

Library Information Skills Curriculum Guide, K-5



Portsmouth City Public Schools

2003

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PORTSMOUTH CITY PUBLIC SCHOOLS

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Portsmouth City Public Schools' Mission

To educate all students to meet high academic standards and to prepare all students for responsible citizenship

School Board Goal

Curriculum development and implementation, including staff development, will be a dynamic process, which supports student learning. A primary focus will be in reading, mathematics, written and oral communications, science, and social studies.

CURRICULUM

School Board Policy - Curriculum shall promote: Opportunities for every student to participate equitably; achievement at the highest Level in every curricular are every student; objectives derived from local, state, national, and international standards as Appropriate. The curriculum shall provide teachers, students, and parents the school board's expectations of what students should know and be able to do at the end of each grade level and course. Every grade level, course, and subject shall have a curriculum guide. Curriculum shall reflect current research, best practices, data, and technological advances. Curriculum should provide strategic differentiated instruction, pacing guidelines, and resources for special populations and diverse learners.

Rationale - A curriculum is a clear, practical, and concise guide to what is taught that combines local, state, and national standards. The curriculum defines expectations for academic outcomes, rigor, instructional strategies, and staff development needed to facilitate increased student achievement.

Purpose - Curriculum provides support to teachers so that they can effectively plan, deliver, and assess instructions that positively facilitate increased student achievement.

Philosophy - Education is the development of basic skills, knowledge, processes, and attitudes necessary for the student to successfully function as a productive citizen. Education recognizes the characteristics unique to each individual and provides a process for the development and expression of each student's abilities and talents. The school district requires the development of school board approved curriculum that states clear objectives, defines quality teaching, emphasizes expectations for student achievement, assesses the degree and success of learning, and is aligned to local, state, and national standards.

Beliefs - Curriculum development is a participatory process involving teams of teachers, administrators, students, parents, and community. Curriculum is based on a set of relevant and challenging student objectives designed for the purpose of guiding decisions about teaching and learning. Every child has a better opportunity to learn when the curriculum is delivered in a manner that actively engages the student. A commitment to the unique learning needs of the student is reflected in the design and delivery of curriculum. The curriculum is evaluated through the analysis of aligned assessments. Board policies require a written, taught, and tested curriculum. Curriculum development is designed and implemented to support and enhance curriculum development and delivery. All decisions are made with respect to curriculum.

Introduction

This curriculum document provides a framework that will help Library Media Specialists integrate information skills instruction into all areas of the Virginia Standards of Learning. It also provides avenues to help schools integrate information technology into the curriculum, so that technology use is driven by information and instructional needs, rather than the other way around.

One of the greatest challenges for public schools is to teach our students the skills needed to acquire, evaluate, interpret, and apply the information they will need throughout life. As stated in the American Association of School Librarians' Information Power, "If children are to be prepared for a future characterized by change, they must learn to think rationally and creatively, to solve problems, to manage and retrieve information, and to communicate effectively."

Library Media Specialists play a critical role in teaching these essential skills. The librarian is no longer simply a "keeper of the books." School library media centers are now places where many forms of both print and electronic media are used efficiently to teach reading comprehension, appreciation, and information skills.

In order for this curriculum to be effective, Library Media Specialists and classroom teachers must work as a team in the teaching of library skills to support the Virginia Standards of Learning. Our goal is to augment and reinforce classroom curriculum content with apt and timely media resources. Our primary mission shall be to provide materials and experiences that will empower students to be life-long learners, able to locate, retrieve, evaluate, and productively use information from a wide variety of sources.

Scope and Sequence

Due to the need for Library Media Specialists to be sensitive to the pacing of core area curriculum, this document does not address scope or sequence other than to recommend a “time frame” in which each objective or group of objectives should be addressed. Each learning objective in this document **must** be covered at some point during the school year. Librarians should adjust the recommended time frames, however, to best support the needs of their school and their students based upon careful analysis of the most recent SOL test results by subject and grade level. Additional modification of the suggested time frames may also be necessary based upon future revisions to curriculum documents for other subject areas, current local or national events (teachable moments, inclement weather, etc.), as well as the instructional needs of the individual student and/or group.

Kindergarten

Portsmouth City Public Schools
Department of Curriculum and Instruction

LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Kindergarten

Time Frame First Nine Weeks

Content Area Library Information Skills

Content Strand Orientation to Media Center

Portsmouth City Public Schools – Information Skills Objective(s)

K.1.A

The student will become familiar with the library media center

- Personnel
- Location of relevant areas
- Responsible behavior
- Check-out and return procedures

Related Standard(s)
SS K.5, K.7

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Name Media Center personnel (K)</p> <p>Locate area(s) where easy fiction books are found (K)</p> <p>Demonstrate acceptable Media Center behavior. (C,Ap)</p> <ul style="list-style-type: none"> • Respond to Give Me Five signal • Follow rules cited by librarian <p>Check out and return books properly at the circulation desk. (C,Ap)</p>	<p>Media Center Personnel – librarian and library clerk</p> <p>Easy Fiction Books – picture books</p> <p>Give Me Five Strategy:</p> <ul style="list-style-type: none"> • Eyes on speaker • Hands still • Body still • Mouths quiet • Ears listening <p>Circulation Desk – place where books are returned and checked out.</p>	<p>Introduce librarian and clerk and explain briefly what each does.</p> <p>Show areas where picture books are found.</p> <p>Explain check-out procedures and when to return books.</p> <p>Demonstrate “Give Me Five Strategy” and explain when it will be used.</p> <p>Explain and demonstrate use of shelf markers to return books to proper shelves.</p> <p>Instruct students to walk, stand in line quietly to check books out, pick up books that fall on floor, and any other pertinent rules.</p> <p>Explain use of Appropriate Library Behavior checklist to assess overall class behavior. (Modify as needed for age/grade level.) Use transparency to explain to students and small check-list to give to teacher after each class.</p>	<p>Film #007513 “Exploring Libraries”</p> <p>See Appendix – Books with a Library Theme</p>	<p>Observations:</p> <ul style="list-style-type: none"> - Does student use library staff’s names? - Can student find/point to section where easy/picture books are found? - Does student check out books properly? <p>See Appendix – Appropriate Library Behavior check-list</p>

Portsmouth City Public Schools
Department of Curriculum and Instruction

LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Kindergarten

Time Frame First Nine Weeks - Ongoing

Content Area Library Information Skills

Content Strand Orientation to Media Center

Portsmouth City Public Schools – Information Skills Objective(s)

K.1.B

The student will demonstrate good habits in handling print materials.

Related Standard(s)
E K.5

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Employ good habits when handling print materials: (K,C,Ap)</p> <ul style="list-style-type: none"> • Hold books correctly and read from front to back • Turn pages correctly • Make sure hands are clean • Keep pencils, pens, markers, etc. away from pages • Keep books safe – <ul style="list-style-type: none"> • Away from pets and younger children • Away from water and food • Use a bookmark when necessary 	<p>Page turning – thumb, finger, slide, turn procedure</p>	<p>Explain that books are made of paper and are easily damaged or torn.</p> <p>Ask students how they can protect books.</p> <p>Use simple illustrations to discuss how to handle books.</p> <p>Explain what a bookmark is and why one should be used instead of turning down pages or leaving book face down and open.</p>	<p>Film #008019 - “Story of Books”</p> <p>Film #007445 - “Be a Book Buddy”</p>	<p>Observation by library staff as students use books</p> <p>Condition of books returned to the library</p> <p>See Appendix - Library Book Care activity</p>

Portsmouth City Public Schools
Department of Curriculum and Instruction

LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Kindergarten

Time Frame Ongoing - Focus Fourth Nine Weeks

Content Area Library Information Skills

Content Strand Reading & Listening Comprehension

Portsmouth City Public Schools – Information Skills Objective

K.2.A

The student will demonstrate comprehension of stories.

Related Standard(s)

E K.1, K.8

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____

Mathematics _____

Science _____

Social Studies _____

Art _____

Music _____

Health and Physical Education _____

Foreign Language _____

Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Answer questions about information read or told. (K)</p> <p>Determine the main idea and sequence of events in a story. (C)</p> <p>Identify characters, setting, and plot of a story. (C)</p> <p>Interpret illustrations to gain information and predict story content. (C)</p>	<p>Characters – whom the story is about</p> <p>Setting – when and where the story takes place</p> <p>Plot – what happens in the story at the beginning, middle, and end</p>	<p>Ask students the who, what, when, where, why, and how of what is being read about.</p> <p>Have students retell a story in their own words or re-enact it, arranging the events in the correct sequence.</p> <p>Reproduce story illustrations on the flannel board or overhead projector and ask students to arrange them in the sequence of the story.</p> <p>Ask students to make predictions based on illustrations or portions of the text.</p>	<p>Repetitive stories for sequencing, e.g. <i>Little Red Hen, Three Little Pigs, The Napping House, One Fine Day</i></p> <p>Books with illustrations that predict story events, e.g., <i>The Napping House</i></p> <p>Books with illustrations that provide information not found in the text, e.g., <i>Santa’s Crash-bang Christmas; Pano the Train</i></p> <p>Film #004033 – “The Snowman” Illustrations tell this story without the use of words.</p> <p>Virginia Young Readers books</p> <p>Books that integrate with core curriculum areas – see “Project STARS” in Appendix.</p>	<p>See Appendix – Comprehension Assessment, Grade K. (Make a transparency of the multiple-choice questions for grade K, and fill in answer choices appropriate for the story, book, or selection.)</p> <p>See Appendix – Answer Sheet, Answer Cards (Each student may use laminated answer sheet with circle covers OR answer cards for each letter)</p>

Student's Instructional Objectives: Essential Knowledge/Skills /Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessment
		<p>Make transparency of KWL chart and lead discussion:</p> <ol style="list-style-type: none"> 1. <u>What We Know We Know</u> – Initiate discussion by asking students how the illustrations & the title introduce the story. 2. <u>What We Think We Know</u> – From personal experiences, what do we anticipate the story might be about? 3. <u>What We Think We Will Learn</u> – Predict what will happen in this story. Confirm or deny predictions. 4. <u>What We Know We Learned</u> – Ask questions for literal comprehension. Apply what was learned to other areas. <p>Make transparency of Story Grammar Map and lead discussion:</p> <ol style="list-style-type: none"> 1. Read a story to students. 2. Invite students to respond to the story. 3. Have students recall the story events and determine which events were part of the story beginning, middle, and end. 4. Fill in the grid by listing suggested events under each label. 	<p>See Appendix -Sample Question Stems</p> <p>See Appendix – KWL Chart</p> <p>See Appendix – Story Grammar Map</p> <p>See Appendix – DRTA Making Predictions</p> <p>See Appendix – Guided Reading and Thinking</p>	

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Kindergarten

Time Frame Second Nine Weeks - Ongoing

Content Area Library Information Skills

Content Area Use of Resources

Portsmouth City Public Schools—Information Skills Objective

K.3.A

The student will identify appropriate library resources.

Related Standard(s)
E. K.5, K.8

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives Essential Knowledge/Skills/ Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation.	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Locate easy books (K)</p> <p>Identify the basic parts of a book (C)</p> <ul style="list-style-type: none"> • Cover, front and back • Pages • Illustrations • Spine • Title Page <p>Locate title and author on the front cover (C)</p> <p>TLW listen to stories presented in a variety of formats (C):</p> <ul style="list-style-type: none"> • Print • Electronic CD-ROM Internet Video 	<p>Easy Books – picture books</p> <p>Illustrations – pictures/artwork n a book</p> <p>Spine – binds the front and back covers together, and holds the pages in place</p> <p>Title Page – page inside book that lists title, author, illustrator, and publisher</p> <p>Title – name of book</p> <p>Author – one who writes a book</p>	<p>Show students where easy books are located in the library.</p> <p>Show students the basic parts of a book.</p> <p>Show students how the title is printed in large letters on the cover .</p> <p>Show where the author’s name is located on the cover and how it is usually in smaller letters than the title.</p> <p>Expose students to stories in print, from a CD-ROM or from the Internet, and have them watch stories presented in video format. Use DRTA—Directed Reading Thinking Activity to promote active comprehension after stories have been read, heard, or watched.</p>	<p>Easy Book Section of the library</p> <p>Any appropriate picture book, suggested titles in <i>Project Stars</i> list</p> <p>Any appropriate picture book, suggested titles in <i>Project Stars</i> list</p> <p>Appropriate picture books from <i>Project Stars</i>, CD-ROM stories, Internet story sites such as: http://www.pbskids.org/stories and www.storyplace.org</p>	<p>Each student will select a book from the easy section and mark the place on the shelf.</p> <p>Students will point to the spine, illustrations, title, and front and back cover of book</p> <p>Each student will point to the title and author on the front cover of a picture book.</p> <p>Students will answer specific questions about stories.</p>

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Grade Level/Course Kindergarten

Time Frame Ongoing - Focus First Nine Weeks

Content Area Library Information Skills

Content Strand Media Enrichment, Selection & Appreciation

Portsmouth City Public Schools – Information Skills Objective(s)

K.4.A

The student will describe what authors and illustrators do.

K.4.B

The student will experience the works of various authors and illustrators.

Related Standard(s)

E K.8

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____

Social Studies _____

Health and Physical Education _____

Mathematics _____

Art _____

Foreign Language _____

Science _____

Music _____

Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Identify the roles of an author and an illustrator. (K,C)</p> <p>Experience works of some well-known children’s authors. (K)</p>	<p>Author – one who writes a book or story</p> <p>Illustrator – one who does the artwork/pictures in a book</p>	<p>Introduce a book by showing the cover and reading the author’s and illustrator’s names. Discuss what each does. Explain that if only one name is given for a picture book, the person is both author and illustrator.</p> <p>Call attention to the pictures as oral reading is done so students appreciate how pictures add to understanding.</p>	<p>Books by well-known authors such as these:</p> <ul style="list-style-type: none"> • Jan Brett • Mercer Mayer • Stan and Jan Berenstain • Dr. Seuss • Patricia McKissack • Audrey and Don Wood • Kevin Henkes • Paul Galdone • Ezra Jack Keats • Eric Carle <p>Films</p> <p>#007641 – “Flossie and the Fox” (P. McKissack)</p> <p>#007051 – “Dr. Seuss’s Caldecott” (Seuss)</p> <p>#006432 – “Corduroy” (Freeman)</p>	<p>Ask what an author does.</p> <p>Ask what an illustrator does.</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Kindergarten

Time Frame Focus Fourth Nine Weeks

Content Area Library Information Skills

Content Strand Media Enrichment, Selection & Appreciation

Portsmouth City Public Schools – Information Skills Objective(s)

K.4.C

The student will recognize Caldecott Award Books.

Related Standard(s)
E K.8

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Recognize the Caldecott Medal on the cover of a picture book. (K)</p>	<p>Caldecott Award – annual award given to a book’s illustrator for outstanding artwork</p>	<p>Explain that illustrators can receive an award if the pictures they draw for a book are chosen as outstanding.</p> <p>Show books with the Caldecott Medal on the cover and explain the difference in the gold and silver medals.</p> <p>Read books which have been awarded the Caldecott Medal and discuss the pictures and illustrator’s style.</p>	<p>See Appendix – Examples of Internet Sites for Award-winning Books</p> <p>Caldecott books in the Media Center’s collection.</p> <p>Caldecott Award films: #007052 “It Could Be Worse” #007051 “Dr. Seuss’s Caldecotts” #006461 “Sam, Bangs and Moonshine” #007641 “Flossie and the Fox” #007068 “A Story – A Story” #006437 “Where the Wild Things Are”</p>	<p>Show some books with Caldecott Medals and ask what the Caldecott Medal means.</p> <p>Ask the difference in the gold and silver medals.</p>

LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Kindergarten

Time Frame Ongoing – Focus Second Nine Weeks

Content Area Library Information Skills

Content Strand Media Enrichment, Selection & Appreciation

Portsmouth City Public Schools – Information Skills Objective(s)

K.4.D

The student will obtain information from various types of literature which include the following:

- Fairy tales
- Nursery rhymes
- Poetry

Related Standard(s)
E K.1, K.4, K.8

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student's Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessments
<p>Listen to a variety of stories and poems. (K)</p> <p>Participate in choral speaking and echo reading of short poems, rhymes, stories with repeated patterns. (K)</p> <p>Use pictures as clues to events in the story. (C)</p> <p>Tell events in story which happened in beginning, middle, and end. (K)</p> <p>Recognize a fairy tale when one is read aloud.</p>	<p>Fairy tales – a type of folk tale often beginning with “Once upon a time...” and having a happy ending; events often happen in threes; magic is usually involved</p>	<p>Read stories and poems aloud often and set a specific purpose for reading.</p> <p>Read a poem/nursery rhyme to students twice and then read it again, leaving out rhyming words for students to supply. Then choral read the selection together.</p> <p>Draw students' attention to pictures to help with comprehension. Ask questions about what is depicted in pictures.</p> <p>Use story map/grid with words “Beginning, Middle, End” on it. After reading, students will be asked to recall events which happened in story. Read the story; ask for students to help fill in the story map/grid.</p> <p>Use puppets, stuffed animals, any available visual to get students' attention before reading.</p> <p>Explain the characteristics of fairy tales and read several aloud.</p>	<p>See Appendix - K-W-L Worksheet</p> <p>See Appendix - Story Web</p> <p>Fairy tale, nursery rhyme, and poetry books in Media Center collection.</p> <p>Fairy tale series by Fred Crump, Jr.</p>	<p>After reading a fairy tale, list the characteristics and ask students which were in the story.</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Kindergarten

Time Frame Ongoing – Focus Second Nine Weeks

Content Area Library Information Skills

Content Strand Media Enrichment, Selection and Appreciation

Portsmouth City Public Schools – Information Skills Objective(s)

K.4.E

The student will obtain information from stories about a variety of subjects which support the core content areas. Such stories can be fiction (picture books) or nonfiction.

Related Standard(s)
E K.1, K.6, K.8

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Apply knowledge that print conveys a message. (Ap)</p> <p>Retell information from information read by librarian. (C)</p> <p>Relate stories to information they’ve learned in the classroom. (Ap)</p> <p>Use pictures as clues to events in the story. (C)</p> <p>Recognize that information in books can be about real things or made up things.</p>	<p>Fiction – literature about made-up/imaginary people, places, things</p> <p>Nonfiction – literature about real people, places, things; factual information</p> <p>K-W-L Strategy used before a book is read:</p> <ul style="list-style-type: none"> • Know – What do I know about the subject? • What – What do I expect to learn from the reading? • Learn – What did I learn from the reading? 	<p>Read aloud often from books which support the core curriculum. Set a purpose for reading.</p> <p>Use K-W-L strategy before reading.</p> <p>Draw students’ attention to pictures to help with comprehension. Ask questions about what is depicted in pictures. Ask students to predict from title and pictures whether the book is about something real or imaginary. (Use the words “fiction” and “nonfiction” often.)</p> <p>Use story map/grid with words “Beginning, Middle, End” on it. After reading, students will be asked to recall events that happened in the story. Read the story; ask for students to help fill in the story map/grid.</p> <p>Use puppets, stuffed animals, any available visual to get students’ attention before reading.</p>	<p>See Appendix - K-W-L Worksheet</p> <p>See Appendix - Story Web</p> <p>Available books from “Project STARS” list – see Appendix</p>	<p>Ask directed questions about stories/information read to determine if students can recall and comprehend what they have listened to.</p> <p>Ask students whether the story is fiction or nonfiction and have them tell why.</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Kindergarten

Time Frame Ongoing - Focus Third Nine Weeks

Content Area Library Information Skills

Content Strand Reference and Research

Portsmouth City Public Schools – Information Skills Objective

K.5.A

The student will identify nonfiction books as sources of information to answer questions.

Related Standard(s)
E K.13, K.6

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Recognize nonfiction and easy nonfiction books as reference sources. (K)</p> <p>Answer questions about information found in nonfiction books. (C)</p>	<p>Nonfiction – literature or subject matter about real people, places or things.</p> <p>Reference books – books that are used to find specific information. These books are usually kept in the library and are not circulated.</p>	<p>Explain to students that nonfiction books contain factual or true information that can be used to answer how and why questions.</p> <p>Show students nonfiction and easy nonfiction books on different subject matter.</p> <p>Develop a question for students to research. Use K-W-L worksheet at the beginning of activity</p> <p>After reading nonfiction book to students complete the K-W-L graphic organizer.</p>	<p>Film/Video #000373 – “Look in the Answer Book”</p> <p>See Appendix - K-W-L worksheet</p>	<p>Can students answer topic questions after being read a nonfiction selection?</p> <p>Can students recognize information as being true or factual when doing research?</p>

First Grade

Portsmouth City Public Schools
Department of Curriculum and Instruction

LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course First Grade

Time Frame First Nine Weeks - Ongoing

Content Area Library Information Skills

Content Strand Orientation to the Media Center

Portsmouth City Public Schools – Information Skills Objective(s)

1.1.A

The student will demonstrate knowledge of the Library Media Center personnel, rules, policies and procedures.

1.1.B

The student will demonstrate responsible Library Media Center behavior.

1.1.C

The student will demonstrate good habits in handling print materials.

Related Standard(s)
E 1.5

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Name Media Center personnel. (K)</p> <p>Demonstrate acceptable Media Center behavior. (C,Ap)</p> <ul style="list-style-type: none"> • Respond to Give Me Five signal • Follow rules cited by librarian <p>Check out and return books properly at the circulation desk. (C,Ap)</p> <p>Employ good habits when handling books: (Ap)</p> <ul style="list-style-type: none"> • Hold books correctly and read from front to back • Turn pages correctly • Make sure hands are clean • Keep pencils, pens, markers, etc. away from pages • Keep books safe – <ul style="list-style-type: none"> • Away from pets and younger children • Away from water and food • Use a bookmark when necessary 	<p>Media Center Personnel – librarian and library clerk</p> <p>Give Me Five Strategy:</p> <ul style="list-style-type: none"> • Eyes on speaker • Hands still • Body still • Mouths quiet • Ears listening <p>Circulation desk – place where books are returned and checked out.</p>	<p>Introduce librarian and clerk; have students repeat names.</p> <p>Explain check-out procedures and when to return books. (If different check-out and return procedures apply when students come in without their classes, explain such procedures.)</p> <p>Demonstrate “Give Me Five Strategy” and explain when it will be used.</p> <p>Explain and demonstrate use of shelf markers to return books to proper shelves.</p> <p>Remind students to walk, stand in line quietly to check books out, pick up books that fall on floor, and any other pertinent rules.</p> <p>Explain use of Appropriate Library Behavior checklist to assess overall class behavior. (Modify as needed for age/grade level.) Use transparency to explain to students and small check-list to give to teacher after each class.</p> <p>Review what they learned in kindergarten about handling print materials and discuss why such good habits are important.</p> <p>Show some books/magazines that have been ruined by improper handling.</p>	<p>Film #007153 – “Exploring Libraries”</p> <p>Film #008019 – “Story of Books”</p> <p>See Appendix – Books with a Library Theme</p> <p><i>The First Days of School</i>, by Harry Wong</p>	<p>Observations:</p> <ul style="list-style-type: none"> - Does student use library staff’s names? - Can student find/point to section where easy/picture books are found? - Does student check out and handle books properly? <p>See Appendix Appropriate Library Behavior check-list</p> <p>See Appendix - Library Book Care activity</p>

Portsmouth City Public Schools
Department of Curriculum and Instruction

LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course First Grade

Time Frame First Nine Weeks - Ongoing

Content Area Library Information Skills

Content Strand Orientation to Media Center

Portsmouth City Public Schools – Information Skills Objective(s)

1.1.D

The student will identify the location of easy fiction and easy nonfiction books.

Related Standard(s)
E 1.11

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Realize that books are written about real subjects and also about imaginary subjects.</p> <p>Locate the areas of the Media Center where easy fiction and easy nonfiction are found.</p>	<p>Nonfiction – literature about real people, places, things; factual information</p> <p>Fiction – literature about made-up/imaginary people, places, things</p>	<p>Explain that books may be fiction or nonfiction. Discuss reasons for choosing one over the other:</p> <ul style="list-style-type: none"> • Entertainment/interesting story • Knowledge/learning • Directions about how to do something <p>Show examples of one subject treated in both fiction and nonfiction format.</p> <p>Show areas of the Media Center where appropriate fiction and nonfiction are found.</p> <p>Make both types of literature available to students.</p>	<p>Film #008065 – “All You Need to Know About Books”</p>	<p>See Appendix - Recognizing Fiction and Nonfiction</p> <p>Observation by library staff as student looks for books to check out.</p>

Portsmouth City Public Schools
Department of Curriculum and Instruction

LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course First Grade

Time Frame Ongoing - Focus Third Nine Weeks

Content Area Library Information Skills

Content Strand Reading and Listening Comprehension

Portsmouth City Public Schools – Information Skills Objective

1.2.A

The student will read and comprehend a variety of fiction and nonfiction selections.

Related Standard(s)
E 1.1, 1.3, 1.11

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills /Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Answer questions about information read or told. (K)</p> <p>Make predictions about a story. (Ap)</p> <p>Determine the main idea and sequence of events in a story. (C)</p> <p>Identify characters, setting, and plot of a story. (C)</p> <p>Interpret illustrations to gain information. (C)</p> <p>Distinguish between fact and fiction encountered in literature. (Ap)</p>	<p>Characters – Whom the story is about</p> <p>Setting – When and where the story takes place</p> <p>Plot – What happens in the story at the beginning, middle, and end</p> <p>Sequence – Indicating first, middle, and last events that happen in real life or stories</p> <p>Fiction – Literature about made-up or imaginary people, places events, and things</p> <p>Nonfiction – Literature about real people, places, events, or things; factual information</p>	<p>Books used should correlate with identified areas of need based on most recent SOL scores.</p> <p>Have students retell a story in their own words or answer questions like what happened first, what happened next.</p> <p>Divide a large sheet of paper or transparency into three numbered columns representing the beginning, middle, and end. Place illustrations or drawings to represent events into the appropriate column.</p> <p>After showing students illustrations or reading portions of the text, ask them to make and confirm predictions.</p> <p>Picture Walk – Guide the students through the text by looking at and discussing the pictures before reading the story. During the walk, ask questions such as:</p> <ul style="list-style-type: none"> • What do you see? • What do you think is happening? • What do you know about this? • Why do you think this is happening? • What do you think will happen in the story? (Fiction) • What do you think you will learn? (Nonfiction) 	<p>See Appendix – “Project STARS”</p> <p>Books with illustrations that predict story events, e.g. <i>Annie and the Wild Animals</i>, <i>Little Old Lady Who Wasn’t Afraid of Anything</i></p> <p>Film #002056 – “Dragon Stew” – Ask students to predict how the problem will be solved.</p> <p>Books with illustrations that provide information not found in the text, e.g. <i>The Good Bird</i>, <i>Bah! Humbug?</i>, <i>The Snowman</i></p> <p>Film #003510 – “The Red Balloon” - Illustrations tell this story without the use of words.</p>	<p>Appendix:</p> <p>Ask students simple who, what, when, where, why, and how questions about a selection.</p> <p>See Appendix – Comprehension Assessment, Grade (Make a transparency of the multiple-choice questions and fill in answer choices appropriate for the book.)</p> <p>See Appendix – Answer Sheet,</p> <p>See Appendix – Answer Cards (Each student may use laminated answer sheets with circle covers OR answer cards for each letter.)</p>

Student's Instructional Objectives: Essential Knowledge/Skills /Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessments
		<p>For nonfiction, complete a KWL chart on an overhead transparency.</p> <p>Ask students to identify who the characters are in a story.</p> <p>Have students describe the setting of a story.</p> <p>Ask students to identify the theme or main idea of a story.</p> <p>Shadow Puppet Theater – To sequence events in a story, have students use small cut out pieces of paper representing story characters and settings to retell the story. The pieces should be placed on a lighted overhead projector so that shadows are cast on the wall. The students retell the story as they move the cutouts on the overhead to depict the action within a story.</p> <p>Ask students to describe the causes and effects of events in a story.</p> <p>After reading a story, ask students if the story read is fiction or nonfiction.</p>	<p>See Appendix – KWL Chart</p> <p>See Appendix – Story Web</p> <p>See Appendix – DRTA Making Predictions</p> <p>Stories that lend themselves to sequencing, e.g. <i>Hans in Luck</i>, <i>Little Old Lady Who Wasn't Afraid of Anything</i>, <i>Great Big Enormous Turnip</i>, <i>I Know an Old Lady Who Swallowed a Fly</i></p> <p>Virginia Young Readers books</p> <p>See Appendix – Sample Question Stems</p> <p>See Appendix – Guided Reading and Thinking</p>	

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course First Grade

Time Frame Second Nine Weeks - Ongoing

Content Area Library Information Skills

Content Strand Use of Resources

Portsmouth City Public Schools—Information Skills Objective

1.3.A

The student will identify appropriate library resources.

Related Standard(s)

E. 1.5

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____

Social Studies _____

Health and Physical Education _____

Mathematics _____

Art _____

Foreign Language _____

Science _____

Music _____

Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Locate easy books by the call number (K)</p> <p>Identify the basic parts of a book (C):</p> <ul style="list-style-type: none"> • Cover • Title Page • Illustrations • Spine <p>Identify the electronic catalog as a resource used to identify and locate materials in the Media Center (C).</p> <p>Identify the Public Library as an additional source of information and materials (C).</p>	<p>Easy Books – picture books and books written for very lower reading levels.</p> <p>Call number – letters and numbers on spine of book, which identify book’s location in library.</p> <p>Title Page – page inside book that lists title, author, illustrator, publisher, and place of publication.</p> <p>Illustrations – pictures/artwork in a book.</p> <p>Spine – the binding which joins the front and back covers and holds the pages in place</p> <p>Electronic Catalog – the library catalog located on the computer.</p> <p>Public Library – library operated by local town or city and open to all citizens.</p>	<p>Students will locate books on library shelves by their call number.</p> <p>Students will examine picture books and identify their basic parts.</p> <p>Show students how the electronic catalog can identify and locate books.</p> <p>Students will watch a video showing the resources of a public library.</p>	<p>Familiar titles and authors, such as <i>Arthur</i> books and Dr. Seuss.</p> <p>Picture books, which students are checking out from library. Worksheet showing spine, cover, title, and tools used by authors and illustrators.</p> <p>Using InFocus Projector, enter a favorite title into the library search screen on the library catalog</p> <p>Video #007655 – “My Little Library” Video #008656 – “The Library”</p>	<p>Each student will be given a specific easy book call number asked to locate the book on shelf.</p> <p>Each student will point to the cover, title page, illustrations, and spine of a picture book.</p> <p>After locating title on library catalog, student will locate book on the library shelf.</p> <p>Each student will tell one fact they learned about the public library as they line up to leave the library.</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course First Grade

Time Frame Ongoing - Focus Second Nine Weeks

Content Area Library Information Skills

Content Strand Media Enrichment, Selection and Appreciation

Portsmouth City Public Schools – Information Skills Objective(s)

1.4.A

The student will identify the role of author and illustrator and differentiate between the two.

1.4.B

The student will recognize Caldecott Award books.

Related Standard(s)
E 1.11

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health & Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Vocational Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Identify the roles of an author and an illustrator. (C)</p> <p>Experience works of some well-known children’s authors. (K)</p> <p>Recognize the Caldecott Medal on book covers. (K)</p>	<p>Author – one who writes a book or story</p> <p>Illustrator – one who does the artwork or pictures in a book</p> <p>Caldecott Award – annual award given to a book’s illustrator for outstanding artwork</p>	<p>Introduce books by showing title, author and illustrator on cover and title page. Ask students to explain what authors and illustrators do.</p> <p>Explain that if there is only one name given on a picture book, it usually means that the person is both author and illustrator.</p> <p>Explain that illustrators can receive an award if the pictures they draw for a book are chosen as outstanding.</p> <p>Show books with the Caldecott Medal on the cover and explain the difference in the gold and silver medals.</p> <p>Read books which have been awarded the Caldecott Medal and discuss the pictures and illustrator’s style.</p>	<p>See Appendix – Examples of Internet Sites for Award-Winning Books</p> <p>Caldecott books in Media Center collection</p> <p>Caldecott Award Films:</p> <p>#007052 – “It Could Be Worse”</p> <p>#007051 – “Dr. Seuss’s Caldecotts”</p> <p>#006461 – “Sam, Bangs and Moonshine”</p> <p>#007068 – “A Story – A Story”</p> <p>#006437 – “Where the Wild Things Are”</p> <p>#007618 – “Tuesday”</p> <p>#007614 – “When I Was Young in the Mountains”</p>	<p>Ask students what an author does.</p> <p>Ask what an illustrator does.</p> <p>Show some books with Caldecott Medals and ask what the medal means.</p> <p>Ask about the difference between the gold and silver medals.</p>

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Time Frame Ongoing – Focus Second Nine Weeks

Content Area Library Information Skills

Content Strand Media Enrichment, Selection and Appreciation

Portsmouth City Public Schools – Information Skills Objective(s)

1.4.C

The student will obtain information from various types of literature which include:

- **Fairy tales**
- **Nursery rhymes**
- **Poetry**
- **Biographies**

Related Standard(s)

E 1.1, 1.11
SS 1.2

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Listen to a variety of stories and poems and discuss what they have heard.</p> <p>Participate in choral speaking and echo reading of short poems, rhymes, and stories with repeated patterns.</p> <p>Use pictures as clues to events in the story.</p> <p>Recognize that some nonfiction books are written about real people’s lives.</p>	<p>Fairy tales – a type of folk tale often beginning with “Once upon a time…” and having a happy ending; events often happen in threes; magic is usually involved</p> <p>Biography – books about real people’s lives</p> <p>K-W-L Strategy used before a book is read:</p> <ul style="list-style-type: none"> • Know – What do I know about the subject? • What – What do I expect to learn from the reading? • Learn – What did I learn from the reading? 	<p>Use story map/grid with words “Beginning, Middle, End” on it. Say that after reading students will be asked to recall events which happened in story. Read the story; ask for students to help fill in the story map/grid.</p> <p>Use puppets, stuffed animals, any available visual to get student’s attention before reading.</p> <p>Have students predict the story by looking at cover illustrations; as story is read, draw students’ attention to pictures and have them predict what will happen from words and pictures. Check correctness of predictions as story unfolds.</p> <p>Ask students if anything in the story reminds them of something they’ve heard.</p> <p>Read simple biographies and talk about why the person written about is famous and what contributions he/she made to the world.</p>	<p>Fairy tales and nursery rhyme books in Media Center collection, including “Black” fairy tales series.</p> <p>Simple biographies and biographies in “big book” format in the Media Center collection, particularly those related to social studies curriculum.</p> <p>See Appendix - K-W-L Worksheet</p>	<p>Show the word BIOGRAPHY and ask student what the word means. Ask if biography is fiction or nonfiction.</p> <p>See Appendix - Biography</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course First Grade

Time Frame Ongoing – Focus Second Nine Weeks

Content Area Library Information Skills

Content Strand Media Enrichment, Selection & Appreciation

Portsmouth City Public Schools – Information Skills Objective(s)

1.4.D

The student will obtain information from stories about a variety of subjects which support the core content areas. Such stories can be fiction (picture books) or nonfiction.

Related Standard(s)
E 1.11

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessment
<p>Apply knowledge that print conveys a message. (Ap)</p> <p>Retell facts or a story in logical order after hearing librarian read a selection. (C)</p> <p>Relate stories to information they’ve learned in the classroom. (Ap)</p> <p>Use pictures as clues to events in the story. (C)</p>	<p>Fiction – literature about made-up/imaginary people, places, things</p> <p>Nonfiction – literature about real people, places, things; factual information</p>	<p>Books used should correlate with identified areas of need based on most recent SOL test scores.</p> <p>Read aloud often from books which support the core curriculum. Set a purpose for reading.</p> <p>Ask directed questions about stories/information read to determine if students can recall and comprehend what they have listened to.</p> <p>Draw students’ attention to pictures to help with comprehension. Ask questions about what is depicted in pictures.</p> <p>Use story map/grid with words “Beginning, Middle, End” on it. Say that after reading students will be asked to recall events that happened in story. Read the story; ask for students to help fill in the story map/grid.</p> <p>Use puppets, stuffed animals, any available visual to get student’s attention before reading.</p>	<p>See Appendix – “Project STARS”</p> <p>See Appendix – Story Web</p>	<p>Ask directed questions about stories/information read to determine if students can recall and comprehend what they have listened to.</p> <p>Ask students whether the story is fiction or nonfiction and have them tell why.</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course First Grade

Time Frame Third Nine Weeks - Ongoing

Content Area Library Information Skills

Content Strand Reference and Research

Portsmouth City Public Schools – Information Skills Objective

1.5.A

The student will examine information from print, electronic, visual and auditory resources.

- **Nonfiction book**
- **CD-ROMs**
- **Internet**
- **Maps and globes**

Related Standards(s)

E 1.11
SS 1.5, 1.8

Technology Standard(s)

C/T 5.2

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Examine and use nonfiction books as a resource. (K,Ap)</p> <p>Recognize CD-ROMs as a source of information (K)</p> <p>Recognize the internet as resource to locate information (K)</p> <p>Recognize maps and globes as a Resource (K)</p> <p>Use maps and globes to answer geographical questions. (Ap)</p>	<p>Nonfiction books – information about different subjects that is true or factual.</p> <p>CD-ROMs – a read-only-memory compact disk, used to store printed information such as periodical indexes.</p> <p>Internet – A worldwide network of computers connected via TCP/IP communications protocols for transfer of information.</p> <p>Map – a representation of any region on a plane surface.</p> <p>Globe – a spherical representation of the earth, or any celestial body.</p>	<p>Explain to students that nonfiction books can be used as reference sources in order answer questions when doing research.</p> <p>Read nonfiction and easy nonfiction books to students and have student answer a specific question.</p> <p>Explain to students that CD-ROMs can be used as a reference source. Select CD ROMs available and have students answer questions on a specific topic.</p> <p>Have students choose a topic and answer questions after viewing an internet site. (See appendix: Research Planner}</p> <p>Have students create a map of the school, neighborhood, city, state, etc., in which they live, , using Neighborhood Map CD.</p> <p>Instruct students on the different parts of a map. (legend, Compass Rose, etc.)</p>	<p><i>Success with Maps Sets</i></p> <p>CDs available in collection</p> <p>‘Neighborhood Map’ CD</p> <p>“Internet ABC’s for Elementary Students” by Sarah A. DiRuscio</p>	<p>Research Planner</p> <p>Observation by librarian.</p> <p>Map activity using “Neighborhood Map” CD</p> <p>Can students identify and effectively use different parts of map to locate information?</p>

Second Grade

Portsmouth City Public Schools
Department of Curriculum and Instruction

LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Second Grade

Time Frame First Nine Weeks - Ongoing

Content Area Library Information Skills

Content Strand Orientation to Media Center

Portsmouth City Public Schools – Information Skills Objective(s)

2.1.A

The student will demonstrate knowledge of the Library Media Center personnel, rules, policies and procedures.

2.1.B

The student will demonstrate responsible Media Center behavior.

2.1.C

The student will demonstrate good habits in handling print materials.

Related Standard(s)

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____

Social Studies _____

Health and Physical Education _____

Mathematics _____

Art _____

Foreign Language _____

Science _____

Music _____

Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Name Media Center personnel. (K)</p> <p>Demonstrate acceptable Media Center behavior. (C,Ap)</p> <ul style="list-style-type: none"> • Respond to Give Me Five signal • Follow rules cited by librarian <p>Check out and return books properly at the circulation desk. (C,Ap)</p> <p>Employ good habits when handling books.(Ap)</p> <ul style="list-style-type: none"> • Hold books correctly and read from front to back • Turn pages correctly • Make sure hands are clean • Keep pencils, pens, markers, etc. away from pages • Keep books safe – <ul style="list-style-type: none"> • Away from pets and younger children • Away from water • Use a bookmark when necessary 	<p>Media Center Personnel – librarian and library clerk</p> <p>Give Me Five Strategy:</p> <ul style="list-style-type: none"> • Eyes on speaker • Hands still • Body still • Mouths quiet • Ears listening <p>Circulation Desk – place where books are checked out and returned.</p>	<p>Introduce librarian and clerk; have students repeat names.</p> <p>Explain check-out procedures and when to return books. (If different check-out and return procedures apply when students come in without their classes, explain such procedures.)</p> <p>Show and explain the Student Conduct Note That will be used when students are in library independently and don’t follow library rules.</p> <p>Demonstrate the “Give Me Five Strategy” and explain when it will be used.</p> <p>Demonstrate use of shelf markers to return books to proper shelves.</p> <p>Remind students to walk, stand in line quietly to check books out, pick up books which fall on floor, listen carefully to instructions, and any other pertinent rules.</p> <p>Explain use of Appropriate Library Behavior checklist to assess overall class behavior. (Modify as needed for age/grade level.) Use transparency to explain to students and small check-list to give to teacher after each class.</p>	<p>Film #008017 – “What is a Media Center?”</p> <p>See Appendix – Books with a Library Theme</p> <p>See Appendix – Student Conduct Note</p>	<p>Observations:</p> <ul style="list-style-type: none"> - Does student use library staff’s names? - Can student find/point to section where easy/picture books are found? - Does student check out and handle books properly? <p>See Appendix - Appropriate Library Behavior checklist</p> <p>See Appendix - Student Conduct Note</p>

Portsmouth City Public Schools
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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Second Grade

Time Frame First Nine Weeks - Ongoing

Content Area Library Information Skills

Content Strand Orientation to Media Center

Portsmouth City Public Schools – Information Skills Objective(s)

2.1.D

The student will identify the location of appropriate fiction, nonfiction, and biography books.

Related Standard(s)

E 2.7, 2.8
SS 2.9

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Student’s Instructional Strategies	Resources	Assessments
<p>Locate the areas of the Media Center where fiction and nonfiction are found. (K)</p> <p>Identify the location of biography books in the Media Center. (K)</p> <p>Identify biographies as a type of nonfiction. (K)</p>	<p>Nonfiction – literature about real people, places, things; factual information</p> <p>Fiction – literature about made-up/imaginary people, places, things</p> <p>Biography – books about real people’s lives</p>	<p>Explain that books may be fiction or nonfiction. Discuss reasons for choosing one over the other:</p> <ul style="list-style-type: none"> • Entertainment/interesting story • Knowledge/learning • Directions about how to do something <p>Show examples of one subject treated in both fiction and nonfiction format.</p> <p>Show areas of the Media Center where appropriate fiction and nonfiction are found.</p> <p>Explain that a special type of nonfiction is biography and show where biography books are found in the Media Center.</p>	<p>Films: #008065 – “All You Need to Know About Books” #009992 – “Media Mania: Fiction or Nonfiction”</p>	<p>See Appendix - Recognizing Fiction, Nonfiction and Biography</p> <p>Observation by library staff as student looks for books to check out.</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Second Grade

Time Frame Ongoing – Focus Second Nine Weeks

Content Area Library Information Skills

Content Strand Orientation to Media Center

Portsmouth City Public Schools – Information Skills Objective(s)

2.1.E

The student will demonstrate good habits in handling and operation of equipment and software.

Related Standard(s)

Technology Standard(s)
C/T 5.12

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student's Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessments
<p>Name basic computer parts. (K)</p> <p>Practice good habits using computer equipment. (K,Ap)</p> <p>Handle disks and CD-ROMs properly. (K,Ap)</p>	<p>Basic computer parts –</p> <ul style="list-style-type: none"> • monitor • computer/CPU • keyboard • disk drive • mouse <p>CD-ROM – Compact Disk, Read-Only Memory</p>	<p>Label basic parts of a computer and discuss each with students.</p> <p>Explain proper handling of computer equipment and software:</p> <ul style="list-style-type: none"> • Make sure hands are clean. • Keep food and drinks at a distance. • Strike keys softly. • Insert CDs/disks gently into disk drives; push CD drawers in gently. • After using mouse or striking keyboard, wait for computer to respond; be patient. <p>Use TECHWORKS kit and/or <i>Techknowledgey</i> manuals appropriate to grade level to instruct in basic parts and proper handling.</p>	<p>TECHWORKS kits</p> <p><i>Techknowledgey</i> manuals,</p> <p>CD-ROMs in library collection</p>	<p>Remove labels and ask various students to put labels in the correct places and say the name of the part.</p> <p>Observation:</p> <ul style="list-style-type: none"> - Does student handle CDs correctly? - Does student strike keys softly and wait for computer to respond?

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Grade Level/Course Second Grade

Time Frame Ongoing - Focus Third Nine Weeks

Content Area Library Information Skills

Content Strand Reading and Listening Comprehension

Portsmouth City Public Schools – Information Skills Objective

2.2.A

The student will demonstrate comprehension of fiction and nonfiction selections.

Related Standard(s)
E 2.8

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills /Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Answer questions about fiction and nonfiction selections. (K)</p> <p>Distinguish between fact and fiction in literature. (Ap)</p> <p>Describe characters and setting in fiction selections and poetry. (C, An)</p> <p>Explain the main idea, or problem and solution, of a story. (C)</p> <p>Predict events or outcomes in a story. (Ap)</p> <p>Retell story events in sequence. (C)</p> <p>Deduce emotional reactions and motives in stories. (An)</p> <p>Paraphrase information read in nonfiction. (C)</p>	<p>Characters – Whom the story is about</p> <p>Setting – When and where the story takes place</p> <p>Plot – What happens in the story at the beginning, middle, and end</p> <p>Main Idea – Usually the lesson that is learned by the story</p> <p>Problem – Main events that are problems for the characters</p> <p>Solution – How the problem was solved</p> <p>Fiction – Literature about imaginary people, places, things, or events</p> <p>Nonfiction – Literature about real people, places, things, or events; factual information</p>	<p>Ask students simple who, what, when, where, why, and how questions about a selection.</p> <p>Have students retell story events in their own words using the framework of beginning, middle, and end.</p> <p>After students make a prediction about a story, have them use information from a selection to confirm their predictions.</p> <p>Have students make predictions about what could happen in the future, beyond the selection.</p> <p>Ask students to describe a character’s traits, feelings, and actions as presented in a story or poem.</p> <p>Have students describe the setting of a story or poem.</p> <p>Ask students to identify the central or main idea of a story.</p> <p>Ask students to explain in their own words information read in nonfiction materials.</p>	<p>Books that integrate with core curriculum areas (See Appendix – “Project STARS”)</p> <p>Books for making predictions, e.g. <i>Becky and the Bear</i>, <i>The Biggest Bear</i>, <i>Brave Irene</i>, <i>Fiona’s Bee</i></p> <p>Books for describing characters and emotional reactions, e.g. <i>The Meanest Squirrel I Ever Met</i></p> <p>Film #002234 – “Rufus M. Try Again” – distinguish fact from fiction, describe characters, emotional reactions, setting, problem and solution</p> <p>See Appendix – Story Map</p> <p>Virginia Young Readers books</p>	<p>Make a transparency of the multiple-choice questions (See Appendix-Comprehension Assessment, Grade 2) and fill in answer choices appropriate for the story, book, or selection.</p> <p>Each student may use laminated answer sheets with circle covers OR answer cards for each letter (See Appendix-Answer Sheet, Answer Cards)</p>

Student’s Instructional Objectives: Essential Knowledge/Skills /Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
		<p>After reading a story, ask students if the story read is fiction or nonfiction and explain why.</p> <p>Introduce Accelerated Reader as appropriate, see Appendix</p> <p>DRTA (Directed Reading Thinking Activity) for Fiction:</p> <ol style="list-style-type: none"> 1. <u>Previewing</u> – Preview and scan <ol style="list-style-type: none"> a. Title b. Subtitle c. Introduction d. Pictures 2. <u>Predicting</u> – Close the book and make hypothesis. <ol style="list-style-type: none"> a. What do you think will happen? b. Why do you think that? c. What gave you your clues? 3. <u>Verifying</u> – Read to find if predictions were correct or incorrect. 4. <u>Reflect on Reading</u> – Develop comprehension by checking on predictions – staying with or redefining predictions. 	<p>See Appendix – Sample Question Stems</p> <p>Accelerated Reader books and computer software</p> <p>See Appendix – AR Introduction</p> <p>See Appendix – AR Reading Levels</p> <p>See Appendix – Accelerated Reader Honor Code and Sign-up Sheet</p> <p>See Appendix – DRTA Making Predictions</p> <p>See Appendix – Guided Reading & Thinking</p> <p>See Appendix – KWL Chart</p>	<p>Accelerated Reader quizzes</p>

Student's Instructional Objectives: Essential Knowledge/Skills /Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessments
		DRTA for nonfiction: <ol style="list-style-type: none"> 1. <u>Previewing</u> – study Title, Subtitles, Introduction Pictures, Charts, Graphs, Maps, Summary, End of Chapter Questions. 2. <u>Decision Making</u> – What is known after previewing? 3. <u>Questioning</u> - What do we need to learn? 4. <u>Reading</u> – Read the text with the purpose of finding answers to the students' written questions. 5. <u>Reflect on Reading</u> – Determine answers to the students' questions. Have students defend their answers based on what was in the text. 		

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Time Frame Second Nine Weeks—Ongoing

Content Area Library Information Skills

Content Strand Use of Resources

Portsmouth City Public Schools—Information Skills Objective

2.3.A

The student will identify and use appropriate library resources.

Related Standard(s)
E. 2.11

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____

Social Studies _____

Health and Physical Education _____

Mathematics _____

Art _____

Foreign Language _____

Science _____

Music _____

Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Locate fiction books by the call letters (K)</p> <p>Recognize that nonfiction books are arranged by subject areas (C)</p> <p>Locate the biography section of the library (K)</p> <p>Locate the basic parts of a book: (K)</p> <ul style="list-style-type: none"> Cover Title page <ul style="list-style-type: none"> • Title • Author • Illustrator • Publisher • Place of Publication Copyright page and date Table of Contents Index. 	<p>Fiction Books – Literature about made-up or imaginary people, places, things, or events.</p> <p>Nonfiction Books – about real people, places, things, or events; factual information.</p> <p>Biography – A true account of a person’s life.</p> <p>Publisher – Company that produced book for publication.</p> <p>Place of Publication – City where book was published.</p> <p>Copyright – Date when book was published.</p>	<p>Give students a specific call number and asked to locate a book with that number.</p> <p>Show students how to locate an animal book in the Dewey 599 section. Discuss the major Dewey classification divisions.</p> <p>Show students how to locate a biography about a specific person from the library shelf.</p> <p>Show students the parts of a book: title page, copyright page and date, Table of Contents, and Index and give each student an opportunity to locate each part.</p> <p>Make a sample title page on poster board. Make parts (title, author, illustrator, publisher, and place of publication) removable.</p>	<p>See Appendix – “Project Stars”</p> <p>Film #009996 – “Media Mania”</p> <p>Film #009412 – “George Washington”</p> <p>See Appendix – “Create Your Own Title Page”</p> <p><i>Growing Up in Ancient China</i> by Ken Teague. See Appendix “Table of Contents – <i>Ancient China</i>” and “Index – <i>Ancient China</i>”</p>	<p>Each student will locate a specific chapter book on the shelf by call number. Example: F OSB (Magic Tree House)</p> <p>Student will locate a specific nonfiction book on the shelf by Dewey call number.</p> <p>Each student will locate a biography on George Washington, Helen Keller, Susan B. Anthony, Abraham Lincoln, or Martin Luther King, Jr.</p> <p>Students will place parts of a title page back on board in correct order and tell what each part is. Check order of Title Page information on students’ worksheets.</p>

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Use a table of contents and an index. (Ap).</p> <p>Use the electronic catalog as a resource to identify and locate materials in the Media Center. (Ap)</p> <p>Identify the public library as an additional source of information and materials. (K)</p>	<p>Table of Contents – Section that lists the chapters or subjects in book and page where they are located.</p> <p>Index – Section that lists the subjects found in book and page where they are located.</p> <p>“All Words” Search – Locate a book using either a part of the title, author, or subject name.</p>	<p>Students will use actual Table of Contents and Indexes to locate specific chapters and subjects in a given book.</p> <p>Using the InFocus projector, show the students how to perform an “All Words” search in the library catalog.</p> <p>Using the InFocus projector, show students a public library internet site such as: http://www.portsmouth.va.us/ppl/intrahome.htm#db, and http://www.chesapeake.lib.va.us/</p>		<p>Each student will locate the beginning page of a specific chapter using the Table of Contents and the specific page where a topic/subject is found using the index.</p> <p>Each student will perform an “All Words” search using the Alexandria library catalog.</p>

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Content Area Library Information Skills

Content Strand Media Enrichment, Selection and Appreciation

Portsmouth City Public Schools – Information Skills Objective(s)

2.4.A

The student will identify the roles of the author and illustrator of a book.

2.4.B

The student will recognize Caldecott Award books.

Related Standard(s)
E 2.7

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skill/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Identify the roles of an author and an illustrator. (C)</p> <p>Identify author and illustrator on the title page. (C)</p> <p>Recognize the Caldecott Medal on book covers and relate what it means. (K,C)</p>	<p>Author – one who writes a book or story</p> <p>Illustrator – one who does the artwork/pictures in a book</p> <p>Caldecott Award – annual award given to a book’s illustrator for outstanding artwork</p>	<p>Introduce books by showing title, author and illustrator on cover and title page. Ask students to explain what authors and illustrators do.</p> <p>Explain that illustrators can receive an award if the pictures they draw for a book are chosen as outstanding.</p> <p>Show books with the Caldecott Medal on the cover and explain the difference in the gold and silver medals.</p> <p>Read books which have been awarded the Caldecott Medal and discuss the pictures and illustrator’s style.</p>	<p>See Appendix – Examples of Internet Sites for Award-winning Books</p> <p>Caldecott books in the Media Center collection</p> <p>Films: (Caldecott Award) # 007615 “Talking Eggs” #007640 “Mufaro’s Beautiful Daughters” #006441 “Why Mosquitoes Buzz in People’s Ears”</p> <p>Caldecott Medal chart</p>	<p>See Appendix - Authors, Illustrators, and Caldecott Books</p> <p>See Appendix - Author Mini-Lesson</p>

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Content Area Library Information Skills

Content Strand Media Enrichment, Selection and Appreciation

Portsmouth City Public Schools – Information Skills Objective(s)

2.4.C

The student will obtain information from various types of literature which include:

- **Fiction**
- **Nonfiction**
- **Poetry**
- **Biography**
- **Folktales**

Related Standard(s)
E 2.7, 2.8

Technology Standards

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Scan text for titles, pictures, section headings, to set purpose for reading and determine/predict whether material is fiction or nonfiction. (Ap)</p> <p>Recognize story elements:</p> <ul style="list-style-type: none"> • Setting • Character’s feeling, traits, actions • Main idea • Problem and solution ((K,C,Ap) <p>Recognize some well-known children’s authors. (K)</p>	<p>Fiction – literature about made-up/imaginary people, places, things</p> <p>Nonfiction – literature about real people, places, things; factual information</p> <p>Folk tales – short fictional stories with simple plot, flat characters, repetitious situations; tall tales and fairy tales are types of folk tales</p>	<p>Choose fiction and nonfiction books with the same subject. Read the fiction book and then show the nonfiction book and talk about how students can learn facts about the same subjects they read fiction stories about. (Example: fiction book with a cat as the main character and a nonfiction book about caring for cats as pets)</p> <p>Use a story web/grid/map to discuss story elements.</p> <p>Explain that authors usually have a purpose in mind when they write:</p> <ul style="list-style-type: none"> • to inform or give information • to persuade • to entertain <p>Discuss author’s purpose after reading a story aloud.</p> <p>Choose books written by well-known children’s authors to read/introduce/suggest, and discuss the author’s style and genre.</p>	<p>See Appendix – Story Web</p> <p>Films: (Folk tale)</p> <p>#006441 – “Why Mosquitoes Buzz in People’s Ears” (Caldecott Award)</p> <p>#007640 – “Mufaro’s Beautiful Daughters” (Caldecott Award)</p> <p>#008915 – “Paul Bunyan – Reading Rainbow”</p> <p>#007068 – “A Story – A Story” (Caldecott Award)</p> <p>Film: (Biography)</p> <p>#009412 – “George Washington”</p> <p>Films: (Poetry)</p> <p>#000166 – “Reluctant Dragon”</p> <p>#000401 – “Poetry for Beginners”</p>	<p>See Appendix – Recognizing Fiction, Nonfiction, and Biography</p>

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Content Area Library Information Skills

Content Strand Media Enrichment, Selection and Appreciation

Portsmouth City Public Schools – Information Skills Objective(s)

2.4.D

The student will obtain information from stories about a variety of subjects that support the core content areas. Such stories can be fiction, nonfiction or biography.

Related Standard(s)

E 2.7, 2.8
SS 2.9

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Retell facts or a story in logical order after hearing librarian read a selection. (C)</p> <p>Relate stories to information they’ve learned in the classroom. (Ap)</p> <p>Use pictures as clues to events in the story. (C)</p> <p>Recognize a book as fiction, nonfiction or biography after it is read.</p>	<p>Fiction – literature about made-up/imaginary people, places, things</p> <p>Nonfiction – literature about real people, places, things; factual information</p> <p>Biography – a special type of nonfiction book about a real person’s life</p>	<p>Books used should correlate with identified areas of need based on most recent SOL test scores.</p> <p>Read a story aloud. Write events in story on sentence strips. Have several students stand in a straight line, and give out strips in a mixed-up order. Call on other students to put the actions in order by moving students in the line.</p> <p>Always discuss whether what’s read is fiction, nonfiction, or biography.</p> <p>When introducing a biography, ask what students know about the biographee before reading from it. When finished, ask what more they learned about the person.</p>	<p>See Appendix – “Project STARS”</p> <p>Biography “big books” in Media Center collection, particularly those related to social studies curriculum.</p>	<p>See Appendix - Recognizing Fiction, Nonfiction and Biography</p>

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Time Frame Third Nine Weeks (Ongoing)

Content Area Library Information Skills

Content Strand Reference and Research

Portsmouth City Public Schools – Information Skills Objective

2.5.A

The student will examine information from a variety of media formats.

- **Nonfiction books**
- **CD-ROMs**
- **Internet**
- **Maps and globes**
- **Periodicals**
- **Dictionaries**

Related Standard(s)
E 2.11

Technology Standard(s)
C/T 5.2

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Examine and use nonfiction books to gather information.(An)</p> <p>Use CD-ROMs to gather information. (Ap)</p> <p>Evaluate internet sites in order to locate information. (Ev)</p> <p>Use maps and globes as a resource. (Ap)</p> <p>Recognize and use periodicals to locate information. (K)</p> <p>Use dictionaries as a resource to locate information. (Ap)</p>	<p>Nonfiction – information that is real, scientific or factual.</p> <p>CD-ROM a read-only-memory compact disk, used to store printed information such as periodical indexes.</p> <p>Internet – A global information network linking computers and computer networks via TCP/IP communications protocols for transfer of information.</p> <p>Map – a representation of any region on a plane surface.</p> <p>Globe - a spherical representation of the earth, or any celestial body.</p> <p>Periodical – an item that is published on a regular basis, such as journals, magazines, and newspapers.</p> <p>Dictionary – a reference source containing words in alphabetical order and their definitions.</p>	<p>Demonstrate to students how to use nonfiction books. To locate factual information.</p> <p>Pull several nonfiction books from the collection. Give each student or a group of students a book and have them examine the book(s).</p> <p>Explain how these books are arranged using the Dewey Decimal system.</p> <p>Select a topic and assist students in locating sites on the Internet pertaining to that topic. Introduce students to search techniques and strategies. Explain to students that it is important to select the best site(s) to assist them in doing research.</p> <p>Techworks</p> <p>Give each student a dictionary and illustrate how to use the guidewords and entry words in order to find a term. Explain that the terms are arranged alphabetically.</p> <p>Assign topics in the content areas for students to research in the content area</p>	<p>Dictionaries available in library. Maps Globes Periodicals</p> <p>Big 6 (Super3) – http://www.goalexandria.com/big6/files/Big6-Super3 K-2nd.pdf http://www.big6.com/</p> <p><i>Internet Skills for Elementary students</i></p> <p>CD-ROM – “Neighborhood Map”</p> <p>Electronic Atlas</p>	<p>Students locate information assigned by librarian</p> <p>Big Six (the Super3) Research</p>

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Time Frame Third Nine Weeks – Ongoing

Content Area Library Information Skills

Content Strand Reference and Research

Portsmouth City Public Schools – Information Skills Objective

2.5.B

The student will use alphabetical order and guide words to gather information from dictionaries.

Related Standard(s)

E 2.11

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____

Mathematics _____

Science _____

Social Studies _____

Art _____

Music _____

Health and Physical Education _____

Foreign Language _____

Career and Technical Education _____

Student's Instructional Objectives: Essential Knowledge/Skills Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessments
<p>Use alphabetical order to gather information from dictionaries. (AP)</p> <p>Locate guide words in the dictionary. (K)</p> <p>Use guide words in the dictionary to gather information. (Ap)</p>	<p>Dictionary – a book of words alphabetically listed and defined.</p> <p>Guide Word – a word or part of a word printed in boldface at the top of a column or page in a dictionary or encyclopedia</p> <p>Entry Word – a word defined in a dictionary</p>	<p>Explain to students that dictionaries are used to look up information about a word (parts of speech, definition, usage, and correct spelling).</p> <p>Instruct students on the alphabetical arrangement of dictionaries.</p> <p>Introduce and instruct students on how to use guide words and entry words in the dictionary.</p> <p>Assign a word or group of words for students to locate using the guide words in the dictionary. (See appendix-Dictionary Guide Words worksheet)</p> <p>Assign words for students look up using the dictionary.</p>	<p>Dictionaries available in collection</p> <p>See Appendix – Using Periodicals, Dictionaries, and Encyclopedias (Grade 3)</p> <p>Online Dictionary: http://www.yahooligans.com/reference/dictionary/</p>	<p>See Appendix – Dictionary Skill Sheet</p>

Third Grade

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Third Grade

Time Frame First Nine Weeks - ongoing

Content Area Library Information Skills

Content Strand Orientation to Media Center

Portsmouth City Public Schools – Information Skills Objective(s)

3.1.A

The student will demonstrate knowledge of the Library Media Center personnel, rules, policies and procedures.

3.1.B

The student will demonstrate responsible Library Media Center behavior.

3.1.C

The student will demonstrate good habits in handling print materials.

Related Standard(s)

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Name Media Center personnel. (K)</p> <p>Demonstrate acceptable Media Center behavior. (C,Ap)</p> <ul style="list-style-type: none"> • Respond to Give Me Five signal • Follow rules cited by librarian <p>Check out and return books properly at the circulation desk. (C,Ap)</p> <p>Employ good habits when handling books so that library materials are returned on time and in good condition. (Ap)</p> <p>Use a bookmark when necessary. (Ap)</p>	<p>Media Center Personnel – Librarian and Library Clerk</p> <p>Give Me Five Strategy:</p> <ul style="list-style-type: none"> • Eyes on speaker • Hands still • Body still • Mouths quiet • Ears listening <p>Circulation desk – place where books are checked out and returned</p>	<p>Introduce librarian and clerk.</p> <p>Explain check-out procedures and when to return books. (If different check-out and return procedures apply when students come in without their classes, explain such procedures.)</p> <p>Show and explain Student Conduct Note that will be used when students are in library independently and don’t follow library rules.</p> <p>Demonstrate “Give Me Five Strategy” and remind students when it will be used.</p> <p>Remind students to use shelf markers to return books to proper shelves.</p> <p>Remind students to walk, stand in line quietly to check books out, pick up books which fall on floor, listen carefully to instructions, and follow any other pertinent rules.</p> <p>Explain use of Appropriate Library Behavior checklist to assess overall class behavior. (Modify as needed for age/grade level.) Use transparency to explain to students and small check-list to give to teacher after each class.</p>	<p>Film: #008017 “What is a Media Center?”</p>	<p>Observations:</p> <ul style="list-style-type: none"> - Does student use library staff’s names? - Can student find/point to section where easy/picture books are found? - Does student check out and handle books properly? <p>See Appendix – Appropriate Library Behavior Check-list</p> <p>See Appendix - Student Conduct Note</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Third Grade

Time Frame First Nine Weeks - Ongoing

Content Area Library Information Skills

Content Strand Orientation to Media Center

Portsmouth City Public Schools – Information Skills Objective(s)

3.1.D

The student will identify the location of fiction materials –

- **Easy/picture books**
- **Chapter books**

3.1.E

The student will identify the location of nonfiction books, including biographies.

Related Standard(s)

E 3.5, 3.6

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Locate the areas of the Media Center where nonfiction books are found. (K)</p> <p>Identify areas where easy fiction/picture books are shelved. (K)</p> <p>Identify areas where fiction/chapter books are shelved. (K)</p> <p>Identify the location of biography books in the Media Center. (K)</p> <p>Identify biographies as a type of nonfiction. (K)</p>	<p>Nonfiction – literature about real people, places, things and events; factual information</p> <p>Fiction – literature about imaginary people, places, things or events</p> <p>Biography – books about real people’s lives</p>	<p>Explain that books may be fiction or nonfiction. Discuss reasons for choosing one over the other:</p> <ul style="list-style-type: none"> • Entertainment/interesting story • Knowledge/learning • Directions about how to do something <p>Show areas of the Media Center where fiction and nonfiction are found.</p> <p>Explain that a special type of nonfiction is biography and show where biography books are found in the Media Center.</p>	<p>Film #008065 – “All You Need to Know About Books”</p> <p>Film #009992 – “Media Mania: Fiction or Nonfiction”</p>	<p>See Appendix - Recognizing Fiction, Nonfiction and Biography</p> <p>Observation by library staff as student looks for books to check out.</p> <p>Can student explain where various types of books are found in the media center?</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Third Grade

Time Frame Ongoing – Focus Second Nine Weeks

Content Area Library Information Skills

Content Strand Orientation to Media Center

Portsmouth City Public Schools – Information Skills Objective(s)

3.1.F

The student will identify the location of appropriate reference books and periodicals.

Related Standard(s)
E 3.10

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student's Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessments
<p>Locate dictionaries and encyclopedias. (K)</p> <p>Locate periodicals available in the media center. (K)</p>	<p>Periodicals – magazines, journals and newspapers</p>	<p>Explain reasons to use a dictionary and where they are located in the media center.</p> <p>Explain reasons to use an encyclopedia and where they are located in the media center. Explain check-out policy for encyclopedias.</p> <p>Show magazines available in the media center. Explain why various magazines are chosen and any pertinent rules/procedures for using them.</p>	<p>Periodicals available to students in media center</p>	<p>Observation by library staff as student looks for books for check out and uses the Library Media Center for research.</p> <p>Can student point to areas of library where dictionaries and encyclopedias are located?</p> <p>See Appendix – Using Periodicals, Dictionaries and Encyclopedias (Grade 3)</p> <p>Can students locate a dictionary using the Alexandria catalog software, and then find it on the shelf?</p>

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Content Area Library Information Skills

Content Strand Orientation to Media Center

Portsmouth City Public Schools – Information Skills Objective(s)

3.1.G

The student will demonstrate proper handling of equipment and software.

3.1.H

The student will locate the electronic catalog.

Related Standard(s)

E 3.10

Technology Standard(s)

C/T 5.12

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____

Social Studies _____

Health and Physical Education _____

Mathematics _____

Art _____

Foreign Language _____

Science _____

Music _____

Career and Technical Education _____

Instructional Objectives: Essential Knowledge/Skills/ Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Name basic parts of a computer.(K)</p> <p>Identify computers used for electronic catalog and know when they can be used. (K)</p> <p>Handle computer equipment and software properly. (Ap)</p>	<p>Basic computer parts –</p> <ul style="list-style-type: none"> • Monitor • Computer/CPU • Keyboard • Disk drive • Mouse <p>CD-ROM – Compact disk/ read-only memory</p> <p>Electronic catalog – listing of books and other materials available in the Media Center which can be found using designated computers.</p>	<p>Review basic parts of a computer.</p> <p>Explain proper handling of computer equipment and software:</p> <ul style="list-style-type: none"> • Make sure hands are clean. • Keep food and drinks at a distance. • Strike keys softly. • Insert CDs/disks gently into disk drives; push CD drawers in gently. • After using mouse or striking keyboard, wait for computer to respond; be patient. <p>Use TECHWORKS kit and/or <i>Techknowledgey</i> manuals appropriate to grade level to instruct in basic computer parts and proper handling.</p> <p>Demonstrate use of media center computers designated as electronic catalogs using a data video projector. Let students know that these computers are usually available for their use.</p> <p>Demonstrate other available software (Accelerated Reader, AppleWorks, Internet Explorer, PEIC/TeleFinder, etc.) on library computers using a data video projector. Let students know that these computers are usually available for their use.</p>	<p>Techworks kits</p> <p><i>Techknowledgey</i> manuals</p> <p>Various CD-ROMs in library collection</p>	<p>Ask various students to put “basic parts” labels in the correct places or a computer.</p> <p>Observation:</p> <ul style="list-style-type: none"> - Does student handle CDs correctly? - Does student strike keys softly and wait for computer to respond? - Can students find computer stations used for electronic catalog?

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Content Area Library Information Skills

Content Strand Reading and Listening Comprehension

Portsmouth City Public Schools – Information Skills Objective

3.2.A

The student will demonstrate comprehension of a variety of printed materials.

Related Standard(s)
E 3.1, 3.5, 3.6

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources/References	Assessments
<p>Explain the purpose for reading fiction and nonfiction selections. (C)</p> <p>Identify main ideas from information provided. (C)</p> <p>Compare and contrast settings, characters, and events. (C)</p> <p>Make, confirm, or revise predictions. (Ap)</p> <p>Compare and contrast fiction and nonfiction literature on the same subject. (C)</p>	<p>Characters – whom the story is about.</p> <p>Setting – when & where the story takes place.</p> <p>Plot – what happens in the story at the beginning, middle, and end.</p> <p>Fiction – literature about imaginary people, places, things or events.</p> <p>Nonfiction – Literature about real people places, things, and events; factual information</p>	<p>Books used should correlate with identified areas of need based on most recent SOL test scores.</p> <p>Before reading a story, ask students why they think we are reading it:</p> <ul style="list-style-type: none"> • <u>To inform</u> - give information or directions on how to do something • <u>To persuade</u> - cause someone to believe something, buy something, or do something • <u>To entertain</u> – provide enjoyment <p>Before reading a story, ask students a question they’ll have to answer after hearing the story, or to raise their hand as soon as they have discovered the answer during the story.</p> <p>Have students express the main idea in their own words and identify details that support the main idea.</p> <p>Ask students to identify a character’s attributes or traits and give evidence from the story to support generalizations about the character.</p>	<p>See Appendix – “Project STARS.”</p> <p>Books for comparing a similar plot or character, e.g. <i>Duffy and the Devil vs. Rumpelstiltskin</i>; <i>Three Little Pigs vs. The True Story of the Three Pigs vs. The Three Little Wolves and the Big Bad Pig</i>; <i>Little Red Riding Hood vs. Flossie and the Fox</i> (Film #007641)</p> <p>See Appendix – Compare and Contrast Chart</p> <p>Books for character comparisons, e.g. <i>Cinderella</i></p> <p>See Appendix – Story Map for Comparing Two Stories</p> <p>See Appendix – Venn Diagram To Compare and Contrast Characters</p>	<p>See Appendix – Comprehension Assessment, Gr. 2-3 (Make a transparency of the multiple-choice questions for grade 3, and fill in answer choices appropriate for the story book, or selection.)</p> <p>See Appendix – Answer Sheet, Answer Cards (Each student may use laminated answer sheet with circle covers OR answer cards for each letter.)</p>

Student's Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessment
		<p>Have students identify how the attributes of one character are similar to or different from those of another character..</p> <p>Ask students to identify a similar plot or character from another story.</p> <p>Ask students to identify the time and place of a story and give supporting details from the text.</p> <p>Have students identify the details that make two settings similar or different.</p> <p>Ask students to identify information from the text that supports or contradicts a prediction.</p> <p>As a story progresses, stop to ask students to revise their predictions based on new understandings.</p> <p>Read a fiction and nonfiction book on the same subject, and then have students list the similarities (compare) and differences (contrast.)</p> <p>Introduce or reinforce Accelerated Reader as appropriate, see Appendix</p>	<p>Books for comparing fiction vs. nonfiction, e.g., <i>Little Gorilla</i> or <i>Julius</i> (fiction) vs. <i>Koko's Story</i> or <i>With Love from Koko</i> (nonfiction)</p> <p>See Appendix – Semantic Map to Study Characters</p> <p>See Appendix – DRTA Making Predictions</p> <p>See Appendix – Guided Reading and Thinking</p> <p>See Appendix – KWL Chart</p> <p>Virginia Young Readers books</p> <p>See Appendix – Sample Question Stems</p> <p>See Appendix – AR Introduction</p> <p>See Appendix – AR Reading Levels, Honor Code and Sign-up Sheet</p>	<p>Accelerated Reader quizzes</p> <p>See Appendix Comprehension Assessment Sheets</p>

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Content Area Library Information Skills

Content Strand Use of Resources

Portsmouth City Public Schools—Information Skills Objective

3.3.A

The student will identify and use appropriate library resources.

