

Unit 1: Orientation to the Library Media Center

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Unit 1: Orientation to the Library Media Center

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Fifth Grade Library/Media

Unit 1: 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 Understandings

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 alphabetical and numerical order in shelving.
- Explain the role of the Library Media Specialist as a resource person.

New Jersey Student Learning Standards (NJSL)

N.J. Student Learning Standards and American Association of School Librarians (AASL-2017) applicable to Unit 4
Concepts About Print/Nonprint Resources include:

II.B.2	Evaluating a variety of perspectives during learning activities.
II.B.3	Representing diverse perspectives during learning activities.
II.D.3	Reflecting on their own place within the global learning community.
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.
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).
III.A.3	Deciding to solve problems informed by group interaction.
III.D.2	Recognizing learning as a social responsibility.

Interdisciplinary Connections

Interdisciplinary Connections used in Unit 1-Information Literacy include:

- Language Arts
- Social Studies
- Science
- Technology

SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.5-8.1.3.2	Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
5-ESS1-2.4	Analyzing and Interpreting Data

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.

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.)

Assessment Evidence - Checking for Understanding (CFU)

Assessment Evidence/Checking for Understanding specifically used in Unit 1 will include:

- A Teacher observation checklist will be used to check for student's adherence to the proper behavior, procedures, and rules of the library.
- Question Stems that are framed around Bloom's Taxonomy will be utilized throughout Unit 1- Orientation to the Library Media Center to check for understanding
- Learning Center Activities (i.e. Author, Title, Subject Card/OPAC Record, Dewey activity etc.) will be assessed and kept in the student's portfolio.
- Think, Pair, and Share will be used at the conclusion of some lessons to check if the objective for the lesson has been met.
- Students will be evaluated on monthly assignments (i.e. goggle docs, typing web etc.) kept in google classroom and running records

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

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

- The Complete Library Skills Grade 5-McGraw-Hill Children's Publishing.
- 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 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:

- *Stretchy Library Lessons-Library Skills.*
- *Stretchy Library Lessons-Multicultural Activities.*
- *Stretchy Library Lessons-Research Skills.*

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/>

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



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.

PFL.9.1.8.E.1	Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
PFL.9.1.8.E.2	Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.
PFL.9.1.8.E.7	Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters [®] and determine attributes of career success.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
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.

21st Century Skills/Interdisciplinary Themes

21st Century Skills/Interdisciplinary Themes presented in Unit 1 include:

- Communication and Collaboration
 - information Literacy
 - Media Literacy
 - ICT (Information, Communications and Technology) Literacy
 - Life and Career Skills
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- 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 Skills

21st Century Skills presented in Unit 1 include:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Effective educational Differentiation used within Unit 1 include:

- The student will be provided visual/auditory presentations during Unit 1 material and will have varied supplemental materials (websites, youtube videos, etc.).
- Students will be provided with simple, specific directions as to what the student is required to do and will pair these instructions with a visual.
- Students will be given extra time to complete the task on the presented materials.
- Tiered Activities/Assignments and Think-Pair-Share will be utilized when learning and reading books about library behavior and procedures.
- Students will be provided scheduled breaks during the library/media class.

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

Special Education Learning (IEP's & 504's)

The **Special Education Learning** adaptations that will be utilized in Unit 1 include:

- Provide modifications as dictated in the student's own IEP/504 plan.
- Preferential seating will be utilized.
- Secure attention of the student before giving instructions/directions and having the student repeat the directions back in order to check for understanding.
- Modification and shortening of the student's assignments and test length will be utilized when appropriate.
- Center-Based and multi-sensory instruction will be used when learning about research and reference materials.
- For completing library assignments the students will work with an assigned partner.

- 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
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

The **English Language** Learning adaptations that will be employed in Unit 1 include:

- When presenting the Introduction to the Library lessons, the use of videos, illustrations, pictures, and drawings will be used to explain or clarify material.
- Teaching the key aspects and eliminating the nonessential information when introducing the students to the Library will be used.
- Asking peer tutors to assist the English Language Learner when they are required to complete a task.
- Decreasing the amount required to complete a library activity sheet.

- 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

At Risk

The Intervention Strategies for the "at risk" students for Unit 1 are listed below:

- When presenting the Introduction to the Library lessons, the use of videos, illustrations, pictures, and drawings to explain or clarify material will be used.
 - Teaching the key aspects and eliminating the nonessential information when introducing the students to the Library.
 - Asking peer tutors to assist the "at risk" student and decreasing the amount of work required when they need to complete a task.
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- 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

Talented and Gifted Learning (T&G)

The **Talented and Gifted** adaptations that will be employed in Unit 1 include:

- Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities. Students can read additional fiction books, explore, and design a book focused on the "Rules of the Library."
 - Create a plan to solve a local or global issue and present it to the class. They could achieve this by writing a story about a world with no rules. What would that look like?
 - Utilize project-based learning for greater depth of knowledge. Explore other types of problems at home, school, or in the community Explain and create a set of "rules" and design a poster depicting these rules.
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- Above grade level placement option for qualified students
 - Advanced problem-solving
 - Allow students to work at a faster pace
 - Cluster grouping
 - Complete activities aligned with above grade level text using Benchmark results
 - Create a blog or social media page about their unit
 - Create a plan to solve an issue presented in the class or in a text
 - Debate issues with research to support arguments
 - Flexible skill grouping within a class or across grade level for rigor
 - Higher order, critical & creative thinking skills, and discovery
 - Multi-disciplinary unit and/or project
 - Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
 - Utilize exploratory connections to higher-grade concepts
 - Utilize project-based learning for greater depth of knowledge

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.**