

Unit 1: Orientation to the Library Media Center

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Unit 1: Orientation to the Library Media Center

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Second Grade Library/Media

Unit 1: Orientation to the Library Media Center

Belleville Board of Education

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Unit Overview

The library is a place that promotes a love of reading and supports students in their personal reading and research needs. Students acquire critical thinking and independent learning skills that will foster life-long learners. Additionally, the library plays a role in guiding student's knowledge and insight to an array of different topics and genres. Unit 1 will provide a basic introduction to the Library Media Center. The learner will learn and understand the expected library behavior, library procedures, proper care of library materials, and the organization of the Library Media Center.

Enduring Understandings

Enduring understandings are:

- **Understanding of the expected behavior and rules of the Library Media Center.**
- **Responsible users of the library respect library materials and the rights of others to use them.**
- **Understanding of library organization helps the learner locate necessary materials sought.**
- **Recognize the library media specialist as a teacher and resource person.**

Essential Questions

Essential Questions are:

- What is the importance of the Library Media Center?
- What are the rules of the Library?
- What are my behavior expectations when using the library media center?
- Why is it important for me to show "respect" for materials in the library?
- How does taking care of books affect the school community?
- How can I become an effective user of the library?
- How can the library impact my personal reading growth?
- How does information literacy help me become an independent, lifelong learner?
- How does my understanding of library organization affect how I assess, evaluate, and use information?
- What is the role of the Library Media Specialist?
- How do I seek help from the Library Media Specialist?

Exit Skills

By the end of 2nd Grade, Library Media Unit 1, the learner should be able to:

- Explain how the Library Media Center is used for their personal growth.
- Demonstrate the appropriate library behavior and explain the rules of the Library Media Center.
- Understand the importance of taking care of their library books and how it affects the school community.
- Demonstrate proper care of library books and materials.
- Select a "Just Right Book," based on age, reading level, and personal interest.

- Explain the role of the Library Media Specialist as a resource person.

New Jersey Student Learning Standards (NJSL)

N.J. Student Learning Standards and American Association of School Librarians (AASL-2017) applicable to Unit 1 include:

V.A.1	Reading widely and deeply in multiple formats and write and create for a variety of purposes
II.A.1	Articulating an awareness of the contributions of a range of learners.
II.B.1	Interacting with learners who reflect a range of perspectives.
II.C.1	Engaging in informed conversation and active debate.
II.D.1	Seeking interactions with a range of learners.
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.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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.2.3	Describe how characters in a story respond to major events and challenges using key details.
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.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

III.A.1	Demonstrating their desire to broaden and deepen understandings.
III.C.1	Soliciting and responding to feedback from others.
III.D.1	Actively contributing to group discussions.

Interdisciplinary Connections

Interdisciplinary Connections used:

- 21st CENTURY LIFE AND CAREERS-Career Awareness
- English Language Arts
- Social Studies

SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
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Learning Objectives

After completing Unit 1-Orientation to the Library Media Center, students will be able to:

- **Formulate** and **conclude** the importance of utilizing the Library Media Center to satisfy the learners research needs.
- **Develop** and **produce** behavior expectation of the Library Media Center.
- **Identify** and **construct** proper book care procedures.
- **Identify**, locate, self-select, and access material based on resource needs.
- **Determine** and **utilize** the Library Media Specialist as a resource person.

Suggested Activities & Best Practices

Guidelines for Suggested Activities:

- Read picture books that introduce the learner to the library (i.e. *Wild About Books/Welcome to the Library-Scholastic Bookflix, Goldie Socks and the Three Libearians, Library Mouse, The Boy who was Raised by Librarians, etc.*).
- Brainstorm, Create a chart, and discuss appropriate Library Media Center behavior (i.e. The Library Lion).
- Follow established library procedures with attentive and purposeful listening and viewing skills.

- Read a picture book that explains proper book care procedure (i.e. <http://crisscrossapplesauce.typepad.com/files/forest-friends> or *Mr. Wiggle* <https://www.youtube.com/watch?v=oes1PE58WQE> or *What Happen to Marion's Book?* <https://www.youtube.com/watch?v=JZWP-JVML9M>)
- Read a book or view Youtube video <https://www.youtube.com/watch?v=APkRp3pASH8> that explains proper library procedures, (i.e. *The Shelf Elf*, *The Shelf Elf Helps Out*, etc.)

Assessment Evidence - Checking for Understanding (CFU)

- **Assessment Evidence/Checking for Understanding specifically used in Unit 1 will include:**
 - Exit tickets will be utilized throughout Unit 1-Orientation to the Library Media Center to check for understanding.
 - A Teacher observation checklist will be used to check for student's adherence to the proper behavior, procedures, and rules of the library.
 - A KWL Chart will be used at the conclusion of some lessons to check if the objective for the lesson has been met.
 - Learning Center Activities (i.e. Diagram of the library/media) will be assessed and kept in the student's portfolio.

- 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 used:

The Complete Library Skills Grades K-2-McGraw-Hill Children's Publishing.

LiBEARy Skills:Kindergarten- Grade 3, T.S. Denison and Company, Inc.

