

Library Media – 3rd - 6th grades

Week of: Week of: Sept. 18, 2017

Objectives: see highlighted items on right

Story: n/a

Essential Question: Will students find books they want by using the library catalog?

Materials: MacBook

Teacher Responsibilities:

Librarian Responsibilities: book talk; reviewing library catalog procedures and (Dewey System) Call Numbers

Student Responsibilities: know how to find books using the library catalog

Final Product: identifying (Call Numbers) from the catalog and being able to explain it

Assessment(s): formative

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.1.4.1	Utilize knowledge of the organization of the SLMC to locate resources by referring to: major sections (e.g., easy, fiction, nonfiction, reference, digital resources, periodicals, biographies, special collections), statement of responsibility (e.g. author, editor, illustrator), Dewey Decimal Classification System, numerically by subject
IL.1.4.2	Utilize OPAC to locate appropriate resources, with guidance (e.g., author, title search, subject, keyword)
IL.1.4.3	Recognize that there are other types of libraries, which may be organized the same way as the SLMC
IL.1.4.4	Utilize parts of a book to locate information: afterword, appendix, author, bibliography, copyright, dedication page, glossary, illustrator, index, physical features (e.g., back cover, front cover, spine), preface, synopsis/blurb, table of contents, title, title page
IL.1.4.5	Utilize text features to locate information that answers questions (e.g., headings, bold print, illustrations, italics, electronic menus, icons, subheadings, diagrams, keywords, sidebars, hyperlinks, captions, tabs, maps, photographs, boxed text, drop-down menus, charts, graphs, timelines, animations, interactive elements on Web pages)
IL.1.4.6	Examine an information need by generating complex questions to develop and refine a topic, prior to accessing resources and locating information (e.g., graphic organizers)
IL.1.4.7	Select and interpret various types of information on a topic in a variety of print/non-print/digital resources (e.g., atlases, audiobooks, books, databases, dictionaries, eBooks, encyclopedias, globes, maps, videos, websites, periodicals, thesauri, almanacs, photographs, charts, graphs, diagrams, timelines, animations, interactive elements, primary sources, secondary sources)
IL.1.4.8	Utilize tools for navigating an informational website (e.g., tabs, toolbars, keywords)
IL.1.4.9	Utilize sources of information outside the school library media center (e.g., people, public libraries, digital resources)
IL.2.4.1	Identify organizational strategies for gathering information (e.g., graphic organizers, digital tools)
IL.2.4.2	Manage information from a variety of resources (e.g., order, group/categorize, outline, notes)
IL.3.4.1	Critique and revise a completed task
IL.3.4.2	Select with guidance appropriate resources using established criteria (e.g., usefulness, relevance, clarity of organization, currency, validity, authority, domains)
IL.3.4.3	Examine information as fact, opinion and for point of view and bias
IL.3.4.4	This SLE begins in Grade 5
SR.4.4.1	Recognize the need for AUP and demonstrate knowledge of library policies and procedures in the school library media center
SR.4.4.2	Demonstrate knowledge of digital citizenship (e.g., cyberbullying, personal information, reporting inappropriate communication, AUP, posting, global awareness, terms of usage, engaging in social media)
SR.4.4.3	Demonstrate knowledge of copyright laws (e.g., © symbol, plagiarism, copyrighted works, intellectual property rights, Creative Commons)
SR.4.4.4	Cite with guidance resources used to gather information(e.g., author, title, copyright date)
SR.5.4.1	Demonstrate interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully, seek a variety of viewpoints)
SR.5.4.2	Convey information clearly using a variety of formats
SR.5.4.3	Work with others to identify a mutual goal and contribute to the achievement of that goal
SR.5.4.4	Utilize the collaborative process effectively and efficiently
PG.6.4.1	Read for pleasure and personal learning
PG.6.4.2	Recognize and read from or listen to a variety of increasingly complex: informational texts, literary texts, multicultural texts
PG.6.4.3	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.6.4.4	Interpret story elements (e.g., character, setting, plot, problem/solution, compare/contrast, point of view)
PG.6.4.5	Examine author's purpose
PG.6.4.6	Recognize that award-winning literary works have met certain criteria (e.g., Arkansas Diamond, Caldecott, Coretta Scott King, Pura Belpre, Charlie May Simon)
PG.7.4.1	Utilize new knowledge individually and collaboratively (e.g., discussions, presentations)
PG.7.4.2	Apply information literacy skills to meet individual needs and enrich lifelong learning
PG.8.4.1	React in a variety of ways to: informational texts, literary texts, multicultural texts (e.g., role play, illustration, puppets, diagrams, plays, readers' theater, story webs, choral reading, blogs, WIKIs)
PG.8.4.2	Respond to information from various resources in a variety of ways using digital tools when appropriate
PG.8.4.3	Identify with guidance various points of view and multicultural perspectives
PG.9.4.1	Utilize self-assessment tools (e.g., checklists, peer review, rubrics)
PG.9.4.2	Discuss how ideas change with more information and/or feedback
PG.9.4.3	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)