

**COURSE OF STUDY UNIT PLANNING GUIDE
FOR:
ELEMENTARY MEDIA SKILLS**

GRADE LEVEL 1 - 3

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**REVISED AUGUST 2016
ALIGNED TO THE 2014 NJCCCS**

**ELEMENTARY SCHOOLS
DUMONT, NEW JERSEY**

B.O.E. APPROVED AUGUST 25, 2016

UNIT: #1

GRADES 1 - 3

UNIT TITLE: Using the media center

CHAPTERS/TOPIC COVERED: Library structure, locating information; Review; Grade 3, Introduce BELS

UNIT LENGTH: 2 lessons (#1,2)

Performance Indicators (Standards and Objectives)	Essential Questions	Activities (Approximate Time Frame)	Strategies/Methods/Vocabulary	Resources (Including Digital Tools)
<ul style="list-style-type: none"> ❖ Students provide information as a review of media center skills and word wall vocabulary. ❖ Students search for titles using the online catalog and provide the physical copy of the book they found. (Grade 3) <p><i>Standards:</i> <i>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i> <i>4.RF.4c Use context to confirm or self-correct word recognition and understanding.</i> <i>8.1.5.A.1 Select and use the appropriate digital tools and resources to</i></p>	<ul style="list-style-type: none"> ❖ What does it mean to be a responsible library user? How can the library enhance my life? ❖ How does knowing the organization of the library make it easier for me to find materials I need? <p style="text-align: center;"><u>Grade 3 addition</u></p> <ul style="list-style-type: none"> ❖ How can I access library materials from my computer? 	<ul style="list-style-type: none"> ❖ September – November <p>Students will be able to:</p> <ul style="list-style-type: none"> • locate the 4 basic areas of the media center. • identify the call number of a book and the corresponding genre. • identify the parts of a book. • properly use shelf markers to locate books. • follow the rules for checking out library materials. <ul style="list-style-type: none"> • log onto the BELS website from a 	<ul style="list-style-type: none"> ❖ Smartboard modeling ❖ Discussion of library rules and checkout procedures. ❖ Songs to identify parts of the library and use of shelf markers. <p>Vocabulary: Easy readers, Fiction, Nonfiction, Biography, spine, title page, book jacket, shelf marker, bookmark, text, illustrations.</p> <ul style="list-style-type: none"> ❖ Model BELS search on Smart 	<ul style="list-style-type: none"> ❖ Smartboard ❖ Desktop computers ❖ Headphones ❖ BELS ❖ Picture books ❖ Adapted <i>Wheels on the Bus</i> lyrics. ❖ Shelf markers <p>Additional optional resources:</p> <ul style="list-style-type: none"> • Coloring bookmarks • Additional read alouds • Posters • Media Center information worksheet <ul style="list-style-type: none"> ❖ Bergen County Electronic Library

accomplish a variety of tasks including problem solving

AASL 21Century Learning Standards

1.1.6 Read, view, and listen for information presented in any format(e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

2.1.4 Use technology and other information tools to analyze and organize information.

desktop or laptop computer.

- type in a title, author, or keyword to search for a book.
- locate a book by the call number found on a BELS search.

board.

- ❖ Individual student searches on media center desktops.
- ❖ Assistance with locating books from a search.

Vocabulary: BELS, search, keyword

System (BELS) website

Belsnj.org

UNIT: #2

GRADES 1 - 3

UNIT TITLE: Author Study

CHAPTERS/TOPIC COVERED: Authors, Illustrators, Newbery & Caldecott Awards

UNIT LENGTH: 2 lessons (#3,4)

Performance Indicators (Standards and Objectives)	Essential Questions	Activities (Approximate Time Frame)	Strategies/Methods/Vocabulary	Resources (Including Digital Tools)
<ul style="list-style-type: none">❖ Students make connections between text and illustrations in a book.❖ Students will listen to and discuss books about ideas and writing.❖ Students will recognize the Newbery and Caldecott award symbols and how they are achieved. <p><i>Standards:</i> <i>RL.1.7. & RL.2.7 Use illustrations and details in a story to describe its characters, setting.</i> <i>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</i> <i>RI.1.7. Use the illustrations and details in a text to describe its key</i></p>	<ul style="list-style-type: none">❖ Why do illustrations make you want to read a book?❖ Why do certain authors make you want to read the book?❖ Why does a book win an award?	<ul style="list-style-type: none">❖ November – January <p>Students will be able to:</p> <ul style="list-style-type: none">• identify the author and illustrator of a book.• describe the role of an author and illustrator.• recognize the characteristics of award- winning books, authors and illustrators• complete an “author study” using fiction materials of interest to grade level.	<ul style="list-style-type: none">❖ Smartboard modeling/ Powerpoint of Newbery and Caldecott Awards❖ Display book samples of exemplary stories and illustrations, both print and digital.❖ Creative projects to represent book awards.❖ Author of the Month display. <p>Vocabulary: illustrations, text, author, illustrator, Newbery, Caldecott.</p>	<ul style="list-style-type: none">❖ Smartboard❖ Powerpoint❖ Picture books: including, <i>What do you do with an idea?</i> By Kobi Yamada, <i>Author a true story</i>, by Helen Lester❖ Various author websites❖ Book covers and Awards❖ Supplies for student-made awards and projects❖ Author/Illustrator templates. <p>Additional optional resources:</p> <ul style="list-style-type: none">• Coloring bookmarks• Mock Caldecott Awards

