Unit 1 - Orientation to the Library Media Center

Content Area: **Library/Media**
Course(s): **Library/Media Gr. 5**
Time Period: **SeptOct**
Length: **8 weeks & Grade 5**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

LIBRARY/MEDIA, 5TH GRADE

ORIENTATION TO THE LIBRARY MEDIA CENTER

Belleville Board of Education

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Board Approved: August 30, 2017

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 indepently?**
- **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 5th 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 alphabetial and numberical order in shelving.**
- **Explain the role of the Library Media Specialist as a resource person.**

New Jersey Student Learning Standards (NJSLS-S)

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

LA.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
SOC.5-8.1.3.2	Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
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-12.1.3.1	Respect copyright/intellectual property rights of creators and producers.
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.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
5-ESS1-2.4	Analyzing and Interpreting Data

Interdisciplinary Connections

Interdisciplinary Connections used in Unit 5-Information Literacy include:

Language Arts

- **Social Studies**
- **Science**
- **Technology**

Learning Objectives

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

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

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				
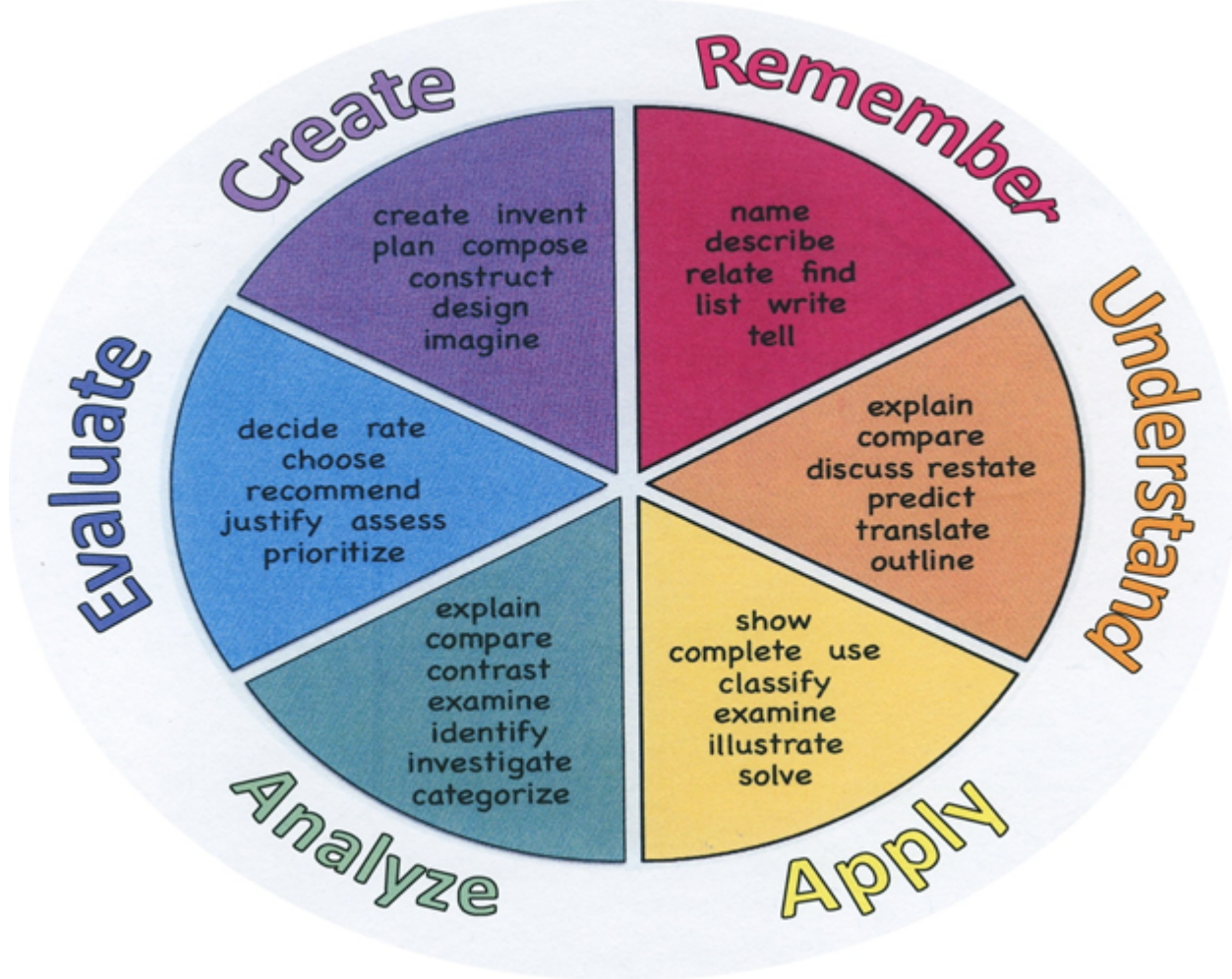
Suggested Activities & Best Practices