Related Standard(s)
E 3.10, 3.6

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student ‘s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Locate nonfiction books by Dewey subject areas. (K)</p> <p>Demonstrate knowledge of the alphabetic arrangement of fiction titles by the author’s last name (C).</p> <p>Locate the basic parts of a book: (K)</p> <p>Title Page</p> <ul style="list-style-type: none"> • Title • Author • Illustrator • Publisher • Place of Publication <p>Copyright page and date</p> <p>Table of Contents</p> <p>Glossary</p> <p>Index</p> <p>Locate and identify title and credit information from non-print and Electronic media sources (K)</p> <p>Identify the copyright date (C)</p>	<p>Title – name of book or material</p> <p>Author – person who writes a book</p> <p>Illustrator – person who does artwork/pictures in a book</p> <p>Publisher – company that produces a book</p> <p>Place of Publication – city where book is published</p> <p>Copyright Date – year when the book or material was first published.</p> <p>Table of Contents – Section of book that list chapters or sections and pages where located</p>	<p>Show students how to locate a nonfiction book about animal behaviors or the water cycle.</p> <p>Have students write the call number for ten fiction book titles.</p> <p>Create a poster of the basic parts of a book by mounting the parts of a discarded book on poster board. Identify the parts.</p> <p>Have students match correct name or definition to the corresponding part on chart.</p> <p>Have students locate specific chapters in a book using a Table of Contents.</p> <p>Have students locate specific vocabulary words and their definitions using a books glossary.</p> <p>Have students locate the pages of specific subjects in a book using the index.</p>	<p>Examples could include <i>Side by Side: Animals Who Help Each Other</i> by Marilyn Baillie. Or <i>The Water Cycle</i> by Helen Frost.</p> <p>See Appendix – “Call Numbers For Fiction Books”</p> <p>Film #009994 – “Media Mania – Research”</p> <p>Copies of the Glossary from <i>The Thirteen Colonies</i>.</p> <p>See Appendix – Index Questions from <i>The Thirteen Colonies</i>” along with copies of the Index from <i>The Thirteen Colonies</i></p>	<p>Students will locate nonfiction and fiction books.</p> <p>Students will give correct call numbers they wrote.</p> <p>Students will place correctly cards with the names or definitions of the parts of the book.</p> <p>Students will give beginning page for specific chapters using Table of Contents.</p> <p>Students will read sentences using specific vocabulary worlds found in glossary.</p>

Student 's Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarians Instructional Strategies	Resources	Assessments
<p>Use a glossary and index proficiently (Ap)</p> <p>Conduct an author, title and subject search for a book using the electronic card catalog (Ap)</p> <p>Use the electronic catalog to identify the call number, author, title, publisher, copyright date, and the number of pages (Ap)</p> <p>Locate an item in the Media Center using its call number. (Ap)</p> <p>Participate in a variety of literature which include:</p> <ul style="list-style-type: none"> • Biographies • Folk Tales • Nonfiction • Fiction • Poetry 	<p>Glossary – Section of book that lists vocabulary words found in book and their definitions</p> <p>Index – Section of book that lists specific subjects found in book and pages where located</p> <p>Credit Information – author, publisher or producer, place and date of publication</p> <p>Library Catalog Search – locating an item in the library collection using computer software</p> <p>Call Number – letters and numbers written on spine label of book that identifies where book is kept in library.</p> <p>Biography – nonfiction books that tell the true facts of a real person's life</p>	<p>Give each table of students a selection of books, CD-ROM covers and video boxes. Have them locate credit information.</p> <p>Students identify the copyright date from ten print and non-print sources.</p> <p>Make cards with appropriate titles, authors and subjects for third grade students to locate on card catalog. Students locate the specific book title and identify the call number, author, publisher, copyright date, and number of pages.</p> <p>Have students perform a title, author, and subject search on the patron library catalog.</p> <p>Give students five call numbers and have them locate books that have those exact call numbers.</p> <p>Read stories which include biographies, folk literature, nonfiction, fiction, and poetry.</p>	<p>Biographies: Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport, Thomas Jefferson, Rosa Parks, and Thurgood Marshall (SS 3.11, 3.3)</p> <p>Folk Tales: Tall Tales such as <i>John Henry</i> or <i>Swamp Angel</i>; Trickster Tales such as the <i>Anansi</i> books; legends such as Davy Crockett; Fairy Tales such as <i>Cinderella</i> and <i>Rumplestilkin</i>; Poetry by authors such as Shel Silverstein, Jack Prelutsky, etc.</p> <p>See Appendix – “Project STARS.”</p>	<p>Students will give pages where subjects found in index are located.</p> <p>Students will give an example of information found on video or CD-ROM box.</p> <p>Student will write on a 3 x 5 card: the call number, author, publisher, copyright date, and number of pages for a specific title.</p> <p>Students will locate books by specific call numbers in library collection found with library catalog searches.</p>

Student 's Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (E) Evaluation	Definitions	Librarians Instructional Strategies	Resources	Assessments
	<p>Folk Tales – stories based on fantasy that are short with a simple plot, have characters that are flat with a single characteristic and have situations that are repeated.</p> <p>Nonfiction – Literature about real people, places, things, and events; factual information</p> <p>Fiction – Literature about imaginary people, places, things, or events</p> <p>Poetry – literature written in verses with rhythm and usually a rhyme scheme.</p>			<p>See Appendix – “Bio Poem” For Biographies, students will write a bio-poem</p> <p>For Tall Tales, students working in small groups will create a tall hero or heroine who saves their school from an evil villain.</p> <p>For Trickster Tales, students will draw a picture of Anansi performing one of his tricks.</p> <p>For Fairy Tales, students can create different endings for a favorite fairy tale.</p> <p>For poetry, students will write a short poem about school.</p>

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Content Area Library Information Skills

Content Strand Media Enrichment, Selection and Appreciation

Portsmouth City Public Schools – Information Skills Objective(s)

3.4.A

The student will recognize that awards are given each year for outstanding literature, particularly the Caldecott Award and the Coretta Scott King Award.

Related Standard(s)

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student's Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessments
<p>Recognize medals on covers of books and relate what they mean. (C)</p>	<p>Caldecott Award – annual award given to a book's illustrator for outstanding artwork</p> <p>Coretta Scott King Award – annual award given to an African American author for an outstanding contribution to children's literature</p>	<p>Show and read books that have won awards.</p> <p>Discuss why the different awards are given, and why they're important to authors and illustrators.</p>	<p>See Appendix – Examples of Internet Sites for Award-winning Books</p> <p>Caldecott books and Coretta Scott King books in Media Center collection</p> <p>Films: (Caldecott Award) #007615 "Talking Eggs" #007640 "Mufaro's Beautiful Daughters"</p> <p>Caldecott Medal chart</p>	<p>See Appendix - Book Awards</p>

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Portsmouth City Public Schools – Information Skills Objective(s)

3.4.B

The student will participate in a variety of literature which include the following:

- **Folk tales**
- **Fiction**
- **Nonfiction**
- **Poetry**

Related Standard(s)
E 3.5, 3.6

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Obtain information from literature about a variety of subjects that support the core content areas. Such literature can be fiction or Nonfiction. (Ap)</p> <p>Recognize some well-known children’s authors. (K)</p>	<p>Fiction – literature about made-up/imaginary people, places, things or events</p> <p>Nonfiction – literature about real people, places, things, and events; factual information</p> <p>Folk tales – short fictional stories with simple plot, flat characters, repetitious situations; tall tales, fairy tales, legends and trickster tales are types of folk tales</p>	<p>Books used should correlate with identified areas of need based on most recent SOL test scores.</p> <p>Explain that authors usually have a purpose in mind when they write:</p> <ul style="list-style-type: none"> • to inform or give information • to persuade • to entertain <p>Discuss author’s purpose after reading a selection aloud.</p> <p>Give students the opportunity to talk about books they’ve read so they can recommend books to each other.</p> <p>Choose books to read/introduce/suggest written by well-known children’s authors and discuss the author’s style or genre.</p>	<p>See Appendix – “Project STARS”</p> <p>Film: (Folk Tales) #008915 “Paul Bunyan – Reading Rainbow”</p> <p>Reading Rainbow videos/films from the Central Film Library</p>	<p>See Appendix - Recognizing Fiction and Nonfiction</p>

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Content Area Library Information Skills

Content Strand Media Enrichment, Selection and Appreciation

Portsmouth City Public Schools – Information Skills Objective(s)

3.4.C

The student will participate in a variety of nonfiction including the following:

- **Biography**
- **Autobiography**
- **Collective biography**

Related Standard(s)

E 3.6
SS 3.11, 3.3

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Obtain information from literature about a variety of subjects that support the core content areas. Such literature can be fiction or nonfiction. (Ap)</p>	<p>Biography – a type of nonfiction book about a real person’s life</p> <p>Autobiography – a person writes his/her own life story; a type of nonfiction</p> <p>Collective biography – a book containing the life story of more than one person</p>	<p>Books used should correlate with identified areas of need based on most recent SOL test results.</p> <p>Teach the difference in biography and autobiography by reading excerpts from some. Internal clues such as the use of “I” or “me” mean the selection is an autobiography.</p> <p>After reading a selection, lead a discussion of what the biographee had to overcome or what led the biographee to accomplish what he/she accomplished.</p> <p>Show examples of collective biographies and note how the people written about are grouped. Remind students to look in the collective biography books when they’re looking for information about real people.</p> <p>When introducing a biography, ask what students know about the biographee before reading from it. When finished, ask what more they learned about the person.</p>	<p>Biographies, autobiographies, and collective biographies in Media Center collection to include: Christopher Columbus, Juan Ponce de León, Jacques Cartier, Christopher Newport, Thomas Jefferson, Rosa Parks, and Thurgood Marshall (SS 3.11, 3.3)</p> <p>See Virginia History Resource Guide for Third Grade for a full list of historical figures to cover.</p> <p>See Appendix – “Project STARS.”</p>	<p>See Appendix - Biography and Collective Biography</p> <p>See Appendix - Fiction, Nonfiction, and Biography</p>

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Content Area Library Information Skills

Content Strand Reference and Research

Portsmouth City Public Schools – Information Skills Objective

3.5.A

The student will identify and select resource material and information on a given subject from print, electronic and auditory resources.

- **Use general encyclopedias.**
- **Identify Search Engines that can be used to locate information on the Internet.**
- **Use CD-ROMs and telecommunications technology to search for a specific topic.**

Related Standard(s)
E 3.5, 3.10

Technology Standard(s)
C/T 5.2

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student's Instructional Objectives: Essential Knowledge/Skills Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessments
<p>Use alphabetical arrangement to locate a subject in a set of general encyclopedias (Ap)</p> <p>Identify Search Engines that can be used to locate information on the internet.(K)</p> <p>Use CD-ROMs to locate information (Ap)</p> <p>Use telecommunications to gather information (Ap)</p>	<p>General Encyclopedia – an encyclopedia that provides basic information on a broad range of subjects, but treats no single subject in depth.</p> <p>Search Engines – an electronic assistant on the internet used to help the user locate information globally.</p> <p>Telecommunication – using computer systems, telephone and/or data lines to communicate electronically.</p>	<p>Instruct and demonstrate to students how to use a set of general encyclopedias by using a set of encyclopedias and explaining the arrangement of encyclopedias.</p> <p>Explain arrangement of general encyclopedias and the placement of guide words at the top of pages.</p> <p>Using card stock, make several copies of Encyclopedia Topic Search form. (See Appendix)</p> <p>Give students a card with a topic to locate in an encyclopedia. Students can be paired with a partner. (See Appendix – Encyclopedia Topic Search form)</p> <p>CD-ROMs cover many different subjects and are used for research purposes. Use available CDs and have students examine to answer questions on various subjects.</p> <p>Demonstrate how to use Search Engines with the data video projector.</p> <p>Explain how to evaluate information found on the Internet in order to select the best site(s) to gather information. Assign topics for students to research.</p> <p>Demonstrate PEIC and discuss the value of email</p>	<p>Internet ABC for Elementary Students by Sarah A DiRuscio</p> <p>Student Reference Library</p> <p>Internet ABCs for Elementary Students</p> <p>Techworks</p> <p>http://www.yahooligans.com/</p> <p>http://pps.k12.va.us/search/search.spml</p> <p>PEIC Accounts (Student Email) http://pps.k12.va.us/mail/</p> <p>Internet Skills for School Success</p>	<p>Can students locate topic or subjects in encyclopedia?</p> <p>See Appendix – Encyclopedia Topic Search</p> <p>See Appendix – PEIC Account Application Form</p>

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Content Strand Reference and Research

Portsmouth City Public Schools – Information Skills Objective

3.5.B

The student will use alphabetical arrangement to locate a subject in a set of general encyclopedias.

Related Standard(s)

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student's Instructional Objectives: Essential Knowledge/Skills Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessments
<p>Use alphabetical arrangement to locate a subject in a set of general encyclopedias. (Ap)</p>	<p>General Encyclopedia - an encyclopedia that provides basic information on a broad range of subjects, but treats no single subject in depth.</p>	<p>Explain the arrangement of general encyclopedias.</p> <p>Demonstrate to students how to choose a subject and locate the information on that subject in the encyclopedia.</p> <p>Assign topics for students to explore based upon identified areas of need from the most recent SOL results available for the specific school and grade level.</p>	<p>Recommended Encyclopedias: <i>World Book Encyclopedia,</i> <i>Childcraft,</i> <i>Compton's Encyclopedia,</i></p> <p>Use encyclopedias available in the library media center.</p>	

Portsmouth City Public Schools
Department of Curriculum and Instruction

LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Third Grade

Time Frame Fourth Nine Weeks – Ongoing

Content Area Library Information Skills

Content Strand Reference and Research

Portsmouth City Public Schools – Information Skills Objective

3.5.C

The student will recognize the importance of expressing information in one’s own word and abiding by copyright laws.

Related Standard(s)

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____

Social Studies _____

Health and Physical Education _____

Mathematics _____

Art _____

Foreign Language _____

Science _____

Music _____

Career and Technical Education _____

Student's Instructional Objectives: Essential Knowledge/Skills Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessments
<p>Recognize the importance of expressing information in one's own word and abiding by copyright laws.(K,C)</p> <p>Paraphrase information found in resources. (C)</p>	<p>Copyright – the exclusive legal rights granted by a government to an author, editor, compiler, publisher, or distributor to publish produce sell or distribute copies of a particular work within certain limitations</p> <p>Paraphrase – to restate, text, a passage or work in another form, or one's own words.</p>	<p>Show where copyright dates and statements are found in common forms of media.</p> <p>Explain to students that information found in reference sources is work that belongs to someone else and must not be copied word for word.</p> <p>Instruct and demonstrate to students how to paraphrase information using an overhead projector, chalkboard, or data video projector</p> <p>Use Trash and Treasure Note-taking activity to assist students with pulling out only the information that is needed when reading articles or passages for research purposes.</p> <p>Discuss ethics and social responsibility in relationship to good citizenship and creative property rights.</p>	<p>Trash and Treasure Worksheet in appendix</p> <p><i>Teaching Study Skills and Strategies in Grades 4-8</i> by Charles T. Mangrum II</p> <p>Film: #002293 - Study Skills: Note-Taking and Outlining</p>	<p>Trash and Treasure worksheet</p> <p>Is student able to put information in own words after using Trash and Treasure method?</p>

Fourth Grade

Portsmouth City Public Schools
Department of Curriculum and Instruction

LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Fourth Grade

Time Frame First Nine Weeks - Ongoing

Content Area Library Information Skills

Content Strand Orientation to Media Center

Portsmouth City Public Schools – Information Skills Objective(s)

4.1.A

The student will demonstrate knowledge of the library media center personnel, rules, policies and procedures.

4.1.B

The student will demonstrate responsible library media center behavior.

4.1.C

The student will demonstrate good habits in handling print materials.

Related Standard(s)

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/ Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Name Media Center personnel (K)</p> <p>Review acceptable Library Media Center behavior (C,Ap)</p> <ul style="list-style-type: none"> • Respond to Give Me Five signal • Follow rules cited by library staff <p>Check out and return materials properly at the circulation desk. (C,Ap)</p> <p>Employ good habits when handling books so that library materials are returned on time and in good condition. (Ap)</p> <p>Use a bookmark when necessary (Ap)</p>	<p>Media Center Personnel – librarian and library clerk</p> <p>Give Me Five Strategy:</p> <ul style="list-style-type: none"> • Eyes on speaker • Hands still • Body still • Mouths quiet • Ears listening <p>Circulation Desk – place where books and materials are checked out and returned from the library.</p>	<p>Ask students to name the Media Center personnel. Introduce librarian(s) and clerk if necessary.</p> <p>Explain check-out procedures and when to return books. (If different check-out and return procedures apply when students come in without their classes, explain such procedures.)</p> <p>Show and explain Student Conduct Note that will be used when students are in library independently and don’t follow library rules.</p> <p>Demonstrate “Give Me Five Strategy” and remind students when it will be used.</p> <p>Remind students to use shelf markers to return books to proper shelves.</p> <p>Remind students to walk, stand in line quietly to check books out, pick up books which fall on floor, listen carefully to instructions, and follow any other pertinent rules.</p> <p>Explain use of Appropriate Library Behavior checklist to assess overall class behavior.</p>	<p>Film: #008656 – The Library</p>	<p>Observations:</p> <ul style="list-style-type: none"> - Does student use library staff’s names? - Can student find/point to section where easy/picture books are found? - Does student check out and handle books properly? <p>See Appendix - Appropriate Library Behavior check-list</p> <p>See Appendix - Student Conduct Note</p>

Portsmouth City Public Schools
Department of Curriculum and Instruction

LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Fourth Grade

Time Frame First Nine Weeks - Ongoing

Content Area Library Information Skills

Content Strand Orientation to Media Center

Portsmouth City Public Schools – Information Skills Objective(s)

4.1.D

The student will identify the location of

Chapter books

Nonfiction

Biography

Poetry

Reference books

Periodicals

Related Standard(s)

E 4.3, 4.4, 4.6

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____

Social Studies _____

Health and Physical Education _____

Mathematics _____

Art _____

Foreign Language _____

Science _____

Music _____

Career and Technical Education _____

Librarian’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Locate the areas of the Media Center where nonfiction books, including poetry, are found. (K)</p> <p>Identify areas where fiction/chapter books are shelved. (K)</p> <p>Identify the location of biography books in the Media Center. (K)</p> <p>Identify biographies as a type of nonfiction. (K)</p> <p>Locate dictionaries, encyclopedias, and atlases. (K)</p> <p>Locate periodicals available in the Media Center. (K)</p>	<p>Nonfiction – literature about real people, places, things; factual information</p> <p>Fiction –made-up stories about people, places, things, or events: can be picture books or chapter books</p> <p>Biography – a type of nonfiction book about real people’s lives</p> <p>Periodicals – magazines, journals, and newspapers</p> <p>Reference books – books used for research and specific information, usually not checked out to students but used in the Library Media Center (Examples: dictionary, encyclopedia, atlas, thesaurus, almanac, etc.)</p>	<p>Show areas of the media center where fiction and nonfiction are found.</p> <p>Explain that a special type of nonfiction is biography and show where biography books are found in the media center.</p> <p>Explain that poetry books are found in the nonfiction books and show where they are found in the media center.</p> <p>Explain reasons to use a dictionary and where they are located in the media center.</p> <p>Explain reasons to use an encyclopedia and where they are located in the media center.</p> <p>Explain reasons to use a thesaurus and where they are located in the media center.</p> <p>Show magazines available in the media center. Explain why various magazines are chosen and any pertinent rules/procedures for using them.</p>	<p>Film #008588 – “Library Study Skills”</p>	<p>See Appendix - Using Periodicals, Dictionaries and Encyclopedias in the Library</p> <p>Can student find the books he/she is looking for by going to the correct areas in the library media center?</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Fourth Grade

Time Frame First Nine Weeks - Ongoing

Content Area Library Information Skills

Content Strand Orientation to Media Center

Portsmouth City Public Schools – Information Skills Objective(s)

4.1.E

The student will demonstrate proper handling of equipment and software.

4.1.F

The student will locate the electronic catalog.

Related Standard(s)
E 4.9

Technology Standard(s)
C/T 5.12

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student's Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessments
<p>Demonstrate proper handling of equipment and software. (Ap)</p> <p>Locate the electronic catalog. (K)</p>	<p>CD-ROM – compact disk / read-only memory</p> <p>Electronic catalog – listing of books and other materials available in the Media Center that can be found using designated computers.</p> <p>CPU – central processing unit</p>	<p>Review basic parts of a computer.</p> <p>Explain CD-ROM and CPU acronyms.</p> <p>Demonstrate how to get disks and CD-ROMs out of computer correctly.</p> <p>Use TECHWORKS kit and/or <i>Techknowledgy</i> manuals appropriate to 4th grade level to instruct in basic computer parts and proper handling.</p> <p>Explain proper handling of computer equipment and software:</p> <ul style="list-style-type: none"> • Make sure hands are clean. • Keep food and drinks at a distance. • Strike keys softly. • Hold disks/CDs on edges. • Insert CDs/disks gently into disk drives; push CD drawers in gently. • After using mouse or striking keyboard, wait for computer to respond; be patient. <p>Identify and demonstrate use of electronic library catalogs with the data video projector.</p> <p>Discuss when electronic library catalogs are to be used.</p>	<p>TECHWORKS kits</p> <p><i>Techknowledgy</i> manuals</p> <p>Various CD-ROMs in Library Media Center collection</p>	<p>Observation:</p> <ul style="list-style-type: none"> - Does student handle CDs correctly? - Does student strike keys softly and wait for computer to respond? - Can student get disks and CDs out of computer correctly? - Can student locate computers that are used for electronic catalog? <p>Ask students to explain what CD-ROM and CPU mean.</p> <p>See Appendix – Basic Computer Parts</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Fourth Grade

Time Frame Ongoing - Focus Second Nine Weeks

Content Area Library Information Skills

Content Strand Reading and Listening Comprehension

Portsmouth City Public Schools – Information Skills Objective

4.2.A

The student will demonstrate comprehension of a variety of literary forms.

Related Standard(s)
E 4.4, 4.5

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Explain the author’s purpose. (S)</p> <p>Make inferences from reading. (S)</p> <ul style="list-style-type: none"> Use information from the story to make inferences about a character’s feelings, motives, or actions 	<p>Characterization – the description of a character inferred through the actions, thoughts or sayings of that particular character; descriptions may include specific character traits, such as honesty or loyalty, or emotions, such as joy or sadness.</p>	<p>Ask students to explain why the author wrote the piece (identify purpose), e.g. to entertain, inform, persuade.</p> <p>Tell students that when we pay attention to a character’s words, feelings, and actions, we can figure out the character’s motivations, or why that character might do or say certain things. Ask students to recall things a specific character has done or said in a story that tell us what kind of person that character might be.</p> <p>Ask students to explain why a certain character did what they did, or perhaps what they would have done in a similar circumstance.</p> <p>Reinforce Accelerated Reader as appropriate</p>	<p>Books to entertain, e.g., <i>Knights of the Kitchen Table, Mule Eggs, How to Eat Fried Worms</i></p> <p>Books to inform, e.g., <i>Wilma Unlimited, Pink and Say</i></p> <p>See Appendix – Semantic Map to Study Characters</p> <p>Accelerated Reader books and software</p> <p>See Appendix – AR Reading Levels, Honor Code and Sign-up Sheet</p> <p>Virginia Young Readers books</p> <p>Books that integrate with core curriculum areas – See Appendix – “Project STARS.”</p> <p>See Appendix – Sample Question Stems</p>	<p>See Appendix - Comprehension Assessment, Grade 4 (Make a transparency of the multiple-choice questions for grade 4, and fill in answer choices appropriate for the story book, or selection.)</p> <p>See Appendix - Answer Sheet, Answer Cards (Each student may use laminated answer sheet with circle covers OR answer cards for each letter.)</p> <p>Accelerated Reader quizzes</p>

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
Use text organizers: (C) <ul style="list-style-type: none"> • Type • Headings and sub-headings • Graphics 	<p>Type – printed words, letters, or symbols on a page.</p> <p>Heading – a title for a paragraph, section, chapter, or page.</p> <p>Subheading – a heading or title subordinate to the main one.</p> <p>Graphic – an illustration or diagram in a book.</p>	Using a transparency of an encyclopedia article, ask students if they see <ul style="list-style-type: none"> • Any special type styles, such as bold-faced and color • Any headings or subheadings in a section – what type of information do you predict will be in that section? • Any pictures, photos, graphics <ul style="list-style-type: none"> ○ Are there captions? 	See Appendix – Guided Reading and Thinking	

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Grade 4

Time Frame Third Nine Weeks— Ongoing

Content Area Library Information Skills

Content Strand Use of Resources

Portsmouth City Public Schools—Information Skills Objective

4.3.A

The student will identify, locate, and use appropriate library resources.

Related Standard(s)
E 4.4, 4.6

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Reinforce the use of glossary and index skills (Ap)</p> <p>Recognize the purpose of a dedication of a book (K)</p> <p>Use the school’s LAN to access the Library Media Center’s electronic catalog to determine the availability of materials on a given subject (Ap)</p> <p>Locate the call number on the electronic catalog, and be able to locate specific materials. (Ap)</p> <p>Recognize the various community services available and select the appropriate agency to contact for information (Ap)</p>	<p>Glossary – section of a book that lists vocabulary words taken from the text and their definitions</p> <p>Index – section of a book that lists subjects found in the book and the page where they are located</p> <p>Dedication – person to whom the author/illustrator dedicates the story or pictures he/she has created</p> <p>LAN – Local Area Network</p> <p>Summary – details about what the story/book is about</p> <p>Subject headings – main areas of interest in book or story</p> <p>Community services – agencies that will give information or help to people</p>	<p>Have students create or put subjects for an index in correct order.</p> <p>Have students write a dedication for a book he or she may write or illustrate.</p> <p>Have students use the LAN to check the availability of five library titles on the electronic library catalog, and then print their search results.</p> <p>Have students locate five library titles and identify for each:</p> <ul style="list-style-type: none"> • Call number • Author • Illustrator • Publisher • Place of Publication • Copyright date • Number of Pages • Summary • Subject headings <p>Students will utilize the expansion bar and show patron status for the five library titles.</p> <p>Have students conduct an Internet search to locate community service agencies located in Portsmouth.</p>	<p>Examples: <i>Weather</i> (Discovering Science) by Rebecca Hunter. Weather Words and What They Mean by Gail Gibbons.</p> <p>List of five specific titles from library collection that come from different subject areas.</p> <p>Worksheets with the following words typed on it and space for students to write in the correct information: call number, author, illustrator, publisher, place of publication, copyright date, number of pages, summary, and subject headings.</p> <p>See Appendix – “4th Grade Library Search”</p> <p>See Appendix – “Community Services Search 4th Grade” (Worksheet gives instructions for locating Yellow Pages and how to finding Portsmouth community service organizations)</p>	<p>Students will share the dedications that they have written with class members.</p> <p>Students will individually locate books on the shelf areas.</p> <p>Assess books found by students for each subject.</p> <p>Students will share specific information found about books on library catalog.</p> <p>Students will share service agencies found in search.</p>

Student ‘s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarians Instructional Strategies	Resources	Assessments
<p>Identify the following information in an on-line catalog entry (C):</p> <ul style="list-style-type: none"> • Call number • Title • Author • Illustrator • Publisher • Place of Publication • Copyright date • Number of pages • Summary • Subject headings <p>Use special features of the electronic catalog: (Ap)</p> <p>Compare and contrast fiction, nonfiction, and historical fiction (An)</p> <p>Participate in a variety of literary experiences including:</p> <ul style="list-style-type: none"> • Poetry • Fiction • Nonfiction • Biographies • Historical Fiction 	<p>Poetry – literature written in verses with rhythm and usually rhyme scheme</p> <p>Fiction – literature about made-up/imaginary people, places, things, or events.</p> <p>Nonfiction – literature about real people, places things, and events; factual information.</p> <p>Historical Fiction – a story that uses historical information but is not completely based on factual information</p>	<p>Allow time for students to read various forms of literature which include the following:</p> <ul style="list-style-type: none"> • Poetry • Fiction • Nonfiction • Biographies • Historical fiction <p>Have students compare and contrast a nonfiction book and a historical fiction book on the same subject, for example, The Revolutionary War.</p> <p>Have students compare and contrast a fiction and nonfiction book on the same subject, for example, penguins.</p>	<p>Film: #009994 – “Media Mania – Research”</p> <p>Various “Virginia Young Readers” and other books that are classified in these genres. Poetry could include <i>My America</i> by Lee Bennett Hopkins and <i>Doodle Dandies</i> by J. Patrick Lewis. Historical fiction could include <i>Pink and Say</i> by Patricia Pollaco.</p> <p>Suggested titles: <i>The Start of The American Revolutionary War: Paul Revere Rides At Midnight</i> by Allison Draper. <i>Redcoats and Petticoats</i> by Katherine Kirkpatrick, or a selection from the <i>Project Stars</i> list (See Appendix).</p>	<p>See Appendix – “Alliteration Report” (For fiction and nonfiction books students will write an alliteration report)</p> <p>See Appendix – “Mystery Person Report (For biographies, students can write Mystery Person Report)</p> <p>See Appendix – “Limericks” (For poetry student can write a limerick.)</p>

Student 's Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarians Instructional Strategies	Resources	Assessments
<p>Compare and contrast biography, autobiography, and collective biography (An)</p>	<p>Biographies – a type of nonfiction about a real person's life</p> <p>Autobiography – true story written by a person about his/her own life</p> <p>Collective Biography – a book containing several short biographies on different individuals</p>		<p>Suggested titles: <i>Antarctic Antics: A Book of Penguin Poems</i> by Judy Sierra. <i>The Emperor's Egg</i> by Martin Jenkins, or a selection from the <i>Project Stars</i> list (See Appendix).</p>	<p>Student will list five truths found in the nonfiction selection and five non-truths found in the historical fiction.</p> <p>Student will write five facts learned about a subject.</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Fourth Grade

Time Frame Ongoing – Focus Third Nine Weeks

Content Area Library Information Skills

Content Strand Media Enrichment, Selection and Appreciation

Portsmouth City Public Schools – Information Skills Objective(s)

4.4.A

The student will recognize that awards are given each year for outstanding literature, particularly

- **Newbery Award**
- **Caldecott Award**
- **Coretta Scott King Award**

Related Standard(s)

Technology Standard(s)
C/T 5.4

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student's Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessments
<p>Recognize awards/medals on covers of books and relate what they are and why they are given. (C)</p>	<p>Caldecott Award – annual award given to a book's illustrator for outstanding artwork</p> <p>Coretta Scott King Award – annual award given to an African American author for an outstanding contribution to children's literature</p> <p>Newbery Award – annual award given to the author of an outstanding chapter book for children</p>	<p>Show and read books that have won awards.</p> <p>Discuss why the different awards are given, and why they're important to authors and illustrators.</p> <p>Demonstrate how to use the internet to find lists of award-winning books by using specific sites or a search engine such as yahoooligans.com, google.com, or askjeeves.com.</p>	<p>See Appendix – Examples of Internet Sites for Award-winning Books</p> <p>Award-winning books in Media Center collection.</p> <p>Films: (Newbery) #006463 "Ben's Trumpet" #006448 "Matchlock Gun" #006447 "My Brother Sam is Dead" #006452 "Across Five Aprils" #007611 "Meet the Newbery Author – Mildred Taylor" #007613 "Meet the Newbery Author – Virginia Hamilton"</p>	<p>See Appendix - Book Awards</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Fourth Grade

Time Frame Ongoing

Content Area Library Information Skills

Content Strand Media Enrichment, Selection and Appreciation

Portsmouth City Public Schools – Information Skills Objective(s)

4.4.B

The student will participate in a variety of literature.

- **Fiction**
- **Nonfiction**
- **Historical fiction**
- **Biography/autobiography/collective biography**
- **Poetry**

Related Standard(s)

E 4.4, 4.6

VS.5, VS.6, VS.9

Technology Standard(s)

C/T 5.4

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessment
<p>Compare and contrast fiction and historical fiction. (C)</p> <p>Understand that historical fiction is a story based on facts. (K)</p> <p>Explain the difference in biography, autobiography and collective biography. (C)</p> <p>Obtain information from literature about a variety of subjects that support the core content areas. Such literature can be fiction or nonfiction. (Ap)</p> <p>Connect experiences of historical figures to similar experiences of other historical figures or present-day individuals. (Ap)</p> <p>Explain why the author wrote the piece. (S)</p> <p>Recognize some well-known children’s authors and find information about them on the Internet. (Ap)</p>	<p>Historical Fiction – fictional literature in which real persons, places or events are mentioned; takes place during a specific historical time</p> <p>Collective Biography – a book containing the life story of more than one person</p> <p>Author’s Purpose</p> <ul style="list-style-type: none"> • to inform • to entertain • to persuade • to express emotions <p>Rhyme Scheme – the rhyme pattern a poet uses in a poem, usually marked with capital letters (ABBA, ABAB, etc.)</p> <p>Stanzas – the sections a poem is divided into</p>	<p>Books used should correlate with identified areas of need based on most recent SOL test scores.</p> <p>Discuss/define biography, autobiography and collective biography, and show examples from the media center collection.</p> <p>Read excerpts from biographical materials or complete books if short enough. Use a Venn diagram to compare/contrast people read about.</p> <p>Discuss/define historical fiction and show examples from the media center collection. Also give examples from TV or movies students might be familiar with.</p> <p>Read excerpts from historical fiction or complete books if short enough.</p> <p>Introducing a book to be read aloud, have students try to predict the author’s purpose for writing it. When finished, discuss whether their predictions were correct.</p> <p>Give students the opportunity to talk about books they’ve read so they can recommend books to each other.</p>	<p>See Appendix – “Project STARS”</p> <p>Films: (Historical Fiction) #007622 “Reader’s Theater – Historical Fiction” #007674 “Ben & Me” #006447 “My Brother Sam is Dead” #006452 “Across Five Aprils”</p> <p>Biographies to include: James Madison, Patrick Henry, George Mason, Arthur R. Ashe, Harry F. Byrd, Sr., and Maggie L. Walker.</p> <p>Examples of historical fiction: Laura Ingalls Wilder books <i>My America</i> series <i>My Name is America</i> series <i>Dear America</i> series <i>American Girls</i> series</p> <p>See Appendix – Author Sites</p>	<p>See Appendix Types of Biography/Historical Fiction</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Fourth

Time Frame Third Nine Weeks – Ongoing

Content Area Library Information Skills

Content Strand Reference and Research

Portsmouth City Public Schools – Information Skills Objective

4.5.A

The student will gather information from print, electronic, and auditory resources.

