Catherine Brown
Malverne High School – Malverne UFSD
Grade Level: 11
Email: cbrown@malverne.k12.ny.us

Fiction Title: Lucy by Laurence Gonzales
Type: Print Source

Non-Fiction Title: Spillover: Animal infections and the next human pandemic by David Quammen
Type: Print Source

Summary: CCSS.ELA-Literacy.RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. CCSS.ELA-Literacy.RST.11-12.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. AIM: How can we research controversial issues in science by using informational, non-fiction texts and works of fiction? GOAL: Through use of fictional and nonfictional texts, students will expand their understanding of the potential applications in the use of human DNA. DO NOW: What is a controversial position on the use of human DNA? Should its use be limited? Handout Inspiration map. Students will take notes on the inspiration map as they listen to the booktalks. BOOKTALK 1: Nonfiction -- Spillover: Animal infections and the next human pandemic by David Quammen BOOKTALK 2: Fiction - Lucy by Laurence Gonzales

NOTES:
Esta Jacobskind  
Francis X. Hegarty School – Island Park UFSD  
Grade Level: 3rd or 4th  
Email: ejacobskind@islandparkschools.org

**Fiction Title:** The Day of the Black Blizzard by Candie Ransom  
**Type:** Historical Fiction  

**Non-Fiction Title:** Droughts  
**Type:** Nonfiction/

**Fiction Title:** The Man Who Walked the Earth by Ian Wallace  
**Type:** Christmas story; fantasy

**Summary:**  
Week 1: The Day of the Black Blizzard - Orry, a ten-year-old boy living in Kansas during the Great Depression, grows tired of having to stay inside because of the dust and takes his stepsister on an outing, only to become caught in the black blizzard that ravaged the drought-stricken area on April 14, 1935.

Week 2: Droughts - Simple text and full color photographs introduce readers to the characteristics of droughts.

Week 3: The Man Who Walked the Earth - Andre and Elise's father may not make it home for Christmas, but when a mysterious stranger stops by the children learn the importance of family.

**NOTES:**  
Curriculum tie-in: Earth Science, water cycle
**Fiction Title:** Not a Box by Antoinette Portis

**Type:** Print Source

**Non-Fiction Title:** Starry Messenger by Peter Sis

**Type:** Print Source

**Summary:** Students listen to fiction book. Question to think about: How important is imagination in innovation? We watch a youtube video describing innovation. Students then make a class wordle about the word "innovation". Next, we listen to Galileo. Students have to think about what happens when someone 'thinks outside the box' and what happens when science challenges the truth as people know it. They then have to fill in a graphic organizer, based on the book.  
[https://sites.google.com/a/herricksk12.org/technology-and-change/this-is-not-a-box](https://sites.google.com/a/herricksk12.org/technology-and-change/this-is-not-a-box)
## WORKSHEET

### Laurie Martucci-Walsh & Katie Beleckas
Massapequa Schools  
Grade Level: 4, 5 & 6 + 10-12 grade ELA Scale  
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**Fiction Title:** Novel: Granny Torrelli Makes Soup by Sharon Creech - 4th grade  
Novel: The War with Grandpa by Robert Kimmel Smith - 5th Grade  
Novel: From the Mixed Up Files of Mrs. Basil E. Frankweiler - 6th grade  
If time allows: Small Research Projects on Literary Movements – 10-12 ELA SCALE

**Type:** Print Source

**Non-Fiction Title:** Various materials to supplement all F - N/F pairing lessons (adheres to Reading, Writing & Language CCLS)

**Type:** Print Source

**Summary:**
Each mini lesson will focus on the concept of using non-fiction material to compliment and supplement reading, writing and research strategies. I have modified [for Library use] a number of protocols found on the EngageNY site for grades 3 - 5. Some modified strategies we will be looking at are: Rich (Sophisticated) Language  
See Think Wonder  
Infer the Topic  
Artifacts  
Four Square  
FOR HS USE: Small Research Projects on Literary Movements - 12 ELA SCALE  
Using multiple databases, students will be introduced to the concept of "The History of Literature." The research project involves pairing authors & works of fiction (short story) with the literary movement(s) from which they evolved.

**NOTES:**
Valerie Mignone & Kathryn Elefterion
Baldwin Middle School & High School- Baldwin UFSD
Grade Level: 7
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**Fiction Title:** The Giver

**Type:** Print Source

**Non-Fiction Title:** Time Magazine article on China's One-Child Policy

**Type:** Print Source

**Summary:**
At Baldwin Middle School, students read Lois Lowry's The Giver in their ELA class. After reading the novel, students then read a non-fiction piece Time Magazine's July 27, 2009 article on China's One-Child Policy. Students are then asked to compare and contrast the two to discover the author's message. As a culminating activity students are introduced to the genre of dystopian fiction in the library and are asked to choose another dystopian novel to read independently. Titles/ Series include- The Uglies, The Hunger Games, The Shadow Children, The Maze Runner, City of Ember, Numbers, Divergent, Matched, The House of the Scorpion, Gone, Legend, Cinder, The Adoration of Jenna Fox, Life as We Knew It and more. Students are asked to journal their own feelings about this new novel and discern what the author is saying about society. Lesson questions include- What is a dystopia as opposed to a Utopia? What similarities does the world of The Giver have with our society today? Etc.