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 4-McGraw-Hill Children's Publishing.**
- *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 Book**
- **Teacher selected websites**
- **Teacher selected workbook**
- **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 Generousity 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 Generousity 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/**

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

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

Intervention Strategies employed in this unit 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 workpresented 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 Unit 2-Literature Appreciation 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 Unit 2 - Literature Appreciation 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 clarif
- 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 workpresented 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 for Unit 5- grade 5 Information Literacy

Unit Name: **Works Cited**

NJSLS:

- **LA.5.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic**
- **LA.5.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources**
- **LA.5.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research**
- **Soc.5-8.1.3.2 Assess the credibility of sources by identifying bias and prejudice in documents, media and computer-generated information**
- **Soc.5-8.14.1 Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format**
- **ESS1-1.7.1 Support an argument with evidence, data or a model**
- **ESS1-2.4 Analyzing data in 3-5 builds on K-2 experiences and progresses to introducing quantitative approaches to collecting data and observations. When possible digital tools should be used**
- **TECH.8.1.5.E Students apply digital tools to gather, evaluate, and use information**
- **TECH.8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, appropriateness of using print and nonprint electronic information sources to complete a variety of tasks**
- **TECH.8.1.5.E.CS1 Plan strategies to guide inquiry**
- **TECH.8.1.5.E.CS2 Locate, organize analyze, evaluate, synthesize, and ethically use information from a variety of sources**
- **TECH.8.1.5.E.CS3 Evaluate and select information sources and digital tools based on the appropriateness for specific task.**
- **TECH.8.1.5.F Students use critical thinking skills to plan and conduct research, manage projects and using appropriate digital tools and resources**

Interdisciplinary Connection:

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

Statement of Objective: **After reviewing and giving examples of the importance of works cited, SWDAT justify and support why it is necessary to cite their information and research with at least 85% accuracy by creating their own work cited page using the computers, an informational worksheet and a Works Cited website**

Anticipatory Set/Do Now:

- **Quick video demonstrating the importance of Works Cited**

Learning Activity:

- **Quick video**
- **Class discussion (What is Works Cited? Why do we need to use Works Cited?)**
- **Next, explain how to cite sources of information in the MLA format using the Smart TV**
- **Identify the parts of a book, encyclopedia and website needed to create a MLA citation**
- **Demonstrate and utilize 3 Works Cited websites for the students to use (www.bibme.org/mla, www.citationmachine.net/mla and www.easybib.com/**
- **Pass out Works Cited worksheet**
- **Have the students log into one of the websites and type their own Works Cited page**

Student Assessment/CFU's:

- **Explaining**
- **Self-assessments**
- **go-around**
- **Teacher observation checklist**

Materials:

- **Smart TV**
- **Student computers**
- **www.bibme.org/mla**
- **www.easybib.com/**
- **www.citationmachine.net/mla**
- **Works Cited worksheet**

21st Century Themes and Skills:

- **Informational Literacy**
- **Media Literacy**
- **ICT Literacy**
- **Life and Career Skills**
- **Critical Thinking**

Differentiation/Modifications:

- **Modified expectations for task completion**
- **assistive technology**
- **visual presentation**
- **simplified directions**
- **Extra time to complete assignments**

Integration of Technology:**Utilize the Smart TV by demonstrating how to create a Works Cited page. Students will log into their student computer and utilize the following websites: (www.bibme.org/mla, www.citationmachine.net/mla and www.easybib.com/). Students will use their worksheet and complete a Works**

Cited page on the computer.