Unit 2: Reading for love and personal growth

Content Area: **Library**
Course(s): **Library 1**
Time Period: **Marking Period 1**
Length: **MP1**
Status: **Published**

Essential Questions

- How can I understand and appreciate all types of literature?

Big Ideas

- Reading for pleasure or information has lifelong applications
- Identify, locate, select, and utilize pictures books, easy readers, and fiction story collections
- Identify fiction parts of a book with a purpose of leisure reading and highlight title, author, illustrator, dust jacket, dedication page, spine, and spine label
- Identify, locate, select, nonfiction text with a purpose for research and highlight graphics, illustrations, and captions, table of contents, and glossary
- Identify and utilize dictionary/thesaurus with a focus on alphabetizing
- Utilize electronic resources (ebooks, apps)

Technology Integration

8.1.2.A.4. Develop developmentally appropriate navigation skills in virtual environments.

Activity:

Students sit at tables and view nonfiction book on SmartTV. Teacher points out and explains each text feature while reading book. Students are given a sheet to count and mark off the features as teacher re-reads the same text. Students review the results.

Enduring Understandings

NJSLA-

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.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

- 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).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

AASL-

IV-Curate- Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance

V-Explore- Discover and innovate in a growth mindset developed thought experience and reflection

ITSE-

Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.