

**Wilson Area School District
Planned Course Guide**

Title of planned course Library

Subject Area:

Grade Level: 3rd 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, as well as internet safety. Greater emphasis will be focused on accessing, identifying, and evaluating library resources, and introducing the research process. 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
Lauren Kresge

Curriculum Map

August: Orientation and Library procedures

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

October: Library Organization and Accessing Information

November:

December:

January: Identify and Evaluate Resources

February:

March:

April: Internet Safety

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>

American Association of School Librarians. *Standards for the 21st-Century Learner*.
American

Library Association, 2007. Web. 25 June 2010.

<http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf

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 Library and its Resources

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 the library
- Demonstrate appropriate behavior
 - Follow library rules and procedures
 - Select, borrow, and return materials
 - Demonstrate the appropriate care and handling of materials

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

- Review and demonstrate proper use of shelf markers
- Review and demonstrate proper use of library cards
- Class discussions regarding rules (*Library Pages* – Morton)
- Powerpoint presentation/bingo to review library sections
- Properly search for and choose appropriate book for check out
- Properly check out and return books

Remediation:

- Review
- Practice
- Peer partnering

Instructional Methods:

- Discussion
- Review
- Model
- Group instruction
- Activities

Materials & Resources:

- Selected books related to theme or concept
- Smart Board
- Bingo sheets
- See appendix

Assessments:

- Teacher observation
- student responses to discussion
- Completion of activity sheets

Curriculum Scope & Sequence

Planned Course: Library

Unit: 3rd Grade Encourage Reading and the Love of Literature

Time frame: 20 classes throughout the year

State Standards PDE: 1.1A,B,D,G; 1.3A,B,F; 1.4A,B; 1.6B,D
AASL: 4.1.1, 4.1.2, 4.1.3, 4.1.5, 4.4.1

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

- Select appropriate fiction and nonfiction books for recreational and personal enjoyment
- Select appropriate fiction and nonfiction books informational needs
- Identify and appreciate the various styles of illustration
- Locate and read award winning titles in the library (Caldecott, Newbery, Siebert)
- Identify and locate books of different genres in the library (science fiction, realistic fiction, adventure, sports fiction, historical fiction, fantasy, biography, poetry)
- Understand format and layout of magazines for enjoyment
- 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
- Connect ideas in books to own interests and previous knowledge and experiences
- Identify and read age/level appropriate series and authors
- Compare and contrast characters/setting/plot in folk tales/porquoi stories
- 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/books
- Predict actions of character/outcomes of stories
- Discuss/compare/contrast story elements of books (characters, setting, plot)
- After booktalks on different genres, locate books on the shelves using spine labels/stickers (Listen to *Joe Bright and the 7 Genre Dudes* to introduce genres)
- Listen to folk tales/porquoi stories – compare and contrast different story elements
- Create venn diagrams to show compare and contrast of alternative versions of folk tales (*3 Little Pigs, The True Story of the 3 Little Pigs, 3 Little Wolves and the Big Bad Pig*)
- Create a Pourquoi tale with a partner/group
- Introduce and discuss social responsibility – giving credit for creator of words and pictures (review concept of plagiarism-*When Marion Copied* –Berg))
- Introduce magazines – types, layout, parts (table of contents, articles, letters to the editor, etc.)

- Explore, listen to, select award winning books, showing understanding of why books received the award
- Illustrate story elements to show understanding
- Write reviews of books read
- Check out books of own choosing, based on interests

Extensions:

- Collaborate with classroom teacher on subject areas to reinforce library skills and genre studies
- Author studies

Remediation:

- Teacher assistance for book selection
- Modify activity to meet student needs/level

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

Curriculum Scope & Sequence

Planned Course: Library

Unit: 3rd Grade Library organization and Accessing Information

Time frame: 4 classes

State Standards PDE: 1.5B, 1.8B, 9.3, 3.7E
AASL: 1.1.1, 1.1.2, 1.1.4, 1.1.8, 1.2.2

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

- Identify how library resources are arranged in order to select materials
- Locate, identify, and utilize the sections/resources available in the school library
- Recognize that the nonfiction of the library is arranged by subject using a classification system (Dewey Decimal classification system)
- Use the OPAC to find specific titles, authors and/or subjects
- Locate relevant materials (fiction and nonfiction titles) within the library utilizing the OPAC
- Understand that PA POWER Library and other databases are available resources

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

- Listen to and discuss books on the following concepts: Dewey Decimal, library organization (*Bob the Alien Discovers Dewey* – Donovan; *Duck, Duck Dewey library lesson games* – Upstart Books)
- Games, scavenger hunt to review library sections/Dewey Decimal System/OPAC/locating resources
- Print activities to review library organization and finding resources in the library
- Review and practice using OPAC – teacher directed
- Use OPAC for individual, independent search
- Group instruction on POWER Library
- Introduce use of databases like Sirs discoverer
- Reinforce concept of Dewey categories by creating Wordles
- Do We Know Dewey online activities

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
- Modify assessments or tasks
- Modify teacher or student assistances to complete task
- Differentiated instruction
- Group work

Instructional Methods:

- Group instruction and discussion
- Print activities
- Independent activities
- Model and practice
- Videos
- Internet resources

Materials & Resources:

- Selected books related to theme or concept
- Activity sheets
- Computer lab
- Internet resources

Assessments:

- Teacher observation
- Student responses to discussion
- Completion of activity sheets

Curriculum Scope & Sequence

Planned Course: Library

Unit: 3rd grade Identify & Evaluate Resources

Time frame: 5 classes

State Standards PDE: 1.1A,D; 1.2A,B,D; 1.8A,B; 1.9.A,B
AASL: 1.1.1,2,4,5,6,7; 1.2.4; 2.1.3,4,5

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

- Identify various types of reference resources
 - Atlas
 - Encyclopedia
 - Thesaurus
 - Dictionary
- Identify and utilize parts of nonfiction and reference books
 - Title page
 - Table of contents
 - Index
 - Glossary
 - Spine (call number/title)
 - Copyright page
- Recognize the organization/navigation of a web site/page
- Compare and contrast sources of information to select appropriate resources for specific informational needs

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

- Listen and respond to a story regarding library resources (*Our Librarian Won't Tell Us Anything* - Buzzeo)
- Print activities
- Interactive activities
- Hands-on use of resources to determine appropriate use of resource
- Navigate through web site or data base with teacher direction

Extensions:

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

Remediation:

- Review and practice
- Modify assessments or tasks
- Modify teacher or student assistances to complete task
- Differentiated instruction
- Group work

Instructional Methods:

- Group instruction
- Small group completion of print activities
- Discussion
- Model navigation strategies
- Independent completion of computer activities

Materials & Resources:

- Selected reference and nonfiction books
- Activity sheets
- Computer lab
- Specific web sites for browsing and/or navigation

Assessments:

- Teacher observation
- Student responses to discussion
- Completion of activity sheets
- Computer activities

Curriculum Scope & Sequence

Planned Course: Library

Unit: 3rd 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:

- Learn appropriate ways to deal with phishing, spam, or scam emails
- Understand that cyber bullying is the same as regular bullying and know what to do if you are bullied

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

- Use cyber stealing song/poem to discuss acceptable ways to use online information
- Review FBI internet safety tips
- Cyber citizenship and safety online
- Cyber bullying

Instructional Methods:

- Class discussion
- Student activities

Materials & Resources:

- Appendix
- Computer lab
- Smart board

Assessments:

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