Library Media Center, Grade 4

Content Area: **Library/Media**
Course(s): **Library/Media Gr. 4**
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Belleville Public Schools

Department of Curriculum and Instruction

Library Media Center, Grade 4: Curriculum Guide

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Grade 4 / Library Media Center

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 4 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.

Grade 4	Scope & Sequence	Pacing
Unit 1	Introduction to the Library Media Center	2 Sessions / 15 Days
Unit 2	MAKER Challenge (Hispanic Heritage): Pele, Soccer Star	7 Sessions / 50 Days
Unit 3	Literature Appreciation	7 Sessions / 50 Days
Unit 4	Computer Applications	5 Sessions / 35 Days
Unit 5	Concepts about Print / Nonprint Resources	2 Sessions / 15 Days
Unit 6	Information Literacy	2 Sessions / 15 Days

Grade 4, 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, including from Scholastic Bookflix:

  (#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)

- 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 4, Unit 2: MAKER Challenge (Hispanic Heritage): Pele, Soccer Star

Summary:
After reading “Pele: King of Soccer” by Monica Brown and researching Pele on FactMonster.com, students will design a soccer stadium for Pele.

Unit 2 Standards:

- AASL
  - I.B.3
- Career Ready Practices
  - 9.4.2.CI.2: Demonstrate originality and inventiveness
- 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
  - Social Studies/History
  - Art

Essential Questions:

- How was Pele an influential Brazilian footballer (soccer player)?

Enduring Understandings:

- Understand Pele's global influence in both sports and politics.

Instructional Scope & Sequence				Assessment Strategy	
Session #	Design Process Steps:	Teacher Moves:	Student Moves:	Performance Expectation	Rubric for Measuring Achievement
1-2	ASK (Identify Problem) Link to the Lesson and Materials	• Read, "Pele King of Soccer" by Monica Brown. • Discuss Hispanic Heritage. • Review Spanish vocabulary cards with students. • Have students read article. • Teach research site, "fact Monster.com" and have students search for Pele. • Pass out comprehension worksheet and have students complete the comprehension questions to get some background knowledge on Pele before completing the challenge. • Introduce challenge: Students will create a soccer stadium for Pele. They will design their stadium like a foosball table so that the players can move from left to right and kick a ping	• Students will record the problem they are trying to solve. • Students will research Pele on FactMonster.com. • Students will read article on Pele. • Students will complete the comprehension sheet for background knowledge.	X	

		pong ball. The soccer stadium must also include a goal on each side and a goalie. • Ask, “What problem are you trying to solve”?			
3	IMAGINE (Brainstorm Solutions)	• Explain the process of brainstorming solutions. • Provide Brainstorm sheet.	• Students will have provided time to brainstorm and imagine the best way to solve the problem. • Students will think about: 1. How will I use my materials? 2. How will I design my football stadium so that the players can move from left to right and kick a ping pong ball? 3. What possible problems could come up during construction? 4. Students will answer questions on their Imagine worksheet.	X	
4	PLAN (Select/Plan Solution)	• Provide time for students to plan individually and then time to plan as a team. • Allow students to research soccer fields and foosball tables.	• Students will sketch out their plan to solve the problem with their group. • Students will sketch out their soccer stadium on provided Plan worksheet.	X	
5-6	CREATE (Prototype	• Have students gather needed materials for	• Students will build their soccer stadium using provided	X	

	Solution)	challenge. • Explain process and time limitations.	materials.		
7	IMPROVE (Test Solution)	• Students will bring their final product to testing station.	• Students will bring their soccer stadium to the Testing Table: 1. Can the soccer players move from left to right? 2. Can the soccer players kick the ping pong ball? • Students will fill out "Improve" worksheet before making improvements. • Students will make improvements to their design if it fails to meet criteria. "What could you do to improve your design"? • Students may test again after improvements are made.		

Assessments:

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

Differentiation:

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Core Instructional and Supplemental Materials/Technology Integration:

- Teacher-created content aligned to lesson activities

Grade 4, 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 and formulate the difference between various genres
- Distinguish and detect books by the same author/illustrator through author/illustrator studies
- Determine qualities of Newbery Medal winners
- Appraise informational texts and how they create new understandings

Suggested Activities:

- Listen to stories with attentive and purposeful listening and viewing skills.
- Be able to identify the title, author, illustrator, publisher, and copyright date of books.
- Using various techniques to help students identify and classify the various characteristics of both

fiction and nonfiction books.
- Be able to analyze the characters, setting, and plot of various stories.
- Indicate the characteristics of folktales and tall tales and how to identify them.
- Reveal how to identify the Parts of a Book (title/copyright page/dedication page/Table of Contents/Glossary/Index, etc.) and their uses.
- Demonstration on where and how to find biography books for various classroom research projects.
- Identify the various artistic styles used in creating illustrations for Caldecott Medal winning books.
- Demonstration on where and how to find information texts for classroom research projects.
- Present book talks and show how to recognize books of favorite authors

