

Unit 4: Concepts about Print / Nonprint Resources

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Unit 4: Concepts about Print / Nonprint Resources

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Second Grade Library/Media

Unit 4: Concepts about Print/Nonprint Resources

Belleville Board of Education

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Unit Overview

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 Understandings

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 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)

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

V.A.1	Reading widely and deeply in multiple formats and write and create for a variety of purposes
V.C.1	Expressing curiosity about a topic of personal interest or curricular relevance
IV.A.2	Identifying possible sources of information.
IV.A.3	Making critical choices about information sources to use.
IV.B.1	Seeking a variety of sources.
IV.D.1	Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
LA.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.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
LA.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.
LA.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.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.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.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
LA.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.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.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.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.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.
LA.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.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.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.

Interdisciplinary Connections

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

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

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.

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, publisher, glossary and Index).
- **Develop** and **Produce** the work of an author and illustrator.
- **Compare** and **Select** Print and Nonprint resources.

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 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.**

Assessment Evidence - Checking for Understanding (CFU)

Assessment Evidence/Checking for Understanding specifically used in Unit 4 will include

- Question Stems that are framed around Bloom's Taxonomy will be utilized throughout Unit 4 -

Concepts About Print/Nonprint to check for understanding various library skills.

- Learning Center Activities for print/nonprint (i.e. Parts of a book, will be used as an assessment.
- Top ten favorite authors and Titles of Books
- Fist-to-five or Thumb-Ometer will be used to check student's understanding of the Print/Non print material that is presented.

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share

- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

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.
- *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

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/>
- 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>

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/IPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

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

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.

PFL.9.1.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
TECH.8.1.2.A.2	Create a document using a word processing application.
TECH.8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).
TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.
TECH.8.1.2.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
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.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.2.F.1	Use geographic mapping tools to plan and solve problems.

21st Century Skills/Interdisciplinary Themes

The **21st Century/Interdisciplinary Themes** that will be incorporated into Unit 4 include:

- Communication and Collaboration
- Life and Career Skills
- Media Literacy

- 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

The **21st Century Skills** that will be incorporated into Unit 4 include:

- Civic Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global awareness

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

Differentiation

Effective educational Differentiation used within Unit 4 include:

- The student will be provided visual presentations of the Print/Nonprint Library material and will have varied supplemental materials
- Students will work with an assigned partner in order to work collaboratively.
- Tiered activities will be utilized for various task in Unit 4 - Concepts About Print/Nonprint Resources
- Students will be provided with simple, specific directions as to what the student is required to do and will pair these instructions with a visual.

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

Special Education Learning (IEP's & 504's)

The **Special Education Learning** adaptations that will be utilized by the Library Media Specialist in Unit 4 include:

- Provide modifications as dictated in the student's own IEP/504 plan
- Preferential seating will be utilized
- Secure attention of the student before giving instructions/directions
- Have students repeat directions to check for understanding
- For completing library assignments the students will work with an assigned partner

- 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
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

The **English Language** Learning adaptations that will be employed in Unit 4 include:

1. When presenting Unit 4 Print/Nonprint Resources online stories, short video clips, illustrations, pictures and drawings to explain or clarify. (Spanish version of stories will be utilized when available).
2. The media specialist will teach the key aspects and will eliminate the nonessential information when introducing the students to the Library.
3. Peer Tutoring will assist the English Language Learner when they are required to complete an activity on Print/Nonprint (i.e. Parts of a Book, What is a title page? What is the table of contents? What is an index? How to use a glossary?)

- 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

At Risk

The Intervention Strategies for the "at risk" students for Unit 4 are listed below:

1. When presenting Unit 4 Print/Nonprint Resources online stories, short video clips, illustrations, pictures and drawings to explain or clarify will be used
2. Nonessential information will be eliminated when introducing the students to Print/Nonprint Resources
3. Peer Tutoring will assist the "at risk" learner when they are required to complete an activity on Print/Nonprint (i.e. Parts of a Book, What is a title page? What is the table of contents? What is an index? How to use a glossary?)

- 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

Talented and Gifted Learning (T&G)

The **Talented and Gifted** adaptations that will be employed in Unit 4 include:

1. Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities. Students can create their own Parts of a Book (i.e. Cover, Title Page, and Book Jacket, title page, index & glossary)
2. A Multi-disciplinary unit and/or project that is self selected will be utilized.
3. Utilize project-based learning for greater depth of knowledge. Explore other types of problems at home, school, or in the community.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts

- Utilize project-based learning for greater depth of knowledge

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: