

**Wilson Area School District  
Planned Course Guide**

**Title of planned course** Library

**Subject Area:**

**Grade Level:** 4<sup>th</sup> 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, as well as internet safety. Greater emphasis will be focused on accessing, identifying, and evaluating library resources, and completing a research project. 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:** Encourage Reading and a Love of Literature (ongoing throughout the year).

**October:** Library Organization and Accessing Information

**November:** Internet Safety

**December:**

**January:** Identify and Evaluate Resources

**February:**

**March:**

**April:** Research Process and Searching for Information

**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 21<sup>st</sup>-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](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:** 4<sup>th</sup> grade Orienting Students to Use Library and its Resources

**Time frame:** 2 classes

**State Standards** PDE: 1.1A; 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 the library
- Demonstrate appropriate behavior
  - Follow library rules and procedures
  - Select, borrow, and return materials
  - Demonstrate the appropriate care and handling of materials

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

- Review and demonstrate proper use of shelf markers
- Review and demonstrate proper use of library cards
- Class discussions regarding rules
- Powerpoint presentation/bingo to review library sections
- Properly search for and choose appropriate book for check out
- Properly check out and return books

**Remediation:**

- Review
- Model
- Practice

**Instructional Methods:**

- Discussion
- Review
- Model
- Group instruction
- Activities

**Materials & Resources:**

- Selected books related to theme or concept
- Smart Board
- Bingo sheets
- See appendix

**Assessments:**

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

## Curriculum Scope & Sequence

**Planned Course:** Library

**Unit:** Encouraging Reading and the Love of Literature

**Time frame:** 12 classes

**State Standards** PDE: 1.1A,B,D,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:

- Select appropriate fiction and nonfiction books for recreational and personal enjoyment
- Select appropriate fiction and nonfiction books informational needs
- Identify and appreciate the various styles of illustration
- Locate and read award winning titles in the library (Newbery)
- Understand format and layout of magazines for enjoyment and as a source of information
- 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
- Connect ideas in books to own interests and previous knowledge and experiences
- Identify and read age/level appropriate series and authors
- Compare and contrast characters/setting/plot in tall tales
- 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/books
- Introduce and booktalk Newbery Award books (*eg. Millions of Cats, Maniac Magee, Frog and Toad Together*, nonfiction title)
- Predict actions of character/outcomes of stories
- Discuss/compare/contrast story elements of books (characters, setting, plot)
- Listen to tall tales – compare and contrast different story elements
- Discuss social responsibility – giving credit for creator of words and pictures (review concept of plagiarism)
- Explore, listen to, select award winning books, showing understanding of why books received the award
- Use magazines as a source of information
- Illustrate story elements to show understanding
- Write reviews of books read
- Check out books of own choosing, based on interests

**Extensions:**

- Collaborate with classroom teacher on subject areas and themed units to reinforce library skills, and reading and research skills,
- Author studies

**Remediation:**

- Teacher assistance for book selection
- Modify activity to meet student needs/level

**Instructional Methods:**

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

**Materials & Resources:**

- Selected books related to theme/concept/season
- See appendix

**Assessments:**

- Teacher observation
- Student responses to discussion

## Curriculum Scope & Sequence

**Planned Course:** Library

**Unit:** 4<sup>th</sup> Grade Library organization and Accessing Information

**Time frame:** 4 classes

**State Standards** PDE: 1.5B, 1.8B, 9.3, 3.7E  
AASL: 1.1.1, 1.1.2, 1.1.4, 1.1.8,1.2.2

**Essential content/objectives:** At end of the unit, students will be able to:

- Locate, identify, and utilize the sections/resources available in the school library
- Recognize & define the purpose of library classification systems (Dewey Decimal classification system)
- Use the OPAC to find specific titles, authors and/or subjects
- Locate relevant materials within the library utilizing the OPAC
- Understand and explain how one item can be available in multiple formats (print, eBooks, or other media)
- Locate relevant data and information utilizing databases
- Understand the difference between search engines and databases
- Conduct a search using PA POWER Library
- Generate a list of relevant resources

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

- Games, scavenger hunt to review library sections/Dewey Decimal System/OPAC/locating resources (*The Great Dewey Hunt* – Buzzeo)
- Print activities to review library organization and finding resources in the library
- Review and practice using OPAC – teacher directed
- Use OPAC for individual, independent search
- Group instruction on POWER Library
- Independent exploration of POWER Library
- Use of databases like Sirs discoverer and online almanacs
- Create lists of relevant resources given specific topic to search

**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:**

- Modify assessments or tasks
- Modify teacher or student assistances to complete task
- Differentiated instruction
- Group work

