

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Library and Information Literacy

Grade Level: 2

Date of Board Approval: _____ 2019 _____

Planned Instruction

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Title of Planned Instruction: Library and Information Literacy

Subject Area: Library Skills

Grade(s): 2nd 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:

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

Identify Text Features

Evaluating Diverse Media

Selecting Informational Text and Literary Nonfiction

Preparing Multimedia Presentations

Identifying Literary Elements

Selecting Literary Fiction

Describing Key Ideas and Details

Marking Period One –Goals:

Understanding of:

- Proper technology etiquette
- Importance of safe, legal and responsible use of technology
- Proper care of technology and equipment
- Text features and search tools
- Graphic representations clarify meaning of text
- Adding visual displays to clarify ideas, thoughts and feelings
- Selecting literary non-fiction and information text
- Library index
- Characters, setting, and plot
- Selecting literary fiction in a variety of genres
- Creating meaning from literary fiction
- Literary fiction to gain meaning, by questions, reflecting, responding and evaluating
- Key ideas from a text

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

Evaluating Sources – 1 day

Research Process: Effective Inquiry – 3 days

Producing and Publishing with Technology – 2 days

Evaluating Diverse Media

Marking Period Two -Goals:

Understanding of:

- Web browser
- Supporting opinion with reasons
- Choosing a topic to research
- Producing and publishing writing
- Keyboarding skills

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UNIT: Responsible Citizen Behaviors

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 and safety
- Behaving as a digital citizen

Competencies:

- With prompting and support, demonstrate proper etiquette while using and handling technology.
- With prompting and support, answer questions about the importance of safe, legal and responsible use of technology.
- With prompting and support, answer questions about the importance of safe, legal and responsible use of technology.
- Demonstrate proper care of technology and equipment.

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:

- Identifying text features
- Evaluating Diverse Media
- Selecting informational text and literary non-fiction
- Identifying literary elements
- Selecting literary fiction

Competencies:

- Use text features and search tools to locate key facts or information in text efficiently in print and digital sources.
- Explain how graphic representations contribute to and clarify meaning of text.
- Independently, locate and select literary non-fiction and informational texts on grade level.

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- With support, use library index to locate non-fiction and informational texts.
- Identify characteristics and settings in a story and understanding their impact on story (either in text or digital form) by using information from illustrations and words in text.
- Explain plot in story (either in text or digital form) by using information from illustrations and words in text.
- Independently, select grade level appropriate literature in a 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 # 2: Effective speakers prepare and communicate messages to address the audience and purpose.

Essential Questions:

- How do task, purpose, and audience influence how speakers craft and deliver a message?
- How do speakers employ and utilize resources to effectively communicate a message?

Concepts:

- Preparing Multimedia Presentations

Competencies:

- Add drawings, clipart, or other visual display to presentation to clarify ideas, thoughts and feelings.

Big Idea # 3: 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:

- Describe key ideas from text read aloud or presented orally or in another media format.

UNIT: Evaluating Sources and Research Process

Big Idea # 1: 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?

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- How does interaction with text provoke thinking and response?

Concepts:

- Evaluating Sources

Competencies:

- Support opinion with reasons.
- With help and support, use a web browser to locate content-specific websites.

Big Idea # 2: Effective research requires the use of varied resources to gain or expand knowledge.

Essential Questions:

- What does a reader look for and how can s/he find it?
- How does a reader know a source can be trusted?
- How does one organize and synthesize information from various sources?
- How does one best present findings?

Concepts:

- Research process: Effective Inquiry

Competencies:

- Participate in individual or shared research

Big Idea # 3: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Essential Questions:

- What makes clear and effective writing?
- Why do writers write? What is the purpose?
- Who is the audience? What will work best for the audience?

Concepts:

- Producing and Publishing with Technology

Competencies:

- With guidance and support, use digital tools to produce and publish writing in collaboration with peers.

Big Idea # 4: Effect 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?

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Concepts:

- Evaluating Diverse Media

Competencies:

- Explain how graphic representations contribute to and clarify meaning of text.

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Curriculum Plan

Unit: Responsible Citizen Behaviors

Time Range in Days: 1 class period

Standard(s):

PA Business, Computer and Information Technology Standards

Standards Addressed:

15.4.2.B

Overview: Responsible citizens use information ethically and productively in a global society.