- **CD-ROMs**
- **On-line information services**
- **Encyclopedias; print and electronic**
- **Periodicals**
- **Dictionary**
- **Thesaurus**
- **Maps**
- **Tables**
- **Graphs**

Related Standard(s)
E 4.9

Technology Standard(s)
C/T 4.13, 4.17

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student's Instructional Objectives: Essential Knowledge/Skills Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessments
<p>Use CD-ROM to gather information for research purposes.</p> <p>Use On-line information service.</p> <p>Gather information from encyclopedias.</p> <p>Gather information from periodicals.</p> <p>Use dictionary to gather information about words</p> <p>Use thesaurus to locate synonyms</p> <p>Use maps, tables and graphs to locate information</p>	<p>CD-ROM- Compact disk-Read Only Memory</p> <p>On-line – Electronic information received via computer</p> <p>Periodical – magazines that are received on a regular basis. Periodicals are available on many different subjects.</p> <p>Thesaurus – reference book that contains synonyms for commonly used words.</p>	<p>Explain to students that CD-ROMs are available on many different topics and are used in order to gather information for research purposes.</p> <p>Explain to students that encyclopedias are another reference source used to gather information.</p> <p>Use Scavenger Hunt worksheet in order for students to answer research questions using reference sources available.</p> <p>Explain to students that dictionaries give information about words. Demonstrate how to locate words in the dictionary.</p> <p>Assign words for student's to locate using the dictionary. Each student should complete skill sheet.(See appendix – Dictionary Skill Sheet)</p> <p>Assign geographical locations for students to locate on a map.</p> <p>Have student's create a table and graph.</p>	<p>Films: #008588 – “ Library Study Skills” #002204 – “The Reference Section” #007659 – “Secrets of Using the Library” #007659 – “How to Use the Library” #002301 – “Strange Occurrence at Elm View Library”</p> <p>Mindscape Student Reference Library: Teacher's Guide and Resource Package Scavenger Hunt worksheet in appendix</p> <p>See Appendix – Dictionary Skill Sheet</p> <p>TechWorks: (A program that integrates technology skills into the curriculum)</p> <p><i>Teaching Study Skills and Strategies in Grades 4-8</i> by Charles T. Mangrum II</p>	<p>Reference Scavenger Hunt</p> <p>Dictionary Sil Sheet</p> <p>Completion of map activity</p>

Portsmouth City Public Schools
Department of Curriculum and Instruction

LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Fourth Grade

Time Frame Fourth Nine Weeks – Ongoing

Content Area Library Information Skills

Content Strand Reference and Research

Portsmouth City Public Schools – Information Skills Objective

4.5.B

The student will recognize the importance of expressing information in one’s own words and abiding by copyright laws.

- **Cite reference sources used**

4.5.C

The student will synthesize information from a variety of sources.

- **Skim or scan for specific information**
- **Paraphrase information obtained from resources**
- **Outline, generalize and summarize information**
- **Take accurate notes**

Related Standard(s)
E 4.5, 4.7, 4.9

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____ Mathematics _____ Science _____	Social Studies _____ Art _____ Music _____	Health and Physical Education _____ Foreign Language _____ Career and Technical Education _____
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Student’s Instructional Objectives: Essential Knowledge/Skills Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Express in own words information obtained from reference sources. (Ap)</p> <p>Formulate research questions based on topic (S)</p> <p>Recognize the importance of using citations when doing reference sources used in research. (K)</p> <p>Recognize the importance of taking accurate notes and paraphrasing information from reference materials (K)</p> <p>Create an outline of information obtained from reference materials. (S)</p> <p>Synthesize information from reference sources. (S)</p> <p>Select and use appropriate reference sources (Ap)</p>	<p>Cite – to give information that identifies a book or article that gives author, title, publisher, and date.</p> <p>Paraphrase – to restate information in one’s own words.</p>	<p>Model to students how to express information obtained by reading a selection from a reference source on a particular topic or story, and then retelling in your own words. Have students demonstrate the same skill.</p> <p>Have students select a topic to research and develop questions by using the Research Planner form. (See Appendix – Research Planner)</p> <p>Demonstrate to students how to use the Trash and Treasure note-taking method. Use transparency on Virginia Natural Resources as an example.</p> <p>Choose any topic that students may be working on in the content area subjects and develop a research question. Have students go through the passage from reference source and choose only the words that will answer the topic question.</p>	<p>See Appendix – Research Planner</p> <p>Trash and Treasure Activity</p> <p>Mindscape Student Reference Library</p> <p>http://owl.english.purdue.edu/handouts/print/research/r-paraphr.html</p> <p>Film: #008018 – “Research It! – Madam Know-It-all in the Media Center” #002293 - Study Skills: Note-Taking and Outlining #002313 - Study Skills: Researching and Writing a Report</p> <p><i>Teaching Study Skills and Strategies in Grades 4-8</i> by Charles T. Mangrum II</p>	<p>See Appendix – Research Planner</p> <p>See Appendix – Outline Guide Sheet</p> <p>Trash and Treasure Notetaking</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Fourth Grade

Time Frame Fourth Nine Weeks - Ongoing

Content Area Library Information Skills

Content Strand Reference and Research

Portsmouth City Public Schools – Information Skills Objective

4.5.D

The student will use a dictionary and thesaurus to obtain information about the spelling and meaning of word.

- **Locate words in dictionary using guide words and entry words**
- **Use a thesaurus to locate synonyms for words**

Related Standard(s)

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student's Instructional Objectives: Essential Knowledge/Skills Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessments
<p>Observe the format of the dictionary and the format of a dictionary page.</p> <p>Use a dictionary to locate the meanings of words. (Ap)</p> <p>Use a dictionary to locate the correct pronunciation of words. (Ap)</p> <p>Use a thesaurus to find the synonyms of words</p>	<p>Thesaurus - reference source used to find the synonym for a word</p>	<p>Instruct students to note the first and last words on a dictionary page and observe that the guidewords are the same.</p> <p>Demonstrate how to use entry and guide words to locate words in the dictionary.</p> <p>Demonstrate how to use entries to figure out how to correctly pronounce words in the dictionary.</p> <p>Have students locate the meaning of a list of words. (See Appendix - Dictionary Skill Sheet)</p> <p>Show students different types of dictionaries available in the library and online.</p> <p>Explain to students that a thesaurus is used to find synonyms for words.</p> <p>Have students create of list of words and locate some synonyms using a thesaurus.</p>	<p>Film: #001539 - Dictionary: Adventure of Words</p> <p>See Appendix - Dictionary Skill Sheet</p> <p><i>Teaching Study Skills and Strategies in Grades 4-8</i> by Charles T. Mangrum II</p>	<p>Librarian will observe student proficiency in the use of the dictionary.</p> <p>Students are able to locate words in the dictionary and complete the list of definitions.</p> <p>See Appendix - Dictionary Skill Sheet</p> <p>Can students locate synonyms?</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Fourth Grade

Time Frame Fourth Nine Weeks - Ongoing

Content Area Library Information Skills

Content Strand Reference and Research

Portsmouth City Public Schools – Information Skills Objective

4.5.E

The student will locate information on maps, tables, and graphs with emphasis on directions and measurement scales.

Related Standard(s)

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Locate information on maps (Ap)</p> <p>Interpret information on graphs and tables (C)</p>	<p>Atlas – a book of maps</p> <p>Legend – an explanatory description accompanying a chart, map, graph.</p> <p>Scale – relative size</p>	<p>Present books on maps from the Library Media Center collection. (See Appendix - Project STARS)</p> <p>Have students create maps of school, community, and state using Neighborhood Map CD.</p> <p>Instruct students on how to read maps. Explain the different kinds of maps; political, geographical, world, state, etc.</p> <p>Explain to students that tables are used to compare information.</p>	<p>Neighborhood Map CD-ROM</p> <p>See Appendix - Project STARS</p> <p><i>Teaching Study Skills and Strategies in Grades 4-8</i> by Charles T. Mangrum II</p> <p>Films: (Maps) #007493 - Finding the Way: Mathsphere #007450 - Finding Your Way: Using Maps and Globes #008658 - Mapping Your World</p>	<p>Can students locate different areas on a map?</p> <p>Can students read graphs and tables in order to find information?</p>

Fifth Grade

Portsmouth City Public Schools
Department of Curriculum and Instruction

LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Fifth Grade

Time Frame First Nine Weeks - Ongoing

Content Area Library Information Skills

Content Strand Orientation to Media Center

Portsmouth City Public Schools – Information Skills Objective(s)

5.1.A

The student will demonstrate knowledge of the Library Media Center personnel, rules, policies and procedures.

5.1.B

The student will demonstrate responsible Library Media Center behavior.

5.1.C

The student will demonstrate good habits in handling print materials.

Related Standard(s)

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Name Media Center personnel. (K)</p> <p>Review acceptable Media Center behavior. (C,Ap)</p> <ul style="list-style-type: none"> • Respond to Give Me Five signal • Follow rules cited by librarian <p>Check out and return books properly at the circulation desk. (C,Ap)</p> <p>Employ good habits when handling books so that library materials are returned on time and in good condition. (Ap)</p> <p>Use a bookmark when necessary (Ap)</p>	<p>Media Center Personnel – librarian and library clerk</p> <p>Give Me Five Strategy:</p> <ul style="list-style-type: none"> • Eyes on speaker • Hands still • Body still • Mouths quiet • Ears listening <p>Circulation Desk – place where books and materials are checked out and returned.</p>	<p>Ask students to name the Media Center personnel. Introduce librarian and clerk if necessary.</p> <p>Explain check-out procedures and when to return books. (If different check-out and return procedures apply when students come in without their classes, explain such procedures.)</p> <p>Show and explain Student Conduct Note that will be used when students are in library independently and don’t follow library rules. (See Appendix - Student Conduct Note)</p> <p>Demonstrate “Give Me Five Strategy” and remind students when it will be used.</p> <p>Remind students to use shelf markers to return books to proper shelves.</p> <p>Remind students to stand in line quietly to check books out, pick up books that fall on floor, listen carefully to instructions, and follow any other pertinent rules.</p> <p>Explain use of Appropriate Library Behavior checklist to assess overall class behavior.</p>		<p>Observations:</p> <ul style="list-style-type: none"> - Does student use library staff’s names? - Can student find/point to section where easy/picture books are found? - Does student check out and handle books properly? <p>See Appendix – Appropriate Library Behavior checklist</p> <p>See Appendix - Student Conduct Note</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Fifth Grade

Time Frame First Nine Weeks - Ongoing

Content Area Library Information Skills

Content Strand Orientation to Media Center

Portsmouth City Public Schools – Information Skills Objective(s)

5.1.D

The student will identify the location of the following:

- **Easy/picture books**
- **Chapter books**
- **Nonfiction**
- **Biography**
- **Poetry**
- **Reference books**
- **Periodicals**

Related Standard(s)
E 5.4, 5.5

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Identify areas where fiction/chapter books are shelved. (K)</p> <p>Locate the areas of the media center where nonfiction books, including poetry, are found. (K)</p> <p>Identify the location of biography books in the media center. (K)</p> <p>Identify biographies as a type of nonfiction. (K)</p> <p>Locate dictionaries, encyclopedias, and atlases. (K)</p> <p>Locate periodicals available in the media center. (K)</p>	<p>Nonfiction – literature about real people, places, things; factual information</p> <p>Fiction –made-up stories about people, places, things or events</p> <p>Biography – nonfiction book about a real person’s life</p> <p>Periodicals – magazines, journals, and newspapers.</p> <p>Reference Books – those books used for research and specific information, usually not checked out to students but used in the Library Media Center (Examples: atlas, dictionary, encyclopedia, thesaurus, almanac, etc.)</p>	<p>Show areas of the Library media center where fiction and nonfiction materials are found.</p> <p>Explain that biography is a special type of nonfiction and show where biography books are found in the media center.</p> <p>Explain that poetry books are found in the nonfiction books and show where they are found in the media center.</p> <p>Explain reasons to use a dictionary and where they are located in the media center.</p> <p>Explain reasons to use an encyclopedia and where they are located in the media center.</p> <p>Explain reasons to use a thesaurus and where they are located in the media center.</p> <p>Show magazines available in the media center. Explain why various magazines are chosen and any pertinent rules/procedures for using them.</p>	<p>Film #008588 “Library Study Skills”</p>	<p>See Appendix - Using Reference Books and Periodicals</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Fifth Grade

Time Frame First Nine Weeks - Ongoing

Content Area Library Information Skills

Content Strand Orientation to Media Center

Portsmouth City Public Schools – Information Skills Objective(s)

5.1.E

The student will demonstrate proper handling of equipment and software.

5.1.F

The student will locate the electronic catalog.

Related Standard(s)
E 5.8

Technology Standard(s)
C/T 5.12

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student's Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessments
<p>Demonstrate proper handling of equipment and software. (Ap)</p> <p>Locate the electronic catalog. (K)</p>	<p>CD-ROM – Compact disk/read-only memory</p> <p>Electronic Catalog – listing of books and other materials available in the media center that can be found using designated computers.</p>	<p>Review basic parts of a computer.</p> <p>Demonstrate how to get disks and CD-ROMS out of computers correctly and review the meanings of the acronym CD-ROM</p> <p>Explain proper handling of computer equipment and software:</p> <ul style="list-style-type: none"> • Make sure hands are clean. • Keep food and drinks at a distance. • Strike keys softly. • Hold disks/CDs on edges. • Insert CDs/disks gently into disk drives; push CD drawers in gently. • After using mouse or striking keyboard, wait for computer to respond; be patient. <p>Use TECHWORKS kit and/or <i>Techknowledgy</i> manuals appropriate to grade level to instruct in basic computer parts and proper handling.</p> <p>Point out computers used for electronic catalog and when they are to be used</p>	<p>TECHWORKS kits</p> <p><i>Techknowledgy</i> manuals</p> <p><i>Usborne Computer Dictionary for Beginners</i></p> <p>Various CD-ROMs in library collection</p>	<p>Observation:</p> <ul style="list-style-type: none"> - Does student handle CDs correctly? - Does student strike keys softly and wait for computer to respond? - Can student explain how to get disks or CDs out of computer? - Can student locate computers used for electronic catalog? <p>Ask students to explain what CD-ROM and CPU mean.</p> <p>See Appendix - Basic Computer Parts</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Fifth Grade

Time Frame Ongoing - Focus Second Nine Weeks

Content Area Library Information Skills

Content Strand Reading and Listening Comprehension

Portsmouth City Public Schools – Information Skills Objective

5.2.A

The student will demonstrate comprehension of a variety of literary forms, including fiction, nonfiction, and poetry.

Related Standard(s)
E 5.5, 5.6

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills /Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Describe character development in fiction and poetry selections. (C)</p> <p>Describe the development of plot, and explain how conflicts are resolved. (C)</p> <p>Describe how the author’s choice of vocabulary and style contribute to the quality and enjoyment of selections. (An)</p>	<p>Character – a person, animal, or thing portrayed in a story.</p> <p>Plot – what happens in a story; a sequence of related events that make up the story.</p> <p>Conflict – a struggle or dispute between opposing characters or forces.</p> <p>Climax – the point in the story when the conflict is decided one way or another.</p> <p>Resolution – the point in the story when the characters’ problems are solved and the story ends.</p> <p>Style – the way in which something is written.</p>	<p>Books used should correlate with identified areas of need based on most recent SOL test results.</p> <p>Check students’ understanding of character development by asking what we know about a character from:</p> <ul style="list-style-type: none"> • What is directly stated in the text • Their speech and actions • What other characters in the story say or think about them <p>Ask students which characters in the story stayed the same, which ones changed, and how they changed.</p> <p>Complete a semantic web about a character, showing the character’s traits at the beginning and end of the story.</p> <p>Ask students to explain why a certain character did what they did, or perhaps what they would have done in a similar circumstance.</p> <p>Ask students to identify the problem of the plot and explain how it was resolved. Have students create a new ending or solution.</p>	<p>See Appendix – “Project STARS.” (Books that integrate with core curriculum areas)</p> <p>Books with character and plot development, e.g. (Film: #006459 – <i>Amos Fortune</i> <i>Free Man</i> #006455 – <i>Bridge to Terabithia</i> #006453 – <i>Strawberry Girl</i>)</p> <p>See Appendix – Semantic Map to Study Characters</p> <p>See Appendix – Boxed Story Grammar Chart</p> <p>See Appendix – Chart to Summarize Plot</p> <p>Books affected by author’s choice of vocabulary and style, e.g. <i>Aunt Nancy and Old Man Trouble</i>, <i>Flossie & the Fox</i>, <i>The Book that Jack Wrote</i>, <i>Tales of the Dark Thirty</i></p>	<p>See Appendix-Comprehension Assessment, Grade 5 (Make a transparency of the multiple-choice questions for grade 5, and fill in answer choices appropriate for the story, book or selection.)</p> <p>See Appendix – Answer Sheet, Answer Cards (Each student may use laminated answer sheets with circle covers OR answer cards for each letter)</p>

Student’s Instructional Objectives: Essential Knowledge/Skills /Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Use text organizers: (C)</p> <ul style="list-style-type: none"> • Type • Headings and sub-headings • Graphics 	<p>Type – printed words, letters, or symbols on a page.</p> <p>Heading – a title for a paragraph, section, chapter, or page.</p> <p>Subheading – a heading or title subordinate to the main one.</p> <p>Graphic – an illustration or diagram in a book.</p>	<p>Check students’ understanding that plot is developed through a series of planned events by having students identify the planned events in sequence that led to resolution of the conflict.</p> <p>Use a graphic organizer to summarize a story’s plot.</p> <p>Ask students to discuss why an author might have used particular words and phrases.</p> <p>Introduce Accelerated Reader as appropriate, see Appendix</p> <p>Using a transparency of an encyclopedia article, ask students if they see</p> <ul style="list-style-type: none"> • Any special type styles, such as bold-faced and color • Any headings or subheadings in a section – what type of information do you predict will be in that section? • Any pictures, photos, graphics – are there captions? 	<p>See Appendix – Sample Question Stems</p> <p>See Appendix – DRTA Making Predictions</p> <p>See Appendix – Guided Reading & Thinking</p> <p>See Appendix – KWL Chart</p> <p>Accelerated Reader books and computer software</p> <p>See Appendix – AR Reading Levels, Honor Code and Sign-up Sheet</p>	<p>See Appendix – Semantic Web, Characters</p> <p>See Appendix – Graphic Organizer Summarize Plot</p> <p>Accelerated Reader quizzes</p>

Portsmouth City Public Schools
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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Fifth Grade

Time Frame Third Nine Weeks — Ongoing

Content Area Library Information Skills

Content Strand Use of Resources

Portsmouth City Public Schools—Information Skills Objective

5.3.A

The student will identify, locate, and use appropriate library resources.

