

Unit 1 - Orientation to the Library Media Center

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Belleville Public Schools

Curriculum Guide

LIBRARY/MEDIA, 3RD GRADE 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 Understanding

Enduring understandings:

- **Reading for pleasure or information has life-long application**
- **Understand 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.**
- **Information can be accessed through electronic sources**
- **The Dewey Decimal System provides a framework for the organization of nonfiction**
- **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?**
- **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?**
- **How will knowledge of the library's organization impact my ability to use the library independently?**
- **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 3rd Grade, Library Media Unit 1, the learner should be able to:

- **Explain how the Library Media Center is used for their personal growth.**
- **Demonstrate appropriate library etiquette**
- **Follow established library procedures**
- **Check out materials and return them in a timely manner**
- **Demonstrate proper book care**
- **Identify the title, author, illustrator, and publisher of a book**
- **Identify table of contents, index, and glossary and date of publication.**
- **Select materials based on personal interests and reading level ("just right" books)**
- **Recognize alphabetical and numerical order (Dewey Decimal System) in shelving**
- **Explain the role of the Library Media Specialist as a resource person.**

New Jersey Student Learning Standards (NJSL-S)

New Jersey Student Learning Standards applicable to Unit 1-Orientation to the Library Media Center include:

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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.
AAAA.K-12.1.1.2	Use prior and background knowledge as context for new learning.
AAAA.K-12.1.1.6	Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
AAAA.K-12.1.2.2	Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
AAAA.K-12.1.2.5	Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
AAAA.K-12.1.4.4	Seek appropriate help when it is needed.
AAAA.K-12.2.3.3	Use valid information and reasoned conclusions to make ethical decisions.
AAAA.K-12.3.1.5	Connect learning to community issues.
AAAA.K-12.3.2.2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
AAAA.K-12.4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
AAAA.K-12.4.3.3	Seek opportunities for pursuing personal and aesthetic growth.
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.

Interdisciplinary Connections

Interdisciplinary Connections used:

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

Learning Objectives

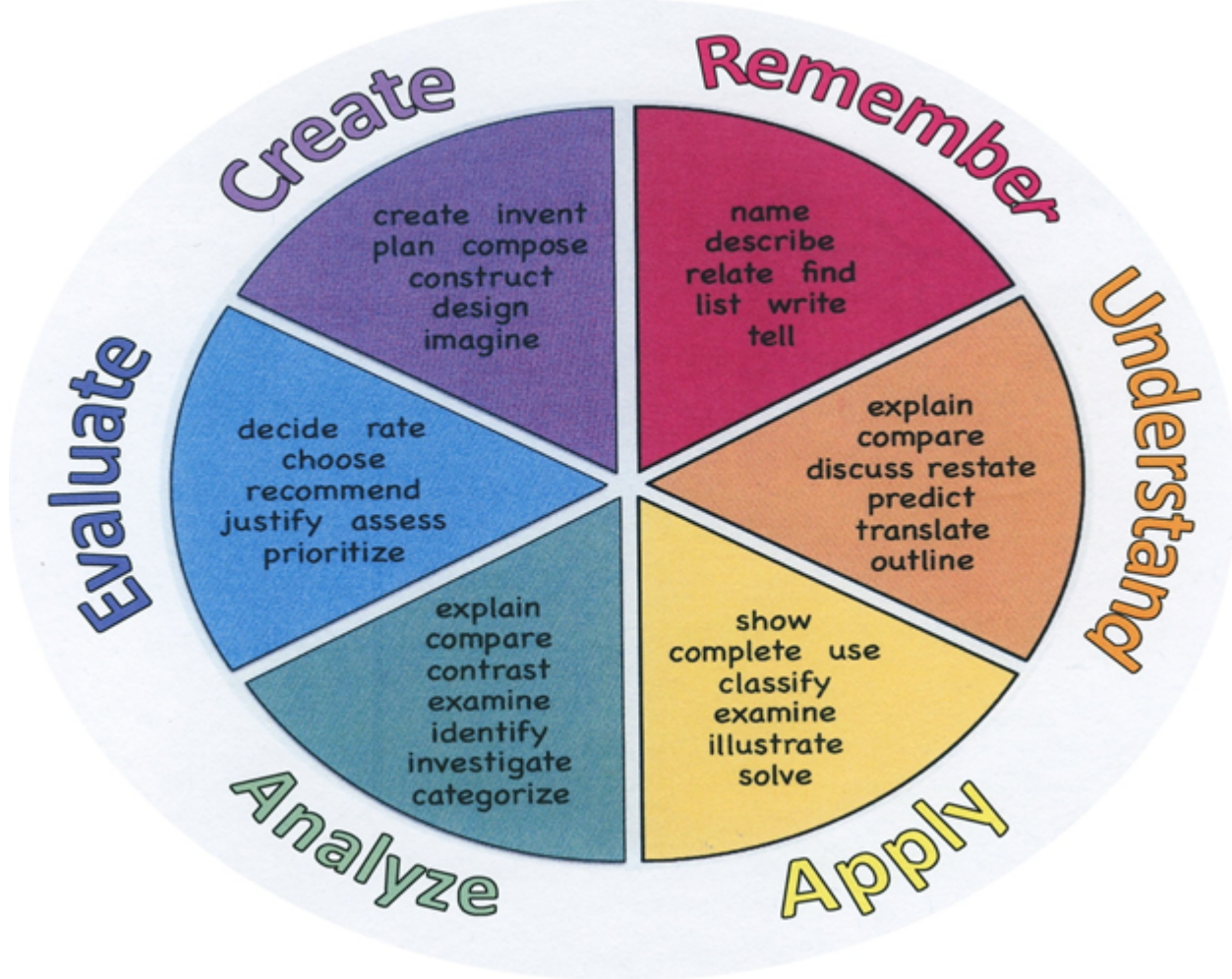
After completing Unit 1-Orientation to the Library Media Center, students will be able to:

