

Fairview Elementary Library  
Barbara Carper  
Library Media Specialist

Grade Level/Course: 1<sup>st</sup> Grade  
Content: Library Information Skills

Time Frame: Ongoing  
Month: August/September

**Objective:**

**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 and book care.**

<p><b>CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</b></p>	<p>1.3.4 Contribute to the exchange of ideas within the learning community. 1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary. 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. 3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p>
<p><b>CC.1.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</b></p>	<p>1.3.4 Contribute to the exchange of ideas within the learning community. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. 3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p>

<p>CC.1.SL.1.b Comprehension and Collaboration: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>1.1.9 Collaborate with others to broaden and deepen understanding. 1.3.4 Contribute to the exchange of ideas within the learning community.  2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.  3.1.2 Participate and collaborate as members of a social and intellectual network of learners.  3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.  3.2.3 Demonstrate teamwork by working productively with others.</p>

<p><b>Student's Instructional Objectives:</b></p> <p><b>Essential Knowledge/Skills Processes Level of Bloom's Taxonomy:</b>  (K) Knowledge;  (C) Comprehension;  (Ap) Application;  (An) Analysis;  (S) Synthesis;  (E) Evaluation</p>	<p><b>Definitions</b></p>	<p><b>Librarian's Instructional Strategies</b></p>	<p><b>Resources</b></p>	<p><b>Assessments</b></p>
<p><b>Name Media Center personnel. (K)</b>  Demonstrate acceptable Media Center behavior.  (C,Ap)  • Respond to Give Me Five signal  • Follow rules cited by librarian</p>	<p><b>Media Center Personnel</b>  librarian and library clerk</p> <p><b>Give Me Five Strategy:</b></p> <ul style="list-style-type: none"> <li>• Eyes on speaker</li> <li>• Hands still</li> <li>• Body still</li> <li>• Mouths quiet</li> <li>• Ears listening</li> </ul>	<p>Introduce librarian and 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><i>Story of Books</i></p> <p><i>Books with Library Themes e.g. Our Library,</i></p> <p><i>Mr. Wiggle</i></p> <p><i>If You Give a Mouse a</i></p>	<p><b>Observations:</b></p> <ul style="list-style-type: none"> <li>- Does student use library staff's names?</li> <li>- Can student find/point to section where easy/picture books are found?</li> <li>- Does student check out and handle books</li> </ul>

<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"> <li>• Hold books correctly and read from front to back</li> <li>• Turn pages correctly</li> <li>• Make sure hands are clean</li> <li>• Keep pencils, pens, markers, etc. away from pages</li> <li>• Keep books safe – <ul style="list-style-type: none"> <li><input type="checkbox"/> Away from pets and younger children</li> <li><input type="checkbox"/> Away from water and food</li> </ul> </li> <li>• Use a bookmark when necessary</li> </ul>	<p><b>Circulation desk</b> – place where books are returned and checked out.</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.)</p> <p>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><i>Cookie</i></p> <p><i>Alexander and the Horrible, Terrible, No Good, Very Bad Day</i></p>	<p>properly?</p>
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Fairview Elementary Library  
Barbara Carper  
Library Media Specialist

Grade Level/Course: 1<sup>st</sup> Grade  
Content: Library Information Skills

Time Frame: Ongoing  
Month: September-May

**Objective:**

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

**CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**

**1.3.4 Contribute to the exchange of ideas within the learning community.**  
**1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.**  
**1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.**  
**2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.**  
**3.1.2 Participate and collaborate as members of a social and intellectual network of learners.**  
**3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.**  
**3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.**

<p><b>Student's Instructional Objectives:</b></p> <p><b>Essential Knowledge/Skills Processes Level of Bloom's Taxonomy:</b>  <b>(K) Knowledge;</b>  <b>(C) Comprehension;</b>  <b>(Ap) Application;</b>  <b>(An) Analysis;</b>  <b>(S) Synthesis;</b>  <b>(E) Evaluation</b></p>	<p><b>Definitions</b></p>	<p><b>Librarian's Instructional Strategies</b></p>	<p><b>Resources</b></p>	<p><b>Assessments</b></p>
<p>Realize that books are written about real subjects and also about imaginary subjects.  Locate the areas of the Media Center where easy fiction and easy nonfiction are found.</p>	<p><b>Nonfiction</b> – literature about real people, places, things; factual information</p> <p><b>Fiction</b> – 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"> <li>• Entertainment/interesting story</li> <li>• Knowledge/learning</li> <li>• Directions about how to do something</li> </ul> <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><i>Brown Bear, Brown Bear Bears (nonfiction)</i></p> <p><i>A Kiss for Little Bear</i></p> <p><i>Are You My Mother</i></p> <p><i>Mouse Tales</i></p> <p><i>Mouse Soup</i></p>	<p>See Appendix - Recognizing Fiction and Nonfiction</p> <p>Observation by library staff as student looks for books to check out.</p>

Fairview Elementary Library  
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Grade Level/Course: 1<sup>st</sup> Grade  
Content: Library Information Skills

Time Frame: Ongoing  
Month: September and May

**Objective:**

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

<p><b>CC.1.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</b></p>	<p><b>1.1.2 Use prior and background knowledge as context for new learning.</b></p>
<p><b>CC.1.R.1.2 Key Ideas and Details: Identify the main topic and retell key details of a text.</b></p>	<p><b>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, and point of view or bias.</b></p>
<p><b>CC.1.R.1.3 Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</b></p>	<p><b>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, and point of view or bias.</b></p>
<p><b>CC.1.R.1.4 Craft and Structure: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</b></p>	<p><b>1.1.3 Develop and refine a range of questions to frame search for new understanding.</b></p>
<p><b>CC.1.R.1.1 Key Ideas and Details: Ask and answer questions about key details in a text.</b></p>	<p><b>1.1.3 Develop and refine a range of questions to frame 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, and point of view or bias.</b></p>

that tell stories and books that give information, drawing on a wide reading of a range of text types.	
CC.1.SL.1.c Comprehension and Collaboration: Ask questions to clear up any confusion about the topics and texts under discussion.	1.3.4 Contribute to the exchange of ideas within the learning community. 1.4.4 Seek appropriate help when needed.

<b>Student's Instructional Objectives:</b>  <b>Essential Knowledge/Skills Processes Level of Bloom's Taxonomy:</b> <b>(K) Knowledge;</b> <b>(C) Comprehension;</b> <b>(Ap) Application;</b> <b>(An) Analysis;</b> <b>(S) Synthesis;</b> <b>(E) Evaluation</b>	<b>Definitions</b>	<b>Librarian's Instructional Strategies</b>	<b>Resources</b>	<b>Assessments</b>
<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. ©</p> <p>Identify characters, setting, and plot of a story. ©</p>	<p><b>Characters</b> – Whom the story is about</p> <p><b>Setting</b> – When and where the story takes place</p> <p><b>Plot</b> – What happens in the story at the beginning, middle, and end</p> <p><b>Sequence</b> – Indicating first, middle, and last events that happen in real life or stories</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</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>Books with illustrations that provide information not found in the text, e.g. <i>My Friend Rabbit</i>, <i>The</i></p>	<p>Ask students simple who, what, when, where, why, and how questions about a selection.</p> <p>Make a transparency of the multiple-choice questions and fill in answer choices appropriate for the book.</p>

<p>Interpret illustrations to gain information. ©</p> <p>Distinguish between fact and fiction encountered in literature. (Ap)</p>	<p><b>Fiction</b> – Literature about made-up or imaginary people, places events, and things</p> <p><b>Nonfiction</b> – Literature about real people, places, events, or things; factual information</p>	<p>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"> <li>•What do you see?</li> <li>•What do you think is happening?</li> <li>•What do you know about this?</li> <li>•Why do you think this is happening?</li> <li>•What do you think will happen in the story? (Fiction)</li> <li>•What do you think you will learn? (Nonfiction)</li> </ul> <p>For nonfiction, complete a KWL chart on an overhead transparency. 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</p>	<p><i>Lion and the Mouse, Bah! Humbug?, The Snowman</i></p> <p><i>Stories that lend themselves to sequencing, e.g. Little Old Lady Who Wasn't Afraid of Anything, Great Big Enormous Turnip, I Know an Old Lady Who Swallowed a Fly</i></p>	
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		<p>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. After reading a story, ask students if the story read is fiction or nonfiction.</p>		
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Grade Level/Course: 1<sup>st</sup> Grade  
Content: Library Information Skills

Time Frame: Ongoing  
Month: October and November

**Objective:**  
**1.3.A The student will identify appropriate library resources and parts of a book.**

Crosswalk of the Common Core Standards and the Standards for the 21st Century Learner

<p><b>Student's Instructional Objectives:</b></p> <p><b>Essential Knowledge/Skills Processes Level of Bloom's Taxonomy:</b>  <b>(K) Knowledge;</b>  <b>(C) Comprehension;</b>  <b>(Ap) Application;</b>  <b>(An) Analysis;</b>  <b>(S) Synthesis;</b>  <b>(E) Evaluation</b></p>	<p><b>Definitions</b></p>	<p><b>Librarian's Instructional Strategies</b></p>	<p><b>Resources</b></p>	<p><b>Assessments</b></p>
<p>Locate easy books by the call number (K)</p> <p>Identify the basic parts of a book (C):</p>	<p><b>Easy Books</b> – picture books and books written for very lower reading levels.</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>Familiar titles and authors, such as <i>Arthur</i> books and Dr. Seuss.</p> <p>Picture books, which</p>	<p>Each student will be given a specific easy book call number asked to locate the book on shelf.</p>

<ul style="list-style-type: none"> <li><input type="checkbox"/> Cover</li> <li><input type="checkbox"/> Title Page</li> <li><input type="checkbox"/> Illustrations</li> <li><input type="checkbox"/> Spine</li> </ul> <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><b>Call number</b> – letters and numbers on spine of book, which identify book’s location in library.</p> <p><b>Title Page</b> – page inside book that lists title, author, illustrator, publisher, and place of publication.</p> <p><b>Illustrations</b> – pictures/artwork in a book.</p> <p><b>Spine</b> – the binding which joins the front and back covers and holds the pages in place</p> <p><b>Electronic Catalog</b> – the library catalog located on the computer.</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>students are checking out from library.</p> <p>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>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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Fairview Elementary Library  
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Library Media Specialist

Grade Level/Course: 1st Grade  
Content: Library Information Skills

Time Frame: Ongoing  
Month: February and March

**Objective:**

**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.**

<p><b>CC.1.R.1.6 Craft and Structure: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</b></p>	<p><b>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.</b></p>
<p><b>CC.1.R.1.7 Integration of Knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas.</b></p>	<p><b>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.</b> <b>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</b></p>
<p><b>CC.1.R.1.8 Integration of Knowledge and Ideas: Identify the reasons an author gives to support points in a text.</b></p>	<p><b>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.</b></p>
<p><b>CC.1.R.1.7 Integration of Knowledge and Ideas: Use illustrations and details in a story to describe its characters, setting, or events.</b></p>	<p><b>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</b></p>

<p><b>Student's Instructional Objectives:</b></p> <p><b>Essential Knowledge/Skills Processes Level of Bloom's Taxonomy:</b>  <b>(K) Knowledge;</b>  <b>(C) Comprehension;</b>  <b>(Ap) Application;</b>  <b>(An) Analysis;</b>  <b>(S) Synthesis;</b>  <b>(E) Evaluation</b></p>	<p><b>Definitions</b></p>	<p><b>Librarian's Instructional Strategies</b></p>	<p><b>Resources</b></p>	<p><b>Assessments</b></p>
<p>Identify the roles of an author and an illustrator. ©</p> <p>Experience works of some well-known children's authors. (K)</p> <p>Recognize the Caldecott Medal on book covers. (K)</p>	<p><b>Author</b> – one who writes a book or story</p> <p><b>Illustrator</b> – one who does the artwork or pictures in a book</p> <p><b>Caldecott Award</b> – 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</p>	<p>Examples of Internet Sites for Award-Winning Books</p> <p>Caldecott books in Media Center collection</p> <p><i>Sam Bangs and Moonshine, A Story-A Story, Where the Wild Things Are, Tuesday, When I Was Young in the Mountain</i></p> <p>Author: Leo Lionni &amp; his website:  <i>Swimmy, Alexander and the Wind..., Inch by Inch</i>  <i>What Does An Author Do?</i></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>

		discuss the pictures and illustrator's style.	<i>What Does An Illustrator Do?</i>	
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Fairview Elementary Library  
Barbara Carper  
Library Media Specialist

Grade Level/Course: 1<sup>st</sup> Grade  
Content: Library Information Skills

Time Frame: Ongoing  
Month: November and December

**Objective:**

**1.4.C The student will obtain information from various types of literature which include:**

- Fairy tales**
- Fables**
- Poetry**
- Biographies**

<p><b>CC.1.R.L.2 Key Ideas and Details: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b></p>	<p><b>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</b> <b>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</b></p>
<p><b>CC.1.R.L.10 Range of Reading and Level of Text Complexity: With prompting and support, read prose and poetry of appropriate complexity for grade 1.</b></p>	<p><b>4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.</b></p>
<p><b>CC.1.W.3 Text Types and Purposes: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</b></p>	<p><b>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</b> <b>2.2.4 Demonstrate personal productivity by completing products to express learning.</b></p>

	<p>understandings, make decisions, and solve problems.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p>
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<p><b>Student's Instructional Objectives:</b></p> <p><b>Essential Knowledge/Skills Processes Level of Bloom's Taxonomy:</b>  <b>(K) Knowledge;</b>  <b>(C) Comprehension;</b>  <b>(Ap) Application;</b>  <b>(An) Analysis;</b>  <b>(S) Synthesis;</b>  <b>(E) Evaluation</b></p>	<p><b>Definitions</b></p>	<p><b>Librarian's Instructional Strategies</b></p>	<p><b>Resources</b></p>	<p><b>Assessments</b></p>
<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><b>Fairy tales</b> – 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><b>Biography</b> – books about real people's lives</p>	<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.</p> <p>Read the story; ask for students to help fill in the story map/grid.</p> <p>Use puppets, stuffed animals, any</p>	<p>Fairy tales and nursery rhyme books in Media Center collection: e.g.: <i>Little Red Hen, Ugly Duckling, Cinderella</i></p> <p>Simple biographies and biographies in “big book” format in the Media Center</p>	<p>Show the word BIOGRAPHY and ask students what the word means.</p> <p>Ask if a biography is fiction or nonfiction.</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><b>K-W-L Strategy used before a book is read:</b></p> <ul style="list-style-type: none"> <li>• Know – What do I know about the subject?</li> <li>• What – What do I expect to learn from the reading?</li> <li>• Learn – What did I learn from the reading?</li> </ul>	<p>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>collection, particularly those related to social studies curriculum.</p> <p>e.g. <i>Thomas Edison, Ben Franklin</i></p> <p>Fables: <i>The Boy Who Cried Wolf, Town Mouse and Country Mouse, Seven Blind Mice, Lion and the Mouse, The Hare and the Tortoise, Lousy Rotten Grapes</i></p>	
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Fairview Elementary Library  
Barbara Carper  
Library Media Specialist

Grade Level/Course: 1st Grade  
Content: Library Information Skills

Time Frame: Ongoing  
Month: January, April, May

**Objective:**

**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.**

**Crosswalk of the Common Core Standards and the Standards for the 21st Century Learner**

<p><b>CC.1.SL.4 Presentation of Knowledge and Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</b></p>	<p><b>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</b></p>
<p><b>CC.1.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</b></p>	<p><b>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</b></p>
<p><b>CC.1.W.5 Production and Distribution of Writing: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</b></p>	<p><b>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</b></p>
	<p><b>effectively.</b> <b>3.2.3 Demonstrate teamwork by working productively with others.</b></p>

<p><b>Student's Instructional Objectives:</b></p> <p><b>Essential Knowledge/Skills Processes Level of Bloom's Taxonomy:</b>  <b>(K) Knowledge;</b>  <b>(C) Comprehension;</b>  <b>(Ap) Application;</b>  <b>(An) Analysis;</b>  <b>(S) Synthesis;</b>  <b>(E) Evaluation</b></p>	<p><b>Definitions</b></p>	<p><b>Librarian's Instructional Strategies</b></p>	<p><b>Resources</b></p>	<p><b>Assessments</b></p>
<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. ©</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><b>Fiction</b> – literature about made- up/imaginary people, places, things</p> <p><b>Nonfiction</b> – 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</p>	<p><i>Little House</i>  <i>Mr. Lincoln's Whiskers</i>  <i>Abe Lincoln Crosses...</i>  <i>John, Paul, George, and Ben</i>  <i>Goin' Someplace Special</i></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>

		<p>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>		
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**Fairview Elementary Library**  
**Barbara Carper**  
**Library Media Specialist**

**Grade Level/Course: 1<sup>st</sup> Grade**  
**Content: Library Information Skills/Tech.Info**

**Time Frame: Ongoing**  
**Month: May**

- Objective:**
- 1.5.A The student will examine information from print, electronic, visual and auditory resources.**
- Nonfiction book**
  - CD-ROMs**
  - Internet**
  - Maps and globes**

Crosswalk of the Common Core Standards and the Standards for the 21st Century Learner

<p><b>CC.1.R.I9 Integration of Knowledge and Ideas:</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><b>1.1.6</b> Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  <b>1.1.7</b> Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>
<p><b>CC.1.R.I10 Range of Reading and Level of Text Complexity:</b> With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p><b>1.1.6</b> Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p>
<p><b>CC.1.SL.2 Comprehension and Collaboration:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p><b>1.1.3</b> Develop and refine a range of questions to frame search for new understanding.  <b>1.1.6</b> Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  <b>1.4.1</b> Monitor own information seeking processes for effectiveness and</p>

	<p>progress, and adapt as necessary.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>
<p><b>CC.1.SL.3 Comprehension and Collaboration:</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>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.</p> <p>1.4.4 Seek appropriate help when needed.</p> <p>2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p>
<p><b>CC.1.W.1 Text Types and Purposes:</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>
<p><b>CC.1.W.2 Text Types and Purposes:</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>
<p><b>CC.1.W.7 Research to Build and Present Knowledge:</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p>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.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p>
<p><b>CC.1.W.8 Research to Build and Present Knowledge:</b> With guidance and support from adults, recall information from experiences or gather</p>	<p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g.,</p>

information from provided sources to answer a question.

textual, visual, media, digital) in order to make inferences and gather meaning.

2.3.1 Connect understanding to the real world.

<p><b>Student's Instructional Objectives:</b></p> <p><b>Essential Knowledge/Skills Processes Level of Bloom's Taxonomy:</b>  <b>(K) Knowledge;</b>  <b>(C) Comprehension;</b>  <b>(Ap) Application;</b>  <b>(An) Analysis;</b>  <b>(S) Synthesis;</b>  <b>(E) Evaluation</b></p>	<p><b>Definitions</b></p>	<p><b>Librarian's Instructional Strategies</b></p>	<p><b>Resources</b></p>	<p><b>Assessments</b></p>
<p>Examine and use nonfiction books as a resource. (K,Ap)</p> <p>Recognize CD-ROMs as a source of information (K)</p>	<p><b>Nonfiction books</b> – information about different subjects that is true or factual.</p> <p><b>CD-ROMs</b> – a read- only-</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</p>	<p>“Internet ABC’s for Elementary Students” by Sarah A. DiRuscio</p> <p><i>What Do You Do With A Tail Like This</i></p>	<p>Research Planner</p> <p>Observation by librarian.</p> <p>Can students identify</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>memory compact disk, used to store printed information such as periodical indexes.</p> <p><b>Internet</b> – A worldwide network of computers connected via TCP/IP communications protocols for transfer of information.</p> <p><b>Map</b> – a representation of any region on a plane surface.</p> <p><b>Globe</b> – a spherical representation of the earth, or any celestial body.</p>	<p>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>Owl At Home</i></p> <p><i>Frog and Toad Series</i></p>	<p>and effectively use different parts of map to locate information?</p>
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