Unit 1 - Orientation to the Library Media Center

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Belleville Public Schools

Curriculum Guide

LIBRARY/MEDIA, 1st GRADE

ORIENTATION TO THE LIBRARY MEDIA CENTER

Belleville Board of Education

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Unit Overview

The library is a place that promotes a love of reading and supports students in their personal reading and research needs. Students acquire critical thinking and independent learning skills that will foster life-long learners. Additionally, the library plays a role in guiding student's knowledge and insight to an array of different topics and genres. Unit 1 will provide a basic introduction to the Library Media Center. The learner will learn and understand the expected library behavior, library procedures, proper care of library materials, and the organization of the Library Media Center.

Enduring Understanding

Enduring understandings are:

- **Understanding of the expected behavior and rules of the Library Media Center.**
- **Responsible users of the library respect library materials and the rights of others to use them.**
- **Understanding of library organization helps the learner locate necessary materials sought.**
- **Recognize the library media specialist as a teacher and resource person.**

Essential Questions

Essential Questions are:

- **What is the importance of the Library Media Center?**
- **What are the rules of the Library?**
- **What are my behavior expectations when using the library media center?**
- **Why is it important for me to show "respect" for materials in the library?**
- **How does taking care of books affect the school community?**
- **How can I become an effective user of the library?**
- **How can the library impact my personal reading growth?**
- **How does information literacy help me become an independent, lifelong learner?**
- **How does my understanding of library organization affect how I assess, evaluate, and use information?**
- **What is the role of the Library Media Specialist?**
- **How do I seek help from the Library Media Specialist?**

Exit Skills

By the end of 1st Grade, Library Media Unit 1, the learner should be able to:

- **Explain how the Library Media Center is used for their personal growth.**
- **Demonstrate the appropriate library behavior and explain the rules of the Library Media Center.**
- **Understand the importance of taking care of their library books and how it affects the school community.**
- **Demonstrate proper care of library books and materials.**
- **Select a "Just Right Book," based on age, reading level, and personal interest.**
- **Explain the role of the Library Media Specialist as a resource person.**

New Jersey Student Learning Standards (NJSLS-S)

New Jersey Student Learning Standards applicable to Unit 1 include:

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.B.CS3	The physical environment can both accommodate and be endangered by human activities.
AAAA.K-12.1.1.2	Use prior and background knowledge as context for new learning.
AAAA.K-12.1.1.6	Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
AAAA.K-12.1.2.2	Demonstrate confidence and self- direction by making independent choices in the selection of resources and information.
AAAA.K-12.1.2.5	Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
AAAA.K-12.1.4.4	Seek appropriate help when it is needed.
AAAA.K-12.2.3.3	Use valid information and reasoned conclusions to make ethical decisions.
AAAA.K-12.3.1.5	Connect learning to community issues.
AAAA.K-12.3.2.2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
AAAA.K-12.4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
AAAA.K-12.4.3.3	Seek opportunities for pursuing personal and aesthetic growth.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
TECH.8.1.2.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.2.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

Interdisciplinary Connections

Interdisciplinary Connections used:

- 21st CENTURY LIFE AND CAREERS-Career Awareness
- English Language Arts
- Social Studies

Learning Objectives

After completing Unit 1-Orientation to the Library Media Center, students will be able to:

- **Formulate** and **conclude** the importance of utilizing the Library Media Center to satisfy the learners research needs.
- **Develop** and **produce** behavior expectation of the Library Media Center.
- **Identify** and **construct** proper book care procedures.
- **Identify**, locate, self-select, and access material based on resource needs.
- **Determine** and **utilize** the Library Media Specialist as a resource person.

Suggested Activities & Best Practices

Guidelines for Suggested Activities:

- Read picture books that introduce the learner to the library (i.e. **Wild About Books/Welcome to the Library-Scholastic Bookflix,** *Goldie Socks and the Three Libearians, Library Mouse, The Boy who was Raised by Librarians, etc.)*.
- Brainstorm, Create a chart, and discuss appropriate Library Media Center behavior (i.e. **The Library Lion**).
- Follow established library procedures with attentive and purposeful listening and viewing skills.
- Read a picture book that explains proper book care procedure (i.e. http://crisscrossapplesauce.typepad.com/files/forest-friends)
- Complete *Taking Care of Books* activity (proper library book care) . (**I Know How To Take Care of a Book (The Story of Leo, The Library Mouse)**
- Familiarize the students with the organization of the library books (Read *The Shelf Elf* **and** *The Shelf Elf Helps Out*)
- Identify Picture Books are arranged in ABC order by author's last name.
- Learn Book Borrowing procedures and practice filling out a Borrower's Card.
- Learn how to select materials based on personal interests and reading level ("**just right**" books-Explained in *Goldie Socks and the Three Libearians*).
- Identify, locate, select, and access materials.
- Demonstrate how to look for books online at the Belleville Public Library (OPAC-online public access catalog)
- Understand the role of the School Library Media Specialist as a resource person.

