

**Wilson Area School District
Planned Course Guide**

Title of planned course Library

Subject Area:

Grade Level: 2nd 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, and emphasize accessing and identifying library resources. 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:

Library Organization and Accessing Information

November:

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

December:

January:

February:

March:

April:

Internet Applications and 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 the Library and Library Procedures

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 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 2nd grade students

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

- Listen and respond to stories (e.g. *The Library Pages* – library rules review)
- Review and demonstrate proper use of shelf markers
- Review and demonstrate proper use of library cards
- Class discussions regarding rules
- Create bookmarks, 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 (Shelf Elf)
- Shelf markers
- Library cards
- Book marks
- Activity sheets

Assessments:

- Teacher observation
- Student responses to discussion

Curriculum Scope & Sequence

Planned Course: Library

Unit: 2nd Grade Encourage Reading and the Love of Literature

Time frame: 22 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

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
- Understand and use the 5 Finger Rule for selection of appropriate independent reading books
- Select appropriate fiction and nonfiction books for recreational and personal enjoyment
- Select appropriate nonfiction books for informational needs
- Identify and appreciate the various styles of illustration
- 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, publisher) involved in the creation of a book
- Connect ideas in books to own interests and previous knowledge and experiences
- Identify and read age/level appropriate series (Ready Freddy, Katie Kazoo, My Weird School, Franny K. Stein, Magic Tree House, Cam Jansen, etc.)
- 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 read literature for enjoyment

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

- Listen and respond to stories
- Discuss fiction and nonfiction characteristics
- Predict actions of character/outcomes of stories
- Discuss/compare/contrast story elements of books (characters, setting, plot)
- Introduce 5 Finger Rule for selecting books and practice using rule
- Listen to fairy tales – compare and contrast different versions using venn diagram
- Discuss social responsibility – giving credit for creator of words and pictures (introduction to plagiarism)

- Introduce and read series books appropriate for 2nd grade
- Respond to stories by illustrating and/or writing sentences
- 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
- Author studies using library, OPAC, and internet resources

Remediation:

- Review and practice

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
- Completion of activity sheets

Curriculum Scope & Sequence

Planned Course: Library

Unit: 2nd grade 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:

- 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
- Understand how nonfiction books are organized: in number order by subject
- Demonstrate an understanding of ABC order using words and authors' last names
- 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
- Understand the use of a keyword to search the OPAC
- Use the OPAC to find specific titles, authors, and/or subject
- Understand importance of call numbers and the section of the library that corresponds to a specific call number and correctly write call number
- Locate, identify, and utilize the parts of the library (Easy Picture, Easy Nonfiction, Easy Reader, Holiday Picture books, Fiction, and Nonfiction) appropriate for their use
- Identify and use various parts of a book to satisfy informational needs

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

- Listen to nonfiction books regarding library organization (e.g. *Shelf Elf Helps Out*)
- Alphabetize words, authors' last names, fiction books by authors' last name
- Sort and categorize fiction and nonfiction books and determine where in the library they belong
- Organize nonfiction books by number order
- Introduce, model, and practice using OPAC to find resources for a specific subject
- Recognizing call number activities
- Interactive activities (relay races, etc.) to practice finding the location/section of library determined by call numbers
- Print activities to practice ordering call numbers
- Utilize nonfiction books to learn about parts of a book (e.g. *Karl and Carolina Uncover Parts of a Book*)
- Find information using specific parts of a book (index, table of contents, glossary, etc.)

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
- Partner students

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
- Completed student activities

Curriculum Scope & Sequence

Planned Course: Library

Unit: 2nd 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:

- Participate in teacher demonstrated internet applications using approved bookmarks or hyperlinks
- Recognize and use internet safety rules
- Develop an understanding of correct behavior in cyber space
- Perform basic searches with assistance (electronic encyclopedia and online searches)

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

- Hands-on demonstration – show internet navigation, where to type addresses, click here to open a game, how to find search engines, etc.
- Following teacher directions – click on this, click on that (desktop icons, pull down menus to access bookmarks)
- View books, movies, author websites, online games and activities
- iSafe questionnaire
- Create a poster or bulletin board to reinforce acceptable use strategies
- Review FBI internet safety tips
- Demonstrate search engines – find a topic for a report, find an author website, etc.

Instructional Methods:

- Class discussion
- Student activities

Materials & Resources:

- Appendix
- Computer lab
- Smart board

Assessments:

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