

Library Media 1st – 2nd Grades

Week of: Sept. 4-8, 2017

Objectives: see highlighted items on right



Goldie Socks and the Three Librarians

By Jackie Mims Hopkins Illustrated by John Manders

Following the story, students will review the use of shelf markers and the sections of the library

Essential Question: Will students demonstrate the correct way to use a shelf marker and identify sections of the library?

Materials: book, computer, projector

Teacher Responsibilities:

Librarian Responsibilities: review sections of the library and proper use of shelf markers

Student Responsibilities: listening; demonstrating use, answering questions and interjecting comments

Assessment: formative by observation

Assessment

Teacher Self

Peer

Integration

Language Arts	Math
Science	Music
Social Studies	Art
Technology	Health/Nutrition
Foreign Language	
Vocational	

Differentiated Learning

Auditory	Visual/Spatial
Kinesthetic	Logical/Math
Verbal/Linguistic	Musical
Naturalistic	Interpersonal
Intrapersonal	

Bloom's Taxonomy

Remembering	Analyzing
Understanding	Evaluating
Applying	Creating

Student Learning Expectations: Library Media

IL.1.2.1	Demonstrate knowledge of the purpose and organization of the SLMC to locate resources by referring to: major sections (e.g., easy, fiction, nonfiction, reference, digital resources, periodicals); author's last name, alphabetically; Dewey Decimal Classification System; numerically by subject
IL.1.2.2	Utilize OPAC to locate appropriate resources, with guidance (e.g., author, title search, subject, keyword)
IL.1.2.3	Recognize that there are other types of libraries, which may be organized the same way as the SLMC
IL.1.2.4	Utilize parts of a book to locate information; author, copyright, dedication page, glossary, illustrator, index, physical features (e.g., back cover, front cover, spine), table of contents, title, title page
IL.1.2.5	Utilize text features to locate information (e.g., headings, bold print, illustrations, italics, electronic menus, icons, subheadings, diagrams)
IL.1.2.6	Recognize an information need by generations questions to develop and refine a topic, prior to accessing resources
IL.1.2.7	Utilize information in a variety of print/non-print/digital resources (e.g., atlases, audiobooks, books, databases, dictionaries, eBooks, encyclopedias, globes, maps, videos, websites, periodicals)
IL.1.2.8	Recognize with guidance tools for navigating an informational website
IL.1.2.9	Recognize sources of information outside the SLMC (e.g., people, public libraries, digital resources)
IL.2.2.1	Identify with guidance organizational strategies for gathering information (e.g., graphic organizers, digital tools)
IL.2.2.2	Manage with guidance information from a variety of resources (e.g., order, group/categorize, outline, notes)
IL.3.2.1	Critique with guidance a completed task
IL.3.2.2	Select with guidance appropriate resources for a task
IL.3.2.3	Recognize information as fact, opinion and for point of view
IL.3.2.4	This SLE begins in Grade 5
SR.4.2.1	Demonstrate knowledge of library policies and procedures in the school library media center
SR.4.2.2	Identify attributes of digital citizenship (e.g., cyberbullying, personal information, reporting inappropriate communication, AUP, posting, global awareness)
SR.4.2.3	Recognize copyright laws (e.g., © symbol, plagiarism, copyrighted works)
SR.4.2.4	Identify and name resources used to gather information
SR.5.2.1	Identify interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully, seek a variety of viewpoints)
SR.5.2.2	Share information clearly using a variety of formats
SR.5.2.3	Work with others to gather and share resources, information, and ideas
SR.5.2.4	Identify and utilize with guidance the collaborative process effectively and efficiently
PG.6.2.1	Read for pleasure and personal learning
PG.6.2.2	Recognize and read from or listen to a variety of increasingly complex: informational texts, literary texts, multicultural texts
PG.6.2.3	Utilize reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea, visualizing, questioning, close reading, literary devices)
PG.6.2.4	Identify story elements (e.g., character, setting, plot, problem/solution, major events)
PG.6.2.5	Explain author's purpose
PG.6.2.6	Recognize that award-winning literary works have met certain criteria (e.g., Arkansas Diamond, Caldecott, Coretta Scott King, Pura Belpré)
PG.7.2.1	Discuss new understandings collaboratively
PG.7.2.2	Apply information literacy skills to meet individual needs and enrich lifelong learning
PG.8.2.1	React in a variety of ways to: informational texts, literary texts, multicultural texts (e.g., role play, illustration, puppets, diagrams, plays)
PG.8.2.2	Respond to information from various resources
PG.8.2.3	Recognize with guidance various points of view
PG.9.2.1	Utilize self-assessment tools (e.g., checklists, peer review, rubrics)
PG.9.2.2	Discuss how ideas change with more information and/or feedback
PG.9.2.3	Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)