

# Unit 4 - Concepts about Print/Nonprint Resources

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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

# LIBRARY/MEDIA, 2ND GRADE CONCEPTS ABOUT PRINT/NONPRINT RESOURCES

**Belleville Board of Education**

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## **Unit Overview**

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**Unit Overview for Second 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, publisher, glossary and Index ). 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**

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### **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**

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**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**

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**By the end of second 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, publisher, glossary and Index).
- 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 (NJSL-S)**

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**New Jersey Student Learning Standards applicable to Unit 4-Concepts About Print and Nonprint include:**

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-12.1.1.9	Collaborate with others to broaden and deepen understanding.
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-12.4.1.5	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.
LA.2.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).
LA.2.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
LA.2.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.
TECH.8.1.2.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.
LA.2.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.
TECH.8.1.2.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
TECH.8.1.2.A.2	Create a document using a word processing application.
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.
LA.2.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.2.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.2.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.2.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.2.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
LA.2.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.2.SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.2.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

LA.2.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
LA.2.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
LA.2.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LA.2.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
TECH.8.1.2.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.2.F.1	Use geographic mapping tools to plan and solve problems.
TECH.8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
TECH.8.1.2.A.CS1	Understand and use technology systems.
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.

## **Interdisciplinary Connections**

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

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

## **Learning Objectives**

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**Effective Learning Objectives Used in Lesson Planning:**

- **Identify and Utilize** the parts of a book (cover, title page, spine, spine label, table of contents, publisher, glossary and

Index).

- **Develop** and **Produce** the work of an author and illustrator.
- **Compare** and **Select** Print and Nonprint resources

<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
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

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### 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 worksheet activities.
- 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)**

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to assess students' learning.

- 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**

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**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.
- ***What Do Authors Do?*** by Eileen Christelow
- ***What Do Illustrators Do?*** by Eileen Christelow
- ***Book Reports*** McGraw-Hill Children's Publishing
- ***Dictionary Skills***, Scholastic, Inc.
- ***Neighborhoods and Communities: Map Skills Made Fun Grades 1-3***
- **Scholastic Bookflix Author/Illustrator biographies and author/illustrator websites and interview links**  
<http://bkflix.grolier.com/>

### **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>

Practice writing a story using Scholastic Story Starters website <http://www.scholastic.com/teachers/story-starters/>

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

## **Ancillary Resources**

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Ancillary Resources used:

## **Technology Infusion**

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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/>
- Practice writing a story using Scholastic Story Starters website <http://www.scholastic.com/teachers/story-starters/>
- 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>



## **Alignment to 21st Century Skills & Technology**

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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**

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The **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 Themes**

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The **21st Century/Interdisciplinary Themes** that will be incorporated into this unit include:

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

## **Differentiation**

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Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

### **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**

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**Intervention Strategies that will be employed in Unit 4-Concepts About Print/Nonprint Resources 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**

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**Special Education Learning** adaptations that will be employed in Unit 4 - Concepts About Print/Nonprint Resources will be chosen from the following:

- 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)**

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Please identify the **English Language Learning** adaptations that will be employed in the unit will be chosen from the following:

- 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**

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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: