

# Library Media Center, Grade 1

Content Area: **Library/Media**  
Course(s): **Library/Media Gr. 1**  
Time Period: **Sept-June**  
Length: **180 Days**  
Status: **Published**

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Belleville Public Schools

**Department of Curriculum and Instruction**



## Library Media Center, Grade 1: Curriculum Guide

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*Approved by the Belleville Board of Education on August 16, 2021*

## **Grade 1 / Library Media Center**

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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.

<b>Grade 1</b>	<b>Scope &amp; Sequence</b>	<b>Pacing</b>
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
  - Allow errors in speaking
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- At-risk
  - Provide extended time to complete tasks
  - 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

- Critical Thinking
  - NJSLS Technology
    - 8.1.2.A.2
  - Interdisciplinary Connections
    - 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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**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	<ul style="list-style-type: none"> <li>• Read the book “How to Catch a Turkey” by Adam Wallace illustrated by Andy</li> </ul>	<ul style="list-style-type: none"> <li>• Students will identify the problem.</li> </ul>	X	

	is required.  <a href="#">Link to the Lesson / YouTube video</a>	<p>Elkerton.</p> <ul style="list-style-type: none"> <li>• Provide background information and video on camouflage.</li> <li>• 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.</li> <li>• Students will create a camouflaged trap, decorate their Ozobot to look like a turkey and create a path into the trap.</li> </ul>			
2	IMAGINE (Brainstorm Solutions)	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will apply prior knowledge on camouflage and brainstorm how they will complete a path that leads to their Ozoturkey to the camouflage trap.</li> </ul>	X	
3	PLAN (Select/Plan	<ul style="list-style-type: none"> <li>• Explain that today they</li> </ul>	<ul style="list-style-type: none"> <li>• Students will plan and</li> </ul>	X	



	Solution)	<p>will trap a turkey. Not a real turkey, an Ozoturkey.</p> <ul style="list-style-type: none"> <li>• First, they will need to turn their Ozobot into a turkey.</li> <li>• Now they will create a trap to catch the turkey.</li> <li>• Watch Ozobot Turkey Trap video to help them plan their solution.</li> </ul>	<p>sketch out their path and trap on paper. It must include a path and camouflage trap.</p>		
4	CREATE (Prototype Solution)	<ul style="list-style-type: none"> <li>• Watch Ozobot Turkey Trap video to help them plan their solution</li> </ul>	<ul style="list-style-type: none"> <li>• Students will create a path for the Ozoturkey and their turkey trap.</li> </ul>	X	
5-6	IMPROVE (Test Solution)	<ul style="list-style-type: none"> <li>• Tell students: Now that you have created a trap, try it out, I hope you can catch a turkey!</li> </ul>	<ul style="list-style-type: none"> <li>• Students will place their Ozoturkey on the start of the path and let it travel down the path to the “trap”.</li> <li>• Students will improve their path if their Ozoturkey does not reach the trap.</li> <li>• Students will explain why their Ozoturkey</li> </ul>	X	

			did not reach the trap.		
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**Assessments:**

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

**Differentiation:**

- Students with Special Needs/504 Plans
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  - Provide extended time to complete tasks
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  - 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.netSMARTkids.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](http://www.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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  - 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 5: Concepts about Print / Nonprint Resources**

**Unit 5 Standards:**

- AASL
  - IV.A.2 Identifying possible sources of information.
  - 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
  - CRP4. Communicate clearly and effectively and with reason.
- 21st Century Themes & Skills
  - Information Literacy
- NJSLS Technology
  - 8.1.5.A.1
- Interdisciplinary Connections
  - 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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  - Provide extension activities

**Core Instructional and Supplemental Materials/Technology Integration:**

- Teacher-created content aligned to lesson activities
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- 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.

- 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
  - CRP7. Employ valid and reliable research strategies.
  - CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
- 21st Century Themes & Skills
  - Information Literacy
  - Media Literacy
- NJSLS Technology
  - 8.1.5.A.3
- Interdisciplinary Connections
  - ELA
  - Social Studies
  - 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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