

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Library and Information Literacy

Grade Level: 1

Date of Board Approval: 2019

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Planned Instruction

Title of Planned Instruction: Library and Information Literacy

Subject Area: Library Skills

Grade(s): 1st Grade

Course Description: This course is designed to ensure that students become information literate. Instruction is provided to foster competence in finding, evaluating, and using information in a variety of formats. This program also seeks to stimulate an interest in reading for both pleasure and information.

Time/Credit for the Course: 18 class periods (9 Hrs)

Curriculum Writing Committee: Rachel Goldstein and Heather Haupt

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Curriculum Map

1. Marking Period One -Overview with time range in days:

Identifying Text Features – 1 day

Selecting Informational Texts and Literary Non-Fiction – 1 day

Selecting Literary Fiction – 1 day

Describing Key Ideas and Details – 1 day

Evaluating Sources and Using Digital Media – 1 day

Demonstrating Technology Etiquette and Safety & Behaving as a Digital Citizen – 1 day

Producing and Publish with Technology

Marking Period One –Goals:

Understanding of:

- Key ideas from a text
- Selecting literary non-fiction and information text
- Selecting literary fiction in a variety of genres
- Confirming understanding of text by asking and answering questions
- Web browser
- Similarities and differences among text, graphics, audio, animation, and video
- Proper technology etiquette
- Proper care of technology and equipment
- Produce and publish writing

2. Marking Period Two -Overview with time range in days:

Research Process – 2 days

Explaining Different Types of Text

Evaluating Diverse Media

Evaluating Arguments

Identifying Literary Elements

Marking Period Two -Goals:

Understanding of:

- Fiction and non-fiction
- Illustrations and text
- Author details
- Character, setting, and events in a story

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UNIT: Basic Library Skills and Internet Safety

Big Idea # 1: Responsible citizens use information ethically and productively in a global society.

Essential Questions:

- How do responsible citizens use information ethically?
- How do responsible citizens use information productively in a global society?

Concepts:

- Demonstrating Technology Etiquette & Safety
- Behaving as a Digital Citizen
- Using Digital Media

Competencies:

- With prompting and support, demonstrate proper etiquette while using and handling technology (e.g., technology basic care).
- With prompting and support, answer questions about the importance of safe, legal and responsible use of technology.
- Demonstrate proper care of technology and equipment.
- With help and support, identify similarities and differences among text graphics, audio, animation and video.

Big Idea # 2: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Essential Questions:

- How do readers know what to believe in what they read, hear, and view?
- How does interaction with text provoke thinking and response?

Concepts:

- Evaluating Sources

Competencies:

- With help and support, use a web browser to locate content-specific websites

Big Idea # 3: Effective readers use appropriate strategies to construct meaning.

Essential Questions:

- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- How do readers know what to believe?
- How does what readers read influence how they should read it?
- How does a reader's purpose influence how text should be read?

Concepts:

- Identifying Text Features
- Selecting Informational Texts & Literary Non-fiction
- Selecting Literary Fiction

Competencies:

- Identify text features to locate key facts or information in text.
- Independently locate and select literary non-fiction on grade level.

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- Independently, select grade-level-appropriate literature in variety of genres.
- Apply strategies to create meaning from literature.
- Read literature presented in any format to gain meaning by questioning, reflecting, responding and evaluating.

Big Idea # 4: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Essential Questions:

- What do good listeners do?
- How do active listeners make meaning?
- How do active listeners know what to believe in what they hear?

Concepts:

- Describing Key Ideas and Details

Competencies:

- Confirm understanding of text read aloud or presented orally by asking and answering questions about key details.

UNIT: Effective Readers

Big Idea # 1: Effective readers use appropriate strategies to construct meaning.

Essential Questions:

- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- How do readers know what to believe?
- How does what readers read influence how they should read it?
- How does a reader's purpose influence how text should be read?

Concepts:

- Evaluating Diverse Media
- Evaluating Arguments
- Explaining Different types of text
- Identifying Literary Elements
- Identifying Literary Elements

Competencies:

- Describe key ideas through illustrations and text.
- Identify details author uses to support points in text.
- Explain differences between fiction and non-fiction texts.
- Identify characters, setting and events that occur in the story and describe based on illustrations and details.
- Identify characters in stories read aloud or read alone.
- Identify similarities and differences among characters from different stories.

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Curriculum Plan

Unit: Basic Library Skills and Internet Safety

Time Range in Days: 9 days

Standard(s):

PA Core Standards for English Language Arts, Business, Computer and Information Technology Standards

Standards Addressed:

CC.1.5.B, CC.1.2.E, CC.1.2.L, CC.1.3.K, C.C.1.1.A
15. 4.L, 15.3.M, 15.4.B, 15.4.K

Overview: Students will learn skills to enhance their library experience.

