

Unit 4 - Concepts About Print/Nonprint Resources

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Belleville Public Schools

Curriculum Guide

LIBRARY/MEDIA, 1st GRADE

Concepts About Print/Nonprint Resources

Belleville Board of Education

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Unit Overview

Unit Overview for First Grade, Unit 4 - Concepts about Print/Nonprint Resources major focus is for students to recognize and identify parts of a book (cover, title page, illustrations, spine, spine label, table of contents and publisher). They will also learn about the different role of an author or illustrator play in the creation of writing a book. They will become an author/illustrator themselves, when they create their author and illustrator page in their library skill booklet. They will be able to point out where you would find the name of an author on the cover of a book or ebook. Students will be introduced to resources that are available in a school library or public library, like a Picture Dictionary. They will understand that a dictionary contains words and definitions. The student will also be introduced to an Atlas and will recognize that they contain maps that represent an area. They will learn how to do a Google search when looking for words or images. The student will also be introduced to utilizing Mapquest-or Google Maps online as a resource.

Enduring Understanding

Enduring understandings:

- Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
- Designing and creating from the appropriate types of media for a specific purpose enhances learning.
- Acquisition, evaluation, and use of materials should meet a specific need.
- Skills learned and mastered at the school library can be used at the public library.
- Exploring a variety of print material will help students learn how the physical features of books and other resources contribute to meaning.

Essential Questions

Essential Questions are:

- How do you recognize parts of a book?
- Why is it important to understand how to use the resources in a book and online?
- What features of a book help you decide if you would like to read it or if it has the information you are seeking?
- Who is responsible for producing a book?
- What are some of the reasons for choosing to read a fiction book?
- What are some of the reasons for choosing to read a nonfiction book?

- How can you determine which sources have the best information for your specific needs?
- How can you use the organizational structure of a source to access information?

Exit Skills

By the end of first grade, Unit 4 - Concepts about Print and Nonprint Resources, students will be able to:

- Verbally demonstrate knowledge of Unit 4 Vocabulary.
- Identify and locate Parts of a Book (Cover, title page, illustrations, spine, spine label, table of contents and publisher).
- Identify and explain the roles of the author and illustrator.
- Beginning knowledge of Print/Nonprint Resources (Dictionaries and Atlas) available in the school library/public library.
- Recognition of determining factors in choosing a book that meets their needs.

New Jersey Student Learning Standards (NJSLS-S)

New Jersey Student Learning Standards applicable to 1st Grade, Unit 4 - Concepts About Print/Nonprint Resources include:

| | |
|-------------|---|
| 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.1.5 | 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.RL.1.6 | Identify who is telling the story at various points in a text. |
| LA.RL.1.7 | Use illustrations and details in a story to describe its characters, setting, or events. |
| LA.RI.1.1 | Ask and answer questions about key details in a text. |
| LA.RI.1.5 | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| LA.RI.1.6 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| LA.RI.1.7 | Use the illustrations and details in a text to describe its key ideas. |
| LA.RI.1.8 | Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. |
| LA.RI.1.9 | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| LA.RF.1.1.A | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| LA.W.1.7 | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). |
| LA.W.1.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| LA.SL.1.1.A | Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| 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. |
| LA.SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| SOC.6.1.4.B.1 | Compare and contrast information that can be found on different types of maps and determine how the information may be useful. |
| SOC.6.1.4.B.3 | Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. |
| SOC.6.1.4.B.CS1 | Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. |
| AAAA.K-12.1.1.4 | Find, evaluate, and select appropriate sources to answer questions. |
| AAAA.K-12.1.1.5 | Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. |
| AAAA.K-12.1.1.7 | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. |
| AAAA.K-12.3.2.3 | Demonstrate teamwork by working productively with others. |
| AAAA.K-12.4.1.1 | Read, view, and listen for pleasure and personal growth. |
| AAAA.K-12.4.1.2 | Read widely and fluently to make connections with self, the world, and previous reading. |
| AAAA.K-12.4.1.3 | Respond to literature and creative expressions of ideas in various formats and genres. |
| AAAA.K-12.4.1.4 | Seek information for personal learning in a variety of formats and genres. |
| AAAA.K-12.4.1.5 | Connect ideas to own interests and previous knowledge and experience. |
| AAAA.K-12.4.1.6 | Organize personal knowledge in a way that can be called upon easily. |

