Unit 04: Being a Responsible Library Citizen

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **2-5 sessions**
Status: **Published**

Brief Summary of Unit

First Grade students will understand that libraries provide a diverse collection of materials and there are responsible ways to take care of these materials.

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: July 2026

Standards

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.

Information Literacy: This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

Information Literacy for Elementary Educators

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.
R.PP	Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

R.MF	Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
R.AA	Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.
RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
RI.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
W.WR.1.5	With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
W.SE.1.6	With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.PE.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.PE.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.PE.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.AS.1.6	Produce complete sentences when appropriate to task and situation.
I	Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
I.A.2	Recalling prior and background knowledge as context for new meaning.
I.C.1	Interacting with content presented by others.
I.C.3	Acting on feedback to improve.
I.D.1	Continually seeking knowledge.
V	Explore: Discover and innovate in a growth mindset developed through experience and reflection.
V.A.3	Engaging in inquiry-based processes for personal growth.

V.C.3	Collaboratively identifying innovative solutions to a challenge or problem
V.D.1	Iteratively responding to challenges.
IV.A.1	Determining the need to gather information.
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.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
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.
III.D.1	Actively contributing to group discussions.
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

- How can I become an effective user of the library media center?
- Why is it a student's responsibility to take care of library materials within the library media center and when borrowed?
- Why is it important to demonstrate good library citizenship?
- Why is it important to take proper care of diverse materials in the library media centers?

Students Will Know/Students Will Be Skilled At

- Answering the essential questions.
- Describing and demonstrating proper ways to care for materials and books.
- Explain the importance of caring for a book.
- There are responsible ways to care for books and materials that are borrowed from a library media center.
- To ask assistance from the media specialist if they find a book needs repair.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative, summative and benchmark 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/Alternative: Students will create a bookmark showing proper book care rules.
- Formative: Role play appropriate library citizenship based on skills related to proper use of materials/technology.
- Formative: Students will self-assess their performance.
- Formative: Students will use technology/books in a proper manner.
- Summative: Evaluate book care scenarios through discussion and role play.

Learning Plan

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 understand that libraries provide a diverse collection of materials and there are responsible ways to take care of these materials. Lessons will focus on book care and proper use of technology devices. Suggested activites are listed below for this unit:

- Demonstrate proper handling of technology tools.

- Demonstrate proper handling skills for print (e.g., how to open and hold properly, turn pages correctly, use bookmarks, and return materials to proper place).
- Introduce key vocabulary: book care, bookmark, spine, pages, and technology devices.
- Mini lesson may include: proper book care using examples of mistreated books and demonstrating properly handling of technology.
- Preview the essential questions and connect to learning throughout the unit.
- Read relevant fiction and nonfiction books.
- Role play scenarios (ex: locating a book/book care, how to handle a technology device, and etc).
- Students create a bookmark to encourage proper book care.

Materials

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:

Select this link to view the first grade Google Folder under media in the Grades K-5 folder.

Mr. Wiggles' Book — Paula Craig (2002)

A Book Is Just Like You — Lisa Fox (2021)

Help! We Need a Title — Hervé Tullet (2022)

Please Open This Book — Arthur Howard Lehrhaupt (2022)

Never Give a Baby a Library Card — Erin Sandberg (2025)

I'm So Happy You're Here: A Celebration of Library Joy — Mychal Threets (2026)

(Youtube) 10 Ways to Take Care of Your Library Book

(Youtube) Take Care of Your Computer

(Youtube) Mr Ginger Takes Care of Library Books

(Youtube) Don't Let The Pigeon Touch The Books

(Youtube) How To Take Out a Library Book By Mrs Stover

(Website) Three Books a Night-Website

(GoogleDoc) Don't Let the Pigeon Ruin the Book

(Google Slides) Mr. Wiggle's Book

- Computers/chromebooks/iPads
- Examples of books that have been mishandled
- Interactive board technology (Smart Panel)
- Media specialist produced interactive materials/presentations/visual aids - Please see the Google Drive folder
- Presentation software (Google Slides)
- Quality LMC collection of print and nonprint relevant resources
- Student created bookmarks

Suggested Strategies for Accommodations and Modifications

Content specific accommodations 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.