Library Media Center, Grade 1

Content Area: **Library/Media**
Course(s): **Library/Media Gr. 1**
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Belleville Public Schools

Department of Curriculum and Instruction

Library Media Center, Grade 1: Curriculum Guide

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Grade 1 / Library Media Center

The library is a place that promotes a love of reading, research, and technology. Students acquire critical thinking skills that help build life-long learners.

Grade 1 students will visit the library media center every week and participate in teacher-planned lessons and activities. Programs of participation include Read Across America, Author Visits, and the Summer Reading Challenge.

Grade 1	Scope & Sequence	Pacing
Unit 1	Introduction to the Library Media Center	2 Sessions / 15 Days
Unit 2	Literature Appreciation	5 Sessions / 35 Days
Unit 3	MAKER Challenge (Ozobots): How to Trap a Turkey!	7 Sessions / 50 Days
Unit 4	Introduction to Computers	5 Sessions / 35 Days
Unit 5	Concepts about Print / Nonprint Resources	4 Sessions / 30 Days
Unit 6	Information Literacy	2 Sessions / 15 Days

Grade 1, Unit 1: Introduction to the Library Media Center

Unit 1 Standards:

- AASL
    - III.D.1 Seeking interactions with a range of learners.
    - III.C.1 Soliciting and responding to feedback from others.
    - LA.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

- Career Ready Practices
    - CRP1. Act as a responsible and contributing citizen and employee.

- 21st Century Themes & Skills
    - Collaboration
    - Communication

- NJSLS Technology
    - 8.1.2.A.1
    - 8.1.2.A.6

- Interdisciplinary Connections
    - SOC.6.1.4.A.1

Essential Questions:

- How does my understanding of library/media organization affect how I assess, evaluate, and use information?
- How does information and digital literacy help me become an independent, lifelong learner?
- How can I utilize the Books Without Boundaries initiative?
- How do I select a "just right" book?

Enduring Understandings:

- Understanding of library/media organization empowers me to locate necessary materials sought.

Instructional Targets & Objectives:

- Demonstrate the importance of using the Library Media Center to satisfy the learners' research needs.

Suggested Activities:

- Consider read-alouds that introduce learners to the library (e.g. Wild About Books, Goldie Socks and the Three Libearians, Library Mouse, The Boy Who Was Raised by Librarians)
- Brainstorm, discuss, and stamp/create an anchor chart around how to best utilize the Library Media Center (consider The Library Lion)
- Practice/positively reinforce established library media/book care procedures
- Consider read-alouds that explain proper book care: Mr. Wiggle, What Happened to Marion's Book?, The Shelf Elf

Assessments:

- Formative
    - Teacher Observation Data, Teacher-created (Quizzes, Rubrics), Graphic Organizers, Exit Tickets, Maker Projects
- Summative/Benchmark
    - Teacher-created Tests, Maker Projects
- Alternative
    - Oral Presentations, Slideshow Presentations, Research Reports, Student Portfolios, Comic Strips, Timelines, Student Podcasts, Green Screen Newscasts

Differentiation:

- Students with Special Needs/504 Plans
    - Allow errors
    - Rephrase questions, directions, and explanations
    - Provide extended time to complete tasks
    - Accept even minimal participation
    - Consult with Case Managers and implement IEP/504 plans
    - Consult with classroom teacher(s)/Guidance Counselor
    - Provide rewards as necessary
- English language learners
    - Assign a buddy
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- At-risk
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    - Consult with classroom teacher(s)/Guidance Counselor
    - Implement appropriate modifications/accommodations per IEP, if applicable
    - Provide rewards as necessary
- Gifted & Talented
    - Access to high-level reading area
    - Provide extension activities

Core Instructional and Supplemental Materials/Technology Integration:

- Teacher-created content aligned to lesson activities
- Chromebooks, SMART TV, Google Apps
- Makerspace materials
- eBook software: Mackin, Hoopla
- OPALs circulation software
- District-funded databases

Grade 1, Unit 2: Literature Appreciation
Unit 2 Standards:

- AASL
    - II.D.2 Demonstrating interest in other perspectives during learning activities.
    - LA.RL.K.10 Actively engage in group reading activities with purpose and understanding.
    - LA.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
    - V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance

- Career Ready Practices

    - CRP2. Apply appropriate academic and technical skills.

