

# Unit 4 - Concepts About Print/Nonprint Resources

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Course(s): **Library/Media Gr. 3**  
Time Period: **September**  
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Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

# LIBRARY/MEDIA, 3RD GRADE CONCEPTS ABOUT PRINT/NONPRINT RESOURCES

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Stephanie Bermudez and Colleen Fennelly, Library Media Specialists

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Dr. Giovanni Cusmano, Director of Elementary Education K -8

Mr. George Droste, Director of Secondary Education

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## **Unit Overview**

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## **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 3rd Grade, Library Media Unit 4 - Concepts About Print/Nonprint Resources, the students should 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, Encyclopedia, Thesaurus, Almanac, United States 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/Nonprint Resources include:

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|-----------|--|
| 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.3.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using  |

terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

- LA.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
- LA.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- 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.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- LA.RI.3.6 Distinguish their own point of view from that of the author of a text.
- LA.RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- LA.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- LA.RI.3.9 Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- LA.RI.3.10 By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- LA.W.3.2.B Develop the topic with facts, definitions, and details.
- LA.W.3.7 Conduct short research projects that build knowledge about a topic.
- LA.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- LA.SL.3.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- 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.3.5 Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- LA.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- LA.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LA.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- LA.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 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.
- SOC.6.3.4 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

SOC.6.3.4.CS4	Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
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-12.4.1.4	Seek information for personal learning in a variety of 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.
AAAA.K-12.4.1.8	Use creative and artistic formats to express personal learning.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.C.CS4	Contribute to project teams to produce original works or solve problems
TECH.8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
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.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.

## **Interdisciplinary Connections**

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

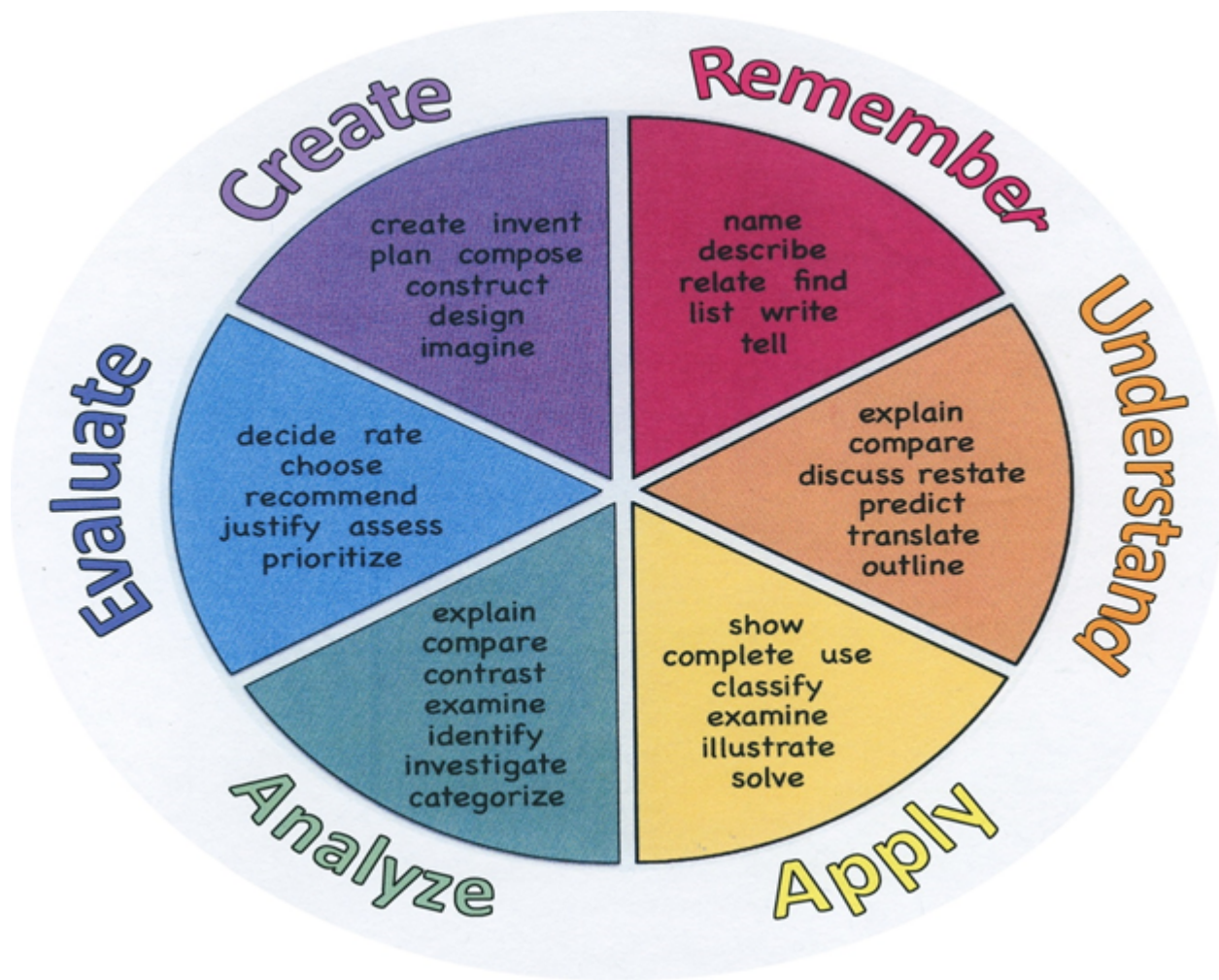
- **Language Arts**
- **Technology**
- **Social Studies**
- **Science and Science Inquiry**
- **Mathematics**

