Unit 2: Reading for Love and Personal Growth

Content Area: **Library**
Course(s): **Library 5**
Time Period: **Marking Period 1**
Length: **MP1**
Status: **Published**

Essential Questions

- How can I use literature for enjoyment, and to satisfy information needs?

Big Ideas

- Reading for pleasure or information has lifelong applications
- Identify call numbers on spine labels of books and know that every book has one
- Understand that a call number is the book's "address" in the library, and indicates both the section and shelf where the item can be found
- Know that fiction collections may be subdivided by genre or special format (e.g. paperback, graphic)
- Locate fiction books alphabetized by author's last name
- Locate nonfiction books in numerical order by Dewey number
- Know that circulation policies for reference materials may differ from other nonfiction books
- Use guide words within reference sources to aid in the location of information
- Use table of contents, indexes, and guide words to speed location of specific information within both print and online resources
- Use glossaries within resources to define unfamiliar terms
- Identify and utilize on-line databases and websites with the intent of researching
- Locate and use bibliographic elements of reference sources to create citations
- Develop effective search terms for an online search using synonyms, broader terms, narrower terms, Boolean operators, and punctuation
- Use a browser's "find" feature to locate specific information on a web page
- Utilize electronic resources (ebooks, apps)
- Construct and participate in book talks

CSDT Technology Integration

8.2.5.ED.2 Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Activity: After reading, Iggy Peck Architect students will use the engineer design process to plan, and build

the tallest tower.

Diversity Integration

Objective: The students will be able to understand the main points of a book talk.

Activity:

Begin by reviewing the elements of book talk from the previous lessons with students. Show them the book talk checklist and review elements. Then, introduce them to author Kelly Yang. Speak about her Asian American heritage, and showcase her trilogy of stories based on the The Front Desk Series. Show students Kelly's video book talk about the Front Desk. Have them score her talk using the checklist. Was she able to check all of the boxes that make a good book talk?

CSDT Technology Connection

8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process.

Enduring Understandings

NJSLA-

SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

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.