- 21st Century Themes & Skills

- o Critical Thinking

- NJSLS Technology
  - o 8.1.2.A.2

- Interdisciplinary Connections

  - o WL.7.1.NM.A.C.1 - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.

    SOC.6.1.4.D.CS3 - Personal, family, and community history is a source of information for individuals about
    the people and places around them.

Essential Questions:

- How can literature help me to understand my place in the world?
- How does literature affect my personal growth?

Enduring Understandings:

- Reading for pleasure or information has life-long applications.
- Reading is a process by which we construct meaning about the information being communicated by an author.
- Understanding of text features, structures, and characteristics facilitate the learners' meaning of text.
- The Library Media Center provides access to many different kinds of literature at all reading levels.

Instructional Targets & Objectives:

- Identify the characteristics of fiction and nonfiction
- Differentiate between various genres
- Distinguish and detect books by the same author/illustrator

Suggested Activities:

- Listen to stories with attentive and purposeful listening and viewing skills
- Identify the title, author, illustrator, and publisher
- Identify and classify fiction and nonfiction books using characteristics of each
- Identify the characters, setting, and events of the story
- Identify the various artistic styles used in creating illustrations for Caldecott Medal winning books.
- Recognize books of favorite authors and illustrators and listen to short video clips of favorite authors and illustrators.

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Core Instructional and Supplemental Materials/Technology Integration:

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Grade 1, Unit 3: MAKER Challenge (Ozobots): How to Trap a Turkey!

Summary:

After reading, "How to Catch a Turkey" by Adam Wallace, students will program a turkey (Ozobot) to travel   down a path leading to the trap.

Unit 3 Standards:

- AASL
  - I.B.3
  - I.D.1

- Career Ready Practices
  - 9.1.5.CAP

- 21st Century Themes & Skills
  - 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
  - 8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.

- NJSLS Technology
  - CSTA. 1B-DA-O6 Organize and present collected data visually to highlight relationships and support a claim.
  - CSTA. Create programs that include sequence, events, loops and conditionals.
  - ISTE. 6.c Students communicate complex ideas clearly and effectively by creating or using a variety of digital object such as visualizations, models or simulations.

- Interdisciplinary Connections
  - ELA
  - Social Studies
  - Art

Essential Questions:

- How does programming affect our daily lives?

Enduring Understandings:

- Understand that coding can be used to demonstrate loops and conditionals.

Instructional Scope & Sequence				Assessment Strategy	
Session #	Design Process Steps:	Teacher Moves:	Student Moves:	Performance Expectation	Rubric for Measuring Achievement
1	ASK (Identify Problem) *Prior Ozobot knowledge and practice	• Read the book "How to Catch a Turkey" by Adam Wallace illustrated by Andy	• Students will identify the problem.	X	

	is required. [Link to the Lesson / YouTube video](#)	Elkerton. • Provide background information and video on camouflage. • Explain to the students that they will create their own turkey trap. A good trap should be camouflaged so that the turkey (Ozobot) doesn't run away. • Students will create a camouflaged trap, decorate their Ozobot to look like a turkey and create a path into the trap.			
2	IMAGINE (Brainstorm Solutions)	• Have students apply knowledge on camouflage and brainstorm how they will create a camouflage trap and how the Ozobot will move along a path to get to the camouflage trap.	• Students will apply prior knowledge on camouflage and brainstorm how they will complete a path that leads to their Ozoturkey to the camouflage trap.	X	
3	PLAN (Select/Plan	• Explain that today they	• Students will plan and	X	

	Solution)	will trap a turkey. Not a real turkey, an Ozoturkey. • First, they will need to turn their Ozobot into a turkey. • Now they will create a trap to catch the turkey. • Watch Ozobot Turkey Trap video to help them plan their solution.	sketch out their path and trap on paper. It must include a path and camouflage trap.		
4	CREATE (Prototype Solution)	• Watch Ozobot Turkey Trap video to help them plan their solution	• Students will create a path for the Ozoturkey and their turkey trap.	X	
5-6	IMPROVE (Test Solution)	• Tell students: Now that you have created a trap, try it out, I hope you can catch a turkey!	• Students will place their Ozoturkey on the start of the path and let it travel down the path to the "trap". • Students will improve their path if their Ozoturkey does not reach the trap. • Students will explain why their Ozoturkey	X	

			did not reach the trap.		

