

Unit Title: Tomás and the Library Lady **Subject:** Storytime **Kindergarten-1st**

Grade

Duration of Unit (Days): 1 lesson

Date Unit Begins: N/A

Standards:

Essential Standard:

LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.
Cognitive Complexity Level 2-Basic Application of Skills & Concepts
LAFS.1.RL.1.1 Ask and answer questions about key details in a text. Cognitive Complexity Level 2-Basic Application of Skills & Concepts

Supporting Standard:

LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.
(Cognitive Complexity Level 1-Recall)
LAFS.1.RL.1.3 Describe characters, settings, and major events in a story, using key details. Cognitive Complexity Level 2-Basic Application of Skills and Concepts

Essential Question:

Why are libraries important?

Supporting Question:

How was Tomás' life changed by visiting the library?

Learning Goal(s):

Students will be able to recognize and use various text features and illustrations to locate key facts or information in a text.

Scale for the Unit:

Evidence:

Level 4 The student will demonstrate insight when participating in class discussion. Student recognizes details and is able to describe characters and events including said details.

- Participate in whole-class activity
- Ask and answer questions to demonstrate understanding of a text.
- Can retell entirety of story, including relevant details.

Level 3 Students will be able to retell parts of the story, and participate in whole-class activity.

- Student restates part or all of story. Actively participates in class discussion

Level 2 Students will recognize and recall events and characters in the story.

- Identify characters in the story

Level 1 With help, the student will be able to identify characters and events in the story

- With help
- Identify events and characters in the story

Academic Vocabulary Identified for this Unit of Study:

Buenas noches en un tiempo pasado thorny qué tigre tan grande libro pájaro buenas tardes

señor señorita pan dulce adios gracias		
Decision Point: Will this Unit of Study include a deep dive into Design Question 4? <input type="checkbox"/> Yes		
<i>If Yes, select a DQ 4 Task to focus on:</i> <input type="checkbox"/> Experimental Inquiry Task <input type="checkbox"/> Problem-Solving Task <input type="checkbox"/> Decision-Making Task <input type="checkbox"/> Investigation Task		
Daily Learning Targets: Chunks of learning in daily lesson plans to make up the unit. Which design question(s) will be used in Lesson Segments Addressing Content?		
<input checked="" type="checkbox"/> Introduce New Knowledge (DQ 2) Dominant Elements: Design Question 2: <input checked="" type="checkbox"/> Identifying Critical Information <input checked="" type="checkbox"/> Chunking Content into "Digestible Bites" <input checked="" type="checkbox"/> Elaborating on New Information	<input checked="" type="checkbox"/> Practicing and Deepening (DQ 3) Dominant Elements: Design Question 3: <input checked="" type="checkbox"/> Reviewing Content <input type="checkbox"/> Organizing Students to Practice and Deepen Knowledge <input type="checkbox"/> Examining Similarities and Differences <input checked="" type="checkbox"/> Practicing Skills, Strategies, and Processes	<input type="checkbox"/> Generating and Testing Hypothesis (DQ 4) Dominant Elements: Design Question 4: <input type="checkbox"/> Providing Resources and Guidance
Planning for the Needs of ALL Students		
ELL Strategies: Explicit academic language, chunking, repetition, word reinforcement, visuals.		
ESE Accommodations: Visuals, repetition.		
Lesson Sequence		
I Do: Introduce myself and direct student attention to whiteboard, where I have written the academic vocabulary included in this book. After a quick review, read the book to the students. If necessary, check for attention and understanding.		
We Do: Ask students the following questions, allowing them to elaborate if time allows:		
<ol style="list-style-type: none"> 1. How did Tomás feel about moving to Iowa? 2. How do you think Tomás felt the first time he visited the library? 3. What do you think Tomás likes about reading books? 4. Tomás and the library lady become friends. What do you think Tomás learns from her? What does she learn from him? 5. What's your favorite thing about visiting the library? 6. How did Tomás' life change because of his trips to the library? 7. Why do you think libraries are important? 		
Wrap Up: Thank students for their good behavior, and remind them that, just like Tomás, they could find lots of different stories at the library.		
After Lesson – Teacher Reflection:		
Were the students interested? Did they participate? Were the Spanish words too difficult for children of this age? If not, how can I alter this lesson to increase student interest?		