

**Wilson Area School District
Planned Course Guide**

Title of planned course Library

Subject Area:

Grade Level: 1st Grade

Course Description:

Provide students with opportunities to learn about the school library and its resources. Activities and experiences will review library procedures and location and organization of age-appropriate books. 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:

October:

Encouraging Reading and a Love of Literature (ongoing throughout the year)

November:

Library Organization and Accessing Information

December:

January:

February:

March:

Internet Safety

April:

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 the Library and Library Procedures

Time frame: 4 classes

State Standards PDE: 1.1A,F; 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 1st grade students

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

- Listen and respond to stories (e.g. *Mr. Wiggle's Book, Shelf Elf*)
- Practice and demonstrate proper use of shelf markers
- Practice and demonstrate proper use of library cards
- Class discussions regarding rules
- Create bookmarks, student books, 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 (e.g. *Mr. Wiggle's Book, Shelf Elf*)
- Shelf markers
- Library cards
- Book marks
- Activity sheets

Assessments:

- Teacher observation
- Student responses to discussion

Curriculum Scope & Sequence

Planned Course: Library

Unit: Encouraging Reading and the Love of Literature

Time frame: 16 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

Anchor(s) or adopted anchor:

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
- Select appropriate fiction and nonfiction books for recreational and personal enjoyment
- Identify and appreciate the various styles of illustration
- Recognize and locate Caldecott Award & Geisel Award books on the shelves
- 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) involved in the creation of a book
- Connect ideas in books to own interests and previous knowledge and experiences
- Begin to identify and read age/level appropriate series (e.g. Bisquit, Henry & Mudge, Nate the Great, Magic Tree House, Cam Jansen, etc.)
- Begin to 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 begin to read literature for enjoyment

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

- Listen and respond to stories
- Compare and contrast fiction and nonfiction books on the same topic (e.g. frogs, space)
- Complete activities to show understanding of fictional and nonfictional characters and story elements (print materials, mimeo activities)
- Share borrowed book and tell whether fiction or nonfiction
- Create puppets and participate in puppet shows to retell story
- Predict actions of character/outcomes of stories
- Discuss/compare/contrast story elements of books (characters, setting, plot)

- Listen to fairy tales – compare and contrast different versions (e.g. *Goldilocks and the 3 Bears*, *Leola and the Honeybears*, *Goldilocks Returns*, *Little Red Riding Hood*)
- Discuss social responsibility – giving credit for creator of words and pictures (introduction to plagiarism)
- Listen to Caldecott Award books and compare/contrast illustrations
- Respond to stories by illustrating and/or writing sentences
- Participate in Smart Board/mimeo activities to reinforce targeted skill: sequencing, fiction/nonfiction, rhyming, alphabetical order, etc.
- 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

Instructional Methods:

- Teacher read
- Discussion
- Activities related to book selection/theme

Materials & Resources:

- Selected books related to theme or concept
- Activity sheets
- See Appendix for additional resources

Assessments:

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

Curriculum Scope & Sequence

Planned Course: Library

Unit: 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:

- Begin 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
- Begin to understand how nonfiction books are organized: in number order by subject
- Demonstrate an understanding of ABC order
- 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
- Locate, identify, and utilize the parts of the library (Easy Picture, Easy Nonfiction, Easy Reader, Holiday Picture books) appropriate for their use

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

- Listen to fiction and nonfiction books and respond through discussion and activities
- Complete a variety of alphabet activities to review and develop alphabetizing skills
- Sort and categorize fiction and nonfiction books and determine where in the library they belong
- Discuss and complete basic/introductory activities to determine type of book and where it is located based on sticker color or call number
- Point out call number stickers and explain what they mean

Extensions:

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

Remediation:

- Review and practice skills
- Partner students

Instructional Methods:

- Teacher read
- Discussion
- Student activities

Materials & Resources:

- Selected books appropriate for themes and activities
- Writing and coloring activities
- See Appendix for commonly used resources

Assessments:

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

Curriculum Scope & Sequence

Planned Course: Library

Unit: Internet Applications and Safety

Time frame: 6-8 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:

- Recognize the safe use of common and personal information on the internet
- Access the internet using icons
- Recognize use of internet (address/URL, links, general concepts)

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

- iSafe questionnaire
- FBI internet safety tips
- Lesson – safety with online personal information
- Hands-on demonstration show internet navigation, where to type addresses, click here to open a game, etc.
- Follow teacher direction – click on this, click on that (desktop icons)
- View books, movies, author websites, online games and activities

Instructional Methods:

- Teacher demonstration
- Student activities

Materials & Resources:

- Appendix
- Computer lab
- Smart board

Assessments:

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