

Unit 1: Library Infrastructure

Content Area: **Media Center**
Course(s): **Media 2**
Time Period: **Generic Time Period**
Length: **10 Weeks**
Status: **Published**

Unit Overview

Transfer

Students will be able to independently use their learning to...

-Use the library space and materials appropriately.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- You must sit flat on your bottom during storytime, with quiet mouths and hands.
- Obtain permission before leaving your seat.
- Always use a shelf marker card while choosing a library book.
- Renew a book by bringing it back to the library and letting the librarian know that you would like to renew it.
- If your book is overdue, you may not be able to borrow a new book.
- You are responsible for taking care of library materials in your possession.

- Bring your shelf marker to the shelf and always use it while looking for a book to borrow.
- Bring the book you have selected to the circulation desk for checkout with the online library management system (i.e., Destiny).
- A call number is the address for a library book. It tells in which section the book can be found. It tells the exact location on the shelf where a book may be found.
- The main sections of the school library are Easy Fiction, Fiction, and Non-Fiction. Each section has its own organizational system.
- Fiction books are arranged alphabetically by the author's last name.
- Nonfiction books are arranged numerically according to the Dewey Decimal System.
- Using the "5 Finger Rule" can help to determine whether a book is a "Just Right Book"

Essential Questions

Students will keep considering...

- What are the Library/Media Center rules?
- When may I/may I not borrow a book?
- How do I check out my library book?
- What is a call number?
- What/ Where are the main sections of the school library?
- How are materials within these sections organized?
- How are the nonfiction books arranged differently than the fiction books?
- How can I demonstrate responsibility and care for library materials?
- How do I know if a book is too difficult for me?
- What does it mean to comprehend?
- What is the first step in deciding upon a book?
- How does understanding the parts of a book help me?

Application of Knowledge and Skill

Students will know...

Students will know...

What facts and basic concepts should students know and be able to recall?

That the librarian is there to help

That all materials are organized in a specific way in the library.

That there are “landmarks” which will aid in the location of materials.

Students will know that library books should be properly cared for.

The importance of selecting a “Just Right Book”

That there are different kinds of stories, or genres, to choose from.

That the more they read, the more skilled they will become at reading.

Students will be skilled at...

Students will be skilled at...

What discrete skills and processes should students be able to use?

Proper care and handling of library materials

Attentive listening to and active participation in storytime activities

Locating materials to checkout of the library

Returning library materials in a timely fashion

Employing the “5 Finger Rule”

Academic Vocabulary

Call Number

Easy Fiction

Fiction

Nonfiction

Shelf Marker

Media Center/Library

book

Circulation Desk

Renew

Checkout

Author

Alphabetical

Dewey Decimal System

Comprehension

Learning Goal

SWBAT use the media center independently and responsibly.

- SWBAT use the media center independently and responsibly.

LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.RL.1.6	Identify who is telling the story at various points in a text.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
AAAA.K-12.1.2.2	Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
AAAA.K-12.4.1.1	Read, view, and listen for pleasure and personal growth.
AAAA.K-12.4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
AAAA.K-12.4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
AAAA.K-12.4.4.1	Identify own areas of interest.

Target 1-- Level 1 Retrieval

- SWBAT Listen and actively participate in storytime activities.
- SWBAT Locate the main sections of the library.

Target 2-- Level 2 Comprehension

- SWBAT Demonstrate proper care and handling of library materials.
- SWBAT Explain the rules of the library.
- SWBAT Use a shelf marker to locate a book for enjoyment.

Target 3-- Level 3

- SWBAT Use a call number to locate a fiction and nonfiction book on the shelf.
- SWBAT Use the five finger rule to find a "Just Right" book.

Target 4-- Level 4

- SWBAT help others locate books.
- SWBAT lead others to the correct sections of the library.
- SWBAT teach others the five finger rule.
- SWBAT teach others the rules of the library.

Formative Assessment and Performance Opportunities

1. In-class reading, writing, speaking and listening activities.
2. Class participation.
3. Cooperative learning activities.
4. Review games.
5. Think/Pair/Share activities.
6. Teacher-directed Q and A.
7. Teacher observation.

8. Additional practice activities.

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.

Enrichment:

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Create experiences for deeper learning.

Unit Resources

- Books
- Interactive Whiteboard
- Library
- Shelf Markers
- Slideshow presentations
- Songs/Chants
- Teacher Demonstration
- Youtube Videos/DVDs