**Teacher:** Lori Applegate **Grade Level**: First Grade

**Date:** 03/31/15 & 04/07/2015 & 04/14/15 **Subject:** Media Center

**State Standards**

LA 1.2 Students will learn and apply writing skills and strategies to communicate. (4/07/15)

LA 1.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions f standard English appropriate for grade-level. (4/07/15) & 4/14/15)

LA 1.2.1.b Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end. (3/31/15)

LA 1.2.1.d Compose simple paragraphs with grammatically correct sentences of varying length, complexity, and type. (4/07/15 & 4/14/15)

LA 1.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English ((e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). (4/07/15 & 4/14/15)

LA 2.2.2 Writing modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines. (3/31/15)

LA 2.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use. (4/07/15 & 4/14/15).

**Required Materials and Equipment:**

Lesson Plan

Book: The Library Mouse by Daniel Kirk

Question of the Day basket

Laptop computers (Will need for 4/07 & 4/14)

Drawing done in student’s classroom for scanning. (Will need for 04/07 & 04/14)

**Objectives:** The students will listen to and discuss quality literature, and select books

of their own interest. 3/31/15

The students, at random, will answer clarifying questions about the text that was read. 3/31/15

The students will write their own story. 4/07/15

The students will illustrate their own story. 4/07/15

The students will write for a specific purpose: (Write a story with a picture).

The students will use the Microsoft word program to type their story from their first draft.

**Anticipatory Set:**

Question of the day for library skills review. 3/31/15 & 4/07/15 & 4/14/15

Show the students the Library Mouse Book pictures again,

Question: What kind of books did the library mouse write?

Give the directions:

1. Come up when I call your name, and look in the box (Box (with mirror inside) to see what an author looks like.

2. Go up to the rectangle tables and write your title and begin a story of your own. (Remember to sound out your words, and try to remember your site words.)

3. After writing the words to your story, if there is time you may begin

drawing your illustrations. (Make sure you draw what you wrote)

**Guided Practice: Discussion Questions (**3/31/15 only)

Question: Where did Sam, the library mouse, live?

In a small whole behind the children’s reference section.

Question: Does anyone remember one of the types of books that the mouse wrote?

Answers: **Biography/autobiography-**

**Squeak a Mouse’s Life** -a story about himself.

**Mystery story- The Mystery of Mouse Mansion**.

A story where you have to solve a mystery. Where someone does something, or something happens and you have to figure out why.

**A Picture Book: The Lonely Cheese -** a book with more pictures, and less writing than a chapter book, or novel.

Question: When does Sam do with his books after he writes them?

Answer: He waits until night timewhen the library is empty and

puts them on the shelf?

Question: What does the librarian do when she finds the books, and wants to meet the author (The person who wrote the book)?

Answer: The librarian writes a letter to note to Sam inviting him to

come to meet the author day, so he can read his stories to

the children.

Question: What did Sam do after he read the note?

Answer: Sam makes lots of little books, and puts a box with a note on top that says meet the author?

Question: What did Sam put inside the box?

Answer: A mirror.

Question: What did the children see when they looked inside the, meet the author box?

Answer: They saw themselves in a mirror.

Question: When the children saw themselves in the author box, what did this mean?

Answer: It means they are the authors.

Question : What did Sam want the children to do with the little pages that he stapled together?

Answer: He wanted them to be the author and illustrator and write their own book.

Question : What did the librarian do with the books that the children wrote.

Answer: She put the books on a shelf and displayed them in the library so everyone could come and read them.

**Closure:** Next week when you come in you will write, and we will add your illustration, that you completed in class, into your story on the computer. illustrate your own book, and we will keep them on display in the library so that everyone can read them. (3/31/15)

4/07/15 We will work with the students on entering their stories into the word program and publishing until the last minute.

**Accomodations:** It might be necessary to have some students sit up front to help them stay focused.

(It will be necessary to stay with a few students longer, and hopefully

Cher will be there to help as well.)

Assessment:

3/31/15 Assessment will be accomplished through the discussion answers.

4/07/15 Assessment will be accomplished by working with students, and

evaluation by Ms. Applegate of the final product.

Display finished books in the library for all to read.