

Library Skills Grade 2 MP2

Content Area: **Library Skills**
Course(s): **Library Skills**
Time Period: **Marking Period 2**
Length: **Weeks**
Status: **Published**

Unit Overview

Students will build on what they accomplished MP 1, and continue to learn about different parts of a book, including copyright page, title page, glossary, index, etc. Students will continue to explore nonfiction, and create a short report.

Standards

STANDARD 1: Access information efficiently to inquire, think critically, and gain knowledge

- A. Locate parts of a book**
- B. Understand basic organizational pattern of library**
- C. Demonstrate proper library citizenship**

STANDARD 2: Evaluate information critically and competently

- A. Learn the difference between fact and fiction**
- B. Select books appropriate to interest**
- C. Answer questions with appropriate resources**

STANDARD 3: Use information accurately, creatively, and responsibly to share knowledge and to participate collaboratively and productively

- A. Communicate results of information search in format appropriate for content**
- B. Recognize ownership of written and illustrated material**
- C. Observe Internet guidelines and protocols as defined in the district's policies**
- D. Understand expected classroom behaviors**

STANDARD 4: Appreciate literature and other creative expressions of thought and ideas and pursue knowledge related to personal and aesthetic growth.

- A. Use both text and visuals to understand literature**
- B. Select "Just Right" book independently for personal reading**
- C. Identify several different types and elements of literature**
- D. Begin to understand information presented creatively in non-textual formats**
- E. Seek information related to personal interests**
- F. Select resources and materials based on interest, need, and appropriateness**

CCSS.ELA-Literacy.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CCSS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CCSS.ELA-Literacy.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
CCSS.ELA-Literacy.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CCSS.ELA-Literacy.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
CCSS.ELA-Literacy.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Essential Questions

How can the library help me find books for information and for pleasure?

How are experiences in stories sometimes like our own?

Why do people tell stories?

How can stories help us understand people who are different from us?

How do new technologies enable us to share stories and/or information?

Why do we need libraries?

Application of Knowledge and Skills...

Skills and Knowledge adapted from the expectations of the standards listed above . . .

Red = applicable to this Marking Period

STANDARD 1: Access information efficiently to inquire, think critically, and gain knowledge

1. define difference between fiction and non-fiction
2. recognize call number and begin to understand grouping of materials by call number
3. apply alphabetical order when locating books in the fiction sections of library
4. identify parts of a book -- title page, contents, glossary, index
5. locate nonfiction books by general topic
6. may use library online catalog to locate books
7. demonstrate proper care of library materials
8. follow proper checkout procedure
9. return library materials on time

STANDARD 2: Evaluate information critically and competently

1. identify the appropriate use of reference materials (e.g. print and/or nonprint encyclopedia, atlas, nonfiction book) to extract information
2. organize information into different forms
3. draw a conclusion about the main idea
4. choose appropriate information for individual and collaborative projects

STANDARD 3: Use information accurately, creatively, and responsibly to share knowledge and to participate collaboratively and productively

1. collaborate with other students to solve information problems
2. with guidance, organize information using techniques such as graphic organizers
3. present, perform, share, and evaluate the results of information searches in a new form
4. recognize the need for citing sources, and record simple citations
5. respect different points of view and opinions
6. access preselected digital sources for information needs
7. listen and participate respectfully

STANDARD 4: Appreciate literature and other creative expressions of thought and ideas and pursue knowledge related to personal and aesthetic growth.

1. select a "Just Right" book during literature selection
2. listen to or read various traditional folklore, trickster and/or tall tales, and fables
3. read or listen to nonfiction (biography, information books, poetry)
4. identify various literary elements such as character, setting, plot, and point of view
5. participate in response to literature through various oral, written, and artistic means
6. engage in a study of an author's and/or illustrator's body of work
7. develop appreciation of award-winning literature
8. read in various formats (magazines, books, nonprint, electronic resources)
9. read for pleasure and to find answers to questions

10. use libraries, library staff, and library resources

Students will be able to...

- access and use non-print material such as e-books on the computer or iPad
- define publisher, and explain the connection between author and publisher
- identify the table of contents, glossary, and index in a nonfiction book
- indentify the book blurb, title page, copyright page, and dedication page in a fiction book
- relate at least one life experience to a fiction or non-fiction story
- use oral communication skills to report about a book
- use the Accelerated Reader program to evaluate reading comprehension
- use the nonfiction collection as a source of information

Assessments

Diagnostic: written baseline test (Marking Period 1)

Formative: various assessments to demonstrate comprehension using thumb's up, clapping, retelling, voting, having students stand near particular sections in library, etc. Also, use of oral and written book reports, and nonfiction research assignments. Reading comprehension assessed through AR quizzes.

Summative: written post-test (Marking Period 4)

- Diagnostic: written baseline test (Marking Period 1)
- Formative: various assessments to demonstrate comprehension using thumb's up, clapping, retelling, voting, having students stand near particular sections in library, etc. Also, use of oral and written book reports, and nonfiction research assignments. Reading comprehension assessed through AR quizzes.
- Summative: written post-test (Marking Period 4)

Activities

Parts of a book

- Students will complete worksheets to identify/reinforce purpose of book blurb, title page, copyright and dedication page.
- Students will create an original book blurb about a book that they have read or to which they have listened.
- Students will complete worksheets to identify table of contents, glossary, and index in nonfiction books. Students will be able to point out these features to the teacher.

Fiction/Non-Fiction

- Students will relate life experiences to fiction and non-fiction stories.
- Students will read or listen to a nonfiction book and present a “book talk” to the class.

Literature Appreciation

- During book selection time, students will make use of various centers, including e-books, puppet theater, coloring station, listening center, computer center, stuffed animal reading buddies, etc.

Activities to Differentiate Instruction

- Students receive individual instruction as needed for help in book selection and circulation procedures.
- Students may select a fiction or non-fiction book to read aloud to another pupil.
- Students may present research findings orally instead of a written report.
- Students may research a topic based on personal inquiry.
- After reading a book or e-book, student may illustrate a favorite part and/or create a short book report.
- Students may take multiple AR quizzes.
- Reading for pleasure is differentiated by personal choice and individual selection of material.

Integrated/Cross-Disciplinary Instruction

Work with teachers to integrate non-fiction materials based on topics being studied in the classroom, i.e. Black History Month, Women's History Month, seasons, holidays, etc.

Resources

Books, e-readers, various reference materials, various center materials such as computers, audio books and headphones, puppets, craft materials, crayons, paper, etc.

