

Unit 2: Reading for Love and Personal Growth

Content Area: **Library**
Course(s): **Library 2**
Time Period: **Marking Period 1**
Length: **MP1**
Status: **Published**

Essential Questions

- How do I identify the various elements of literature?

Big Ideas

- Reading for pleasure or information has lifelong applications
- Identify, locate, select, and utilize a variety of different genres with a focus on Caldecott Medal Winners
- 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

8.2.2.ITH.3: Identify how technology impacts or improves life

Activity:

While reading the story *Rescue and Jessica: A Life Changing Friendship* students will discuss and research ways technology help people with disabilities.

Diversity Integration

Objective: The students will use the PebbleGo Biographies database to learn about Kadir Nelson and his contributions to literature.

Activity:

Introduce students to PebbleGo. Demonstrate how to use the database. Show students the sample Biography Pyramid handout. Explain how each section of the pyramid can be completed by using the information from the PebbleGo article. Model how to navigate the PebbleGo Biographies article about Kadir Nelson. Demonstrate the read aloud and video features, as well as the timeline section of the article. www.pebblego.com Give each student a Biography Pyramid handout, a pencil, and crayons to complete using the appropriate Kadir Nelson PebbleGo Biographies article. After completing the information on their handout, have students use scissors and glue to assemble their pyramid.

Technology Connection

8.1.12.DA.4: Explain the relationship between binary numbers and the storage and use of data in a computing device.

Enduring Understandings

NJSLA-

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

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

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of

reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.