

# Library Media Center, Grade 2

Content Area: **Library/Media**  
Course(s): **Library/Media Gr. 2**  
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 2: Curriculum Guide**

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

## Grade 2 / 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 2 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 2</b>	<b>Scope &amp; Sequence</b>	<b>Pacing</b>
Unit 1	Introduction to the Library Media Center	2 Sessions / 15 Days
Unit 2	MAKER Challenge (Lunchbox Construction): First Day Jitters	6 Sessions / 45 Days
Unit 3	Literature Appreciation	6 Sessions / 45 Days
Unit 4	Computer Applications	5 Sessions / 35 Days
Unit 5	Concepts about Print / Nonprint Resources	4 Sessions / 30 Days
Unit 6	Information Literacy	2 Sessions / 15 Days

### Grade 2, 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?
- How do I use OPALs to find books and other resources?
- How do I use Mackin to find eBooks?

**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
  - Rephrase questions, directions, and explanations
  - Provide extended time to complete tasks
  - Accept even minimal participation
- 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 2, Unit 2: MAKER Challenge (Lunchbox Construction): First Day Jitters**

**Summary:**

After reading “First Day Jitters” by Julie Danneberg, students will design a new and improved lunchbox that is durable. Durability will be tested by the amount of soup cans the lunchbox can hold.

**Unit 2 Standards:**

- AASL
  - I.B.3
- Career Ready Practices
  - 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 21st Century Themes & Skills
  - Communication and Collaboration
  - Media Literacy
- NJSLS Technology
  - 8.2.2.C.1: Brainstorm ideas on how to solve a problem or build a product.
  - 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- Interdisciplinary Connections
  - ELA
  - Art

**Essential Questions:**

- Why do engineers and designers strive to improve products used in our daily lives?

**Enduring Understandings:**

- The Engineering Design Process is a method that is used to solve technological challenges to change and improve products for the way we live.

- The design process gives structure for creativity.

Instructional Scope & Sequence				Assessment Strategy	
Session #	Design Process Steps:	Teacher Moves:	Student Moves:	Performance Expectation	Rubric for Measuring Achievement
1	ASK (Identify Problem)	<ul style="list-style-type: none"> <li>• Read “First Day Jitters.” By Julie Danneberg or any “First Day” themed book.</li> <li>• Before challenge introduce vocabulary. Provide vocabulary sheet to pre-teach vocabulary words. Have students color sheet.</li> <li>• Introduce project: Students will design a new and improved lunchbox that is durable. For younger students, the lunchbox must hold at least 1 soup can. For older students, change them to see how many cans their lunchbox can hold. The lunchbox must have handles and students should use creativity in</li> </ul>	Students will record what the problem is that they are trying to solve.	X	

		<p>their design.</p> <ul style="list-style-type: none"> <li>• Ask, “What is the problem you are trying to solve?”</li> </ul>			
2	IMAGINE (Brainstorm Solutions)	<ul style="list-style-type: none"> <li>• Explain the process of brainstorming solutions.</li> <li>• Provide Brainstorm sheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will have provided time to brainstorm with partners.</li> <li>• Students will imagine the best way to solve the problem, sketch out their design and brainstorm a list of ideas.</li> <li>• Think about: <ol style="list-style-type: none"> <li>1. How will you use your materials?</li> <li>2. How will you design your lunchbox so it holds the most weight?</li> <li>3. What possible problems could come up during construction?</li> </ol> </li> </ul>	X	
3	PLAN (Select/Plan Solution)	<ul style="list-style-type: none"> <li>• Provide time for students to plan individually and then time to plan as a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will select a solution and plan individually and then with the team.</li> <li>• Plan with your group, sketch out your plan to solve the problem.</li> </ul>	X	
4-5	CREATE (Prototype Solution)	<ul style="list-style-type: none"> <li>• Give students materials.</li> <li>• Explain process and time limitations.</li> </ul>	<ul style="list-style-type: none"> <li>• Students work as a team to create prototype of their lunchbox.</li> </ul>	X	
6	IMPROVE (Test Solution)	<ul style="list-style-type: none"> <li>• Teacher will provide soup cans for durability test.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will test their prototype. How much weight can it hold?</li> <li>• Students must hold</li> </ul>	X	

			<p>their lunch box by the handles while teacher places soup cans inside one at a time.</p> <ul style="list-style-type: none"> <li>• Students will make improvements to their design. “what could you do to improve your lunch box.</li> </ul>		
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**Assessments:**

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

**Differentiation:**

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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

### **Grade 2, Unit 3: Literature Appreciation**

#### **Unit 3 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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### **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 2, Unit 4: Computer Applications**

#### **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?

#### **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.
- Design and generate carefully crafted activities using the computer as a tool.

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

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**Grade 2, 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?

**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, publisher, glossary and Index).
  - 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 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.

**Assessments:**

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  - Teacher-created Tests, Maker Projects
- Alternative
  - Oral Presentations, Slideshow Presentations, Research Reports, Student Portfolios, Comic Strips,

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

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

- Teacher-created content aligned to lesson activities
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- OPALs circulation software
- District-funded databases

**Grade 2, 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 is the information and understanding needed to successfully and independently locate a specific resource, in an elementary school library media center, or using OPAC (Online Public Access Catalog) from the public library?
  - 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:**

- 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.

**Instructional Targets & Objectives:**

- Compare and Select Print and Nonprint resources.
  - Select a nonfiction book and illustrate some facts.
  - Develop an awareness of nonprint reference materials as a valuable guide for information.
  - 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 learn additional dictionary skills not taught in first grade.
- Recognize that websites can provide information for research.

**Suggested Activities:**

- Review use of a dictionary and dictionary skills (alphabetical order).
    - Reveal how to use an online dictionary and its usage.
    - Display how to alphabetize author's last names (reinforcing ordering by first and second letter )and show how to use that information to find fiction/biographies 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 biography about a famous person. Students will select at least 5 facts about their famous person report.
    - After viewing a nonprint resource (website or video clip) on their famous person, students will gather additional facts for their famous person report.
    - Reveal use of Belleville's Public Library -OPAC (Online Public Access Catalog) system to locate books of interest based on student's needs.
    - Demonstrate use of print/nonprint resources (Encyclopedia, Atlases, etc.) to gather information for classroom projects.
    - Familiarize students with the concept that nonfiction books are arranged by subject (Dewey Decimal System).
- Assessment

**Assessments:**

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