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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
- Chromebooks, SMART TV, Google Apps
- Makerspace materials
- eBook software: Mackin, Hoopla

- OPALs circulation software
- District-funded databases

Grade 4, 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 can you 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:

- It is necessary to know the correct terminology in order to use technology properly.
- Technology may be used to enhance the acquisition of information.
- Selection of technology should be based on personal needs.
- It is important to be able to sift through massive amounts of information to locate what you need.

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.

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.netsmartzkids.org
- Cyber Five explains various Internet Safety Rules
- abcya.com http://www.abcya.com/cyber_five_internet_safety.htm
- Students will be able to identify and use components of the computer:
    - CPU, monitor, keyboard, mouse, speakers, printer, USB port
- How to open, type, copy, paste, save an image, and how to save a document on student's drive, Desktop, My Document, or USB drive.
- Use of calculator, Paint, Google Docs (or Microsoft Word), Google Slides (or PowerPoint), and Google Sheets (or Excel) activities.
- To familiarize the learner with navigating through a website the learner will practice using abcya.com ; typing.com ; sumdog.com; The Mysteries of Internet Research /The Mysteries of Research, Upstart Books.
- Daily Comprehension, Remedia Publications monthly from Sept-June "On This Date in History....." Practice keyboarding skills for a 5-6 paragraph essay.
- Introduce the student to the computer keyboard's letters and numbers by navigating several virtual environments
- abcya.com Technology vocabulary puzzle http://www.abcya.com/kids_technology_vocabulary.htm
- abcya.com Find the Technology http://www.abcya.com/computer_vocabulary.htm
- Typing.com Keyboarding Curriculum https://typing.com/
- abcya.com Alpha Munchies http://www.abcya.com/kids_typing_game.htm
- abcya.com Cup Stacking http://www.abcya.com/cup_stack_typing_game.htm
- abcya.com Typing Rocket http://www.abcya.com/typing_rocket.htm
- abcya.com Keyboard Invasion http://www.abcya.com/keyboard_invasion.htm
- abcya.com Keyboarding Challenge http://www.abcya.com/keyboard.htm
- abcya.com Typing Race http://www.abcya.com/typing_race_cars.htm
- Participate in "The Hour of Code" during Computer Science Education Week(First week in December) https://code.org/educate/curriculum/elementary-school
- Practice writing a story using Scholastic Story Starters website http://www.scholastic.com/teachers/story-starters/
- Familiarize and/or Review with students the NJSLA-ELA/M and NJSLA-S Assessments or the replacement test. https://nj.mypearsonsupport.com/practice-tests/
- American Library Association - Great Technology and Mathematics Websites for Kids http://gws.ala.org/category/mathematics-computers

Sumdog.com (Mathematics-free, ELA-Reading-Writing-Spelling-subscription)
https://www.sumdog.com/

Assessments:

- Formative
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- 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:

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- At-risk
    - Provide extended time to complete tasks
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    - 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 4, 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.
  Essential Questions

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 (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.

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:

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    - Access to high-level reading area
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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
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- District-funded databases

Grade 4, 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 are the learning skills and strategies that students need to successfully find information?
  - Where can students find relevant and authorative information?
  - What is the research process?
  - How does the research process differ depending on my need (personal vs. school)?
  - 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:

- Reading for information has lifelong applications.
  - Information from various resources must be analyzed and applied appropriately.
  - Acquisition, evaluation, and use of materials should meet a specific need.
  - 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:

- 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.
  - Select a nonfiction book and illustrate some facts.
  - Recognize the purpose of a dictionary and begin to learn dictionary skills.
  - Navigate print and nonprint dictionaries and encyclopedias.
  - Compare and Select Print and Nonprint resources.
  - Recognize that websites can provide information for research.

  Suggested Activities

Suggested Activities:

- Introduce and continually review Parts of a Book when reading a story or a nonfiction book.
  - Students complete Parts of a Book activities to reinforce instruction.
  - Familiarize the learner with the roles of the author/illustrator.
  - 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, 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.
  - Introduce the Big 6 Approach to Research https://www.slideshare.net/camdenwjenkins/big6-overvieweisenberg-2011?qid=189d0bcb-fde6-41dd-8d00-a4ba1097b38a&v=&b=&from_search=6
  - Citing text Evidence and Making Inferences
  - Introduce Citing Sources-MLA (Modern Language Association) Works Cited

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