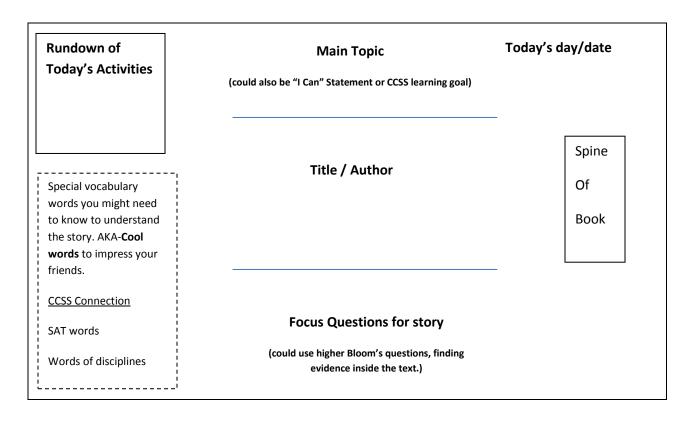
Fantastic Agenda Board



Notes / Ideas

This idea came from observing many talented librarians and trying a few things myself. I am continually refining my idea to make for a great student learning experience in the library. If you have any extensions or variations, please let me know!

I use a plain white board. I have it hanging from the shelves (I don't have a wall). It could also be placed on an easel. If I have multiple classes (using different books) back to back, I'll use butcher paper and just tape them one on top of the other. When the class is over, I just pull off the top paper and I'm ready for the next class. Other librarians have used their doc camera and projector or formatted it in a document and projected it on the screen.

The board stays up until as much as possible (even when the library is empty). I want people who pass though the library the learning that is going on. The classroom teacher can also see what's going on in library class.

These are just some ideas, feel free to adapt them to your setting.

1. Today's day/date: I don't mention this in class, I just want the library to look like a learning space just like their classroom. I'll put a special day under the date (i.e. Seahawk Blue Friday, holidays, etc.). Try

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different forms / abbreviations (1/2/15, Jan. 2, 2015, January 2, 2015, 1-2-15) so students develop a flexibility with the concept of date notation.

2. Main topic: Usually Washington Children's Choice, sometime I'll put a specific objective (from curriculum or common core) or I might put a big concept word (i.e. setting, character, conflict).

3. Rundown: This is our agenda for the class. I don't mention it much. Kids learn to look and see what we will be doing. I want them to become independent and not ask, "What are we doing?" or "Will we have checkout today?". I do, however, reinforce this in kindergarten (first we do this, second is this, then this).

4. Vocabulary: Pick 3-4 works. I define them quickly relating them to something they know, at times using an example from the book. This also previews the book. You know your audience, third graders might get more challenging words than first. Also, you might choose words to help your ELL students (you could pass the words onto the ELL teacher for more reinforcement).

Sometimes after I read the story to my first class, I add a word because I found one that kids didn't know. Be flexible!

If you know a class is working on a letter or phonics concept find words that will match that!

If you do journals, a librarian noted she gives "bonus" points if they use these words in their writing.

You might also work on forms of words (stutter, stutters, stutterer, stuttering).

I also like to focus on works that are used with a different meaning than the students are used to (take, cut, preserve).

When I remember, the words go into my library blog when I list what we learned in library that week.

5. Title/Author: Sometimes I'll also include the illustrator.

6. Spine of Book: I mention where the book is located. Other librarians have a helper of the day write the call number on the board in front of the class, reinforcing call numbers.

7. Focus Question: These were quickly formulated... feel free to change them! Questions can be a spring board to deeper questions and connections. Use one or two depending on your time. These are mentioned before reading to focus students on the story.

Finally

For more lesson information, be sure to check out the lesson ideas on the WCCPBA wiki. There are lots of ideas, activities, and internet links. Be sure to share too!

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