DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Library and Information Literacy

Grade Level: 4

Date of Board Approval: _____2019_____

Planned Instruction

Title of Planned Instruction: Library and Information Literacy

Subject Area: Library Skills   **Grade(s):** 4th 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 & Heather Haupt

Curriculum Map

1. **Marking Period One -Overview with time range in days:**
   Demonstrating Technology Etiquette and Safety – 1 day
   Behaving as a Digital Citizen – 1 day
   Evaluating Diverse Media – 1 day
   Selecting Informational Texts and Literary Non-Fiction – 1 day
   Selecting Literary Fiction – 4 days
   Introductory Coding/Programming (Hour of Code) – 1 day

   Marking Period One –Goals:
   Understanding of:
   - Proper technology etiquette
   - Importance of safe, legal and responsible use of technology
   - Ethical and safe online behavior
   - Consequences of unethical, unsafe and inappropriate behavior
   - Various sources contribute to understand text
   - Selecting literary non-fiction and informational texts
   - Various print and digital reference sources
   - Selecting literary fiction in a variety of genres
   - Creating meaning from literary fiction
   - Literary fiction to gain meaning, by questions, reflecting, responding and evaluating
   - Basic programming/coding skills

2. **Marking Period Two -Overview with time range in days:**
   Evaluating Sources – 2 days
   Research Process – 2 days
   Producing and Publishing with Technology/Preparing Multimedia Presentations – 5 days

   Marking Period Two -Goals:
   Understanding of:
   - Website evaluation
   - Choosing a topic to research and questions to be answered
   - Note taking skills
   - Conducting research projects
   - Readability of a source
   - Grade-level-appropriate research process
   - Producing and publishing a one page written or multimedia product
   - Visual display to enhance main ideas or themes

DELAWARE VALLEY SCHOOL DISTRICT

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?
> * How can students be producers of technology, not merely consumers?
>
> **Concepts:**
> * Demonstrating technology etiquette and safety
> * Behaving as a digital citizen
> * Introductory computing practice and programming
>
> **Competencies:**
> * Apply proper etiquette when using technology.
> * Explain importance of safe, legal and responsible use of technology.
> * Identify and practice ethical and safe online behavior.
> * Identify potential consequences of unethical, unsafe and inappropriate behavior.
> * Computational thinking and logic

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
> * Selecting informational text and literary non-fiction
> * Selecting literary fiction
>
> **Competencies:**
> * Explain how information from various sources contributes to understanding text.
> * Independently, locate and select literary non-fiction and informational texts on grade level.
> * Independently, use various print and digital reference sources.
> * Independently, select grade-level-appropriate literary fiction in a variety to genres.
> * Apply strategies to create meaning from literary fiction.
> * Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding and evaluating.

UNIT: 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?
- How does interaction with text provoke thinking and response?

Concepts:
- Evaluating Sources
- Research Process

Competencies:
- Discuss criteria for evaluating a website: credibility, relevance, bias, accuracy and currency.
- Identify facts and details that support reasons.
- As part of grade-level-appropriate research process, choose aspects of topic to research.
- As part of grade-level-appropriate research process, with guidance, develop questions to be answered about topic.
- Draw evidence from text to answer an information need using grade-level-appropriate note-talking skills.

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

Competencies:
- Conduct short research projects.
- Use literacy strategies to determine readability of source
- Make conclusions about information in sources.
- As part of a grade-level-appropriate research process:
  - Recall information from past experiences.
  - Gather information from sources, including both print and digital to answer research questions.
  - Record and organize answer (s) to question(s) in note-taking format by sorting information into provided categories.
  - Paraphrase information found, so that it is not copied exactly from source.
  - Summarize information from notes into final project.
  - Identify bibliographic information.
  - Create list of sources used.

Big Idea # 3: Effective speakers prepare ad 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 language and utilize resources to effectively communicate a message?

Concepts:
- Preparing multimedia presentations

Competencies:
- Add multimedia components and visual displays to presentations to clarify claims and research findings and point out important points in information.

Big Idea # 4: Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.

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

Concepts:
- Producing and publishing with technology

Competencies:
- With some guidance and support, use technology and keyboard skills to produce and publish one-page written product and to interact and collaborate with other.

Curriculum Plan

<u>**Unit:**</u>   **Responsible Citizen Behaviors**   <u>**Time Range in Days:**</u>   3 class periods

Standard(s):
PA Academic Standards for Science and Technology and Engineering Education
PA Business, Computer and Information Technology Standards
CSTA K-12 Computer Science Standards (2017)

Standards Addressed:
3.4.4.B1
15.3.5.T
15.4.5.B

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

Focus Question(s):
1. What information is considered private and should be protected?
2. What is cyber bullying?
3. How should a student respond to an online threat/danger?
4. How can students use coding/programming skills to produce new computer programs?

Goals:
1. Demonstrate technology etiquette and safety.
2. Behave responsibly as a digital citizen.
3. To complete basic programming activities using Hour of Code.

Objectives:
1. Students will be able to recognize the law regarding the use of information found on the internet. (DOK 1)
2. Students will be able to differentiate right from wrong behaviors online. (DOK 3)
3. Students will be able to connect with prior experiences of online behavior. (DOK 4)
4. Students will be able to relate lesson skills to everyday life. (DOK 2)
5. Students will design or create a solution to a programming problem/challenge. (DOK 4)

Core Activities and Corresponding Instructional Methods:
1. Librarian will lead discussion of risks regarding internet safety.
2. Direct instruction on internet safety (video resources and online lesson plans)

3. Discussion of personal social media experiences.
4. Examine school district policy on cyber bullying.
5. Completion of Hour of Code activities.

Assessments:

    Diagnostic: Discussion of internet use and social media experiences.

    Formative: Student responses to oral and written questions.

    Summative: Observation of students applying internet safety rules.

Extensions: Students will research legal ramifications of cyberbullying. School resource officer or principal led discussion of school disciplinary actions cyberbullying.

Correctives: Peer question and answer discussion for clarification.

Materials and Resources: computers, cyber bullying lesson, CyberSmart lesson plan and activity sheets, Common Sense online lesson plans and activities, Google's Interland activities

www.cybersmartcurriculum.org/safetysecurity/lessons/4-5/private_information/

www.ikeepsafe.org

https://www.commonsense.org/education/digital-citizenship/curriculum?grades=4

https://beinternetawesome.withgoogle.com/en_us/interland

Interland curriculum (pdf): https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_Curriculum_.pdf

Hour of Code: https://hourofcode.com/us

Curriculum Plan

Unit: Effective Readers   **Time Range in Days:** 6 days

Standard(s):
PA Common Core Standards for English Language Arts

Standards Addressed:
CC.1.2.4.L, CC.1.2.4.G, CC.1.3.4.K

Anchor(s):
E04.A-K.1.1

Overview: Effective readers use a variety of strategies to construct meaning of various literary texts.

Focus Question(s):
1. What is the Newbery Award? What are some notable Newbery titles/authors?
2. What are biographies? Why are they important?

Goals: Students will have an understanding of the Newbery Award and the books/authors that have achieved this honor. They will also understand what constitutes the purpose and the information available in a biography.

Objectives:
1. Students will be able to compare current Newbery winners and older Newbery winners. (DOK 2 and DOK 3)
2. Students will be able to identify key feature that constitute a Newbery Award. (DOK 1)
3. Students will be able to identify key features of a biography. (DOK 1)
4. Students will be able to create a script based on one scene or chapter in a Newbery book. (DOK 4)
5. Students will be able to create a short biography of a person of their choice. (DOK 4)
6. Students will be able to show an appreciation of literature through reader's theatre. (DOK 2)

Core Activities and Corresponding Instructional Methods:
1. Direct instruction on Newbery Award. Discuss who the award was named after (John Newbery). Promote the award by sharing selected titles with class.
2. Librarian will promote the Newbery Award and the books that have won this award by sharing the annual Newbery poster of current and previous winners.

3. Direct instruction on the biography genre. Librarian will read and present examples of good biographies. Librarian will present a short biographical sketch.
4. Librarian will introduce reader's theatre through various websites. Librarian will then introduce related works of literature. Guide students through participation in reader's theatre.