Assessments:

- Formative
    - Teacher Observation Data
- Summative/Benchmark
    - Maker Project
- Alternative
    - Oral Presentations, Student Podcasts

Differentiation:

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    - Consult with classroom teacher(s)/Guidance Counselor
    - Implement appropriate modifications/accommodations per IEP, if applicable
    - Provide rewards as necessary
- Gifted & Talented
    - Access to high-level reading area
    - Provide extension activities

Core Instructional and Supplemental Materials/Technology Integration:

- Teacher-created content aligned to lesson activities

Grade 1, Unit 4: Introduction to Computers
Unit 4 Standards:

- AASL
    - VI.A.2 Understanding the ethical use of information, technology, and media.
    - LA.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
    - VI.A.1 Responsibly applying information, technology, and media to learning.

- Career Ready Practices
    - CRP11. Use technology to enhance productivity

- 21st Century Themes & Skills
    - Technology Literacy

- NJSLS Technology
    - 8.1.P.C.1
    - 8.1.2.C.1

- Interdisciplinary Connections
    - SOC.6.3.4.CS4 Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.

Essential Questions:

- How can the use of technology enhance understanding?
- In what ways can technology enhance expression and communication? In what ways might technology hinder it?
- What do you have to remember vs. what you can just look up?
- What makes information "true"?
- Is some information better than other information on the same topic? How do we judge?
- How can key words affect the number of results you get in a search?
- How do I use technology properly?
- How do I choose which technological tools to use and when it is appropriate to use them?
- What are my responsibilities as a user of information?
- In a world of constant technological changes, what skills should we learn?
- We must determine that not all information found in a book or online is accurate information
- How can the computer be used as a tool?
- How and when can technology enhance problem solving?

Enduring Understandings:

- Technology may be used to enhance the acquisition of information.
- Technology enables students to solve real-world problems.

Instructional Targets & Objectives:

- Distinguish and construct safe, ethical, and responsible use of technological resources.
- Formulate an understanding of digital citizenship, safety on the Internet, the evaluation of digital information, cyberbullying, online privacy, etc.
- Investigate that Digital Citizens responsibly locate, evaluate, and ethically use information from

a variety of digital sources.

Suggested Activities:

- Enlighten students through discussion about the Computer Rules, Responsibilities, and Internet Safety through a variety of videos, e-books, etc. at http://www.netsmartzkids.org
- Students will be able to identify and use components of the computer:
- Read If You Give a Mouse a Cookie, by Laura Numeroff and discuss the difference between the mouse in the story and both a computer mouse and laptop mouse pad. Demonstrate the various computer mouse.
- To acquaint the student with using a computer Mouse/Mouse pad; the following websites are helpful in learning these skills: http://mrststechnologyemporium.weebly.com/mouse-practice.html, http://tvokids.com/preschool/games/bees-and-honey
- To familiarize the learner with navigating through a website the learner will practice using http://www.starfall.com or abcya.com
- Introduce the student to the computer keyboard's letters and numbers by navigating several virtual environments
- Participate in The Hour of Code during Computer Science Education Week(First week in December)
- https://code.org/educate/curriculum/elementary-school

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- Summative/Benchmark
    - Teacher-created Tests, Maker Projects
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    - Provide rewards as necessary
- Gifted & Talented

o   Access to high-level reading area
o   Provide extension activities

Core Instructional and Supplemental Materials/Technology Integration:

- Teacher-created content aligned to lesson activities
- Chromebooks, SMART TV, Google Apps
- Makerspace materials
- eBook software: Mackin, Hoopla
- OPALs circulation software
- District-funded databases

Grade 1, Unit 5: Concepts about Print / Nonprint Resources

Unit 5 Standards:

- AASL
    o   IV.A.2 Identifying possible sources of information.
    o   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.

- Career Ready Practices
    o   CRP4. Communicate clearly and effectively and with reason.

- 21st Century Themes & Skills
    o   Information Literacy

- NJSLS Technology
    o   8.1.5.A.1

- Interdisciplinary Connections
    o   ELA

Essential Questions:

- 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

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.

Instructional Targets & Objectives:

- 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.

Suggested Activities:

- 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.