**Instructional Methods:**

- Direct group instruction and discussion
- Print activities
- Independent practice and activities
- Model and practice
- Videos
- Cooperative learning

**Materials & Resources:**

- Selected books related to theme or concept
- Activity sheets
- Computer lab,

**Assessments:**

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

## Curriculum Scope & Sequence

**Planned Course:** Library

**Unit:** 4<sup>th</sup> Grade Identify & Evaluate Resources

**Time frame:** 6 classes

**State Standards** PDE: 1.1A,D; 1.2A,B,D; 1.8A,B; 1.9.A,B  
AASL: 1.1.1,2,4,5,6,7; 1.2.4; 2.1.3,4,5

**Essential content/objectives:** At end of the unit, students will be able to:

- Use various types of reference materials as resources to gather information
  - Atlas
  - Encyclopedia
  - Thesaurus
  - Dictionary
  - Almanac
- Use parts of nonfiction and reference books to gather and evaluate appropriate resources
  - Title page
  - Table of contents
  - Index
  - Glossary
  - Spine (call number/title)
  - Copyright page
- Understand the organization/navigation of a web site/page
- Compare and contrast sources of information to select appropriate resources for specific informational needs
- Evaluate a website or other resource for currency, accuracy, and authenticity

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

- Print activities
- Games
- Hands-on use of resources to determine appropriate use of resource
- Explore specific web sites (tree octopus and included links) and determine authenticity
- Navigate through web site or data base on teacher direction
- Scavenger hunt using data base or web site to practice navigation skills

**Extensions:**

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

**Remediation:**

- Review and practice
- Modify teacher or student assistance to complete task
- Differentiate instruction and examples
- Modify activity/assessment

**Instructional Methods:**

- Direct group instruction
- Small group completion of print activities
- Discussion
- Model navigation strategies
- Independent completion of computer activities

**Materials & Resources:**

- Selected reference and nonfiction books
- Activity sheets
- Computer lab
- Specific web sites for browsing and/or navigation

**Assessments:**

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

## Curriculum Scope & Sequence

**Planned Course:** Library

**Unit:** 4<sup>th</sup> Grade Research Process and Searching for Information

**Time frame:** 8 classes

**State Standards** PDE: 1.5A; 1.8A,B,C,D; 8.1  
AASL 1.1.1,2,3,4,5,7,8,9; 1.2.2,3,4,5; 1.3.1,35;  
2.1.1,2,4,5,6; 3.1.1,3,4

**Essential content/objectives:** At end of the unit, students will be able to:

- Define the subject or question – determine key phrases/words
- Identify appropriate resources (OPAC, reference materials, search engines, data bases) to answer the question
- Conduct various searches using available library resources
- Extract and compile information from resources (utilizing note-taking skills)
- Produce and present final product using information from resources
- Define and demonstrate respect for the concept of intellectual property – the ideas and works of others.
- Demonstrate understanding of plagiarism by giving appropriate credit for works used in research process

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

- Choose topic to research (i.e. Civil War, topic chosen by classroom teacher)
- Research topic using available library resources: reference books, nonfiction books, data bases, internet resources
- Complete graphic organizer to compile information
- Create PowerPoint, including text and graphics
- Present PowerPoint to class
- Review concept of intellectual property (read *When Marion Copied* – Berg)
- Introduce bibliographies, practice writing and include bibliography of works used in research/Powerpoint.

**Extensions:**

- Collaborate with classroom teacher on subject areas and themes to reinforce classroom learning and library skills taught
- Expand research to include more information than required
- Include animations/videos in PowerPoint

**Remediation:**

- Modify assignment/graphic organizer
- Modify teacher or student assistance to complete task
- Assign partners for project

**Instructional Methods:**

- Teacher read
- Direct instruction
- Discussion
- Model and group practice
- Independent practice
- Cooperative learning

**Materials & Resources:**

- Selected books related to theme or concept
- Graphic organizer
- Computer lab
- Data bases – Power Library, Sirs discoverer

**Assessments:**

- Teacher observation
- Student responses to discussion
- Completion of graphic organizer
- Presentation of PowerPoint

## Curriculum Scope & Sequence

**Planned Course:** Library

**Unit:** 4<sup>th</sup> 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:

- Understand that Private information needs to be protected
- Understand how to handle cyber bullying and manage actions in cyberspace
- Understand the Acceptable Use Policy and how it relates to copyright issues

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

- Review FBI internet safety tips
- Cyber citizenship and safety online
- Cyber bullying

**Instructional Methods:**

- Class discussion
- Student activities

**Materials & Resources:**

- Appendix
- Computer lab
- Smart board

**Assessments:**

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