Evidence of Student Learning - Checking for Understanding (CFU)

Evidence of Student Learning with Checking for Understanding (CFU) techniques used during the lesson and/or for Closure (Madeline Hunter), will be chosen from the following list:

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

District-provided Primary Resources & Materials and/or those outside it that are accessed with district resources include:

The Complete Library Skills Grades K-2-McGraw-Hill Children's Publishing.

LiBEARy Skills:Kindergarten- Grade 3, T.S. Denison and Company, Inc.

Stretchy Library Lessons-**Library Skills**

Stretchy Library Lessons-**Multicultural Activities**

Stretchy Library Lessons-**Research Skills**

Picture books that introduce the learner to the library

- *Goldie Socks and the Three Libearians*
- *Library Mouse*
- *The Boy who was Raised by Librarians*
- *Library Lion*
- *The Shelf Elf (Introduction to the Organization of the Library)*
- *The Shelf Elf Helps Out (How the Student can Help Out in the Library-while borrowing books.*

Scholastic Bookflix- Families and Communities **http://bkflix.grolier.com/**

(#60-Wild About Books/Welcome to the Library).

(#39-The Librarian from the Black Lagoon/A Day with Librarians)

(#17-Do Unto Otters/We are Citizens)

(#19-Each Kindness/Kindness and Generousity It Starts with Me!)

(#7-Chrysanthemum/We Help Out at School)

(#9-Crazy Hair Day/Let's Be Friends)

Online book about proper book care - http://crisscrossapplesauce.typepad.com/files/forest-friends .

Student created book, "I Know How To Take Care of a Book (The Story of Leo, The Library Mouse)" .

Storylineonline-Library Lion http://www.storylineonline.net/books/library-lion/

Ancillary Resources

Ancillary Resources:

Technology Infusion

Technology Infusion and/or strategies that are integrated into this unit to enhance learning include:

Utilization of the Smart TV to view the following websites:

Scholastic Bookflix- Families and Communities http://bkflix.grolier.com/

(#60-Wild About Books/Welcome to the Library).

(#39-The Librarian from the Black Lagoon/A Day with Librarians)

(#17-Do Unto Otters/We are Citizens)

(#19-Each Kindness/Kindness and Generousity It Starts with Me!)

(#7-Chrysanthemum/We Help Out at School)

(#9-Crazy Hair Day/Let's Be Friends)

Online book about proper book care - http://crisscrossapplesauce.typepad.com/files/forest-friends .

Storylineonline-Library Lion   http://www.storylineonline.net/books/library-lion/

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel   Office 365
Flipboard   Nova Mindmapping

Ted Talks
Record Voice Pen

Activities

Podcasts   Texts
Digital Stories   Apps
Notebooks   Movies
Surveys   Music
Presentations
Websites
Animations
Paintings

Blog Journal
Diagraming
Bing Search Documenting
Mind mapping
Commenting
Word processing
Social Networking
Recounting

Manipulate
Drawing
Diagraming
Animating
Journals
Photography
Movie Making
Music Making
Story Telling
Scrapbooks

Graphing   Voting
Mindmapping   Reading comprehension
Peer Assessment   Judging   Spreadsheets
Surveying   Summarising   Listening
Mapping   Comparing

Blogging
Commenting
Voting
Surveys
Quizzes
Peer assessment
Self Assessment
Debating
Collaging

Action Verbs

Transform   Recognise
Imagine Teach   Describe Identify
Design Construct   Infer   Retrieve
Rearrange   Match   Locate
Invent   List

Rate   Understand
Opinion   Create
Critique   Evaluate   Apply
Collaborate
Assess Debate   Analyse
Justify   Survey   Deduce
Prioritise   Infer   Differentiate
Sequence
Contrast   Examine
Outline   Compare

Use   Demo
Teach   Record
Share   Draw
Simulate
Create
Construct

Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills

21st Century Skills that will be incorporated into Unit 1 include:

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills/Interdisciplinary Theme

21st Century/Interdisciplinary Theme that will be incorporated into this unit will be chosen from the following:

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy

- Global Awareness
- Health Literacy

Differentiation

Differentiation used in Unit 1 will be chosen from the following:

- Pairing oral instruction with visuals
- Preview vocabulary
- Visual presentation
- Auditory presentations
- Student(s) work with assigned partner
- Multisensory approaches
- Tiered activities/assignments
- Think-Pair-Share
- Varied supplemental materials

Intervention Strategies

Intervention Strategies used in Unit 1 will be chosen from the following:

- decreasing the amount of workpresented or required
- using videos, illustrations, pictures, and drawings to explain or clarify
- teaching key aspects of a topic. Eliminate nonessential information
- tutoring by peers
- allowing students to correct errors (looking for understanding)
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior togiving the test.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to

reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.

- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

Special Education Learning adaptations that will be employed in Unit 1 will be chosen from the following:

- additional time for skill mastery
- preview of content, concepts, and vocabulary
- have student repeat directions to check for understanding
- student working with an assigned partner
- modified assignment format
- computer or electronic device utilizes
- check work frequently for understanding
- secure attention before giving instruction/directions
- shortened assignments
- modified test content
- multi-sensory presentation
- preferential seating
- Reduced/shortened written assignments

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction

- check work frequently for understanding

- computer or electronic device utilizes

- extended time on tests/ quizzes

- have student repeat directions to check for understanding

- highlighted text visual presentation

- modified assignment format

- modified test content

- modified test format

- modified test length

- multiple test sessions

- multi-sensory presentation

- preferential seating

- preview of content, concepts, and vocabulary

- reduced/shortened reading assignments

- Reduced/shortened written assignments

- secure attention before giving instruction/directions

- shortened assignments

- student working with an assigned partner

- teacher initiated weekly assignment sheet

- Use open book, study guides, test prototypes

English Language Learning (ELL)

English Language Learning adaptations that will be employed in Unit 1 will be chosen from the following:

- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarif

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;

- allowing students to correct errors (looking for understanding)

- allowing the use of note cards or open-book during testing

- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes

- modifying tests to reflect selected objectives

- providing study guides

- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test

- tutoring by peers

- using computer word processing spell check and grammar check features

- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Sample Lesson for Grade 1 Unit 2 - Literature Appreciation

Unit Name: **Earth Day**

NJSLS:

- **LA.1.RI.1.1 Ask and answer questions about key details in a text**
- **LA.1.RI.1.2 Identify the main topic and retell key details in a text**
- **LA.1.RL.1.1 Ask and answer questions about key details in a text**
- **LA.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson**
- **LA.1.RL.1.3 Describe characters, settings, and major events(s) in a story, using key details**
- **LA.1.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types**
- **LA.1.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events**
- **LA.1.RL.1.9 Compare and contrast the adventures and experiences of characters in stories**
- **SCI.K-2.5.3.2.C.3 Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there**
- **SCI.K-2.5.3.2.C.c Humans can change natural habitats in ways that can be helpful or harmful for the plants and animals that live there**
- **LS1-1.LS1.D.1 Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs**
- **LS1-2.8 Obtaining, evaluating, and communicating information in K-2 builds on prior experiences ans uses observations and texts to communicate new information**
- **LS1-2.8.1 Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world**
- **LS1-2.LS1.B.1 Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive**
- **SOC.6.1.4.B.CS3 The physical environment can both accommodate and be endangered by human activities**
- **TECH.8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments**
- **TECH.8.1.2.A.CS2 Select and use applications effectively and productively**
- **TECH.8.1.2.C.CS2 Communicate information and ideas to multiple audiences using a variety of media and formats**
- **TECH.8.1.2.E.1 Use digital tools and online resources to explore a problem or issue**
- **TECH.8.1.2.F.CS1 Identify and define authentic problems and significant questions for investigation**

Interdisciplinary Connection:

- **Language Arts**
- **Science**
- **Social Studies**
- **Technology**

Statement of Objective: **After reading an Earth Day story book, viewing an online Earth Day presentation and discussing the importance of Earth Day SWDAT formulate and conclude the importance and purpose of keeping our Earth clean and safe with 90% accuracy by using the pbskids website: Help Arthur Plant a Garden, Learn about being Green, Good to your environment and Recycle That**

Anticipatory Set/Do Now:

- **Word of the Day: Earth Day**
- **Illustrations/Pictures of the environment using the Smart TV**

Learning Activity:

- **Begin with the word of the day**
- **Using the Smart TV show quick pictures of the environment**
- **Discuss how important it is to take care of our Earth**
- **Read the story the Lorax by Dr. Seuss**
- **Using the Smart TV show the children the website: Scholastic Bookflix- Families and Communities http://bkflix.grolier.com/**
- **Show the story Joseph had a Little Overcoat by Simms Taback and The Curious Garden by Peter Brown**
- **Discuss words of recycling, conservation and pollution**
- **Using the Smart TV log into the website: pbskids**
- **Together as a class play some interactive games using the Smart TV such as Help Arthur Plant a Garden, Learn About Being Green, Be good to your environment, Recycle That and Sid the Science Kid**

Student Assessment/CFU's:

- **Compare and Contrast**
- **Describe**
- **Illustration**
- **Rate Understanding**

Materials:

- **Smart TV**
- **The Lorax by D. Seuss**
- **http://bkflix.grolier.com/**
- **pbskids.org/eekoworld**
- **pbskids.org/arthur/games/groovygarden**
- **pbskids.org/sid/**

21st Century Themes and Skills:

- **Communication and Collaboration**

- **Critical Thinking and problem Solving**
- **Health Literacy**
- **Environmental Literacy**
- **Global Awareness**
- **Informational Literacy**

Differentiation/Modifications:

- **Auditory Presentation**
- **Computer or electronic Device Utilizes**
- **Visual Presentation**
- **Using videos, Illustrations, Pictures, and Drawings to explain or Clarify**

Integration of Technology: Utilize the Smart TV for Research and Literature Appreciation. Show the students Illustrations of the Earth and ways we can help our environment using the Smart TV, Bookflix and pbskids.