

DIGITAL BOOK CHECK OUT USING SORA

Course Name:

Library

Time Frame: 40-minutes

Unit/Theme:

Book Check Out

Grade Level: 4

CONTENT AND SKILLS

Learning Objectives:

Target:

Students will access eBooks and audiobooks via Sora

Students will navigate the Sora menus to

-borrow

-return

Students will manipulate their profile icon

Students will locate Sora use statistics

Essential Questions (optional):

Student “I can” statements

I can:

Access Sora on my laptop.

Log in to the app and select my school district.

Browse and search for titles.

Borrow an ebook.

Change my preferences.

In addition:

I can:

Place a hold on a book

Return a book before it is due (if I finish it or don't want it anymore)

Discern the difference between

-audiobook

-eBook

-read-along

How will you meet the needs of SWD and ENL students?

- directly teach how to access books at their reading level (advanced search)
- directly teach ENL and paraprofessionals how to access/search Sora
- model and instruct how to utilize the “collections” search for READ ALONGS (stories read aloud and have pictures)

Content Standards

List all standards and how learners will meet the standard

NY State ELA Standards

Integration of Knowledge and Ideas

STANDARD 7: Integrate and evaluate content presented in diverse media and formats.

Common Core State Standards

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.4.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

AASL Standards

*Shared Foundation / Key Commitment:

V. EXPLORE

Domain / Competency:

A. THINK

Learners develop and satisfy personal curiosity by:

1. Reading widely and deeply in multiple formats.

Shared Foundation / Key Commitment:

VI. ENGAGE

Domain / Competency:

D. GROW

Learners engage with information to extend personal learning by:
Personalizing their use of information and information technologies.

*HF-L Library Power Standard

NYS Computer Science and Digital Fluency Standards

List all standards and how learners will meet the standard

- **Digital Literacy**
- Subconcept *Digital Use*
STANDARDS
 - 4-6.DL.3 Conduct and refine advanced multi-criteria digital searches to locate content relevant to varied learning goals
 - 4-6.DL.5 Identify common features of digital technologies
- Subconcept *Digital Citizenship*
 - 4-6.DL.6 Describe persistence of digital information and explain how actions in online spaces can have consequences
- **Cybersecurity**
- Subconcept *Risks*
 - 4-6.CY.1 Explain why different types of information might need to be protected.
- Subconcept *Safeguards*
 - 4-6.CY.2 Describe common safeguards for protecting personal information.

CASEL COMPETENCIES and/or NYS SEL BENCHMARKS

- In using Sora, students are exposing themselves to reading a variety of materials, throughout which they learn about SEL issues, situations, and appropriate responses to those situations.

Self-awareness

- follow the order of the game
- be ready to take a turn when appropriate

Self-management

- focus on each player's moves
- maintain control of voice and body

Social awareness

- be kind with opponents
- celebrate others' success

Relationship skills

- cooperate when playing

Responsible decision-making

- in responses to opponents
- in making moves on the playing board

2C.2b. Analyze ways to work effectively in groups.

2D.2b. Apply constructive approaches in resolving conflicts.

3A.2a. Demonstrate the ability to respect the rights of self and others.

3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.

3B.2a. Identify and apply the steps of systematic decision making.

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.

How will you make sure this lesson is culturally responsive?

Introduction to library class:

Students select books to read silently for ten minutes.

Students enjoy a read-aloud.

Sora Lesson:

Use of BOCES library

Teacher demonstration of Sora features via projector, on an interactive white board or on a touch-screen, large-monitor classroom computer:

- eBooks
- audiobooks
- collections
- borrow
- options (return)

- profile
- preferences – set to
- placing holds
- use of keywords to find desired titles (brainstorm with class topics of interest)
- browsing

- **Digital Literacy**
- **Subconcept *Digital Use***
- **STANDARDS**
- **4-6DL.3 Conduct and refine advanced multi-criteria digital searches to locate content relevant to varied learning goals**

Demonstrate checking out and returning when finished (titles automatically return after the loan period has ended but returning early is demonstration of good digital citizenship)

- **4-6DL.5 Identify common features of digital technologies**
- **Subconcept *Digital Citizenship***
- **4-6.DL.6 Describe persistence of digital information and explain how actions in online spaces can have consequences**

I can:

Access Sora on my laptop.

Log in to the app and select my school district.

Browse and search for titles.

Borrow an ebook.

Change my preferences.

Students will access Sora to practice the skills modeled.

Students check out at least one eBook or audiobook from the Sora library.

Follow-up discussion:

- **Cybersecurity**
- **Subconcept *Risks***
- **Compare reasons why an individual should keep information private or make information public**

- **Subconcept Safeguards**
- **Compare and contrast behaviors that do and do not keep information secure**

Explain the importance of keeping username and password secure – others could access their account and sign out books. That would:

- potentially prevent one from checking out additional books
- cause students to lose out on necessary titles (assigned from classes, etc.)

DEMONSTRATE logging in as another person and checking out titles in their account vs. using one's own account. Demonstrate being locked out of account due to password change not made by the user.

BACKGROUND OR PRIOR KNOWLEDGE

- Students are familiar with the library class routine
- Enter library, sit in assigned seat
- Select from provided reading material for ten minutes of silent reading
- After silent reading, students enjoy a story
- Lesson on library skills (in this case, SORA)

Background:

Use of Class Link for ease of login to apps

Memorization of student id and school district login

INSTRUCTIONAL TECHNOLOGY INTEGRATION

- Students access the app Sora via their laptops and Class Link

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as templates, images, videos, etc.

- **I Can** listing for individual skills, most importantly, setting preferences
- Students bring their student laptops
- Computer screen (in this case, Recordex board)
- Sora application and eBook/audiobook library