Assessments:
    Diagnostic: discussion and question during lecture and presentation, question students about definition and elements of a biography, group discussion of selected work and students' prior knowledge of reader's theatre
    Formative: teacher observation in small groups, student participation during reader's theatre
    Summative: student made posters, written reports; observation of students reading and responding to literature;

Extensions:
1. Have students award a Newbery Award to a book of their choice. Create a simple poster illustrating their chosen book and share with class/small groups. Students can also "book talk" a selected Award winner with a small group or create a video book trailer for it.
2. Have students dress as their chosen person and present their biography.
3. Have students create a "report card" for a selected notable personality and justify the grades awarded (ex: Roberto Clemente – A+ for generosity)
4. Choose can choose their favorite book and create their own reader's theatre script based on one scene or chapter.

Correctives:
1. Allow students to debate and present evidence on why their book should win the award.
2. Allow students to work in small groups to write a biography of a chosen person.
3. Give students a reader's theatre script ahead of time to preview before reading orally in class.

Materials and Resources: Newberry Award winning titles, Newbery Poster, SmartBoard, www.ala.org, paper and crayons for poster, biographies, computers, Reader's Theatre website list, related works of literature

Education World's Teaching Biographies lesson plan:
https://www.educationworld.com/a_lesson/lesson/lesson185.shtml

ALA Newbery Medal Home Page:
http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newberymedal

Curriculum Plan

Unit: **Research Process**   **Time Range in Days:** **9 days**

Standard(s):
PA Core Standards for English Language Arts
PA Business, Computer, and Information Technology Standards

Standards Addressed:
CC.1.4.4.S, CC.1.4.4.V, CC.1.4.4.W
15.4.5.G, 15.4.5.K

Anchor(s):
E04.A-K.1.1, E04.A-k.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1, E04.B-K.1.1.2, E04.C.1.1, E04.C.1.1.2, E04.E.1.1

Overview: Effective researchers use appropriate skills to efficiently locate and report information needed.

Focus Question(s):
1. What kinds of resources are available for research?
2. What makes an online resource effective?

Goals: To correctly use research skills and the research process to formulate a written (typed) or multimedia book report.

Objectives:
1. Students will be able to objectively assess the credibility of a website. (DOK 3)
2. Students will be able to apply concepts of resources and technologies they have learned to date. (DOK 4)
3. Students will be able to use and show research skills. (DOK 1 and DOK 2)
4. Students will be able to create a written (typed) or multimedia book report. (DOK 4)
5. Students will be able to use presentation software such as Google Slides. (DOK 4)

Core Activities and Corresponding Instructional Methods:
1. Direct instruction of website evaluation criteria. Librarian will discuss the criteria that make a website credible:
   a. authority/expertise of author or sponsor
   b. currency (age of information presented on the site) and updates
   c. purpose (to inform, persuade, entertain, sell a product, or other)

    d.   accuracy

    e.   spelling and grammar

2. Students will be given a specific site to evaluate independently using an evaluation checklist or worksheet as a guide.

3. Direct instruction of resources available to students in the library and online. Introduce students to www.kidsreads.com , www.bethanyroberts.com/childrensbookauthors.htm and Power Library (Kids Info Bits) for author research.

4. Direct instruction on note taking and outlining information for research.

5. Direct instruction on Presentation Tool program. Demonstrate the presentation software, tools, and techniques.

6. Students create Presentation Tool book report. Book report must include:

    a.   Title

    b.   Author's name

    c.   Genre

    d.   Setting

    e.   Main characters

    f.   Problem/solution

    g.   Opinion of novel

    h.   Author biography (completed by research)

Assessments:

    Diagnostic: Group discussion of high quality websites and their characteristics, student questioning during software demonstration

    Formative: Teacher observation, conference during independent website evaluation

    Summative: Completed website checklist, completed Presentation tool book reports

Extensions:

1. Students will write an argumentative paragraph to convince the reader that a selected website is either valuable or not.

2. Include a slide on the book report with interviews from peers who have read this novel.

Correctives:

1. Students can work with a partner while evaluating a site to facilitate discussion and critical analysis of the site.

2. Plan book reports on paper using graphic organizers

3. For lower level students, have them work together on a class novel or a short story from classroom anthology book to create the book report.

Materials and Resources: SmartBoard, computers, Google Slides program, www.kidsreads.com, suggested website list, website evaluation checklist/worksheet.