- **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.**Descriminate** and understand the organization of the Dewey Decimal System.
- **Descriminate** and understand the organization of the Dewey Decimal System.
- **Determine** and **utilize** the Library Media Specialist as a resource person.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
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

Guidelines for Suggested Activities:

- Read picture books that introduce the learner to the library
- Brainstorm, Create a chart, and discuss appropriate Library Media Center behavior
- Follow established library procedures with attentive and purposeful listening and viewing skills.
- Read a picture book that explains proper book care procedures.
- 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.)

Evidence of Student Learning - Checking for Understanding (CFU)

Evidence of Student Learning with Checking for Understanding (CFU) techniques used during the lesson and/or for Closure (Madeline Hunter), will be chosen from the following list:

- 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

District-provided Primary Resources & Materials and/or those outside it that that are accessed with district resources used:

- **The Complete Library Skills Grade 3-McGraw-Hill Children's Publishing.**
- ***LiBEARy Skills (Kindergarten through Grade Three)*** T.S. Denison and Company, Inc
- ***Stretchy Library Lessons-Library Skills***
- ***Stretchy Library Lessons-Multicultural Activities***
- ***Stretchy Library Lessons-Research Skills***
- **Belleville Public Library OPAC-Online Public Access Catalog** <http://www.bellepl.org/belle/>
- **Various Picture Books**
- **Teacher selected websites**
- **Teacher selected workbooks**
- **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)

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

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- 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)

- Storylineonline-Library Lion <http://www.storylineonline.net/books/library-lion/>
- Belleville Public Library OPAC-Online Public Access Catalog <http://www.bellepl.org/belle/>



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.

21st Century Skills

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

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

Differentiation used in Unit 1 will be chosen from the following list:

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

Intervention Strategies that will be employed in the unit, will be chosen from the following list:.

- 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

Special Education Learning adaptations that will be employed in the unit, will be chosen from the

following list:

- 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)

English Language Learning adaptations that will be employed in the unit,will be chosen from the following list:

- 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

Sample Lesson Third Grade Unit 4- Concepts About Print/Nonprint:

Unit Name: **Parts of a Book-Looking at a Glossary, Dictionary and Online Dictionaries**

NJSLS:

- LA.3.RI.3.1 Ask and answer questions, make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- LA.3.RI.3.10 By the end of the year, read and comprehend literary nonfiction
- LA.3.RI.3.5 Use text features and search tools to locate information relevant to a given topic
- LA.3.L.3.2 Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
- LA.3.L.3.4.D Use glossaries or beginning dictionaries, both print and digital to determine or clarify the precise meaning
- LA.3.L.3.1.A Explain the functions of nouns, pronouns, verbs, adjectives and adverbs
- LA.3.W.3.8 Recall information from experiences or gather information from print and digital sources
- Soc.6.3.4 All students will acquire the skills needed to be active, informed citizens
- Soc.6.3.4.CS4 make informed and reasoned decisions by seeking and assessing information
- TECH.8.1.5.A.CS2 Select and use applications effectively and productively
- TECH.8.1.5.E.1 Use digital tools to research and evaluate information sources
- TECH.8.1.5.E.CS2 Locate, organize analyze evaluate, synthesize, and ethically use information from a variety of sources and media
- TECH.8.1.5.ECS3 Evaluate and select information sources and digital tools
- TECH.8.1.5.F.1 Apply digital tools to collect, organize and analyze data

Interdisciplinary Connection:

- Language Arts

- Social Studies
- Technology

Statement of Objective: After reviewing the parts of a book and giving examples of a glossary page SWDAT recognize and utilize a glossary page with 80% accuracy by completing a worksheet comparing the glossary, dictionary and online dictionaries

Anticipatory Set/Do Now:

- Smart TV quick video (parts of a book)
- word of the day

Learning Activity:

- Display various nonfiction books
- Show a quick video on the parts of a book
- Introduce the children to the glossary found in the back of an informational book
- Do a comparison of the dictionary, glossary and online dictionary
- Pass out worksheet, pencils and dictionaries
- Explain that a dictionary is an important reference book
- Have students complete the worksheet using the glossary and dictionary
- Next, using the Smart TV and student computers have the students log into an online dictionary
- Discuss and compare the print and non/print sources for gathering information

Student Assessment/CFU's:

- performance tasks
- rate understanding
- compare and contrast

Materials:

- Informational books
- Smart TV
- Computers
- dictionaries
- worksheet and pencils

21st Century Themes and Skills:

- Informational literacy
- Media Literacy
- ICT Literacy
- Life and Career Skills

Differentiation/Modifications:

- Additional Time

- Assistive Technology
- Visual Presentations
- Student work with a partner

Integration of Technology:

- Utilizing the Smart TV to show students examples of a glossary page and compare it to online dictionary sources. Students can interact and answer questions such as definitions, pronunciation, parts of speech, syllables and guide words