<table>
<thead>
<tr>
<th>Concepts:</th>
<th>Skills:</th>
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<tbody>
<tr>
<td>Concepts of Print – Parts of a Book, Author and Illustrators, Genre Studies</td>
<td>Understanding, Applying</td>
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</tbody>
</table>

**Standards:**

**Strand 2:** Students develop an awareness of and interaction with literature in a variety of formats for the purpose of personal enrichment and information.

**Standard 7:** Students explore print material to learn how physical features of books and other resources contribute to meaning.

**Objective 2:** Demonstrate an understanding of the physical features of books and other library resources.

**Standard 8:** Students explore various aspects of literature in books and other formats.

**Objective 1:** Identify the contribution of authors and illustrators in the creation of literature.

**Objective 3:** Explore and compare different types of literature to enrich and expand the reading experience.

**Standard 9:** Students value the contribution of reading to becoming self-directed, lifelong learners.

**Objective 1:** Listen to and Read a variety of literature to enhance selection.

### Library Content Objectives

- I can locate and define the parts of a book.
- I can identify and use features of electronic resources.
- I can identify different locations in a library
- I can identify the author and/or illustrator of a book.
- I can locate and identify different genre types.
- I can use my Library OPAC (Destiny) to locate resources within my school library and the public library.

### Vocabulary students should use

- Cover
- Title
- Bibliography
- Appendix
- Preface
- Table of Content
- Title Page
- Index
- Glossary
- Author
- Illustrator
- Publisher
- Fiction
- Non-Fiction
- Electronic resources
- Scroll
- Hot links
- Menu

### Lessons

- Using the Library OPAC (Destiny Library Manager)
- Genre Studies (fantasy, realistic fiction, etc.)
- The Way a Library works
- Physical Features of a book (title page, table of contents, glossary, index, copyright information, bibliography, appendix).
- Author and Illustrator Studies

### Information Literacy Language Objectives

- Utilize the parts of a book to locate information needed.
- Read and comprehend complex literary and informational texts independently and proficiently.
- Recognize and appreciate artistic components of works.
- Locate and use items in a library.

### Additional Resources

- Genres of Literature games
- Reading Genres Posters
- How Libraries work
- Genre Quizlet
- TeacherVision- Library Resources
- UEN – Shelving and Finding Books
- Slideshare – Parts of a Book Part 2
- Media Center Lessons 3-5 Genre Studies
- Media Center Lessons Author and Illust. Studies
- Destiny Library Manager helps in (Safari Montage)

### Assessment Options:

Quizzes, Discussion, Procedure quiz, library notebook, demonstration, Reading Log

12/16/13
# Library Media

## 4th Grade

### Quarter 2

#### Concepts:
- Concept of Print (cont.) – Fiction vs. Non-Fiction, Dewey Decimal Systems, Reference

#### Skills:
- Understanding, Applying

#### Standards:

**Strand 2:** Students develop an awareness of and interaction with literature in a variety of formats for the purpose of personal enrichment and information.

**Standard 7:** Students explore print material to learn how physical features of books and other resources contribute to meaning.

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<th>Library Content Objectives</th>
<th>Vocabulary students should use</th>
<th>Lessons</th>
</tr>
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</table>
| I can locate and read informational works. | • Fiction  
• Non-Fiction  
• Dewey Decimal  
• Call Number  
• Biography  
• Easy Books  
• Chapter Books  
• Graphic Novel | • What is Fiction & Non-Fiction (Review)  
– Compare how each type is written  
• Understanding The Dewey Decimal System (Review)  
• Understanding Different types of resources  
• The Reference Section of my Library  
– Dictionary, Encyclopedia, Atlases, etc.  
– Primary Source Vs. Secondary Source  
• Online reference resources (Pioneer Library)  
• How to search the Internet |
| I can demonstrate that I understand the difference between fiction and non-fiction. |  | |
| I can locate materials in the library based on call numbers. |  | |
| I can identify the types of books and materials that I enjoy reading. |  | |
| I can do an effective search for information on the internet. |  | |

**Information Literacy Language Objectives**

- Explain major differences between poems, drama, prose and refer to the structural elements when writing or speaking about a text.
- Determine the main idea of a text and explain how it is supported by key details, summarize the text.
- Compare and contrast a firsthand and secondhand account of the same event or topic.

**Additional Resources**

- Dewey Decimal PowerPoints
- Enchanted Learning – The Library
- Teacher Vision – Dewey Links
- Lesson Planet Dewey Lessons
- Review on Fiction vs. Non.
- Types of Reference Books
- Pioneer Library
- Teaching Students to Effectively use the Internet
- Rating Websites
- Primary Vs. Secondary review game

**Assessment Options:**

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## Library Media Content Objectives

- I can identify an information problem and determine a specific topic.
- I can create a plan for finding the information that I need.
- I can locate the resources that I need to solve my information problem and extract information from those resources.
- I can identify different types of resources and determine which will best provide the information that I need.
- I can use the information to create something that I can share with others.
- I can evaluate to see if I am done with my project and have answered the information problem.

## Vocabulary students should use

- research
- information
- topic
- task
- sources
- resources
- product
- print materials
- Electronic Resources
- Primary source
- Secondary source
- Databases
- Copyright
- Citation
- Plagiarism
- Summarizing
- Evaluation

## Lessons

- Information Literacy - Big 6 (Research Skills)
  - Task Definition – What Information is needed
  - Information Seeking Strategies- Selecting Sources
  - Location and Access of Information- Finding Information
  - Use of Information – Using and Extracting Information
  - Synthesis of Information- Organizing and Presenting results
  - Evaluation of Process

Research topic should be selected from a content area such as Science, Social Studies, Health, etc.

## Additional Resources

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- Determine the main idea of a text and explain how it is supported by key details.
- Explain events, procedures, ideas, or concepts in a historical, scientific or technical text based on specific information in the text.
- Interpret information presented visually, orally, or quantitatively.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- Write informative/explanatory texts to examine a topic.
- Conduct short research project that build knowledge through investigation of different aspects of a topic.
- Paraphrase portions of a text.
- Report on a topic or text in an organized manner.

**Assessment Options:**
Rubric, Presentation, Demonstration, Notes, Interview

- The Big 6 site
- Information Age Inquiry Site
- Online resources to support the Big6
- School Library Journal on Teaching the Big6
- How do I teach using the Big6
- The Bright Bird – A story to teach the Big6
- Kids Health – What is Plagiarism?
- Exploring Plagiarism, Copyright, and Paraphrasing
### Library Media

<table>
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<tr>
<th>Concepts:</th>
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<tr>
<td>Media Literacy – digital citizenship,</td>
<td>Analysis, communication</td>
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### Standards:

**Strand 3 – Media Literacy**
- **Standard 10** - Students will be aware that media literacy as a life skill is integral to modern citizenship, informed decision-making and healthy lifestyles.
- **Standard 11** - Students analyze elements of media messages to understand their forms and functions, content, intent, and effects on the receiver.
- **Standard 12** - Students evaluate elements and intended results of media messages to facilitate selection for personal and educational use.
- **Standard 13** – Students produce media message in selected formats.

### Library Media Content Objectives

- I can identify different types of media.
- I can identify the purpose of a media message.
- I can recognize different points of view.
- I can determine the difference between real, realistic, and unreal content.
- I can demonstrate how to be a good digital citizen.
- I can create a media message to share an important message.

### Vocabulary students should use

- Media
- Media Literacy
- Mass Media
- Local Media
- Availability
- Cost
- Audience
- Appeal
- Ease of Use
- Cultural
- Geographic
- Historical
- Copyright
- Consumers
- Communication
- Stereotyping
- Peers
- Parents
- Community
- Format
- Materials

### Lessons

- What is the purpose of media
  - Types of media
  - Citizen’s rights and responsibility
  - Recognize how media influences our decisions
- Using Media for educational purposes
  - Evaluating elements of media
  - Making wise media choices
- Recognizing differing Viewpoints
  - Real, realistic, and unreal content
- Being a good digital citizen
  - Social networking, phones, email, web publishing
- Produce a media message
  - Students develop and apply criteria for a quality media production
  - Draft and refine the message

### Media Literacy Language Objectives

- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Explain how an author uses reasons and evidence to support a particular points in a text.
- Identify the reasons and evidence a speaker provides to support particular points.
- Create engaging audio recording of stories or poems

### Additional Resources

- Media Literacy for students and teachers
- Analyzing a visual message – Read, Write, Think
- Media Literacy info for teachers
- Assignment Media Literacy Lesson Plans
- PBS – Don’t Buy It – Get Media Smart
- Raising a Digital Child Article for Teachers
- Learn the Ropes on Digital Citizenship
- Netzsmarts
that demonstrate fluid reading.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

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<tr>
<td>Rubric, discussion, demonstration, written test, questionnaire, notebook entries</td>
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- Cyberwise
- Advertising Activities for Kids
- 45 Media Literacy Activity Ideas
- Citizenship of Cyberspace
- Busting the Tabacco Ads