**NOTES:**
**Catherine Mottola**  
Forest Lake Elementary – Wantagh UFSD  
Grade Level: K  
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**Fiction Title:** Bear Snores on by Karma Wilson  
**Type:** Print Source

**Non-Fiction Title:** Every Autumn Comes the Bear by Jim Arnosky or Eat Like a Bear by April Pulley Sayre  
**Type:** Print Source

**Summary:** This is the kick-off pairing for a unit for Kindergarten that pairs Karma Wilson's books with non-fiction books featuring the same animal. I preface the stories by saying that one is a "real" story and one is not and after I read both I ask them to guess which is which. We review the features of fiction and non-fiction texts and create a checklist that they can use to decide whether a book is "real" or not. I try to use a lot of synonyms for fiction and non-fiction.

Other Karma Wilson titles I use in the unit are Hilda Must Be Dancing, A Frog in the Bog, Hogwash, and Moose Tracks

**NOTES:**
Vicki Puccio  
West Hempstead Middle School – West Hempstead UFSD  
Grade Level:  
Email: vpuccio@whufsd.com  

Fiction Title: Smith, Lane. *It’s a Book* NY: Roaring Brook Press, 2010.  

Type: Print Source  

Non-Fiction Titles:  

Type: Online Resource  

Summary: This isn't really a lesson that I'm doing. If it was, I might use it to begin a discussion about print v online reading and then teach/reinforce reading strategies. I found the pieces useful to spur some professional conversation about reading digital content, the increasing use of online testing and the implications for teaching.
Mary Seligman - Paul D. Schreiber High School – Port Washington UFSD
Grade Level: 10
Email: mseligman@portnet.k12.ny.us

Fiction Title:  Lord of the Flies  
Type: Print Source

Non-Fiction Title:  Global Issues in Context; Academic Onefile, Newstand
Type: Online Database

Summary: Research civil unrest in one of four countries and connect that to the controlling idea in Lord of the Flies.

NOTES:
After reading Lord of the Flies by William Golding, students came to the library to conduct research on current world civil unrest. Students need to understand the concept of ‘controlling idea’ in a text as it is part of the NYS English Regents exam. In this project, students made connections between the fiction book’s controlling idea of civil unrest and how that plays out in the real world.

I selected four countries in which there were revolutions ongoing. The focus of the project was not developing keyword terms, so those were provided for each conflict. Students were given a graphic organizer on which to deposit the facts of the dispute. These were collected as background reference notes on which to base the essay. The writing itself was an analysis of conflict in the book and the real world, emphasizing connections to the controlling idea and how it was developed in the book and in reality.

The assignment:

What standards does this project meet?

1. CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text; including how it emerges and is refined by specific details; provide an objective summary of the text.

3. CCSS.ELA-Literacy.RH.9-10.6: Compare the point of view of two or more authors about how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

4. CCSS.ELA-Literacy.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

5. CCSS.ELA-Literacy.W.9-10.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

6. AASL 21st Century Standards: Crosswalk with Common Core
Ellen Widawsky
Roland Chatterton Elementary- Merrick UFSD
Grade Level:  6
Email: ewidawsky@merrick.k12.ny.us

**Fiction Title:** The Terrible Things  Benno and the Night of Broken Glass  
**Non-Fiction Title:** Anne Frank book  Six Million Paper Clips

**Type:** Print Source  
**Type:** Online Database

**Summary:** Introduction to WWII/Holocaust - Define the Holocaust as simply as possible.
Read the fiction book The Terrible Things: An Allegory of the Holocaust by Eve Bunting. I read the book before I share the introduction about what the terrible things stand for.

Explain that students are going to receive an ID card from a person living in Eastern Europe prior to/during WWII. The ID cards were taken from the United States Holocaust Memorial Museum website. www.ushmm.org Tell students the bottom portion of the ID card detailing the person’s fate has been cut off (teacher has it). Students will each share the ID card they are holding; teacher will share the fate of person. On the back of each ID card I copied a map of Eastern Europe.

After sharing the ID cards teacher will show a video of a survivor talking about her life before the war and experiences during the War. (from the USHMM website).

Read the fiction book Benno and the Night of Broken Glass by Meg Wiviott. This tells the story of Kristallnacht, or Night of Broken Glass, through the eyes of a cat.

**Visit Center**

**Follow up:** Share video of same survivor talking about her life after the War. (from USHMM website).
Students will write reaction sheet describing visit to the Center and fill out anti-bullying survey from Center.

Librarian will have a display of books related to Holocaust, anti-bullying, and intolerance throughout these lessons, including but not limited to:
Irena Sendler and the Children of the Warsaw Ghetto by Susan Goldman Rubin
The Flag with Fifty-Six Stars: A Gift From the Survivors of Mauthausen by Susan Goldman Rubin
Beyond Courage: The Untold Story of Jewish Resistance During the Holocaust by Doreen Rappaport
***Four Perfect Pebbles: A Holocaust Story by Marion Blumenthal Lazan
***coincidentally Mrs. Lazan spoke to our students the week after our visit to the Center, excellent tie-in
Tropical Secrets: Holocaust Refugees in Cuba by Margarita Engle
Tell Them We Remember: The Story of the Holocaust by Susan D. Bachrach
We Remember the Holocaust by David A. Adler
Star of Fear, Star of Hope by Jo Hoeslantdt
Yellow Star by Jennifer Rozines Roy
The Diary of a Young Girl by Anne Frank
A Picture Book of Anne Frank by David A. Adler
Anne Frank: Her Life in Words and Pictures from the Archives of the Anne Frank House by Menno Metselaar
My Secret Bully by Trudy Ludwig
One by Kathryn Otoshi
Bullies Never Win by Margery Cuyler
Bully by Judith Caseley
Hooway for Wodney Wat by Helen Lester
Say Something by Peggy Moss
Let’s Talk About Race by Julius Lester
The Araboolies of Liberty Street by Sam Swope
Dad, Jackie, and Me by Myron Uhlberg
Wonder by R.J. Palacio

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