

# Unit 02: Orientation to the School Library Media Center: Media Grade 1

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Trimester 1**  
Length: **3-5 sessions**  
Status: **Published**

## Brief Summary of Unit

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First Grade students will be introduced to the library media center and its media specialist. Procedures and behavioral expectations of the first grade students when visiting the school library media center will be introduced, modeled, and practiced.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: June 2021

## Standards

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The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

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.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
I.A.2	Recalling prior and background knowledge as context for new meaning.
I.C.3	Acting on feedback to improve.
I.D.1	Continually seeking knowledge.
V.A.3	Engaging in inquiry-based processes for personal growth.
V.C.1	Expressing curiosity about a topic of personal interest or curricular relevance

IV.A.1	Determining the need to gather information.
IV.A.2	Identifying possible sources of information.
IV.A.3	Making critical choices about information sources to use.
VI.D.1	Personalizing their use of information and information technologies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
III.A.2	Developing new understandings through engagement in a learning group.
III.B.2	Establishing connections with other learners to build on their own prior knowledge and create new knowledge
III.C.1	Soliciting and responding to feedback from others.
TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.2.E.CS1	Plan strategies to guide inquiry
TECH.8.2.2.A.CS2	The core concepts of technology.

## Essential Questions

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- How are the library media centers an integral part of our school with many resources for student learning and discovery that are age appropriate?
- How can I become an effective user of the library media center?
- How can the library media center impact my personal reading growth?
- How do I locate, access, and choose informational resources in the library?
- What are behavioral expectations for students while using the school library media center?

## Students Will Know/Students Will Be Skilled At

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- Answering the essential questions.
- Book selection is based on interest and reading ability.
- Describing what a library media center is and recognizing the various sections within.
- Following procedures and behavioral expectations for first grade students.
- Independently choose a book that captures interest and reading ability.
- Libraries offer a variety of print and digital resources appropriate for the first grade student.
- Recognize that shelves are arranged in alphabetical and numerical order.
- Resources are borrowed from the library.

- Routine procedures are followed within the library media center.
- Shelf markers keep the library organized.
- Specific first grade behaviors are expected within the school library media center.
- That an organized library media center exists as part of their school.
- Utilize shelf markers to aid in selecting and replacing books correctly.

## **Evidence/Performance Tasks**

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Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in media is evidenced through benchmark assessments as part of the media specialist's Student Growth Objective (SGO). Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

- Benchmark-Students will locate proper materials independently within a given time period.
- Formative-Demonstrate acceptable behavior for a library media center.
- Formative-Students will return materials on a regular basis.
- Formative-Students will self-assessment their performance.
- Summative-Role play appropriate library citizenship based on skills related to locating a book, book checkout, and proper use of a book.

## **Learning Plan**

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Media Specialist may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Media Specialists at the elementary level design their own unique lesson plans in order to incorporate the essential questions provided in this unit. The order in which this information is presented is dependent upon the variables specific to each elementary school community. For example, students may be called to the carpet for a lesson followed by guided practice, then independent practice. After the lesson, students will check out books. Library Media time ends with an electronic story so that the media specialist can assist and model proper checkout procedures with students.

First Grade students will be introduced to the library media center and its media specialist. Procedures and behavioral expectations of the first grade students when visiting the school library media center will be introduced, modeled, and practiced. Students will learn about the different sections of library book and how books are arranged. Students will review how to use a shelf marker and the procedures for checking out a book from the library media center. Suggested activities are listed below for this unit:

- Associate call numbers with sections of the media center.
- At the beginning of each year, provide an orientation to the library that includes procedures and behavior expectations.
- Communicate with parents using an orientation letter and if needed, overdue notices.
- Demonstrate how to access age appropriate online resources.
- Demonstrate proper handling of technology tools.
- Introduce key vocabulary: library, library media center, media specialist, librarian, books, checkout, check in, returning books, renew, shelf marker, bookmark, laptop, mouse, computer, and call number.
- Locate author's books alphabetized on the library shelves.
- Mini Lessons may include: Tour of library media center, How to use a shelf marker to choose a book, How to pick an age appropriate book and check it out, Expected behaviors within the library media center, Where fiction and nonfiction books are located in the library, and What is the difference between fiction and nonfiction books.
- Model library procedures including how to properly search for a book, how to check out a book, how to return a book.
- Model use of a shelf marker and choose an appropriate book for checkout.
- Preview the essential questions and connect to learning throughout the unit.
- Read relevant fiction and nonfiction books.
- Students role play scenarios (ex: locating a book/using a shelf marker, returning a book to its proper location).

## **Materials**

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The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

### **Suggested Supplemental Resources:**

*School's First Day of School* (Rex)

*The Library Doors* (Miller)

*The Library Gingerbread Man* (Enderle)

*Library Rules* (Knudsen)

*Beverly Billingsley Borrows A Book* (Stadler)

*Pigeon Goes to School* (Willems)

Wild About Books (Sierra)

(Brain Pop Jr). The Library

(You Tube) Sammy the Shelf Marker

(Google Slides) Slides to introduce the library media specialist to students, library rules

- Age appropriate online databases (PebbleGo and Capstone)
- Age appropriate websites (Library Homepage/Symbaloo)
- Computers/chormebooks/ipads/tablets
- Interactive board technology (Smart Panel)
- Library Rules
- Media specialist produced interactive materials/presentations/visual aids
- Presentation software
- Quality LMC collection of print and nonprint relevant resources
- Student made shelf markers

### **Suggested Strategies for Accommodations and Modifications**

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[Content specific accomodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.