Focus Question(s):

1. What information is considered private?

Goals:

1. Demonstrate technology etiquette and safety.
2. Behave as a digital citizen.

Objectives:

1. Students will be able to tell the three main risks of internet safety. (DOK 1)
2. Students will be able to differentiate right from wrong behaviors online. (DOK 3)
3. Students will be able to relate lesson skills to everyday life. (DOK 2)

Core Activities and Corresponding Instructional Methods:

1. Introduce the 3 main risks (inappropriate contact, inappropriate content, inappropriate conduct).
2. Watch digital video of "Faux Paw's Adventures in the Internet" or other video tool.
3. Class discussion of character conflicts in the video.
4. Discuss outcomes and lessons learned from the video.
5. Librarian will lead discussion of risks regarding internet safety.
6. Discuss the 3 rules to remember (keep safe, keep away, keep telling).

Assessments:

Diagnostic: observation and questions

Formative: question and answers during direct instruction

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Summative: Verbal questions from librarian

Extensions: Students will explore components of websites such as “Kismartz” and complete activities and show videos such as “Be Safer Online”, “Know the Rules”, and the “Password Rap”.

Correctives: Role play with a partner what to do when coming across inappropriate content on the Internet.

Materials and Resources: SmartBoard, internet, “Faux Paw’s Adventures in the Internet” video, internet sources: “I Safe”, “NetSmartzKids” and “Cybersmart”, www.ikeepsafe.org

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Curriculum Plan

Unit: Effective Readers

Time Range in Days: 8 days

Standard(s):

PA Common Core Standards for English Language Arts

Standards Addressed:

CC.1.2.E, CC.1.2.G, CC.1.2.L, CC.1.3.G, CC.1.3.K, CC.1.5.F, CC.1.5.B

Overview: Students will learn the layout of the library to find materials efficiently, use digital media effectively, and understand the differences between literary texts.

Focus Question(s):

1. How do you use Delaware Valley School District computers?
2. How do you locate books in a library?
3. How do pictures and digital photography help support a story?
4. What is a Caldecott Award?
5. What are the difference between Folktales, Fairytales, and Tall tales?

Goals:

1. Students will be able to identify and locate different types of books within the library with using Destiny Quest.
2. Students will use digital media effectively.
3. Students will understand the differences between literary texts.

Objectives:

1. Students will be able to show they are able to login to district computers. (DOK 2)
2. Students will be able to locate where to find fiction and nonfiction books. (DOK 1)
3. Students will be able to use call numbers to locate books. (DOK 1)
4. Students will be able to show how to use Destiny, and Follett Shelf to search and locate materials. (DOK 1 and DOK 2)
5. Students will be able to design and manipulate digital photography to enhance text. (DOK 4)
6. Students will be able to use basic Microsoft Word functions. (DOK 1)
7. Students will be able to recognize the importance of illustrations to a story. (DOK 1)

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8. Students will be able to distinguish and compare the differences between folktales, fairy tales, and tall tales. (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Librarian will demonstrate the process of logging in to district computers. Students will have library cards with ID numbers and passwords.
2. Librarian will identify criteria of fiction and nonfiction books to class. Students will list concepts/topics that are considered fiction and nonfiction. Librarian will show students a series of books. Students will identify the books as fiction or nonfiction.
3. Direct instruction on location of materials (fiction and nonfiction) in library.
4. Direct instruction on reading and assigning call numbers for books.
5. Direct instruction on how to search by title, author, series, keyword, and subject with Destiny and Follett Shelf.
6. Using Destiny, students will search for books with various titles.
7. Direct instruction on downloading and saving internet images.
8. Direct instruction on the use of Paint software, Microsoft Photo Editor, and downloaded digital imagery to enhance story, text, or information.
9. Direct instruction on a **word processor (Google Doc, Microsoft Word, etc.)**. As teacher is demonstrating, students will mimic teacher and perform the same tasks on individual computer. Teacher will cover the basic functions of **Word Processing (toolbar, formatting, saving, etc)**. Have students copy a short paragraph after setting formatting. Students will print final copy for evaluation, learning proper printing procedures.
10. Teacher led discussion on the Caldecott Award and its history. Teacher will discuss the selection process for the award and give examples of current and past Caldecott Award winners.
11. Direct instruction on the origins and characteristics of folktales, fairytales and tall tales that include: traditions, cultures, locations, characteristics, and various versions.
12. Share various texts or digitally formatted versions of fairytales, folktales, and tall tales.
13. Direct discussion on differences of shared stories.

