Course Title: Library Media
Subject: Library Media
Grade Level: Grade 3
Duration: Full Year
Prerequisite: N/A
Elective or Required: N/A

Library Media Program Mission Statement

The Glen Ridge Public Schools Library Media Program seeks to ensure that students and staff are effective users of ideas and information. Our program also encourages our students to develop a passion for literature, and provides a foundation for lifelong learning in our digital society.

Through direct instruction and reinforcement in collaborative projects, students will understand how library resources are organized, and how to access and utilize them. They will realize the value of reading literature, how to use computers to enhance learning, and how to use other library resources.

Further, students will be able to formulate queries and use library resources to find the answers they seek, and to know how to use the internet responsibly. Online research tools will be introduced to find high quality information, and thus prepare our young people to use technology to present information in meaningful ways.
Course Description

In the third grade, students are encouraged to read challenging literature. Some students have moved up to and beyond chapter books, and some are developing reading skills. The RAS Library has choices for every reading level and students can expect guidance and encouragement from their librarian. RAS students are fortunate to have a great selection of fiction and non-fiction titles available in print as well as on Kindles.

Computer skills are emphasized and expanded upon throughout third grade. Students are introduced to research, to develop the skills to find answers to questions posed in the classroom and in life. With the use of the library’s rich print and electronic resources, the students take steps forward during this year to begin to grasp their role as learners in our sophisticated world.

Author: Joyce Mooney
Date Submitted: Summer 2016
Unit 1 – Introduction to RAS Library

Approximate number of weeks: 2 weeks

Essential Questions:
- What is the layout of the library?
- How do I find the books I want?
- What are the rules for checking out books and Kindles?
- What are the behavior expectations in library?

Upon completion of this unit students will be able to:
- List the rules for library behavior (Standard 3.4)
- Identify the major areas of the library (Standard 3.4)
- Locate book titles using Alexandria library catalog (Standard 3.5)
- State the policy/procedure for book and Kindle checkout (Standard 3.5)

Interdisciplinary Standards:
- Standard 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- Standard 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to, print, non-print, and electronic texts and resources.

Activities:
- Brief lecture
- Tour of library
- Look for and check out books
- Pass out Kindle permission forms

Enrichment:
- Locate RAS library website
- Demonstrate Alexandria catalog search

Assessment/Evaluation:
- Thumbs up or down
- Observation
- Open-ended questions
- Rhetorical questions
Resources:
- Library materials such as books, Kindles, computers

Unit 2 – Books in print and Books on Kindles

Approximate number of weeks: 3 weeks

Essential Questions:
- What is the history of printed books?
- How does the personal experience of books and Kindles differ?
- What are the advantages of each?

Upon completion of this unit students will be able to:
- Name the creators of the first books (3.4)
- Identify the differences between paper books/Kindles (3.4, 3.5, 8.2)
- State an opinion about each format (3.4, 3.5, 8.2)

Interdisciplinary Standards:
- Standard 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- Standard 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to, print, non-print, and electronic texts and resources.
- Standard 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Activities:
- Brief lecture/presentation/display ancient books
- Touch and explore both books and Kindles
- Look for and check out books

Enrichment:
- Go to www.historyofinformation.com Combine searches for “Era” and “Theme” and “Book History” -- try to find the oldest written materials

Assessment/Evaluation:
- Observation
- Open-ended questions
- Rhetorical questions
Resources:
- Library materials such as books, Kindles, computers

Unit 3 – Computer Skills and Internet

Approximate number of weeks: 6 weeks

Essential Questions:
- What do I need to know about using the library computers?
- What is the login and password?
- How do I use the keyboard effectively?
- What shortcuts do I need on the desktop?
- What is a browser?
- Use Firefox, Safari, Explorer or Chrome? Why?
- What are Google docs?
- What are Google slides?
- How/why do we print through a network?

Upon completion of this unit students will be able to:
- Identify the parts of a desktop/laptop/Chromebook computer (Standards 3.3, 3.4, 3.5, 8.1, 8.2)
- Turn the computer on and off properly, using the library login (Standards 3.4, 8.1)
- Type with a typing website, identify home keys (Standards 3.4, 8.2)
- Locate and identify the shortcuts on the desktop (Standards 3.4, 8.2)
- Define what a browser does (Standards 3.4, 8.2)
- Locate and look at Google docs and slides, differentiate ‘document’ and ‘slide’ (Standards 3.4, 8.2)
- Create three Google documents and print them (Standard 8.2)

Interdisciplinary Standards:
- Standard 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- Standard 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to, print, non-print, and electronic texts and resources.
- Standard 8.1 (Computer and Information Literacy) All students will use computer applications to gather and organize information and to solve problems.
- Standard 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
Activities:
- Describe and allow hands-on use of library computers
- Use of typing programs/websites
- Create simple documents in Google docs and print them
- Type web addresses in browser

Enrichment:
- Students with more computer experience may act as helpers, tutors, troubleshooters

Assessment/Evaluation:
- Observation
- Open-ended questions
- Rhetorical questions

Resources:
- Computers
- Printers
Unit 4 – Using Reference Sources

Approximate number of weeks: 8 weeks

Essential Questions:
- How is the print encyclopedia organized?
- Where is the online World Book Encyclopedia?
- What is the difference in the two World Book formats?
- Why not just use Google and Wikipedia for research?
- Is there an accurate online almanac?
- Why do I need a dictionary?
- Do we need print atlases or globes anymore? Why or why not?
- What is the Dewey Decimal System used for?

