Title of planned course  Library

Subject Area:

Grade Level:  2nd Grade

Course Description:  
Provide students with opportunities to review and learn more about the school library and its resources. Activities and experiences will review library procedures and location and organization of age-appropriate books, and emphasize accessing and identifying library resources. 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: Library Organization and Accessing Information

November: Encourage Reading and a Love of Literature (ongoing throughout the year)

December:

January:

February:

March:

April: Internet Applications and Safety

May:

June:
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.


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

*Stretchy Library Lessons* (Pat Miller, Upstart Books)
  *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:** 2 classes

**State Standards**
- PDE: 1.1A,F; 1.8B; 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 2nd grade students

**Core Activities:** Students will complete/participate in the following:
- Listen and respond to stories (e.g. *The Library Pages* – library rules review)
- Review and demonstrate proper use of shelf markers
- Review and demonstrate proper use of library cards
- Class discussions regarding rules
- Create bookmarks, 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 (Shelf Elf)
- Shelf markers
- Library cards
- Book marks
- Activity sheets

**Assessments:**
- Teacher observation
- Student responses to discussion
Planned Course: Library

Unit: 2nd Grade Encourage Reading and the Love of Literature

Time frame: 22 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

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
- Understand and use the 5 Finger Rule for selection of appropriate independent reading books
- Select appropriate fiction and nonfiction books for recreational and personal enjoyment
- Select appropriate nonfiction books for informational needs
- Identify and appreciate the various styles of illustration
- 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, publisher) involved in the creation of a book
- Connect ideas in books to own interests and previous knowledge and experiences
- Identify and read age/level appropriate series (Ready Freddy, Katie Kazoo, My Weird School, Franny K. Stein, Magic Tree House, Cam Jansen, etc.)
- 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 read literature for enjoyment

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

- Listen and respond to stories
- Discuss fiction and nonfiction characteristics
- Predict actions of character/outcomes of stories
- Discuss/compare/contrast story elements of books (characters, setting, plot)
- Introduce 5 Finger Rule for selecting books and practice using rule
- Listen to fairy tales – compare and contrast different versions using venn diagram
- Discuss social responsibility – giving credit for creator of words and pictures (introduction to plagiarism)
• Introduce and read series books appropriate for 2nd grade
• Respond to stories by illustrating and/or writing sentences
• 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
• Author studies using library, OPAC, and internet resources

Remediation:
• Review and practice

Instructional Methods:
• Teacher read
• Direct instruction
• Modeling
• Visual aids
• Independent practice
• Discussion
• Activities related to book selection/theme
• Videos
• Small group and/or partner work
• Cooperative learning

Materials & Resources:
• Selected fiction and nonfiction books appropriate for themes and activities
• Writing and coloring activities
• Computer lab
• Smartboard
• OPAC
• See appendix for additional resources

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

Planned Course: Library

Unit: 2nd grade 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:
- 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
- Understand how nonfiction books are organized: in number order by subject
- Demonstrate an understanding of ABC order using words and authors’ last names
- 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
- Understand the use of a keyword to search the OPAC
- Use the OPAC to find specific titles, authors, and/or subject
- Understand importance of call numbers and the section of the library that corresponds to a specific call number and correctly write call number
- Locate, identify, and utilize the parts of the library (Easy Picture, Easy Nonfiction, Easy Reader, Holiday Picture books, Fiction, and Nonfiction) appropriate for their use
- Identify and use various parts of a book to satisfy informational needs

Core Activities: Students will complete/participate in the following:
- Listen to nonfiction books regarding library organization (e.g. Shelf Elf Helps Out)
- Alphabetize words, authors’ last names, fiction books by authors’ last name
- Sort and categorize fiction and nonfiction books and determine where in the library they belong
- Organize nonfiction books by number order
- Introduce, model, and practice using OPAC to find resources for a specific subject
- Recognizing call number activities
- Interactive activities (relay races, etc.) to practice finding the location/section of library determined by call numbers
- Print activities to practice ordering call numbers
- Utilize nonfiction books to learn about parts of a book (e.g. Karl and Carolina Uncover Parts of a Book)
- Find information using specific parts of a book (index, table of contents, glossary, etc.)
Extensions:
- Collaborate with classroom teacher on subject areas and themes to reinforce classroom learning and library skills taught
- Author studies using library, OPAC, and internet resources

Remediation:
- Review and practice
- Partner students

Instructional Methods:
- Teacher read
- Direct instruction
- Modeling
- Visual aids
- Independent practice
- Discussion
- Activities related to book selection/theme
- Videos
- Small group and/or partner work
- Cooperative learning

Materials & Resources:
- Selected fiction and nonfiction books appropriate for themes and activities
- Writing and coloring activities
- Computer lab
- Smartboard
- OPAC
- See appendix for additional resources

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

Unit: 2nd Grade Internet Applications and Safety

Time frame: 3 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:
- Participate in teacher demonstrated internet applications using approved bookmarks or hyperlinks
- Recognize and use internet safety rules
- Develop an understanding of correct behavior in cyber space
- Perform basic searches with assistance (electronic encyclopedia and online searches)

Core Activities: Students will complete/participate in the following:
- Hands-on demonstration – show internet navigation, where to type addresses, click here to open a game, how to find search engines, etc.
- Following teacher directions – click on this, click on that (desktop icons, pull down menus to access bookmarks)
- View books, movies, author websites, online games and activities
- iSafe questionnaire
- Create a poster or bulletin board to reinforce acceptable use strategies
- Review FBI internet safety tips
- Demonstrate search engines – find a topic for a report, find an author website, etc.

Instructional Methods:
- Class discussion
- Student activities

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

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