

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

GRADE LEVEL 4 & 5

PREPARED BY: JOLIE KURZ

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

**ELEMENTARY SCHOOLS
DUMONT, NEW JERSEY**

UNIT: #1

GRADES 4 - 5

UNIT TITLE: Using the media center

CHAPTERS/TOPIC COVERED: Library structure, locating information, using the online catalog (BELS); Review

UNIT LENGTH: 1 lesson (#1)

<u>Performance Indicators</u> (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.❖ Students search for titles using the online catalog and provide the physical copy of the book they found. <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</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 and online system of the library make it easier for me to find materials I need?	<ul style="list-style-type: none">❖ September - October <p>Students will be able to:</p> <ul style="list-style-type: none">• Log on to the BELS website• Search for titles and information using keyword, author or subject searches.• Locate a book or other material from the call number found in their search.• Navigate the layout of the library by the physical arrangement of the various genre. (Easy reader,	<ul style="list-style-type: none">❖ Smartboard modeling❖ Individual BELS access❖ Worksheets to access catalog search knowledge❖ Student questioning❖ Individual location of a title matching a BELS search.❖ Observation of individual navigation of the media center.❖ Discussion of library rules and checkout procedures. <p>Vocabulary: Word wall review - BELS,</p>	<ul style="list-style-type: none">❖ Smartboard❖ Desktop computers❖ Headphones❖ BELS❖ Worksheet/checksheet <p>Additional options resources include: <i>The Fantastic Flying Books of Mr. Morris Lessmore</i>, by William Joyce.</p>

understanding.

*1.1.6 View information
in various formats...*

*8.1.5.A.1 Select and use
the appropriate digital
tools and resources to
accomplish a variety of
tasks including problem
solving.*

fiction, biography,
nonfiction).

- Follow the rules
for checking out
library materials.

biography, nonfiction,
fiction, reference,
keyword, call number

UNIT: #2

GRADES 4 - 5

UNIT TITLE: Using eBooks

CHAPTERS/TOPIC COVERED: Digital reader tools and features, accessing eBooks

UNIT LENGTH: 3 lessons (#2,3,4)

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 use literacy skills and strategies to retrieve text from a digital device.❖ Students will make connections between digital and print formats of books. <p><i>Standards:</i> 4.RL.1 Refer to details and examples in a text when explaining and making inferences. 4.RF.4c Use context to confirm or self-correct word recognition and understanding. 4.L.4c Consult reference materials both print and digital, to clarify the meaning of key words and phrases. 1.1.6 View information in various formats...</p>	<ul style="list-style-type: none">❖ How does the use of digital media and tools enhance and support learning?❖ What are the similarities and differences between a title published in print format and in digital format?❖ How can books from the school library be accessed at home?	<ul style="list-style-type: none">❖ October – January <p>Students will be able to:</p> <ul style="list-style-type: none">• Log on to the BELS website• Download and checkout an eBook using their BELS login and password.• Compare digital and printed formats of books.• Manipulate the eBook they are reading to personalize their font size, page orientation, highlight passages, use the dictionary, listen to the audio of a chapter or passage, bookmark	<ul style="list-style-type: none">❖ Smartboard modeling of ebook applications.❖ Provide individual iPad /desktop access❖ Student questioning❖ Individual/partner and/or teamwork to apply skills.❖ Differentiate instruction and make modifications where needed. <p>Vocabulary: digital reader, page orientation, font size, digital bookmark, bookbag, Follett shelf.</p>	<ul style="list-style-type: none">❖ Smartboard❖ iPads❖ Headphones❖ BELS❖ Brytewave❖ District Wiki❖ <i>Finding eBooks on a Personal Computer</i> slideshow

<p><i>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including problem solving.</i></p> <p><i>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</i></p>		<p>passages.</p> <ul style="list-style-type: none">• Create a bookbag of titles for individual reading.• Submit a review of a book they have read to be approved and included on the eBook site.• Use Brytewave to access materials from home and personal digital readers.		
---	--	---	--	--

UNIT: #3

GRADES 4 - 5

UNIT TITLE: Research Strategies

CHAPTERS/TOPIC COVERED: Keyword searches, keyword precision

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 identify keyword strategies that will give the best results when locating information.❖ Students will collaborate in order to locate information. <p><i>Standards: RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</i></p> <p><i>RI.4.4. Determine the meaning of</i></p>	<ul style="list-style-type: none">❖ How does precision in keyword searching assist in research?❖ WEBQUEST (4th) How were colonial children creating their own identity in the New World?❖ WEBQUEST (5th) Technology detective	<ul style="list-style-type: none">❖ February - April <p>Students will be able to:</p> <ul style="list-style-type: none">• View and read text from Smartboard goals• Work as a team to identify keywords and synonyms• Accomplish challenges by working in pairs.• Locate information and identify keyword strategies.• Play word games to draw conclusions about keywords.• Follow Webquest directed questions to locate answers	<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❖ Individual/partner/teamwork to apply skills.❖ Mentor Webquest navigation.❖ Differentiate instruction and make modifications where needed. <p>Vocabulary: keyword, precise, synonym, Webquests</p>	<ul style="list-style-type: none">❖ Smartboard❖ Desktops/Laptops❖ Headphones❖ Digital timer❖ Information Explorer Junior series – research and Internet safety.❖ Webquest sites.

<p><i>general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</i> <i>NJSLSA.W7.</i> <i>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> <i>4.RL.1 Refer to details and examples in a text when explaining and making inferences.</i> <i>4.RF.4c Use context to confirm or self-correct word recognition and understanding.</i> <i>4.L.4c Consult reference materials both print and digital, to clarify the meaning of key words and phrases.</i> <i>NJSLSA.R7.</i> <i>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i></p>		<p>and information.</p> <ul style="list-style-type: none"> • Navigate a designated cite. 		
--	--	---	--	--

<p><i>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</i></p> <p><i>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</i></p> <p><i>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</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>W.5.7. Conduct short research projects that use</i></p>				
--	--	--	--	--

<p><i>several sources to build knowledge through investigation of different perspectives of a topic.</i></p> <p><i>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</i></p> <p><i>1.1.6 View information in various formats...</i></p> <p><i>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including problem solving.</i></p>				
--	--	--	--	--

UNIT: #4

GRADES 4 - 5

UNIT TITLE: Comparing Genres

CHAPTERS/TOPIC COVERED: Poetry, Prose

UNIT LENGTH: 2 lessons (#7,8)

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 identify key elements of both poetry and prose and compare the two.❖ Students will collaborate to present a piece of poetry or prose in a creative audiovisual way. <p><i>Standards: RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage</i></p>	<ul style="list-style-type: none">❖ How do poetry and prose compare?❖ How can I best represent a poem/prose in a presentation.	<ul style="list-style-type: none">❖ May - June <p>Students will be able to:</p> <ul style="list-style-type: none">• Identify the main elements of poetry• Identify the elements of prose.• Recognize the difference between poetry and prose• Locate examples of prose and poetry in print and digital format.• Present examples of prose and poetry in an electronic format.	<ul style="list-style-type: none">❖ Smartboard modeling – videos, iPad and computer applications❖ Whole group instruction❖ Short, timed challenges played to encourage teamwork and identify the best keyword search strategies❖ Individual/partner/teamwork to apply skills.❖ Differentiate instruction and make modifications where needed. <p>Vocabulary: rhythm, verse, stanza, refrain</p>	<ul style="list-style-type: none">❖ Smartboard❖ Desktops/Laptops❖ Headphones❖ Examples of poetry and prose in printed and digital formats.❖ Choices of digital applications including, Powerpoint, Chatterpix❖ Youtube videos

<p><i>directions) when writing or speaking about a text.</i></p> <p><i>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</i></p> <p><i>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</i></p> <p><i>1.1.6 View information in various formats...</i></p> <p><i>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including problem solving.</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>				
--	--	--	--	--

Curriculum Guide Addendum

Content Area Unit Name	Media Skills, Grades 4 & 5
Interdisciplinary Connections	<ul style="list-style-type: none">❖ English Language Arts Career Ready Practices 21st Century Skills ❖ Technology
Core Instructional Materials including digital tools	Computers, iPads, eBook readers, Smart Board, BELS online catalog, Worksheets, Online tools and applications, Classroom Resources, Digital Tools, picture books
21st Century Themes and Skills	For information related to the 12 Career Ready Practices follow the link below. http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf <u>Career Awareness, Exploration, and Preparation 9.2</u> http://www.state.nj.us/education/cccs/2014/career/92.pdf <u>Career and Technical Education 9.3</u> http://www.state.nj.us/education/cccs/2014/career/93.pdf
8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming	For NJ Technology Standards 8.1 and 8.2 follow the link below. http://www.state.nj.us/education/cccs/2014/tech/8.pdf

Pacing Guide	Whole group media center lessons, approximately once/month for each grade level, during their regularly scheduled weekly library period. Full school year.
Assessments	Worksheets/checklist Teacher observation of library navigation Class participation Presentations Classwork assignments, including completion of Webquests.

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
Extension Activities Conduct research and provide presentation of cultural topics. Design surveys to generate and analyze data to be used in discussion. Debate topics of interest / cultural importance.	Modifications for Classroom/Assignments Modified Assignments Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)	<i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i> Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments.	Modifications for Assignments Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be

<p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>	<p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</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 / 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>Student requires use of other assistive technology device</p> <p>Modifications for Assessments</p> <p>Restate, reread, and clarify directions/questions</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>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 / 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>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Restate, reread, and clarify</p>
---	--	---	---

directions/questions

Establish procedures for accommodations / modifications for assessments.