Scholastic Bookflix- Families and Communities <http://bkflix.grolier.com/>

(#60-Wild About Books/Welcome to the Library).

(#39-The Librarian from the Black Lagoon/A Day with Librarians)

(#17-Do Unto Otters/We are Citizens)

(#19-Each Kindness/Kindness and Generosity It Starts with Me!)

(#7-Chrysanthemum/We Help Out at School)

(#9-Crazy Hair Day/Let's Be Friends)

Online book about proper book care - <http://crisscrossapplesauce.typepad.com/files/forest-friends> .

Storylineonline-Library Lion <http://www.storylineonline.net/books/library-lion/>

Ancillary Resources

Ancillary Resources used in Unit 1 include:

Stretchy Library Lessons-Library Skills

Stretchy Library Lessons-Multicultural Activities

Stretchy Library Lessons-Research Skills

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- Families and Communities** <http://bkflix.grolier.com/>

(#60-Wild About Books/Welcome to the Library).

(#39-The Librarian from the Black Lagoon/A Day with Librarians)

(#17-Do Unto Others/We are Citizens)

(#19-Each Kindness/Kindness and Generosity It Starts with Me!)

(#7-Chrysanthemum/We Help Out at School)

(#9-Crazy Hair Day/Let's Be Friends)

- **Storylineonline-Library Lion** <http://www.storylineonline.net/books/library-lion/>

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.G.1	Describe how valuable items might be damaged or lost and ways to protect them.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
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	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
TECH.8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.

21st Century Skills/Interdisciplinary Themes

The **21st Century/Interdisciplinary Themes** that will be incorporated into Unit 1 include:

- Communication and Collaboration
 - Life and Career Skills
 - Media Literacy
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- 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 1 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 1 include:

- The student will be provided visual presentations of the Introduction to the Library material and will have varied supplemental materials
- Students will practice "active listening skills" during the reading of a picture book.
- 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 1 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 1 include:

1. Use videos, illustrations, pictures, and drawings to explain or clarify material presented in Unit 1.
2. Decrease the amount of work presented or required when introducing the students to the Library.
3. Asking peer tutors to assist the English Language Learner (Or Google Translate) when they are required to complete a task.

- 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 1 are listed below:

1. Use videos, illustrations, pictures, and drawings to explain or clarify material presented in Unit 1-Orientation to the Library Media Center.
2. Decrease the amount of work presented or required when introducing the students to the Library.
3. Asking peer tutors to assist the "at risk" student when they are required to complete a task with be helpful.
 - 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 1 include:

1. Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities. Students can read additional fiction books, explore, and design additional parts of a library.
2. Create a plan to solve an issue presented in the class or in a text. Write a story about a world with no rules. What would it look like?
3. Utilize project-based learning for greater depth of knowledge. Students will create a poster of the library/media center labeling and designing all the parts of the room.

- 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

Sample Lesson for Unit 3-Grade 2 Computer Applications

Unit Name: **Computer Applications-Creating a story in Google Docs (or Microsoft Word) "Stellaluna"**

NJSLS:

- **LA.2SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
- **SCI.2-LS4-1** Make observations of plants and animals to compare the diversity of life in different habitats.
- **SOC.6.3.4. CS4** Make informed and reasoned decisions by seeking and assessing information, asking questions and evaluating solutions
- **TECH. 8.1.2.A. CS1** Understand and use technology systems
- **TECH.8.1.2.CS2** Select and use applications of effectively and productively
- **TECH. 8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources
- **TECH.8.1.2.D.CS1** Advocate and practice safe, legal and responsible use of information and technology
- **TECH.8.1.2.E.CS2** Locate, organize analyze, synthesize , and ethically use information from a variety of sources and media.
- **TECH.8.1.2.A.2** Create a word document using word processing application

Interdisciplinary Connection:

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

Statement of Objective: After reviewing Microsoft Word and all its uses, SWDAT recognize Google Docs (or Microsoft Word) as a processing tool to type, print, and create work by reading, researching and typing a literary story with 90% accuracy.

Anticipatory Set/Do Now:

- **Quick video using the Smart TV**
- **Word of the day**

Learning Activity:

- **Read the story: Stلالuna**
- **Discuss the facts of bats vs. birds**
- **Together using the Smart TV summarize the story**
- **Create a story using the facts from the book using the Smart TV in Google Docs (or Microsoft Word)**
- **Review Google Docs (or Microsoft Word) with the students and its special features**
- **Allow the students to log into Google Docs (or Microsoft Word) and type their research story**
- **Afterwards, students may practice word art by dragging and clicking a picture to their story.**

Student Assessment/CFU's:

- **Performance Tasks**

- **Teacher Observation Checklist**

Materials:

- **The story Stellaluna**
- **Smart TV**
- **Computers**
- **Google Docs (or Microsoft Word)**

21st Century Themes and Skills:

- **Media Literacy**
- **Life and career skills**

Differentiation/Modifications:

- **Visual presentation**
- **assistive technology**
- **additional time**

Integration of Technology:

- **Utilize Smart TV by demonstrating how to create a story in Google Docs (or Microsoft Word) using student Chromebooks for Google Docs (Microsoft Word).**