<p><i>ideas.</i></p> <p><i>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</i></p> <p><i>RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</i></p> <p><i>RI.3.6. Distinguish their own point of view from that of the author of a text.</i></p> <p>AASL 21Century Learning Standards</p> <p><i>1.1.6 Read, view, and listen for information presented in any format(e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</i></p> <p><i>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</i></p>				
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UNIT: #3

GRADES 1 - 3

UNIT TITLE: Research Strategies

CHAPTERS/TOPIC COVERED:

UNIT LENGTH: 2 lessons (#5,6)

Performance Indicators (Standards and Objectives)	Essential Questions	Activities (Approximate Time Frame)	Strategies/Methods/Vocabulary	Resources (Including Digital Tools)
<ul style="list-style-type: none">❖ Students become good readers and employ strategies to help them understand text.❖ Students understand a text's features, structures, and characteristics.❖ Students gain the ability to make meaning of the texts. <p><i>Standards: RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</i></p> <p><i>RI.2.5. Know and use various text features (e.g., captions, old print, subheadings, glossaries, indexes, electronic</i></p>	<ul style="list-style-type: none">❖ What are reasons for choosing to read nonfiction?❖ How can I find gather, organize, and share information from a nonfiction source?❖ How do I use information responsibly?	<p>❖ February - April</p> <p>Students will be able to:</p> <ul style="list-style-type: none">• differentiate between fiction and nonfiction• identify the characteristics of nonfiction books• use a table of contents to locate chapters of a nonfiction book• select nonfiction materials to enrich areas of study• identify the title page and the information it provides on author and illustrator• Identify copyright date, publisher, and place of publication• Identify and use basic reference sources• Record gathered	<ul style="list-style-type: none">❖ Smartboard modeling❖ Whole group instruction❖ Short, timed challenges played to encourage teamwork and identify the best keyword search strategies <p>Vocabulary: fiction, nonfiction, citation, title page, copyright, table of contents, glossary, index, plagiarism</p>	<ul style="list-style-type: none">❖ Smartboard❖ Desktops/Laptops❖ Headphones❖ Websites from <i>Safesearchkids.com</i>❖ Big 3 citation stickers❖ <i>Create-a-plant</i> or <i>Create-an-animal</i> fact sheet.❖ Citation template <p>Additional optional resources:</p> <ul style="list-style-type: none">• Coloring bookmarks• Fiction/nonfiction sorting cards• Safesearchkids website games

<p><i>menus, icons) to locate key facts or information in a text efficiently.</i></p> <p><i>W.1.7. Participate in shared research and writing projects</i></p> <p><i>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</i></p> <p><i>8.1.2.D.1 Develop an understanding of print and nonprint information</i></p> <p><i>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</i></p> <p><i>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</i></p> <p><i>RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text</i></p>		<p>information correctly and cite sources correctly</p>		
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NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

AASL 21Century Learning Standards

1.1.3 Develop and refine a range of questions to frame a search for new understanding. 1.1.6

Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information,

<p><i>and point of view or bias.</i></p> <p><i>1.3.4 Contribute to the exchange of ideas within the learning community.</i></p> <p><i>1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.</i></p> <p><i>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</i></p> <p><i>1.4.4 Seek appropriate help when needed.</i></p>				
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CHAPTERS/TOPIC COVERED: Poetry, Fairytales, Fables

UNIT LENGTH: 1 lesson (#7)

Performance Indicators (Standards and Objectives)	Essential Questions	Activities (Approximate Time Frame)	Strategies/Methods/Vocabulary	Resources (Including Digital Tools)
<ul style="list-style-type: none"> ❖ Students identify the main genre found in the media center. ❖ Students will become aware of the physical layout of the media center. <p><i>Standards:</i> <i>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</i> <i>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</i> <i>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song</i> <i>RL.2.10. Read and</i></p>	<ul style="list-style-type: none"> ❖ What are the various genre of books found in the library? ❖ What are some of the characteristics of fiction, nonfiction, biography, poetry, fairy tales. 	<ul style="list-style-type: none"> ❖ April - May National Poetry Month <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the main genres of books in the library. • Locate the various areas of the library where specific genre are housed. • Recognize a genre of book by text and illustrations. • Describe the key differences in poetry, fairy tales, fables 	<ul style="list-style-type: none"> ❖ Smartboard modeling – audiobooks ❖ Whole group instruction ❖ Read aloud short segments of various genre to encourage discussion and recognition. ❖ Booktalk additional titles <p>Vocabulary: fiction, nonfiction, biography, fairy tale, poetry, fable</p>	<ul style="list-style-type: none"> ❖ Smartboard ❖ Desktops/Laptops ❖ Headphones ❖ Assorted Picture books, including, Aesops Fables, Grimms Fairy Tales, <i>What a day it was at school</i>, poetry by Jack Prelutsky. ❖ Tumblebooks ❖ Anchor charts <p>Additional optional resources:</p> <ul style="list-style-type: none"> • Coloring bookmarks • Genre illustration worksheets

