

Lesson Plan Module 2: Session 7

Module 2 Library Services and Workforce	Unit 4 – Session 7 The Library
Standards Alignment	
<p>Speaking and Listening:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.SL.4.1</u>: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. <p>Reading:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RI.4.9</u>: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. • <u>CCSS.ELA-LITERACY.RI.4.4</u>: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. • <u>CCSS.ELA-LITERACY.RI.4.1</u>: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <p>Writing:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.W.5.2.D</u>: Use precise language and domain-specific vocabulary to inform about or explain the topic. <p>Language:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.L.3.1.A</u>: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 	
Goals and Objectives (SWBAT)	
<ul style="list-style-type: none"> • Identify fiction and non-fiction • Discuss the basic facts of Queens Library • Ask for and understand information about Queens Library 	
Technology Needs and Presentation/Handouts	
Technology Needs <ul style="list-style-type: none"> • Projector, laptop, and speakers. • Tablets (if available) • Internet connection 	Presentation Needs & Handouts <ul style="list-style-type: none"> • Chart paper • 7 flipchart markers <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> • Information Please handout • Dewey decimal handout • Books handout (Library lesson) • Crossword puzzle (Library lesson) • Pictures of Library activities
Vocabulary Focus	
Lend, borrow (review), fine, due, shelf	

Grammar Focus

- Language of comparison, adverbs of frequency (review)

Introduction/Warm-Up/Review (30 min)

Warm-Up

Ask groups to show the newcomer brochure sections

Today's Poll

- Do you have a library card?
- Would you rather read fiction or non-fiction books?
- How often do you read fiction?
 - very often - once in a while - hardly ever never
- How often do you read newspapers?
- How often do you read biography?

Lesson Plan Activities

Activity 1: What can you do in a library? (45 min)

1. In small groups, ask learners to come up with a list of things people can do at the Queens Library.
2. Make a composite list of the groups' ideas. If not mentioned, add the following:
 - Check out/borrow books, DVDs, CDS
 - Use a computer
 - Borrow a tablet
 - Borrow a hotspot
 - Attend a performance (music, dance, theater, poetry)
 - Join a learning center (at specific libraries)
 - Read a newspaper or magazine
 - Take a child to storytelling
 - Attend a program on health
 - Learn a skill (yoga, knitting)
 - Exercise
 - Join a book club
 - Download books, audio books or music
3. Hold up one of the picture file pictures. Elicit a story about the picture (use the past tense) from the class. Write on board. Encourage revision.
4. Distribute one of the ten Queens Library ESOL picture file pictures to each group.
5. Have learners work in groups of three to write a description of the photo following the model in step 3 their description must begin with "Last week..." to ensure use of past tense. Assist them with vocabulary. Ask them to circle the verbs in their writing and check (assist if needed). Collect the descriptions.
6. Post the pictures around the room.
7. Redistribute the definitions and have each group find the picture. Post it next to the description.

Wrap Up/Assessment

- Ask a few comprehension questions, incorporating the new vocabulary.

Activity 2: What do you like to read? (30 min)

1. Give each group a handout of the Dewey Decimal System & fiction categories and a set of cards with a description of books (attached) from each category as well as fiction. Ask them to match the book descriptions to the category. Check as a class.
2. Ask students to write their favorite type of book on a piece of paper, citing a reason. Provide a model first.
3. Collect all the pieces of papers and shuffle them.
4. Redistribute the cards. Have learners walk around to find the person who wrote it. Ask one follow up question. Model the activity first.

Wrap Up/Assessment

- Ask learners to share some responses from their classmates, including the reason.

Activity 3: Facts about Queens Library (30 min)

1. Use the “Information, Please!” handout. Ask the learners to write a question for each fact
2. Give each pair of students one or two facts about Queens Library.
3. Ask them to read their facts. Walk around and assist with any comprehension issues.
4. Collect the facts.
5. In groups of 6, ask them to retell their facts and write a short summary. OR use the Information, Please! handout. Ask the learners to write a question for each fact, and then find a classmate who can answer it.
OR
6. Put a KWL chart on the board. Ask learners to write what they know and what they want to know about the library. After the tour, complete the third column.

Wrap Up/Assessment

- Ask the learners to share a new fact they learned about the library.

Activity 4: Comparisons Libraries in the US and home countries (30 min)

1. Ask learners to talk in small groups (groups of 4-5)
 - Are there libraries in your country?
 - How are libraries in your country different from libraries in libraries in the US
 - How are libraries today different from Libraries when you were a child?
2. Groups share experience: Encourage the use of sentence connectors. Write some on board.
3. Share a reading about a Library in the past, such as
http://www.town.franklin.ma.us/Pages/FranklinMA_Library/libraryhistory Ask learners to take notes on the reading. As a class, construct a paragraph comparing the Franklin Library and your library. Use language of compare and contrast
4. Talk With a partner: How will libraries be different 20 years from now?

Wrap Up/Assessment

- Ask the learners to their thoughts about how libraries of the future will compare with libraries today.

Overall Wrap Up: Vocab/ Review and Assessment (10 min)

1. What are two facts you learned about Queens Library?
2. Assign homework.

Homework/Project (Extension Activity)

Choose from the activities below, as appropriate to your class.

- **Writing:** Compare libraries in your countries and the US (encourage the use of language of comparison)
- **Speaking/ Writing:** Interview a friend or family member who goes to the library. Write why he or she visits the library.
Listening: Watch on YouTube.... [I visit Queens Library because...](http://www.youtube.com/watch?v=Lm8ihXtu-6w)
<http://www.youtube.com/watch?v=Lm8ihXtu-6w>
Different people talk about why they visit Queens Library. Write 10 reasons you hear.
- **Reading/Writing:** Do the Queens Library crossword puzzle. (worksheet)
- **Reading:** Online reading about 104 year old Queens library patron
<http://theforumnewsgroup.com/2014/09/02/forest-hills-native-celebrates-104-years-of-library-love/>
<https://www.youtube.com/watch?v=5VCmvZ9z5FI> or watch her interview on YouTube

Online Resources

- http://www.town.franklin.ma.us/Pages/FranklinMA_Library/libraryhistory
- www.queenslibrary.org
- www.elcivics.org
- www.spencerlibrary.com/dewey.shtml a story about Dewey the Library cat.