Upon completion of this unit students will be able to:
- Articulate why the online encyclopedias have overtaken the print encyclopedias (Standard 3.3)
- Log on to the World Book Encyclopedia website (Standard 8.1)
- Navigate around the World Book website (Standard 8.2)
- Search for a topic on the World Book website (Standards 3.5, 8.2)
- Articulate why Google and Wikipedia must be used with care (Standards 3.1, 3.5, 8.1, 8.2)
- Locate reliable almanac, dictionary, and map websites (Standards 3.5, 8.1, 8.2)
- State, in general, the purpose of the Dewey Decimal System

Interdisciplinary Standards:
- Standard 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- Standard 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- Standard 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to, print, non-print, and electronic texts and resources.
- Standard 8.1 (Computer and Information Literacy) All students will use computer applications to gather and organize information and to solve problems.
- Standard 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
Activities:
- Brief lectures and presentations
- Briefly examine print materials
- Log on to World Book encyclopedia with district password, perform search exercises with WB online, navigate the site, using correct search terms to find what is needed
- Comparison to print sources
  - Introduction to Kiddle, a search engine designed for children
- Searches with Google and Wikipedia while discussing the pros and cons
- Explore online almanacs, dictionaries, and atlases
- Discussion of how and why the Dewey Decimal System exists

Enrichment:
- Look up ‘wikipedia’ in Wikipedia – create 3 questions
- Look up ‘google’ in Wikipedia – create 3 questions

Assessment/Evaluation:
- Observation
- Open-ended questions
- Rhetorical questions

Resources:
- Library materials, encyclopedias, almanacs, globes, atlases, computers
Unit 5 – Research and Google Slide Presentation

Approximate number of weeks: 8 weeks

Essential Questions:
- What topic do I want to research?
- What is the difference between fact and opinion?
- How do I find the best facts about my topic?
- What is Kiddle and how does it help me find information?
- How do I organize my facts on my ‘note sheet’?
- How do I design the Google slides?
- How do I save my work on my Google account?
- What are the best techniques for doing a slide presentation?

Upon completion of this unit students will be able to:
- Select a quality research topic of interest
- Start research with the World Book Online Encyclopedia (Standards 3.1, 3.5)
- Create a ‘note sheet’ that has coherent facts about the topic (Standard 3.2)
- Create a 5-slide Powerpoint presentation (Standards 8.1, 8.2)
  1. Each slide in accordance with notes
  2. Each slide with creative colors/effects
- Save project onto Google drive account (Standard 8.2)
- Show the presentation to the class using proper techniques (Standards 3.3, 3.4)

Interdisciplinary Standards:
- Standard 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
- Standard 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- Standard 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- Standard 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to, print, non-print, and electronic texts and resources.
- Standard 8.1 (Computer and Information Literacy) All students will use computer applications to gather and organize information and to solve problems.
- Standard 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
Activities:
- Brief lectures, presentations, demonstrations of technical skills
- Students use World Book Online with supervision and use Google and Wikipedia under close supervision
- Creation of a set of coherent notes
- Creation of slides toward goal of completed presentation

Enrichment:
- Students may use advanced research and Google Slides techniques with some supervision

Assessment/Evaluation:
- Observation
- Open-ended questions
- Rhetorical questions

Resources:
- Library materials, books, computers
- www.worldbookonline.com
- Note sheets
Unit 6 – Literature Appreciation

Approximate number of weeks: 8 weeks

Essential Questions:
- Who are some really great and fun authors for children?
- What are their best-known works?
- What is it like to hear a great book read aloud?
- Does my favorite author have a website?
- Will I be able to email my favorite author?
- What are the major literary genres (types of literature)?

Upon completion of this unit students will be able to:
- Name some of the best authors of children’s fiction and non-fiction (Standard 3.3)
- List some great titles by these great authors (Standard 3.3)
- Hear and enjoy beautifully-written literature (Standards 3.1, 3.4, 3.5)
- Locate author websites and email addresses (Standards 8.1, 8.2)
- Name/define the major literary genres such as fantasy, mystery, historical fiction, etc.

Interdisciplinary Standards:
- Standard 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
- Standard 3.2 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- Standard 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- Standard 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to, print, non-print, and electronic texts and resources.
- Standard 8.1 (Computer and Information Literacy) All students will use computer applications to gather and organize information and to solve problems.
- Standard 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
Activities:

- Extensive book talks and promotion of reading
- Discussion of book plots and the lives of the authors
- Use web to find author sites
- Discuss literary genres and give examples of titles

Enrichment:

- Students may explore some advanced selections at the recommendation of the librarian

Assessment/Evaluation:

- Observation
- Open-ended questions
- Rhetorical questions

Resources:

- Library materials, computers, books, Kindles
STEAM:

Third grade students are starting to research as a part of coursework and the RAS Library Media program teaches students to find information in organized and efficient methods. Research is done primarily on computers since almost all print reference books are available on the World Wide Web. (Technology)

The RAS Library is also a resource for teachers as they plan and execute lessons in various subject areas. The library furnishes bulk loans to teachers for in-class projects, and the librarian downloads titles to the Kindles. (Technology) Teachers often use the library during prep time for research, computer use and printing. (Technology)

The library provides space for STEAM projects to be displayed for all to view and appreciate.

Interest in literature is cultivated by daily book checkout and periodic booktalks given by the librarian. (Arts)