### Library Media 5th Grade Quarter 1

**Concepts:**
Concepts of Print – Genre Studies, Fiction Vs. Non-Fiction, Library Orientation

**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.
  - 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

<table>
<thead>
<tr>
<th>Vocabulary students should use</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cover</td>
<td>• Library Orientation</td>
</tr>
<tr>
<td>• Title</td>
<td>• Using the Library OPAC (Destiny Library Manager)</td>
</tr>
<tr>
<td>• Bibliography</td>
<td>• Locate, define, and identity the purposes of the parts of a book and features of electronic resources.</td>
</tr>
<tr>
<td>• Appendix</td>
<td>• Genre Studies (Compare stories in the same genre)</td>
</tr>
<tr>
<td>• Preface</td>
<td>• What is Fiction &amp; Non-Fiction (Review)</td>
</tr>
<tr>
<td>• Table of Content</td>
<td>• TeacherVision - Library Resources</td>
</tr>
<tr>
<td>• Title Page</td>
<td>• UEN – Shelving and Finding Books</td>
</tr>
<tr>
<td>• Index</td>
<td>• Slideshare – Parts of a Book Part 2</td>
</tr>
<tr>
<td>• Glossary</td>
<td>• Media Center Lessons 3-5 Genre Studies</td>
</tr>
<tr>
<td>• Author</td>
<td>• Destiny Library Manager helps in (Safari Montage)</td>
</tr>
<tr>
<td>• Illustrator</td>
<td>• Additional Resources</td>
</tr>
<tr>
<td>• Publisher</td>
<td>• Genres of Literature games</td>
</tr>
<tr>
<td>• Fiction</td>
<td>• Reading Genres Posters</td>
</tr>
<tr>
<td>• Non-Fiction</td>
<td>• TeacherVision- Library Resources</td>
</tr>
<tr>
<td>• Electronic</td>
<td>• UEN – Shelving and Finding Books</td>
</tr>
<tr>
<td>resources</td>
<td>• Slideshare – Parts of a Book Part 2</td>
</tr>
<tr>
<td>• Scroll</td>
<td>• Media Center Lessons 3-5 Genre Studies</td>
</tr>
<tr>
<td>• Hot links</td>
<td>• Destiny Library Manager helps in (Safari Montage)</td>
</tr>
<tr>
<td>• Menu</td>
<td>• Additional Resources</td>
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</table>

### Information Literacy Language Objectives

- I can locate, define, and identify the parts of a book.
- I can identify and use features of electronic resources.
- I can identify different locations in a library.
- I can read from a variety of genres.
- I can determine the difference fiction and non-fiction book.
- I can use my Library OPAC (Destiny) to locate resources within my school library and the public library.

### Assessment Options:
Quizzes, Discussion, Procedure quiz, library notebook, demonstration, Reading Log

12/16/13
<table>
<thead>
<tr>
<th>Library Media</th>
<th>5th Grade</th>
<th>Quarter 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts:</td>
<td>Skills:</td>
<td></td>
</tr>
</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.
- **Standard 8:** Students explore various aspects of literature in books and other formats.
- **Standard 9:** Students value the contribution of reading to becoming self-directed, lifelong learners.

### Library Content Objectives

- I can locate and read informational works.
- I can demonstrate that I understand the how to locate books and materials using the Dewey Decimal system.
- I can select an appropriate Reference material to complete assigned work.
- I can use the internet to research a topic or locate desired information.
- I can identify a primary source document.

### Vocabulary students should use

- Fiction
- Non-Fiction
- Dewey Decimal
- Call Number
- Biography
- Easy Books
- Chapter Books
- Graphic Novel
- Primary Source
- Secondary Source
- Reference
- Dictionary
- Bibliography
- Atlas
- Almanac
- World Book
- Pioneer Library
- Dictionary
- Thesaurus
- Encyclopedia
- Magazine

### Lessons

- Understanding The Dewey Decimal System and focus on Biographies (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

### 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
- UEN – Dewey Decimal
- Pioneer Library
- Teaching Students to Effectively use the Internet
- Rating Websites
- Primary Vs. Secondary review game

### Assessment Options:

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

12/16/13
<table>
<thead>
<tr>
<th>Concepts:</th>
<th>Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Literacy – Research Skills</td>
<td>Apply, Analysis, Evaluation, Create</td>
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</table>

**Standards:**

**Strand 1 - Information Literacy**

- **Standard 1:** Students define an information problem and identify information needed to solve the problem.
- **Standard 2:** Students identify, evaluate, and select potential information resources available in or through the school library media center.
- **Standard 3:** Students locate resources and access information within resources.
- **Standard 4:** Students engage and extract information.
- **Standard 5:** Students, organize, synthesize and present information.
- **Standard 6:** Students evaluate the product and the process.

### 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.

### Information Literacy Language Content

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Draw on information from multiple print or digital resources.
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### Additional Resources

- 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
- Copyright with Cyberbee
- Kids Health – What is Plagiarism?
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**Assessment Options:**
- Rubric,
- Presentation,
- Demonstration,
- Notes,
- Interview,
- written product

- [Exploring Plagiarism, Copyright, and Paraphrasing](#)
- [Citation Maker](#)
### Concepts:
Media Literacy – digital citizenship,

### Skills:
Analysis, communication

### 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.

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<tr>
<td>I can identify different types of media.</td>
<td>Media</td>
<td>What is the purpose of media</td>
</tr>
<tr>
<td>I can identify the purpose of a media message.</td>
<td>Media Literacy</td>
<td>Types of media</td>
</tr>
<tr>
<td>I can recognize different points of view.</td>
<td>Mass Media</td>
<td>Citizen’s rights and responsibility</td>
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<td>I can determine the difference between real, realistic, and unreal content.</td>
<td>Local Media</td>
<td>Recognize how media influences our decisions</td>
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<td>I can demonstrate how to be a good digital citizen.</td>
<td>Availability</td>
<td>Using Media for educational purposes</td>
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<td>I can create a media message to share an important message.</td>
<td>Cost</td>
<td>Evaluating elements of media</td>
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<td>Audience</td>
<td>Making wise media choices</td>
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<td>Appeal</td>
<td>Recognizing differing Viewpoints</td>
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<td>Cultural</td>
<td>Being a good digital citizen</td>
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<td>Geographic</td>
<td>– Social networking, phones, email, web publishing</td>
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<td>Historical</td>
<td>Produce a media message</td>
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</table>

**Media Literacy Language Objectives**

- Describe how a narrator or speaker’s pint of view influences how events are described.
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of text.
- Include Multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas.
- Analyze multiple accounts of the same event or topic,

**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
noting important similarities and difference in the point of view they represent.

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others.
- Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**Assessment Options:**
Rubric, discussion, demonstration, written test, questionnaire, notebook entries

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- Cyberwise
- Advertising Activities for Kids
- 45 Media Literacy Activity Ideas
- Citizenship of Cyberspace
- Busting the Tabacco Ads
- Course Hero –Digital Citizenship Flashcards
- Digital Citizenship Glossary
- Rings of Responsibility
- Talking Safely online