Assessments:

- Formative
  - Teacher Observation Data, Teacher-created (Quizzes, Rubrics), Graphic Organizers, Exit Tickets, Maker Projects
- Summative/Benchmark
  - Teacher-created Tests, Maker Projects
- Alternative
  - Oral Presentations, Slideshow Presentations, Research Reports, Student Portfolios, Comic Strips, Timelines, Student Podcasts, Green Screen Newscasts

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- Gifted & Talented
    - Access to high-level reading area
    - Provide extension activities

Core Instructional and Supplemental Materials/Technology Integration:

- Teacher-created content aligned to lesson activities
- Chromebooks, SMART TV, Google Apps
- Makerspace materials
- eBook software: Mackin, Hoopla
- OPALs circulation software
- District-funded databases

Grade 1, Unit 6: Information Literacy
Unit 6 Standards:

- AASL
    - IV.A.2 Identifying possible sources of information.
    - V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes
    - IV.C.1 Accessing and evaluating collaboratively constructed information sites.
    - I.D.2 Engaging in sustained inquiry.
    - LA.RI.1.1 Ask and answer questions about key details in a text.
    - IV.D.1 Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
    - I.D.1 Continually seeking knowledge.
    - 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.

- o LA.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- Career Ready Practices
  - o CRP7. Employ valid and reliable research strategies.
  - o CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

- 21st Century Themes & Skills
  - o Information Literacy
  - o Media Literacy

- NJSLS Technology
  - o 8.1.5.A.3

- Interdisciplinary Connections
  - o ELA
  - o Social Studies
  - o Science

Essential Questions:

- What are the learning skills and strategies that students need to successfully find information?
  - ☐ Where can students find relevant and authoritative information?
  - ☐ What is the research process?
  - ☐ How does the research process differ depending on my need (personal vs. school)?
  - ☐ What is the information and understanding needed to successfully and independently locate a specific resource, in an elementary school library media center, using the public library's OPAC (Online Public Access Catalog)?
  - ☐ How can the skills you use to search the OPAC be used to search other databases?
  - ☐ Where is information that I plan to use located?
  - ☐ How do I find books related to my personal interests and curriculum?
  - ☐ How does my understanding of library organization affect how I access, evaluate, and use information?
  - ☐ How do I find information in the library?
  - ☐ How does understanding a text's structure help me better understand its meaning?

Enduring Understandings:

- Reading for information has lifelong applications.
  - ☐ Information from various resources must be analyzed and applied appropriately.
  - ☐ Library materials are arranged in a logical manner and may be retrieved using knowledge of that arrangement.
  - ☐ Researchers gather and critique information on a topic from a variety of sources for specific purposes.
  - ☐ Researchers synthesize information from a variety of sources to answer a question.
  - ☐ Understanding a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
  - ☐ Acquisition, evaluation, and use of materials should meet a specific need.

Instructional Targets & Objectives:

- Compare and Select Print and Nonprint resources.
  - ☐ Select a nonfiction book and illustrate some facts.

☐ Develop an awareness of nonprint nonfiction materials as another way to gather facts.
☐ Arrange and Justify alphabetizing an author's last name.
☐ Select appropriate resources based on age, reading level, and personal interest.
☐ Determine reference materials and research skills to support their classroom units of study.
☐ Identify features of a nonfiction book.
☐ Recognize the purpose of a dictionary and begin to learn dictionary skills.
☐ Recognize that websites can provide information for research.

Suggested Activities:

- Demonstrate use of a dictionary and beginning dictionary skills (alphabetical order).
  ☐ Display how to alphabetize author's last names and show how to use that information to find fiction
  books on a library shelf by author's last name.
  ☐ Utilize knowledge of Parts of a Book to find and locate information in a nonfiction book (Title, Table
  of Contents, Glossary, Index, etc.)
  ☐ Model fact finding searches (Using Table of Contents, Headings, index etc.) in a nonfiction book and
  an online resource.
  ☐ Student will choose and locate a nonfiction book about an animal. Students will select and illustrate at
  least 2 facts for their animal report.
  ☐ After viewing a nonprint resource (website or video clip) on their animal, students will gather additional facts for their animal report.
  ☐ Demonstrate use of print/nonprint resources (Encyclopedia, Atlases, etc.) to gather information for
  classroom projects.
  ☐ Reveal use of Belleville's Public Library -OPAC (Online Public Access Catalog) system to locate
  books of interest based on student's needs.

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