Library Media Center, Grade 5

Content Area: **Library/Media**
Course(s): **Library/Media Gr. 5**
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Belleville Public Schools

Department of Curriculum and Instruction

Library Media Center, Grade 5: Curriculum Guide

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Grade 5 / 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 5 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 5	Scope & Sequence	Pacing
Unit 1	Introduction to the Library Media Center	2 Sessions / 15 Days
Unit 2	MAKER Challenge (Building Bridges): Iggy Peck	8 Sessions / 55 Days
Unit 3	Literature Appreciation	7 Sessions / 50 Days
Unit 4	Computer Applications	4 Sessions / 30 Days
Unit 5	Concepts about Print / Nonprint Resources	2 Sessions / 15 Days
Unit 6	Information Literacy	2 Sessions / 15 Days

Grade 5, 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
  - Social Studies

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/ 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 5, Unit 2: MAKER Challenge (Building Bridges): Iggy Peck

Summary:
After listening to "Iggy Peck, Architect" by Andrea Beaty, students will use the Engineering Design Cycle to build their own bridges and then write a reflection paper.

Unit 2 Standards:

- AASL
    - I.B.3

- Career Ready Practices
    - 9.4.2.CI.2: Demonstrate originality and inventiveness in work

- 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
    - Math
    - Art

Essential Questions:

- What is an architect and what are some jobs an architect might do?
- Why do engineers and designers strive to improve products used in our daily lives?
- How can the engineering design process benefit us in solving problems in our daily lives?

Enduring Understandings:

- The Engineering Design Process is a method that is used to solve technological challenges to change and improve products for the way we live.
- The design process gives structure for creativity.
- An architect is a person who designs building.

Instructional Scope & Sequence				Assessment Strategy	
Session #	Design Process Steps:	Teacher Moves:	Student Moves:	Performance Expectation	Rubric for Measuring Achievement
1	ASK (Identify Problem) Link to the Lesson	• Read, "Iggy Peck, Architect" by Andrea Beaty. • Ask following questions: 1. What is an architect? 2. What are some jobs an architect might do? 3. What is something useful you would like to build? 4. Watch video on bridges (see link to lesson). • Discuss techniques they used in videos to design stronger bridges and how those techniques could be used to design their own bridge. • Introduce Challenge: Students will build using the design process that will hold an	Students will record what the problem is that they are trying to solve.		Reflection Paper

		8 ounce bottle of water for 10 seconds. • Pass the water bottle around so the students will know how heavy it is. • Show students the 12 inch, teacher created, gap and tell them that is the length their bridge will need to span. • Show and discuss the items that are available for them to use in their design (see link to lesson). • Tell them they can use some or all of the materials. It is up to their groups to design. • Students are allowed to go back after they test their bridges to get more materials if needed. • Discuss the Engineering Design Cycle and how an architect or engineer would use it when designing a bridge. • Discuss how the students should use the cycle while designing their own bridges.			
2	IMAGINE (Brainstorm	• Have students apply knowledge	• Students will have provided time to		

	Solutions)	of bridges and the design process to brainstorm a solution to the challenge. • What challenges will you face?	brainstorm with partners. • Students will imagine the best way to solve the problem, sketch out their design and brainstorm a list of ideas. • Think about: 1. How will you use your materials? 2. How will you design your bridge so it holds the weight of the water bottle? 3. What possible problems could come up during construction?		
3-4	PLAN (Select/Plan Solution)	• Students will work in groups to design their bridge using the Engineer Design Cycle while keeping in mind what they know about bridges and possible outcomes of their design.	• Students will select a solution and plan individually and then with the team. • Plan with your group, sketch out your plan to solve the problem.		
5-7	CREATE (Prototype Solution)	• Students will use provided materials for their bridge design. • Students will work in groups to design and build bridges utilizing the Engineer Design Cycle.	• Students work as a team to create prototype of their bridge. • Students will use provided materials.		
8	IMPROVE (Test Solution)	• Students will bring their bridge to the “test station”.	• Students bring their bridge to the 12-inch span “test station” tp test their		

		• Students will place their bridge across provided 12 inch span. • Allow students to test their bridge on the 12 inch span using the water bottle. • Encourage them to go back and evaluate their design and improve upon if needed. They should repeat the process until they are successful, or until time is up. • Students will individually write a reflection paper describing the Engineering Design Cycle and how they utilized it in their bridge design. They should write about the steps they took, challenges they faced, and how they solved those problems. • Groups will then present their bridges and demonstrate how well it holds up the water bottle. They should be prepared to answer questions about the process they followed using their reflection paper.	bridge using the provided water bottle. • Students will go back and evaluate their design and improve upon if needed. • Students will repeat the process until they are successful, or time is up. • Students will individually write a refection paper describing the Engineer Design Cycle and how they utilized it in their bridge design, • Students will write about the steps they took, challenges they faced, and how they solved those problems. • Students will present their bridges as a group and demonstrate how well it holds the eater bottle. • Students will be prepared to answer questions about the process they followed using a reflection paper.		

Assessments:

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

Differentiation:

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- Gifted & Talented
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    - Provide extension activities

Core Instructional and Supplemental Materials/Technology Integration:

- Teacher-created content aligned to lesson activities
- Bridge Construction materials

Grade 5, 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.

Essential Questions:

- How can literature help me to understand my place in the world?
- How does literature affect my personal growth?

Enduring Understandings:

- 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

Instructional Targets & Objectives:

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- Differentiate and formulate the difference between various genres
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- 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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Core Instructional and Supplemental Materials/Technology Integration:

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- Chromebooks, SMART TV, Google Apps
- Makerspace materials
- eBook software: Mackin, Hoopla
- OPALs circulation software
- District-funded databases

Grade 5, 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/

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Grade 5, 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:

- 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.

Instructional Targets & Objectives:

- 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.

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Grade 5, 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 (Big 6 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:

- Great Activities for Learning How to Use Reference Books, Scholastic.
  - Nonfiction/Informational texts.
  - Demonstrate and explain ways the student can avoid plagiarizing.
  - To explain creating MLA (Modern Language Association) in-text citations and Works Cited use
    Bibme - http://www.bibme.org/mla
  - To create MLA (Modern Language Association) citations - Citation Machine http://www.citationmachine.net/mla
  - To create MLA (Modern Language Association) citations Easy Bib http://www.easybib.com/
  - Beginner Dictionaries
  - Various websites to support Grade 3-5 curriculum
  - factmonster.com
  - American Library Association - Great Reference Websites for Kids - http://gws.ala.org/category/reference-desk
  - American Library Association - Great websites for Kids http://gws.ala.org/ (Animals, The Arts,
    History and Biography, Literature and Language, Mathematics and Computers, Reference Desk, Sciences, and Social Sciences
  - Merriam-Webster Dictionary https://www.merriam-webster.com/
  - NEWELA.com
  - Scholastic Bookflix website links for research http://bkflix.grolier.com/
  - worldbook online - http://worldbookonline.com/wb/products?ed=all&gr=Welcome+Belleville+Middle+School

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    - 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