

Grade Level, Collaborative Content	<p>Delrose M. Morgan</p> <p>Sixth Grade Reading Teacher/ Online Instruction Lesson Plans</p>
AASL Standards	<p>AASL Standards:</p> <p>Inquire- I.A.2: recalling prior and background knowledge as context for new meaning</p> <p>Collaborate-III.B.2: Establishing connections with other learners to build on their prior knowledge and create new knowledge.</p>
Specific SOLs for content area	<p>SOL 6.5i: TLW Compare & contrast literary and information nonfiction text</p> <p>SOL 6.6a: TLW Skim materials using text features such as type, headings, and graphics to predict and categorize information.</p>
Objective	<p>Students will be able to distinguish between fiction and nonfiction texts.</p>
Link to Background Knowledge	<p>The classroom teacher will introduce the use of text features to make predictions and in categorizing information. This unit will refer back to the standard that requires students to read and demonstrate their understanding of a variety of nonfiction texts.</p> <p>The classroom teacher will explain the library expectations and explain that previous lessons on text features will be used to classify books of their individual interests, as well as place the students in small groups or pairs.</p>

Technology	<p>Technology will be used to share links for anchor charts fiction and nonfiction as well as their respective definitions.</p> <p>Nearpod/Flocabulary fiction and nonfiction videos and activities will be used to share the lesson.</p> <p>Students will take a poll to tell how text features determine whether a book is fiction or nonfiction.</p> <p>Librarian will project & read a book, then students will use the text features to the classify book.</p> <p>Students will have desktops and Chromebooks or laptops available for each group.</p>
Hook or Introduction	<p>Direct instruction, “setting the stage for learning” is used by having students turn & talk with a partner, to classify a book as fiction or nonfiction using text features. Prior knowledge will be activated using a Nearpod/Flocabulary video on fiction vs. nonfiction. (5 min)</p>

<p>Engagement in Learning</p> <ul style="list-style-type: none"> • Direction Instruction(di) 	<p>As students enter the virtual setting, the “stage for learning” will be set with students viewing the cover of a book to begin the conversation on what genre the book fits. The teacher will read and chunk the text by reading parts of a book while gaining student feedback. (5 min.)</p> <p>(Reference will be made to the examples of text features anchor charts)</p> <p>Librarian will then use a Venn Diagram to model the expected learning outcome by providing clear expectations using text features to identify a fiction or nonfiction book, engaging the students in discussion, and listening for mastery. To enhance the lesson, a Nearpod video will be used to further students’ understanding. (7 min)</p> <p>Finally, students will work collaboratively in break-out rooms to distinguish between 3 books and classify them as fiction or nonfiction, using a Venn diagram. Librarian will assign learning tasks such as timekeeper, first to speak(continued order), Venn Diagram recorder, and a task manager to help students work without the teacher. (8 min.)</p> <p>Librarian will bring the lesson to a conclusion by highlighting the difference between a fiction and a nonfiction book. (2 min.)</p>
<p>Differentiation</p>	<p>The Direct Instruction strategy will be used to state the objective of distinguishing between the two genres. To help the different learners understand, direct instruction will be used to model and give examples, as comprehension is monitored, chunking the lesson, and supplementing the activities with videos and visual aids.</p>
<p>Assessment</p>	<p>Students will be able to complete Venn Diagram on the similarities and differences of fiction vs. fiction books.</p>

Next Steps/ Reflection	<p>Students will choose books and describe what text features were helpful in determining the genre of the books.</p> <p>Students will engage in discussions on what genre they preferred.</p> <p>Each genre will be a focus for book projects, discussions, highlighting the author's purpose and similarities in writing styles and book club discussions.</p>
Materials/Resources	<p>Prior to the lesson links of anchor charts, visuals of book covers will be created for easy access for students and teachers.</p> <p>Nearpod/Flocabulary video will be opened.</p> <p>Different links for anchor charts and Venn diagram will be organized on the librarian website for the students to access.</p>

Grade Level, Collaborative Content	<p>Delrose M. Morgan</p> <p>Fifth-grade F2F Science instruction lesson plans</p>
AASL Standards	<p>AASL Standards:</p> <p>Inquire-1.A.1: Formulating questions about a personal interest or a curricular topic.</p>
Specific SOLs for content area	<p>SOL 5.1d: Students demonstrate an understanding of scientific reasoning, logic, and the nature of science planning and conducting investigations in which hypotheses are formed from testable questions.</p>
Objective	<p>Students will develop a testable question to form a hypothesis as a cause and effect statement.</p>
Link to Background Knowledge	<p>The classroom teacher will introduce the scientific investigation process and recommend topics that the students can investigate.</p> <p>This lesson will refer back to the classroom unit that showed how to design a scientific investigation, which includes the hypothesis.</p> <p>The classroom teacher will explain the library expectations for students to gather resources that support their hypothesis as well as place the students in small groups or pairs if needed.</p>
Technology	<p>Librarian will use projectors to model how to write a hypothesis using a template.</p> <p>Students will have desktops, Chromebooks, or laptops available for each group.</p>

Hook or Introduction	<p>Librarian will use Guided Inquiry Design, step #1 Open, allowing students to begin thinking about shaping their questions, by viewing various images and topics to decide which could form a testable question. Continuing with GID, to “stimulate their curiosity, students will watch the YouTube video “Hypothesis Song”.</p> <p>(4 min.)</p>
Engagement in Learning <ul style="list-style-type: none"> • Guided Inquiry 	<p>As the librarian guides the students, the students will share their thoughts on how a hypothesis should be written, using a preselected topic and a template. (5 min.)</p> <p>(Anchor charts of what a hypothesis should look like will be visible.)</p> <p>Using a student-centered approach, the librarian will begin small group interactions, allowing students to turn and talk to each other to identify the difference among topics that are experiments vs. investigations, and focusing on the ideas to create a hypothesis. The librarian will assess comprehension of the topic as she facilitates, observes, and listens to the group discussions on their ideas. (8 min)</p> <p>Immerse, step # 2 of the Guided Inquiry Design is applied as students use their background knowledge of the scientific process and suggested topics, to write a hypothesis statement using a template. The librarian will assess their completed written hypotheses and give immediate feedback to each group.</p> <p>(5 min.)</p>

Differentiation	<p>The following assessments from the Guided Inquiry Method will be used to check for comprehension during and after the lesson:</p> <ul style="list-style-type: none"> • Think -Pair- Share conversations • Whole group conversations • Observations • Product-written hypothesis • Journaling
Assessment	<p>Students will be able to use the template, to correctly write their hypotheses.</p>
Next Steps/ Reflection	<p>Students will choose to use various sources, such as books and websites to complete their investigations to prove if hypotheses are correct, and continue exploring and gathering resources.</p>
Materials/Resources	<p>Links to anchor charts & hypothesis template</p> <p>Prewritten hypothesis</p> <p>Books will be compiled for easy access to known topics.</p> <p>Youtube video will be downloaded.</p>