Wilson Area School District  
Planned Course Guide

**Title of planned course**: Library

**Subject Area:**

**Grade Level**: 1st Grade

**Course Description:**
Provide students with opportunities to learn about the school library and its resources. Activities and experiences will review library procedures and location and organization of age-appropriate books. Students will be exposed to various genres of literature, authors, and illustrators.

**Time/Credit for this Course**: 40 minutes per week

**Curriculum Writing Committee:**
Anita Cosslett  
Laurren Kresge
Curriculum Map

August: Orientation and Library procedures

September:

October: Encouraging Reading and a Love of Literature (ongoing throughout the year)

November: Library Organization and Accessing Information

December:

January:

February:

March: Internet Safety

April:

May:

June:
Wilson Area School District
Planned Course Materials

Course Title: K-4 Library Curriculum

Textbook: N/A

Supplemental Books:

Hopkins, Jackie Mim
   *Shelf Elf, Shelf Elf Helps Out, Shelf Elf Looks it Up, Joe Bright & the 7 Genre Dudes*

Thompson, Carol
   *Mr. Wiggle’s Book, Mr. Wiggle’s Library, Mr. Wiggle Looks for Answers*

Buzzeo, Toni
   *Library Doors, Great Dewey Hunt, Our Librarian Won’t Tell Us Anything*

Berg, Brook
   *What Marion Taught Willis, What Happened to Marion’s Book, When Marion Copied*

Ernst, Lisa Campbell
   *Stella Louella’s Runaway Book*

Enderle, Dotti
   *Library Gingerbread Man*

Weatherford, Carole Boston
   *Library Ghost*

Chapman, Susan Margaret
   *Too Much Noise in the Library*

Morton, Carlene
   *The Library Pages*

Sandy Bridget Donovan
   *Bob the Alien Discovers Dewey, Karl and Carolina Uncover the Parts of a Book, Bored*
   *Bella Learns about Fiction and Nonfiction*

Garland, Michael
   *Miss Smith’s Incredible Story Book, Miss Smith Reads Again, Miss Smith and the Haunted Library*
**Teacher Resources:**

“Information Literacy for Life-Long Learning.” Pittsburgh Public Schools Library Services  
K-12 Scope and Sequence.  
PittsburghPublicSchools.2009.<http:..www.pps.k12.pa.us


*Complete Library Skills* (Children’s Publishing 2004) Volumes K-2, 3, 4, 5

*Stretchy Library Lessons* (Pat Miller, Upstart Books)  
Library Skills (2003)  
More Library Skills (2005)  
Seasons and Celebrations (2004)  
Research (2007)

*Jumpstart Your Library* (Judith Snyder) Levels A, B, and C

*Dewey and the Decimals* (Paige Taylor and Kent & Susan Brinkmeyer)

*Duck, Duck, Dewey – Library Lesson Games* (Upstart Books)
Curriculum Scope & Sequence

Planned Course: Library

Unit: Orienting Students to Use the Library and Library Procedures

Time frame: 4 classes

State Standards  PDE: 1.1A,F; 5.1B,J; 5.2B,F; 6.5B       AASL: 1.1.2; 1.3.4

Essential content/objectives: At end of the unit, students will be able to:
- Identify the librarian and any helpers
- Identify the purposes and functions of a library
- Demonstrate appropriate behavior
  - Follow library rules and procedures
  - Select, borrow, and return materials
  - Demonstrate the appropriate care and handling of materials
- Locate, identify and utilize the sections of the library appropriate for 1st grade students

Core Activities: Students will complete/participate in the following:
- Listen and respond to stories (e.g. Mr. Wiggle’s Book, Shelf Elf)
- Practice and demonstrate proper use of shelf markers
- Practice and demonstrate proper use of library cards
- Class discussions regarding rules
- Create bookmarks, student books, posters to demonstrate understanding of library rules and proper book care
- Properly search for and choose appropriate book for check out
- Properly check out and return books

Instructional Methods:
- Demonstration
- Discussion
- Student activities
- Model and practice

Materials & Resources:
- Selected books about library (e.g. Mr. Wiggle’s Book, Shelf Elf)
- Shelf markers
- Library cards
- Book marks
- Activity sheets

Assessments:
- Teacher observation
- Student responses to discussion
Curriculum Scope & Sequence

Planned Course: Library

Unit: Encouraging Reading and the Love of Literature

Time frame: 16 classes

State Standards  
PDE: 1.1A,B,G; 1.3A,B,F; 1.4A,B; 1.6B,D  
AASL: 4.1.1, 4.1.2, 4.1.3, 4.1.5

Anchor(s) or adopted anchor:

Essential content/objectives: At end of the unit, students will be able to:

- Listen to story, following library procedures
- Identify the characteristics of both fiction and nonfiction books
- Select appropriate fiction and nonfiction books for recreational and personal enjoyment
- Identify and appreciate the various styles of illustration
- Recognize and locate Caldecott Award & Geisel Award books on the shelves
- Identify the story elements (e.g. characters, setting, and story sequence), and be able to retell the story
- Respond to a story by writing or drawing
- Apply and integrate comprehension skills to answer questions related to previously reviewed materials
- Identify those persons (author/illustrator) involved in the creation of a book
- Connect ideas in books to own interests and previous knowledge and experiences
- Begin to identify and read age/level appropriate series (e.g. Bisquit, Henry & Mudge, Nate the Great, Magic Tree House, Cam Jansen, etc.)
- Begin to compare and contrast characters/setting/plot in fairy tales
- Begin to understand the concept of intellectual property (plagiarism – giving credit for others pictures, words, ideas)
- Select, listen to and/or view, and begin to read literature for enjoyment

Core Activities: Students will complete/participate in the following:

- Listen and respond to stories
- Compare and contrast fiction and nonfiction books on the same topic (e.g. frogs, space)
- Complete activities to show understanding of fictional and nonfictional characters and story elements (print materials, mimeo activities)
- Share borrowed book and tell whether fiction or nonfiction
- Create puppets and participate in puppet shows to retell story
- Predict actions of character/outcomes of stories
- Discuss/compare/contrast story elements of books (characters, setting, plot)
Listen to fairy tales – compare and contrast different versions (e.g. *Goldilocks and the 3 Bears, Leola and the Honeybears, Goldilocks Returns, Little Red Riding Hood*).

Discuss social responsibility – giving credit for creator of words and pictures (introduction to plagiarism).

Listen to Caldecott Award books and compare/contrast illustrations.

Respond to stories by illustrating and/or writing sentences.

Participate in Smart Board/mimeo activities to reinforce targeted skill: sequencing, fiction/nonfiction, rhyming, alphabetical order, etc.

Act out events of stories.

Check out books of own choosing, based on interests.

**Extensions:**
- Collaborate with classroom teacher on subject areas and themes to reinforce classroom learning and library skills taught.

**Instructional Methods:**
- Teacher read
- Discussion
- Activities related to book selection/theme

**Materials & Resources:**
- Selected books related to theme or concept
- Activity sheets
- See Appendix for additional resources

**Assessments:**
- Teacher observation
- Student responses to discussion
- Completion of activity sheets
Curriculum Scope & Sequence

**Planned Course:** Library

**Unit:** Library Organization and Accessing Information

**Time frame:** 8 classes

**State Standards**  PDE: 1.8B; 1.1B    AASL: 1.1.4; 1.1.6, 3.1.3

**Essential content/objectives:** At end of the unit, students will be able to:
- Begin to understand how library resources are arranged in order to select materials
- Explain that fiction books are arranged in alphabetical (ABC) order by the author’s last name on the shelves
- Begin to understand how nonfiction books are organized: in number order by subject
- Demonstrate an understanding of ABC order
- Understand that books have an address on the shelves and that the address is found on the spine of the book on the call number
- Locate, identify, and utilize the parts of the library (Easy Picture, Easy Nonfiction, Easy Reader, Holiday Picture books) appropriate for their use

**Core Activities:** Students will complete/participate in the following:
- Listen to fiction and nonfiction books and respond through discussion and activities
- Complete a variety of alphabet activities to review and develop alphabetizing skills
- Sort and categorize fiction and nonfiction books and determine where in the library they belong
- Discuss and complete basic/introductory activities to determine type of book and where it is located based on sticker color or call number
- Point out call number stickers and explain what they mean

**Extensions:**
- Collaborate with classroom teacher on subject areas and themes to reinforce classroom learning and library skills taught

**Remediation:**
- Review and practice skills
- Partner students

**Instructional Methods:**
- Teacher read
- Discussion
- Student activities
Materials & Resources:
- Selected books appropriate for themes and activities
- Writing and coloring activities
- See Appendix for commonly used resources

Assessments:
- Teacher observation
- Student responses to discussion
- Completed student activities
Curriculum Scope & Sequence

Planned Course: Library

Unit: Internet Applications and Safety

Time frame: 6-8 classes

State Standards PDE: 3.7.4E AASL: 1.3.5; 3.1.6; 4.3.4

Essential content/objectives: At end of the unit, students will be able to:
- Recognize the safe use of common and personal information on the internet
- Access the internet using icons
- Recognize use of internet (address/URL, links, general concepts)

Core Activities: Students will complete/participate in the following:
- iSafe questionnaire
- FBI internet safety tips
- Lesson – safety with online personal information
- Hands-on demonstration show internet navigation, where to type addresses, click here to open a game, etc.
- Follow teacher direction – click on this, click on that (desktop icons)
- View books, movies, author websites, online games and activities

Instructional Methods:
- Teacher demonstration
- Student activities

Materials & Resources:
- Appendix
- Computer lab
- Smart board

Assessments:
- Teacher observation
- Student responses to discussion
- Completed student activities