Focus Question(s):

1. What is a spine label/call number and its purpose?
2. How do you locate a book in the library using a spine label/call number?
3. What is poetry?

Goals: Students will learn the layout of the library and proper use of library technology.

Objectives:

1. Students will be able to locate and show where to find a specific book. (DOK 1 and DOK 2)
2. Students will be able to create a spine label for various authors. (DOK 4)
3. Students will be able to construct a short poem. (DOK 2)
4. Students will be able to find and locate poetry books. (DOK 1)
5. Students will be able to compare different types of poetry. (DOK 3)
6. Students will be able to show how to properly care for magazines. (DOK 2)
7. Students will be able to recognize and minimize the risks associated with connected technologies. (DOK 1)
8. Students will be able to use basic keyboard and iPad functions. (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on the spine of a book, call numbers/spine label, and author's last name.
2. Class discussion and question and answer of various authors and what the call number would be.
3. Direct instruction on alphabetical order and how to arrange books on a shelf alphabetically by the call number/spine label.
4. Direct instruction of what is a beginning reader book. Teacher will show differences between different levels of picture books.

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5. Direct instruction on the location of books at an appropriate level.
6. Direct instruction on poetry books and authors. Direct instruction on the location and call number of poetry.
7. Direct instruction on creating an original couplet from a word list. Students will write or verbally create a two-line poem.
8. Direction instruction on proper care of magazines. Teacher will have various copies of magazines to share with students.
9. Students will navigate an e-zine using web browsers and complete activities.
10. Direct instruction on the three main risks of online behavior (inappropriate contact, inappropriate content, inappropriate conduct). Class will view "Faux Paw's Adventures in the Internet".
11. Direct instruction on the arrangement of a keyboard, use of a mouse, locating icons/apps, and the proper use of computers and iPads.
12. Students will use programs to enhance keyboarding skills and apps to enhance learning objectives.
13. Students will review the use of the web browser and how to use
14. Students will learn how to use new technology (i.e. Z-space, Google Cardboard, etc.)

Assessments:

Diagnostic: observation and questions

Formative: questions and answers during direct instruction, teacher observation of locating books by author of their choice and their level

Summative: verbal questions from librarian, finding books by call number for leisure reading, creation of written or verbal poem

Extensions:

1. Assign groups and give a list of authors for students to find titles.
2. Have students help those in need find books on their level.
3. Create additional couplets.

Correctives:

1. Peer assistance to come up with the correct call number for an author.
2. Peer assistance to locate books at appropriate level.
3. Students work in groups to create a couplet.

Materials and Resources: various reading level picture books, various books to show various call numbers, whiteboard/chalkboard, various poetry books, word list for couplet, various magazines, online magazines (Cricketmag.com), online story First Grade's Forever, "Faux Paw's Adventures in the Internet", ikeepsafe.org, computers, internet, iPads, various programs and typing games, Z-space, Coding websites

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Curriculum Plan

Unit: Effective Readers

Time Range in Days: 9 days

Standard(s):

PA Core Standards for English Language Arts

Standards Addressed:

CC.1.2.G, CC.1.2.H, CC.1.3.E, CC.1.3.G, CC.1.3.H, CC.1.4.U, CC.1.4.V

Overview: Students will learn about a variety of genres and various authors.

Focus Question(s):

1. What are the differences between fiction and non-fiction?
2. What is the difference between an author and an illustrator?

Goals: Students will develop an appreciation of various authors and a variety of genres.

Objectives:

1. Students will be able to differentiate between fiction and non-fiction. (DOK 3)
2. Students will be able to compare the writing styles of various authors. (DOK 3)
3. Students will be able to recognize different authors appropriate for their grade level. (DOK 1)
4. Students will be able to compare the lives and the books written by authors through biographies. (DOK 2)
5. Students will be able to investigate and analyze the lives and works of various authors and illustrators. (DOK 3 and DOK 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction of the difference between fiction and non-fiction. Examples of various titles and the classification of fiction or non-fiction with the class.
2. Emphasis and review the physical arrangement of fiction and non-fiction by the difference in call number.
3. Read titles by author in a variety of formats (online, audio, and traditional text).
4. Direct instruction on author websites and use available web activities for the authors.
5. Students will write a paragraph about their favorite author.

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Assessments:

Diagnostic: Observation and question/answers of prior knowledge

Formative: teacher observation, student check out

Summative: students locating books according to spine label, student paragraph on author.

Extensions:

1. Make a class game of locating fiction or non-fiction books by a topic.
2. Students can research and view author web pages at home and discuss findings with class.

Correctives:

1. Students can work in pairs to view and find information on various authors using author web pages and online reference sources.

Materials and Resources: SmartBoard, internet, various fiction and non-fiction books, various books by popular children's authors