Assessments:

Diagnostic: Teacher assessment of students' prior knowledge of lesson topics

Formative: Teacher observation of various skills

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Summative: Librarian observation of student checkouts based upon use of online catalogs, print of manipulated images, evaluation of Microsoft Word product, checkout of Caldecott Award winners

Extensions:

1. Students will explain why examples are fiction or nonfiction.
2. Students will search for higher level books for their reading program (i.e. Reading Counts) to further their classroom requirements.
3. Students will complete supplemental imagery at home or in class.
4. Students will write a summary of a book they read using a word processor.
5. Have students design a book jacket for a book they have read to show the details needed for a Caldecott Award book.
6. Have students write a brief folktale, tall tale, and fairytale to check their understanding of each.

Correctives:

1. Students will work with a partner to help with passwords and login information.
2. In groups, students will discuss why elements or facts are fiction or nonfiction.
3. With a partner or teacher assistance, students will search and locate a book.
4. Student assistance of identifying different genres for titles.
5. Students can work in pairs to assist in **word processing** skills.
6. Have Caldecott Award winning books on display for book checkout. Have students present a favorite illustration from an award winning book.
7. Have folktale, fairytale, and tall tale books on display for book checkout.

Materials and Resources: computers, login cards, examples of fiction and nonfiction books, SmartBoard, online catalog programs (Destiny and Follett Shelf), Microsoft Paint, Photo Editor, or other digital enhancing programs, Internet, Microsoft Word, various Caldecott Award winning books, various picture books that were not Caldecott Award winners, folktales, fairy tales, and tall tales.

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Curriculum Plan

Unit: Evaluating Sources and Research Process

Time Range in Days: 9 days

Standard(s):

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

Standards Addressed:

CC.1.4.U, CC.1.2.E, CC.1.4.I, CC.1.4.V,
15.4.L

Overview: Students will use technology appropriately to enhance research skills.

Focus Question(s):

1. What is the importance of finding **credible** websites for research information?
2. What is the importance of using keywords when finding websites?

Goals: Students will effectively use search engines and keywords to find **credible** websites.

Objectives:

1. Students will be able to draw conclusions of the importance of finding **credible** websites for research information. (DOK 3)
2. Students will be able to use keywords correctly to find websites. (DOK 1)
3. Students will be able to use and show basic knowledge of a keyboard. (DOK 1 and DOK 2)

Core Activities and Corresponding Instructional Methods:

1. Explain keyword searches and what they are used for.
2. Explain the purpose of a search engine and give examples (Yahoo, Google, MSN, Yahoo!igans, Ask.com, etc)
3. Perform searches on various search engines. Discuss similarities and differences.
4. Demonstrate the effect of using broad terms for a search versus specific terms **including discussions on boolean search terms.**
5. Discussion on why it is important to find credible and best websites. Explain to students that anyone can put information on the internet. It is up to the researcher to find the best and most accurate information.

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6. Direct instruction showing parts of a website that will deem it accurate and current. Compare various websites and have students point out what they feel makes the website credible.
7. Direct instruction on the layout and use of the keyboard. Students will use web based typing activities (Type Me, Type to Learn Jr., and various websites).
8. Students will write, type, and print a paragraph about themselves.

Assessments:

Diagnostic: Assess prior knowledge with whole class

Formative: Observation and discussion with whole class

Summative: Individual verbal student questions, print out of student paragraph

Extensions:

1. Students will search and rate websites on their own ability to find information and if it is credible.
2. Have students search for various topics and see how many websites they will find.
3. Compare searches with two keywords with searches of the same topic using three or four keywords.
4. Compare searches with boolean search terms and see how the searches change (compare adding "and", "or", or the use of quotation marks).

Correctives:

1. Have students list what would make a websites credible and compare to other websites.
2. Students can work in pairs to assist with spelling and searching with keywords.

Materials and Resources: computers, SmartBoard, various Internet search engines, www.literacycenter.net, <http://games.funschool.com>, Internet, typing websites/software