Interdisciplinary Connections

Interdisciplinary Connections used in Unit 4 - Concepts about Print/Nonprint include:

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

Learning Objectives

Effective Learning Objectives Used in Lesson Planning:

- **Identify** and **Utilize** the parts of a book (cover, title page, spine, spine label, table of contents and publisher).
- **Develop** and **Produce** the work of an author and illustrator.

- **Compare** and **Select** Print and Nonprint resources

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|-----------------|-------------------|--------------|----------------|-----------------|---------------|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |



Suggested Activities & Best Practices

Guidelines for Suggested Activities:

- Introduce Unit 4 Library Vocabulary.
- Introduce and continually review Parts of a Book when reading a story or nonfiction book.
- Students complete Parts of a Book activities to reinforce instruction.
- Familiarize the learner with the roles of the author/illustrator.
- Practice writing a story using Scholastic Story Starters website <http://www.scholastic.com/teachers/story-starters/>
- Students view popular author/illustrator video clips on the process of writing/illustrating a book.
- Students practice being an author/illustrator with completion of
- Acquaint the learner with Print/Nonprint Resources (Dictionaries and Atlases) available in the school library/public library and online.

- Suggest various factors readers use when choosing a book for their research needs.

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 that are accessed with district resources include:

- The Complete Library Skills Grades K-2-McGraw-Hill Children's Publishing, 2004.
- LiBEARy Skills (Kindergarten through Grade Three) T.S. Denison and Company, Inc., 1990.
- Fairy Tales Grade 1-2 S.S. Learning Materials Limited
- Authors Grades 1-3 The Education Center, Inc.
- Literature Pockets 1-3 Caldecott Winners, Evan Moor
- *What Do Authors Do?* by Eileen Christelow
- *What Do Illustrators Do?* by Eileen Christelow
- Scholastic Bookflix Author/Illustrator biographies and author/illustrator websites and interview links
<http://bkflix.grolier.com/>
- Practice writing a story using Scholastic Story Starters website <http://www.scholastic.com/teachers/story-starters/>
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- Categories-
 - Animals and Nature
 - Earth and Sky
 - People and Places
 - ABC's and 123's
 - Family and Community
 - Music and Rhyme
 - Adventure
 - Celebrations
 - Imagination

American Library Association - Great Literature and Languages Websites for Kids (includes Author/Illustrator's websites)
- <http://gws.ala.org/category/literature-languages>

Scholastic Website for Librarians (Virtual Field Trips-Author/Illustrator Interviews-etc.) -
<http://www.scholastic.com/teacher/videos/teacher-videos.htm#3194413933001/3250436379001>

Ancillary Resources

Ancillary Resources used:

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 - <http://bkflix.grolier.com/>
- Storyline Online - <http://www.storylineonline.net/>
- American Library Association - Great Literature and Languages Websites for Kids - <http://gws.ala.org/category/literature-languages>
- Youtube-Story books for Children <https://www.youtube.com/>
- Teacher tube - <http://www.teachertube.com/>
- Epic! for Educators - <https://www.getepic.com>
- Practice writing a story using Scholastic Story Starters website <http://www.scholastic.com/teachers/story-starters/>

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
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



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 this unit 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/Interdisciplinary Theme

21st Century/ Interdisciplinary Theme that will be incorporated into this unit include:

- Civic Literacy

- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations for this unit will be chosen from the following:

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts

- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

Intervention Strategies employed in this unit will be chosen from the following:

- 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 work presented 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 4 will be chosen from the following list:

- 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 4 will be chosen from the following list:

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: