Glen Ridge Public Schools-Library/Media Curriculum

Course Title: Library/Media

Subject: Library

Grade Level: 1st grade

Duration: Full Year

Prerequisite: N/A

Elective or Required: N/A

Mission Statement:
The mission of the Glen Ridge Public Schools Library/Media Program is to ensure that students are exposed to a variety of information sources and leisure reading materials in a manner that encourages their development into lifelong learners. The library program also strives to support the curriculum by providing resources to both teachers and students.

Course Description:
In 1st grade students will review library concepts learned in kindergarten and build on those concepts to develop library skills that will prepare them for 2nd grade and beyond. Students will understand how to use a library card and care for library books. They will begin to recognize the various types of books available in the library and develop preferences in their selection of independent reading materials. Students will begin to be able to find materials independently in the library. Students will be exposed to and develop an appreciation for award winning literature past and present. Students will learn to identify the parts of a book and how they help them become stronger readers.

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Library\ Media

Unit 1: Introduction to the library

Approximate # of weeks: 4 weeks

Essential Questions:
- How do we behave in the library?
- How do we use libraries?
- How do we take care of our books?

Upon completion of this unit students will be able to:
- Check out a library book (RI.1.2, SL.1.1, SL.1.2, SL.1.3)
- Use a shelfmarker (RI.1.2, SL.1.1, SL.1.2, SL.1.3)
- Properly care for their library book (RI.1.2, SL.2.1, SL.2.2, SL.2.3)
- Explain the purpose of a library (RI.1.2, SL.1.1, SL.1.2, SL.1.3)

Interdisciplinary Standards:
- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:
- Make library cards and shelfmarkers
- Check out library books
- Role playing
- Discussion
- Watch video on book care
- View book hospital
- Reading stories
- Book care game

Enrichment Activities:
- Students can assist others with procedures once mastered

Methods of Assessments/Evaluation:
- Observation
- Role-playing
● Thumbs up/thumbs down
● Game
● Classwork
● Projects

Resources/Online Resources:
● Youtube/smartboard
● Smartboard lessons
● Worksheets
● Library cards
● Library books
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Unit 2: Parts of a Book

Approximate # of Weeks: 4

Essential Questions:
● What information is available on the various parts of a book?
● Why is this information important to the reader?

Upon completion of this unit students will be able to:
● Identify parts of a book: front cover, back cover, spine, spine label, front flap, back flap (RI.1.5, RI.1.6, SL.1.2, SL.1.3)
● Understand that important information is located on the parts of a book (RI.1.5, RI.1.6, SL.1.2, SL.1.3)

Interdisciplinary Standards:
● Standard 9.1 21st Century Life and Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:
● Create spine labels
● View online books
● Demonstration with document camera
● Create book covers
● Worksheets
● Reading stories
● Discussion

Enrichment Activities:
● Extend book cover project to include front and back flap
● Table leader

Method of Assessments/Evaluation:
● Thumbs up/thumbs down
● Observation
● Projects/worksheets
● Anecdotal notes
● Discussion

Resources/Online resources:
● Document camera
● Smartboard
● Library books
● Worksheets
● Mock book covers
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Unit 3: Types of Books

Approximate # of Weeks: 6

Essential Questions:
- What can I find in the library?
- How do I find what I’m looking for?

Upon completion of the unit students will be able to:
- Understand that the library offers many types of books (RI.1.5, RL.1.10, RI.1.10, W.1.8, SL.1.3)
- Identify fiction, nonfiction, and biographies as separate genres (RI.1.5, RL.1.10, RI.1.10, W.1.8, SL.1.3)
- Recognize the various sections of the library (RI.1.5, RL.1.10, RI.1.10, W.1.8, SL.1.3)

Interdisciplinary Standards:
- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:
- Fiction vs. nonfiction smartboard lesson
- Reading fiction, nonfiction, and biographies
- Review spine labels
- Fiction vs. nonfiction flashcards
- Library tour
- Writing facts by completing sentence starters

Enrichment Activities:
- Lead library tours
- Extend writing to complete sentences
Methods of Assessments/Evaluations:
- Projects
- Observation
- Flashcards
- Discussion
- Thumbs up/thumbs down
- Classwork

Resources/Online Resources:
- Smartboard
- Flashcards
- Worksheets/sentence starters
- Library books
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Unit 4: Lessons from Fiction

Approximate # of Weeks: 4

Essential Questions:
- What can I learn from fictional stories?

Upon completion of this unit students will be able to:
- Understand that many stories teach lessons/morals (RL.1.1, RL.1.2, RL.1.5)
- Retell the message from the story (RL.1.1, RL.1.2, RL.1.5)

Interdisciplinary Standards:
- Standard 9.1 21st Century Life and Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:
- Discussion
- Read a variety of stories including folktales, myths, and legends
- Read online books
- Worksheets
- Exit slips

Enrichment Activities:
- Write your own story that teaches a lesson
- Name other stories that teach lessons

Methods of Assessments/Evaluation:
- Projects
- Discussion
- Observation
- Classwork
- Exit slips

Resources/Online Resources:
- Worksheets
- Library books
- Smartboard/ebooks
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Unit 5: Award Winning Literature

Approximate # of Weeks: 4

Essential Questions:
● How do books win awards?
● What makes a book great?
● Why is literature important?

Upon completion of this unit students will be able to:
● Identify great works of children’s literature (RL.1.1, RL.1.3, RL.1.7, RL.1.10)
● Recognize award winning authors (RL.1.1, RL.1.3, RL.1.7, RL.1.10)
● Recognize award winning illustrations/illustrators (RL.1.1, RL.1.7, RL.1.10)
● Evaluate books based on specific criteria (RL.1.1, RL.1.7, RL.1.10, SL.1.1)

Interdisciplinary Standards:
● Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:
● View smartboard presentation of Caldecott Medal criteria
● View poster of previous winners
● Use document camera to view illustrations
● Write stories using only illustrations
● Add words to illustrations
● Read and evaluate previous Caldecott Medal winners according to criteria
● Review parts of a book in order to identify Caldecott criteria
● Read and evaluate Caldecott Medal winner contenders
● Participate in a mock Caldecott vote

Enrichment Activities:
● Explore award winning authors of interest on the Internet

Methods of Assessments/Evaluation:
● Classwork
- Projects
- Voting process
- Creative writing

**Resources/Online Resources:**
- Smartboard
- Document camera
- Past Caldecott winning books
- New books in running for Caldecott Medal
- Caldecott poster
- Ballot boxes
Approximate # of Weeks: 6

**Essential Questions:**
- Why do authors write nonfiction?
- Why is reading nonfiction important?
- How does the structure of nonfiction differ from fiction?

**Upon completion of this unit students will be able to:**
- Explain the difference between fiction and nonfiction and support their ideas with information from the text (SL.1.1, SL.1.2, SL.1.5)
- Identify nonfiction as factual, true, informational (RI.1.1, RI.1.2, RI.1.8, RI.1.10, RL.1.5, W.1.2, W.1.8)
- Recognize that nonfiction can be read for fun as well as information (RI.1.10)

**Interdisciplinary Standards:**
- **Standard 9.1 21st Century Life and Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**Activities:**
- Read a variety of nonfiction books
- Compare nonfiction text features to fiction
- Identify facts learned from nonfiction texts
- Nonfiction writing using sentence starter
- Illustrate nonfiction writing
- Discuss how to recognize nonfiction

**Enrichment:**
- Be a team leader for fiction vs. nonfiction discussions
- Extend writing to complete sentences without sentence starter

**Methods of Assessments/Evaluation:**
- Observation
● Thumbs up/thumbs down
● Discussion
● Writing projects

Resources/Online Resources:
● Nonfiction books
● Ebooks
● Document camera
● worksheets