Unit 02: Orientation to the School Library Media Center

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **2-4 sessions**
Status: **Published**

Brief Summary of Unit

Second Grade students will be oriented to the school library media center and how to behave as responsible library citizens. Students will learn that there are appropriate ways to search for library materials for the various resources found in the library media center. Topics related to unit taught in previous grades will be reviewed as necessary.

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

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.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
LA.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.

LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.2	Recount or describe key ideas or details from 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

- How are library media centers an integral part of our school with many resources?
- How can a student become a responsible library citizen?
- How can resources found within the library media center be cared for in a responsible manner?
- How is the library media center organized using a systematic method?
- What are expectations for students using the school library media center?

Students Will Know/Students Will Be Skilled At

- A library media center is organized to enable students to locate resources independently.

- Books within a library are systematically organized.

- Describe what resources can be found in a school library media center.

- Following procedures and behavioral expectations for second grade students.

- How to to be a responsible library citizen.

- Locate a book based on alphabetical order or by Dewey Decimal number.

- That a library media center exists as an integral part of their school.

- What behaviors are expected within the school library media center?

- What procedures to follow within the school library media center.

Evidence/Performance Tasks

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 second grade behavior for a library media center

- Formative-If needed, students will seek assistance from peers or media specialist

- Formative-Students will return materials on a regular basis

- Formative-Students will self-assess their performance

- Formative-Students will use technology/books in a proper manner

- Formative-With assistance, students will access age appropriate online resources

- Summative-Students will map the different areas of the library media center

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.

Second Grade students will be oriented to the school library media center and how to behave as responsible library citizens. Students will learn that there are appropriate ways to search for library materials for the various resources found in the library media center. Suggested activites are listed below for this unit:

- 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 notice.
- Demonstrate how to access age appropriate online resources.
- Introduce key vocabulary: library, library media center, media specialist, librarian, books, book care, checkout, check in, returning books, renew, shelf marker, bookmark, laptop, mouse, computer, and call number.
- Mini lessons may include: Shelf organization, Book care, Library patron responsibilities, Mapping the library media center, and Capstone eBook access and use.
- Preview the essential questions and connect to learning throughout the unit.
- Review the location of different areas of the library media center.
- Students will create a map highlighting the various sections of the library.

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:

Reading Makes You Feel Good (Parr)

Just Open A Book (Hallinan)

The Library Dragon (Deedy)

Library Lion (Knudsen)

The Book Just Ate My Dog (Byrne)

Me On A Map (Sweeney)

(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](#)

(Brain Pop Jr.) Choosing a Book

(Internet) Mrs. Lodge's Library: Order in the Library

(Google Slides) [Pigeon: Book Care](#)

- Age appropriate online databases (PebbleGo, Facts4Me, and Capstone)
- Age appropriate websites (Library Homepage/Symbaloo)
- Computers/chromebooks/ipads/tablets
- Interactive board technology (SmartPanel)
- Library media center floor plan template for mapping activity
- Media specialist produced interactive materials/presentations/visual aids
- Presentation software
- Quality library media center collection of print and nonprint relevant resources
- Student created bookmarks
- Student made shelf markers

Suggested Strategies for Accommodations and Modifications

[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.