## 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

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**

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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 (Dictionary, Almanac, Encyclopedia, Thesaurus, Atlases) available in the school library/public library and online.
- Suggest various factors readers use when choosing a nonfiction book for their research needs.
- Familiarize and/or Review with students the PARCC Website: PARCC ELA and Math Tutorials, Equation Editor practice, and Practice Tests- <https://parcc.pearson.com/practice-tests/>

## **Evidence of Student Learning - Checking for Understanding (CFU)**

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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**

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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 Grade3-McGraw-Hill Children's Publishing.**
- **LiBEARy Skills (Kindergarten through Grade Three) T.S. Denison and Company, Inc.**
- **Library Safari: Unique Library and Research Activities!**
- **Stretchy Library Lessons-Library Skills**
- **Stretchy Library Lessons-Multicultural Activities**
- **Stretchy Library Lessons-Research Skills**
- **PARCC Website: PARCC ELA and Math Tutorials, Equation Editor practice, and Practice Tests-  
<https://parcc.pearson.com/practice-tests/>**
- **How to Use the Dictionary-Developing Language Skills - World Almanac Education or Online dictionary <https://www.merriam-webster.com/>**
- **Using the Thesaurus: Activities to Encourage Creative Writing-World Almanac Education**
- **Survey the U.S.A. Grades 3-5 World Almanac Education - Atlas & Geography Lessons for Grades 3-5.**
- **Be a Map Master! - Scholastic News Activity Book to expose students to a variety of maps and map skills.**
- **World Almanac for Kids Activities (Facts Take Shape Part 1, Facts Take Shape Part 2, State Stats Part 1, State Stats Part 2, Animal Facts, Going Global Part 1, Going Global Part 2, Sports Fun) to be used with the World Almanac for Kids book or online Almanac.**
- **Cool Country Report Activity to be used with print/nonprint Encyclopedia <https://www.factmonster.com/> .**
- ***Authors* Grades 1-3, The Education Center, Inc.**
- ***What Do Authors Do?* by Eileen Christelow**
- **Practice writing a story using Scholastic Story Starters website <http://www.scholastic.com/teachers/story-starters/>**

- *What Do Illustrators Do?* by Eileen Christelow
- 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 Websites for Kids <http://gws.ala.org/> (Categories of Website collection-Animals,The Arts,History and Biography, Literature & Languages, Mathematics and Computers, Reference Desk, Sciences, Social Sciences)

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:

- PARCC Website: PARCC ELA and Math Tutorials, Equation Editor practice, and Practice Tests- <https://parcc.pearson.com/practice-tests/>
- Scholastic Bookflix - <http://bkflix.grolier.com/>
- Storyline Online - <http://www.storylineonline.net/>
- 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>
- Practice writing a story using Scholastic Story Starters website <http://www.scholastic.com/teachers/story-starters/>
- Factmonster.com Online Dictionary-Encyclopedia-Thesaurus-Almanac-Atlas-Timelines <https://www.factmonster.com/>
- Online Dictionary <https://www.merriam-webster.com/>
- American Library Association - Great Websites for Kids <http://gws.ala.org/> (Categories of Website collection- Animals,The Arts,History and Biography, Literature & Languages, Mathematics and Computers, Reference Desk, Sciences, Social Sciences)
- Scholastic Website for Librarians (Virtual Field Trips-Author/Illustrator Interviews-etc.) - <http://www.scholastic.com/teacher/videos/teacher-videos.htm#3194413933001/3250436379001>



## **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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**Differentiations for this unit will be chosen from the following:**

**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 - Concept About Print/Nonprint Resources 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
- multi-sensory presentation
- multiple test sessions
- 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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**English Language Learning adaptations that will be employed in Unit 4 - Concepts About Print/Nonprint Resources 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**

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Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name: **Parts of a Book-Examining the glossary and Index**

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:**

