

MONTHLY LIBRARY CHALLENGE

JANUARY 2020

Dealing with Difficult Classes—Week 1, Jan. 2-8, 2020

This month's challenge topic requires a lot of thinking and reflection. To give you time to focus on each part of the challenge, I will release a new section each Thursday in January. You may enter the Rafflecopter drawing for each week you complete, so you may enter up to 4 times.

This week, we are choosing our focus class or grade level and starting conversations about what's going on.

- Read the reflection form on the next page. You do not have to write it all out, but it may help you to at least take some notes.
- Select a class or grade level to focus on for the January Challenge.
- Meet with the teacher or grade level team to discuss the issues you are having. This does not have to be a formal meeting, but it should be in-person if at all possible. What does the teacher recommend?
- If you are on a "specials rotation," talk to the other specials teachers to see what works for them. Can you all work together to come up with a consistent plan?
- On the back of this paper, start a list of possible high-interest units, activities, or centers to do with this class in the coming months.
- If you completed this week's tasks, enter the Rafflecopter!
- Optional: Post in the FB group about a difficult class you have experienced or are currently experiencing. What worked for you? What didn't work? Label your post with #JanuaryChallenge to make them easy for others to find.



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Reflection Form—Week One

Make a list of the classes or grade levels you find MOST challenging for you in the library. List as many as you need. We'll isolate the class or grade level later.

How do these classes make you feel? Try to write at least three ways the behaviors you listed affect your emotions and your day.

Brainstorm a list of the challenges these classes present. Write as many as you can think of. If it's behavior-related, also note when the problems occur.

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Reflection Form—Week One

Pick one class or grade level to focus on for January. You should not try to focus on all of them—please just pick one for now.

Think about the difficulties you face with this class or grade level. Write down the top three things you would like to work on with this class. Write them down EVEN IF you think they are out of your control.

Write three positive characteristics of this class or grade level. What do you like about them? What are they good at? What might inspire them? What do they enjoy?

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High-Interest Units that Have Worked for Me

PreS-Grade 1:

- Opt for short activities with lots of movement, music, and rhyme
- nursery rhymes with movement
- musical instruments during storytime
- Sign language
- Sensory writing or drawing (fill a shallow cooking tray with rice or sand)
- Start and end library time with a song (I started library time with the ABC song in sign language and ended with “Hug, Hug, Hug Your Books”)

HUG, HUG, HUG YOUR BOOKS

(to the tune of Row, Row, Row Your Boat)

Hug, hug, hug your books
Very carefully
Down the hall and back to class
As quiet as can be

(sing this three times in a row: regular
voice, whisper voice, no voice (just
mouthing the words))

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High-Interest Units that Have Worked for Me

Grades 3-5:

- Growing butterflies (great for spring!)
- Greek mythology
- World mythology
- Pompeii
- The Titanic
- King Tut/Ancient Egypt
- Weather
- Endangered animals (great for Earth Day!)
- Jazz (great with Mardi Gras!)
- Fiction and nonfiction pairings
- Reading buddies (younger students)
- Labyrinths and mazes
- Astronomy – just about anything to do with astronomy!
- Poetry, particularly limerick and haiku
- Sign language
- Creating and playing Kahoot games
- Superstitions (great on Friday the 13th)
- Ocean plastic (create a tunnel, igloo, boat, etc. from your school's plastic waste!)
- Book folding art (check YouTube or Instructables for details)
- Spine poetry
- "How to draw" lessons (use your How to Draw books or YouTube videos)
- Animals in Trouble (*Owen & Mzee*, *Saving Fiona*, *the One and Only Ivan*)

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High-Interest Units that Have Worked for Me

Grades 6-8:

- Fairy tales and fractured fairy tales
- The darker side of Grimm
- Fake news
- Propaganda
- Greek mythology
- World mythology
- Oddly-themed booktalks (example: titles that spell out VALENTINE, books with purple on the cover, best and worst cover art, etc.)
- Booktalks themed on music lyrics (example: pair “Fortunate Son” by CCR with books about teen soldiers)
- Censorship and book banning
- Fiction and nonfiction pairings
- Picture books around the world
- Genre studies, especially fantasy
- Hero’s journey
- Ocean plastic (create a tunnel, boat, igloo, etc. from your school’s plastic waste!)
- Conjoined twins
- Zombies
- Different ways to read: Audiobooks, speed-reading, e-books, braille, dyslexia-friendly
- Reading aloud with elementary students
- Creating video booktalks or book trailers
- Sign language
- Creating and playing Kahoot games
- Tie-dye t-shirts (teach the history of tie-dye and different techniques to try)

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High-Interest Units that Have Worked for Me

Grades 9-12:

- Censorship and book banning—esp. when adding book banning/burning throughout history
- Propaganda
- Copyright and trademarks (many famous cases in the news)
- Booktalks themed on current events (example: show news clip about refugees, then booktalk refugee titles)
- Coping with anxiety, stress, depression (pair up with the counselor on this one—they are fantastic resources!)
- Adulting and Financial Literacy—literally anything you can give them here—they need this stuff!