubble graph.

Duration

- 1 class period

Materials

- Computer
- Spreadsheet program

TASKS

1. Create a spreadsheet and add the following column headings to cells A1 through D1, respectively: “State,” “Phase,” “Time,” and “Temperature.”
2. Enter in cells F1 through F3, enter “Solid,” “Liquid,” and “Gas,” respectively. In cells G1 through G3, enter “1,” “2,” and “3,” respectively.
3. Enter in cells I1 through L1, the following headings, respectively: “Volume Water mL,” “Volume Water with Crayon mL,” “Calculated Volume of Crayon mL,” and “Volume of Melted Crayon mL.” You may also want to place this information on a second sheet.



LESSON 4 EXPLORATION (Classroom)

Objective

- Students will use a spreadsheet application to collect data and graph different states of matter and phase changes through time, using a line and bubble graph.

Duration

- 1 class period

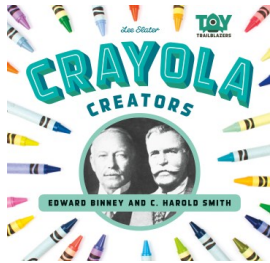
Materials

- Computer
- Recorder
- Spreadsheet program
- Timekeeper

TASKS

1. During step 6 in the Create portion of the activity, display the prepared spreadsheet on the board.
2. Demonstrate how students will be using “1,” “2,” and “3” to represent the states of matter: solid, liquid, and gas.
3. Designate a student to be the timekeeper and another student to be the recorder.
4. Have the timekeeper say “Record” every thirty seconds while melting the crayons in step 5. At this point, the recorder will record crayon phase in the spreadsheet represented by a number.
5. During this time, have the Recorder record the temperature of the crayons.
6. While the crayons are cooling in step 6, demonstrate how to make a graph of these data points by selecting the Phase and Time columns and then clicking the Insert Chart button.
7. Choose Line Chart and then remove Time from the items listed under Series.
8. Ask students where a phase change occurred on the graph.
9. Ask students what was needed to make the phase change.
10. When graphing the temperature, select columns B-D and choose Bubble Chart.
11. Ask students what the bubbles are showing and where they think the phase change occurred in the graph.

Print Resources



***Crayola Creators* by Lee Slater – 920 SLA**

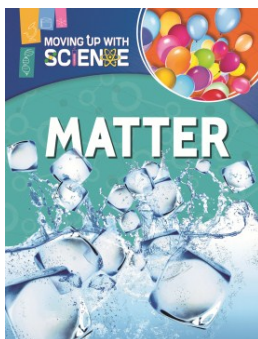
In this engaging biography, readers will learn about the creators of Crayola, cousins Edwin Binney and C. Harold Smith. Follow their story from childhood, their early work at Edwin's father's Peekskill Chemical Works, and the its evolution into the Binney & Smith Company. Binney and Smith create a wax pencil, slate pencils, and dustless chalk, culminating in the Crayola's intervention. Learn how Crayola are made, who came up with the name, and other Binney & Smith Company products.



***Crayon Man* by Natascha Biebow – 921 BIE**

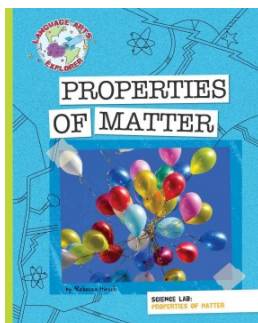
What child doesn't love to hold a crayon in their hands? But children didn't always have such magical boxes of crayons. Before Edwin Binney set out to change things, children couldn't even draw in color. Here's the true story of an inventor who so loved nature's vibrant colors that he found a way to bring the outside world to children - in a bright green box for only a nickel! With experimentation and a special knack for listening, Edwin Binney and his dynamic team at Crayola created one of the world's most enduring, best-loved childhood toys - empowering children to dream in COLOR!

Appears on the Equipped: MS Booklist for All



***Matter* by Peter D. Riley – 530 RIL**

Everything is made of matter. In this book, readers will learn to recognize the three states of matter, how to measure matter, and how temperature changes matter's forms. An introductory lesson on how matter travels in the water cycle invites readers to examine the broader impact of these essential elementary science concepts and how they affect Earth's weather. Activities and questions are included to bring these concepts to life in a relatable and tangible way.



***Properties of Matter* by Rebecca E. Hirsch – 530 HIR**

Presents experiments, problems, and research on the different properties of matter. Using the narrative voice of a student attending a science camp, this book delves into the properties of matter while engaging the readers in the scientific inquiry.