<p><i>comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</i></p> <p><i>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</i></p> <p><i>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</i></p> <p><i>SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</i></p> <p><i>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i></p>				
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CHAPTERS/TOPIC COVERED: Presenting digital information

UNIT LENGTH: 1 lesson (#8)

Performance Indicators (Standards and Objectives)	Essential Questions	Activities (Approximate Time Frame)	Strategies/Methods/Vocabulary	Resources (Including Digital Tools)
<ul style="list-style-type: none"> ❖ Students use a designated website to locate facts about animals or plants. ❖ Students will create a digital animal fact page on the iPad. <p><i>Standards: RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</i></p> <p><i>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</i></p> <p><i>SL.1.6. Produce complete sentences when appropriate to task and situation</i></p> <p><i>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</i></p>	<ul style="list-style-type: none"> ❖ Why conduct research? ❖ How does technology support my research? ❖ How can I be a responsible digital citizen? 	<ul style="list-style-type: none"> ❖ May - June <p>Students will be able to:</p> <ul style="list-style-type: none"> • navigate a website to locate information. • use the Big 3 citation system to cite their sources. • create a digital page of facts on the iPad. • narrate the information found during their research. 	<ul style="list-style-type: none"> ❖ Smartboard modeling of research website and iPad navigation. ❖ Whole group instruction ❖ Partner research <p>Vocabulary: research, citation, application, digital</p>	<ul style="list-style-type: none"> ❖ Smartboard ❖ Desktops/Laptops ❖ Animal or plant fact sheets from previous lessons. ❖ iPads ❖ iPad apps including options: Fakebook, Chatterpix ❖ Big 3 citation stickers and template

<p><i>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</i></p> <p><i>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</i></p> <p><i>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</i></p> <p><i>W.3.7. Conduct short research projects that build knowledge about a topic.</i></p> <p><i>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</i></p> <p><i>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</i></p> <p><i>NJSLSA.SL2. Integrate</i></p>				
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<p><i>and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i></p> <p><i>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</i></p> <p><i>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i></p> <p><i>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</i></p> <p><i>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i></p> <p><i>NJSLSA.W9. Draw</i></p>				
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evidence from literary or informational texts to support analysis, reflection, and research

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NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

Curriculum Guide Addendum

Content Area Unit Name	Media Skills, Grades 1 - 3
Interdisciplinary Connections	<ul style="list-style-type: none">❖ English Language Arts Career Ready Practices 21st Century Skills ❖ Technology
Core Instructional Materials including digital tools	Picture books, Audio books, Textbooks, Classroom Resources, Desktop/Laptops, iPads, Websites, iPad applications
21st Century Themes and Skills	<p>For information related to the 12 Career Ready Practices follow the link below.</p> <p>http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</p> <p><u>Personal Financial Literacy 9.1</u></p> <p>http://www.state.nj.us/education/cccs/2014/career/91.pdf</p> <p><u>Career Awareness, Exploration, and Preparation 9.2</u></p> <p>http://www.state.nj.us/education/cccs/2014/career/92.pdf</p> <p><u>Career and Technical Education 9.3</u></p> <p>http://www.state.nj.us/education/cccs/2014/career/93.pdf</p>

<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<p>For NJ Technology Standards 8.1 and 8.2 follow the link below.</p> <p>http://www.state.nj.us/education/cccs/2014/tech/8.pdf</p>
<p>Pacing Guide</p>	<p>Whole group media center lessons, approximately once/month for each grade level, during their regularly scheduled weekly library period. Full school year.</p>
<p>Assessments</p>	<p>Observation of media center skills and behaviors at each grade level.</p> <p>Completion of media skills assignments, including fact sheet in grades 1-3.</p> <p>Ability to work in a group or pairs.</p> <p>Grade 3 checklist of BELS online search and title location.</p>

Differentiation/Accommodations/Modifications

Note: Each district should review the various strategies noted below and determine which are applicable for their population within varied grade levels and languages and make edits where needed.

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>	<p>Modifications for Classroom Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Student may request books on tape /</p>

		<p>Establish expectations for correct spelling on assignments.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p>	<p>CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and</p>
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		<p>Modifications for Assessments</p> <p>Restate, reread, and clarify directions/questions</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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