1st Grade Library Media

Liberal Media

Course Description
As a result of instruction in the Park Hill K-5 Library Media program students will become life-long readers for both pleasure and knowledge. Students will become independent users of the Library Media Center while accessing multimedia information resources to enhance research skills.

Course Rationale
The Park Hill K-5 Library Media program was developed collaboratively and built on both state and national standards. The K-5 Library Media program provides students with a continuum of essential knowledge and skills incrementally increasing in depth and rigor. Students will develop knowledge and skills related to an appreciation of literature, safe use of technology and multimedia information resources, and research with interdisciplinary connections.

Enduring Understandings
Reading is a valuable lifelong skill to enjoy.
The Library Media Center is a place to access information and build new knowledge.

Board Approval Date
July 28, 2011

Course Details

Unit: Literature Appreciation

Unit Overview
Students will enjoy visiting the library and learning about books.

Enduring Understandings
"Just Right" books are selected based on enjoyment and readability.
Books have many parts.
Reference books can be used to locate information.

Essential Questions
How are "just right" books chosen?
How are the parts of a book helpful to readers?
Why are reference resources located in the library?

Example Assessment Items
Given a book, the student will be able to use the five finger rule to identify a "just right" book.
Given a book, the students will locate and point to specific parts as prompted by the teacher.
Given a reference resource (dictionary, encyclopedia, periodical) the student will be able to name the resource and point to its location in the library.

Academic Vocabulary
copyright date
dictionary
encyclopedia
Missouri Show-Me award
verso

Learning Targets
The student will identify a variety of genres.

fiction and nonfiction

The student will identify parts of a book.

Introduce: identify verso (copyright- book birthday) Review: cover (title, author, illustrator), spine (call number), title page (title, author, illustrator, publisher)

The student will recognize the differences between fiction and nonfiction.

The student will learn to select books based on enjoyment and readability.

Just right book for you- five finger test;
This learning target is addressed throughout the curriculum but not formally assessed.

Topic: Genre

Duration: Ongoing

Topic: Award Books

Duration: Ongoing

Scope and Sequence

Timeframe Unit Instructional Topics
Ongoing Literature Appreciation 1. Genre
2. Award Books
3. Author and Illustrator
Ongoing Information Literacy 1. Research Skills
**1st Grade Library Media**

**Library Media**

**Description**
This topic is addressed throughout the curriculum but not formally assessed.

**Learning Targets**
The student will appreciate a variety of state and national award books.
Show Me Reader

**Duration:** Ongoing

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**Topic:** Author and Illustrator

**Description**
This topic is addressed throughout the curriculum but not formally assessed.

**Learning Targets**
The student will identify a variety of genres.
fiction and nonfiction

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**Unit:** Information Literacy

**Unit Overview**
Students will explore research skills through the Super 3 model using various resource formats.

**Enduring Understandings**
The Super 3 Research Model (plan/do/review) is a process used to learn new information.
Key facts or information can be found by utilizing various text features.

**Essential Questions**
How do you find information to answer questions and solve problems?
How do you use certain text features to help you navigate your resource?

**Example Assessment Items**
Students will complete a Super 3 planning sheet and participate in a shared research project with guidance.

Given a nonfiction book, students will locate and point to the various text features.
Students will participate in navigating through an online resource using the electronic menu.

**Academic Vocabulary**
- chart
- diagram
- glossary
- heading
- icon
- periodical
- picture/caption
- reference resource
- table of contents (electronic menus)

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**Topic:** Research Skills

**Description**
Super 3: Plan, Do, Review

**Learning Targets**
The student will participate in shared research and writing projects.

- explore a number of "how-to" books on a given topic and use them to write a sequence of instructions

The student will know and use various text features to locate key facts or information.

- headings, tables of contents (electronic menus), glossaries, icons, pictures/captions, charts, diagrams, and other organizational features of a resource

The student will recognize and locate a variety of reference resources in the library.

- dictionary, encyclopedia, periodical

The student will understand a variety of digital tools used to produce and publish writing. (with guidance and support from adults)

- Digital Storytelling; including collaboration with peers

The student will recall information from experiences or gather information from provided sources to answer a question. (with guidance and support from adults)

- Super 3 research model; make text connections to answer questions (example: Who was Abraham Lincoln? What is your favorite Show Me Reader book?)