Related Standard(s)
E 5.8

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____

Social Studies _____

Health and Physical Education _____

Mathematics _____

Art _____

Foreign Language _____

Science _____

Music _____

Career and Technical Education _____

Student's Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom's Taxonomy: (K) Knowledge (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessments
<p>Discuss how Dewey Decimal numbers represent subject areas (C)</p> <p>Place books on a certain subject in the proper Dewey classification (Ap)</p> <p>Use call numbers through all decimal places in sequential order. (Ap)</p> <p>Recognize the use and purpose of credits (Ap)</p> <p>Recognize cross references in the media center's electronic catalog (Ap)</p> <p>Independently use the electronic catalog to find a desired item in the media center (Ap)</p> <p>Recognize the necessity for using synonyms for subject headings in information searches (An)</p>	<p>Dewey Decimal – system using numbers and authors initials to place books on library shelves</p> <p>Credits – Publishing information about a book: author, illustrator, publisher, place of publication, copyright date, edition, etc.</p> <p>Cross Reference – listing materials under two or more different subjects.</p> <p>Electronic Catalog – the library catalog located on the computer.</p> <p>Synonyms – Words that have the same meaning as another word.</p>	<p>Students in teams will locate books from the ten major Dewey areas.</p> <p>Students will match specific book subjects and titles to their corresponding major Dewey classification.</p> <p>Groups of students will receive a list of ten call numbers to put in sequential order.</p> <p>Students will create a bibliography for a specific subject. Students will use library catalog to locate five books on a specific title and use credit information to write a bibliography.</p> <p>Students will create ten cross-references for common subjects found in an index.</p> <p>Students will locate fifteen library items using the electronic catalog.</p> <p>Students will create synonyms for ten subject headings to locate information on the Internet.</p>	<p>Worksheet listing subjects, titles and authors for specific Dewey areas. See Appendix "Dewey's Journey Station".</p> <p>Worksheets listing book titles and the major Dewey subject areas (See Appendix "What Main Class Am I?" and "Practice With Dewey"</p> <p>See Appendix – "Put the Following Books In Sequential Order" (List of ten nonfiction books all starting with the same whole call number)</p> <p>See Appendix – "Cross Referencing – Helping you Locate Information"</p> <p>See Appendix – "Locate the Call Numbers for the Following Library Items" (A list of fifteen specific library items.)</p>	<p>Each team will report on subjects and books found their Dewey area</p> <p>Assess worksheets for correct Dewey numbers.</p> <p>Check card sets assess if they are the correct sequential order.</p> <p>Check students' bibliographies.</p> <p>Students will give the cross-referer they created..</p> <p>Check students' lists of call numbers.</p> <p>Checks students list of synonyms</p>

Student 's Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarians Instructional Strategies	Resources	Assessments
<p>Perform Boolean searches using the "Detailed Search" feature of the electronic catalog (Ap)</p> <p>Recognize the availability of information from a variety of community resources (C)</p> <p>Use an electronic telephone directory to locate information about a specific person, business, or agency (Ap)</p>	<p>Boolean Search – a detailed search method using and, or, and not to make a search more specific.</p> <p>Community Services – agencies that give information or help to people.</p> <p>Electronic Directory – located on a search engine's web site to locate names/addresses.</p>	<p>Have students perform a detailed search on the library catalog using Boolean search techniques.</p> <p>Have students search for specific information from different community resources. Students will find names and phone numbers of specific community service organizations.</p> <p>Have students locate ten names using an electronic telephone directory.</p>	<p>See Appendix – "Find Synonyms" (A list of ten subject headings.)</p> <p>See Appendix – "Boolean Search Tips" (Worksheets with specific information for students to use a Boolean search to locate information.)</p> <p>See Appendix – "Locating Community Services, 5th Grade" (Worksheet listing instructions for locating community resources on the internet.)</p> <p>See Appendix – "Using the Electronic Directory, 5th Grade" (Worksheet listing general business names in Portsmouth for students to locate on an electronic directory using the White Pages.)</p>	<p>Students will show examples of the And, Or, and Not Boolean Search performed.</p> <p>Check names and phone numbers found by students.</p> <p>Students' lists of addresses or phone numbers of people, business, or agency names found on search.</p>

Portsmouth City Public Schools
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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Fifth Grade

Time Frame Ongoing - Focus Third Nine Weeks

Content Area Library Information Skills

Content Strand Media Enrichment, Selection and Appreciation

Portsmouth City Public Schools – Information Skills Objective(s)

5.4.A

The student will recognize that awards are given each year for outstanding literature, particularly

- **Caldecott Award**
- **Newbery Award**
- **Coretta Scott King Award**

Related Standard(s)

Technology Standard(s)
C/T 5.4

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Recognize medals/awards on book covers and relate what they are and why they’re given. (C)</p>	<p>Caldecott Award – annual award given to a book’s illustrator for outstanding artwork</p> <p>Coretta Scott King Award – annual award given to an African American author for an outstanding contribution to children’s literature</p> <p>Newbery Award – annual award given to the author of an outstanding chapter book for children</p>	<p>Show and read books that have won awards.</p> <p>Discuss why the different awards are given, and why they’re important to authors and illustrators.</p> <p>Demonstrate how to use the Internet to find lists of award-winning books by using specific sites or a search engine such as yahooligans.com, google.com, or askjeeves.com.</p>	<p>See Appendix – Examples of Internet Sites for Award-winning Books</p> <p>Award-winning books in Library Media Center collection.</p> <p>Films: (Newbery) #006463 “Ben’s Trumpet” #006448 “Matchlock Gun” #006447 “My Brother Sam is Dead” #006452 “Across Five Aprils”</p>	<p>See Appendix - Book Awards</p>

Portsmouth City Public Schools
Department of Curriculum and Instruction

LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Fifth Grade

Time Frame Ongoing

Content Area Library Information Skills

Content Strand Media Enrichment, Selection and Appreciation

Portsmouth City Public Schools – Information Skills Objective(s)

5.4.B

The student will participate in a variety of literature:

- **Fiction**
- **Nonfiction**
- **Historical fiction**
- **Biography/autobiography/collective biography**
- **Poetry**

Related Standard(s)
E 5.5, 5.6

Technology Standard(s)
C/T 5.4

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Librarian’s Instructional Objectives: Essential Knowledge/Skills/Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis;(E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Obtain information from literature about a variety of subjects that support the core content areas. (Ap)</p> <p>Explain why the author wrote the piece (S)</p> <p>Recognize some well-known children’s authors and find information about them on the Internet. (Ap)</p>	<p>Historical Fiction – fictional literature in which real persons, places, events are mentioned; takes place during a specific time in the past</p> <p>Collective Biography – a book which includes the life story of more than one person</p> <p>Author’s Purpose:</p> <ul style="list-style-type: none"> • to inform • to entertain • to persuade • to express emotions <p>Rhyme Scheme – the rhyme pattern a poet uses in a poem, usually marked with capital letters (ABBA, ABAB, etc.)</p> <p>Stanzas – the sections a poem is divided into often expressing a single unit of thought</p>	<p>Books used should correlate with identified areas of need based on most recent SOL test scores.</p> <p>Choose poems to read which are related to core subjects, current events, seasons, holidays, etc.</p> <p>Show poems on a video data, overhead or opaque projector. Initiate individual or choral reading of the poems. Discuss rhyme scheme if poetry is rhymed. Ask why a person might like to read or write poetry (short, fun to read because of rhyme patterns, expresses emotion, etc.)</p> <p>Use poetry to introduce a lesson. (Example: When teaching map/atlas skills, use a poem about a place, the world, traveling, etc.)</p>	<p>See Appendix - "Project STARS"</p> <p>Films: (Historical Fiction) #007622 "Reader’s Theater – Historical Fiction" #007674 "Ben & Me" #006447 "My Brother Sam is Dead" #006452 "Across Five Aprils"</p> <p>Poem "Paul Revere’s Ride" by Longfellow</p> <p>Poetry book <i>Joyful Noise</i> for choral reading</p> <p>Examples of Historical Fiction: Laura Ingalls Wilder books <i>My America</i> series <i>Dear America</i> series <i>American Girls</i> series</p> <p>See Appendix – Examples of Author Sites on the Internet</p>	<p>See Appendix – Types of Biography/Historical Fiction</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Fifth Grade

Time Frame Third Nine Weeks - Ongoing

Content Area Library Information Skills

Content Strand Reference and Research

Portsmouth City Public Schools – Information Skills Objective

5.5.A

The student will gather information from print, visual, auditory, and electronic resources including:

- **CD-ROMs**
- **Electronic encyclopedia**
- **Online information services**

Related Standard(s)
E 5.8

Technology Standard(s)
C/T 5.3, 5.8

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student's Instructional Objectives: Essential Knowledge/Skills Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessments
<p>Gather information from CD-ROMs in order to answer reference questions. (Ap)</p> <p>Locate information in electronic encyclopedia. (K)</p> <p>Gather information from on-line information services (Ap)</p>		<p>Select CD-ROMs and have students answer research questions on selected topics in content areas.</p> <p>Guide students through the format of the CD. Focus on text, pictures, captions, graphs, charts, maps, videos, sound clips, etc.</p> <p>Instruct students on how to access information using electronic encyclopedia Have students answer specific questions using electronic encyclopedia. Adapt to specific CD ROMs available.</p>	<p>World Book Multimedia Encyclopedia</p> <p>Grolier Multimedia Encyclopedia</p> <p><i>Teaching Study Skills and Strategies in Grades 4-8</i> by Charles T. Mangrum II</p> <p>Film: (Electronic Encyclopedia) #008588 – Library Study Skills</p>	<p>World Book Multimedia Activity Sheet</p>

Portsmouth City Public Schools
Department of Curriculum and Instruction

LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course **Fifth Grade**

Time Frame **Fourth Nine Weeks - Ongoing**

Content Area **Library Information Skills**

Content Strand **Reference and Research**

Portsmouth City Public Schools – Information Skills Objective

5.5.B

The student will use an atlas, almanac, thesaurus, dictionary, and encyclopedia effectively.

- **Unabridged vs. abridged**
- **Special dictionaries ie., biographical, geographical and scientific**

5.5.C

The student will select the most appropriate reference source for a specific purpose.

Related Standard(s)
E 5.4

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____ Mathematics _____ Science _____	Social Studies _____ Art _____ Music _____	Health and Physical Education _____ Foreign Language _____ Career and Technical Education _____
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Student’s Instructional Objectives: Essential Knowledge/Skills Processes Level of Bloom’s Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian’s Instructional Strategies	Resources	Assessments
<p>Use atlas effectively. (Ap)</p> <p>Use almanac effectively (Ap)</p> <p>Use dictionary effectively (Ap)</p> <p>Use thesaurus effectively (Ap)</p> <p>Distinguish between abridged and unabridged dictionary (C)</p> <p>Gather information from special dictionaries; biographical, geographical and scientific (Ap)</p>	<p>Atlas – reference book of maps</p> <p>Abridged Dictionary – smaller more concise book of words and meanings arranged alphabetically</p> <p>Unabridged Dictionary – comprehensive dictionary of words and meanings arranged alphabetically</p> <p>Biographical Dictionary – used to identify persons</p> <p>Geographical Dictionary – used to identify places</p> <p>Almanac – a book of facts and statistics that published annually</p>	<p>Discuss major features of the atlas. Stress the importance of location coordinates found in the index. Explain how the location coordinates direct the user to the correct map and place location</p> <p>Ask students to locate the continents, the United States, Virginia, and other locations of current events in the news.</p> <p>Give student a blank U.S. map and instruct them to label the states after given clues about certain states.</p> <p>Explain to student that an almanac is a book of facts, figures and statistics on a number of different topics. Have students answer questions on different topics.</p> <p>Show students an abridged and unabridged dictionary. Explain the difference between the two. Have students compare an unabridged and abridged dictionary.</p> <p>Show students examples of the different types of dictionaries. Explain when the specific dictionaries would be used. Have students locate information about people that are being referenced in content areas.</p>	<p>Use atlases available in the library.</p> <p>World Almanac</p> <p>Dictionaries available in the Library Media Center collection</p> <p><i>Teaching Study Skills and Strategies in Grades 4-8</i> by Charles T. Mangrum II</p> <p>See Appendix – Compare and Contrast Graphic Organizer</p>	<p>Can students locate information on specific topics using the different types of dictionaries?</p> <p>Do students recognize the difference between abridged and unabridged dictionaries?</p> <p>Are students able to find geographical locations on maps?</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Fifth Grade

Time Frame 4th Nine Weeks - Ongoing

Content Area Library Information Skills

Content Strand Reference and Research

Portsmouth City Public Schools – Information Skills Objective

5.5.D

The student will synthesize information from more than one source.

- **Skim or scan materials for specific information**
- **Prioritize information and take accurate notes**

Related Standard(s)
E 5.8

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health & Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Vocational Education _____

Student's Instructional Objectives: Essential Knowledge/Skills Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessments
<p>Summarize information gathered in reference sources (E)</p> <p>Restate information gathered from reference sources in own words (C)</p>	<p>Paraphrase – to restate information in own words</p>	<p>Assign topics for students to research and have students use Trash and Treasure technique.</p>	<p>The Big 6 – http://www.big6.com/</p> <p>Trash and Treasure</p> <p><u>Teaching Study Skills and Strategies in Grades 4-8</u> by Charles T. Mangrum II</p>	

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Fifth Grade

Time Frame Fourth Nine Weeks – Ongoing

Content Area Library Information Skills

Content Strand Reference and Research

Portsmouth City Public Schools – Information Skills Objective

5.5.E

The student will demonstrate respect for ownership rights and abide by copyright laws.

- Paraphrase by restating information given in a source
- Cite reference sources used

Related Standard(s)
E 5.8

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____ Mathematics _____ Science _____	Social Studies _____ Art _____ Music _____	Health and Physical Education _____ Foreign Language _____ Career and Technical Education _____
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Student's Instructional Objectives: Essential Knowledge/Skills Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources/References	Assessments
<p>Summarize information in one's own words. (C)</p> <p>Identify sources used giving author, title, publisher, publication city, and date. (K)</p> <p>Compose a bibliography of sources used for research purposes. (S)</p>	<p>Copyright – the legal right of an author, artist or publisher to control the use of their work.</p> <p>Paraphrase – restate information in one's own words.</p> <p>Bibliography – a list of books and articles on a particular subject</p>	<p>Read a story or passages, and ask students to retell the story in his/her own words.</p> <p>Assign students passages to read. Have students rewrite the passages and exchange with other students.</p> <p>Assign a topic for students to research individually or in groups. Review Big Six research techniques.</p> <p>Demonstrate the correct format for citing different sources of references, including information found on the Internet</p> <p>Explain to students the importance of giving credit to the author or authors of published material, in book or electronic format.</p> <p>Have students practice documenting the author, title, publisher, publication city and date. (Slate Citation Machine)</p>	<p>Big Six www.big6.com</p> <p>Slate Citation Machine http://landmark-project.com/citation_machine/cm.php</p> <p>See Appendix.</p>	<p>Student successfully restates information using own words.</p> <p>Research project completed with sources cited correctly.</p>

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LIBRARY INFORMATION SKILLS CURRICULUM GUIDE

Grade Level/Course Fifth Grade

Time Frame Fourth Nine Weeks – Ongoing

Content Area Library Information Skills

Content Strand Reference and Research

Portsmouth City Public Schools – Information Skills Objective

5.5.F

The student will continue to use maps, graphs and charts to solve problems or answer questions with emphasis on acquiring a working knowledge of symbols, uses, and limitations of each.

Related Standard(s)
H 5.9

Technology Standard(s)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts _____	Social Studies _____	Health and Physical Education _____
Mathematics _____	Art _____	Foreign Language _____
Science _____	Music _____	Career and Technical Education _____

Student's Instructional Objectives: Essential Knowledge/Skills Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessments
<p>Use maps, charts and graphs in order to answer related questions. (A) (K)</p> <p>Interpret maps, charts and graphs in order to answer questions (C)</p> <p>Label maps correctly. (K)</p>	<p>Map – a visual representation that shows all or part of the Earth's surface with geographic features, urban areas, roads, and other details</p> <p>Road Map – shows people how they can travel from one place to another. It also shows some physical boundaries, such as mountains and rivers; political features, such as states and counties; populated places, such as cities and towns,</p> <p>Shaded Relief – designed to highlight the physical features of a place</p> <p>Topographic Map – shows the elevations of the land</p> <p>Chart – a diagram or table displaying detailed information</p> <p>Graph – a diagram used to indicate relationships between two or more variable quantities</p>	<p>Tell students that the legend is the key to using the map.</p> <p>Explain to students why we use maps and show them the different kinds of maps. (road, shaded relief and topographic maps)</p> <p>Have students create a map of the school, or their community or neighborhood.</p> <p>Give each student an outline map of Virginia or United States. Have students label different areas on the maps.</p> <p>Create a chart and have student answer questions related to information given.</p> <p>Have students determine the mileage from one location to another.</p>	<p>Neighborhood Map Machine software</p> <p>http://www.nationalgeographic.com/</p> <p>http://www.pen.k12.va.us/</p> <p>Directions (2nd ed.) - Map Skills for Beginners (#007576)</p> <p>Latitude (2nd ed.) - Map Skills for Beginners (#007666)</p> <p>Longitude (2nd ed.) - Map Skills for Beginners (#007667)</p> <p>Maps (3rd ed.) - Map Skills for Beginners (#007672) Physical</p> <p>Facts into Picture: Mathsphere (#007492)</p> <p>See Appendix – Geographic Regions of Virginia</p>	<p>Students can read, label and interpret map.</p>