

Halifax Area School District
Library
Kindergarten

Course Name: Kindergarten Library
Unit: Orientation to Media Center

Time Line: First Nine Weeks

BIG Ideas

The student will become familiar with the library media center

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
<ul style="list-style-type: none"> • Personnel 	Students will know the names of the Media Center personnel.	Observations: - Does student use library staff's names?	Introduce librarian and clerk and explain briefly what each does.	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
<ul style="list-style-type: none"> • Location of relevant areas 	Students will know where easy fiction books are found. Students will know that easy fiction books are picture books.	Can student find/point to section where easy or picture books are found?	Books with a Library Theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
<ul style="list-style-type: none"> • Responsible behavior 	Students will demonstrate acceptable Media Center behavior. <ul style="list-style-type: none"> • Respond to Give Me Five signal • Follow rules cited by librarian 	Give Me Five Strategy: <ul style="list-style-type: none"> • Eyes on speaker • Hands still • Body still • Mouths quiet • Ears listening 	Demonstrate "Give Me Five Strategy" and explain when it will be used.	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9

**Halifax Area School District
Library
Kindergarten**

Course Name: Kindergarten Library

Unit: Book Care

Time Line: First Nine Weeks

BIG Ideas

The student will demonstrate good habits in handling print materials.

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
<ul style="list-style-type: none"> • Hold books correctly and read from front to back • Turn pages correctly • Make sure hands are clean • Keep pencils, pens, markers, etc. away from pages 	<p>Page turning – thumb, finger, slide, turn procedure.</p> <p>Explain that books are made of paper and are easily damaged or torn.</p> <p>Use simple illustrations to discuss how to handle books.</p>	<p>Observation by library staff as students use books</p> <p>Condition of books returned to the library</p>	<p><u>Mr. Wiggle's book</u> by Paula M. Craig</p> <p><u>I.Q. Goes to the Library</u> by Mary Ann Fraser</p>	<p>1.6</p> <p>ALA Standard 1</p> <p>ALA Standard 7</p> <p>ALA Standard 8</p> <p>ALA Standard 9</p>
<ul style="list-style-type: none"> • Keep books safe – Away from pets and younger children • Away from water and food 	<p>Ask students how they can protect books.</p>	<p>Observation by library staff as students use books</p> <p>Condition of books returned to the library</p>	<p>Rules of Book Care</p>	<p>1.6</p> <p>ALA Standard 1</p> <p>ALA Standard 7</p> <p>ALA Standard 8</p> <p>ALA Standard 9</p>
<ul style="list-style-type: none"> • Use a bookmark when necessary 	<p>Explain what a bookmark is and why one should be used instead of turning down pages or leaving book face down and open.</p>	<p>Observation by library staff as students use books</p> <p>Condition of books returned to the library</p>	<p>Bookmark</p>	<p>1.6</p> <p>ALA Standard 1</p> <p>ALA Standard 7</p> <p>ALA Standard 8</p> <p>ALA Standard 9</p>

**Halifax Area School District
Library
Kindergarten**

Course Name: Kindergarten Library

Unit: Reading & Listening Comprehension

Time Line: First Nine Weeks

BIG Ideas

The student will demonstrate comprehension of stories.				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Answer questions about information read or told.	Students should know who, what, when, where, why, and how of what is being read	Ask students who, what, when, where, why, and how of what is being read	<u>Walt Disney's Three Little Pigs</u> Retold by Barbara Brenner	1.2 1.3 1.5 1.6 ALA Standard 2, 4, 9
Determine the main idea and sequence of events in a story.	Students will be able to retell a story in their own words and arrange the events in the correct sequence.	Have students retell a story in their own words, arranging the events in the correct sequence. Use a flannel board and ask students to arrange story illustrations in the sequence of the story.	<u>The Little Red Hen</u> by Barry Downard	1.2 1.3 1.5 1.6 ALA Standard 2, 4, 9
Identify characters, setting, and plot of a story.	Students will know the: Characters – whom the story is about Setting – when and where the story takes place Plot – what happens in the story at the beginning, middle, and end	Character, plot, or setting graphic organizer Ask the students to name the characters, where the story is taking place, and what is happening in the story at the beginning, middle, and end.	<u>The Hungry Caterpillar</u> by Eric Carle	1.2 1.3 1.5 1.6 ALA Standard 2, 4, 9
Interpret illustrations to gain information and predict story content.	Students will be able to make predictions based on illustrations.	Ask students to make predictions based on illustrations.	<u>The Napping House</u> by Audrey Wood	1.2 1.3 1.5 1.6 ALA Standard 2, 4, 9

**Halifax Area School District
Library
Kindergarten**

Course Name: Kindergarten Library

Unit: Parts of a Book

Time Line: Second Nine Weeks

<i>BIG Ideas</i>				
The student will identify appropriate library resources.				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Locate easy books	The student will know where the picture books are located In the library.	Ask the students to point to where the picture books are located.		1.2 1.3 1.5 1.6 ALA Standard 2, 4, 9
Identify the basic parts of a book Cover, front and back Pages Illustrations Spine Title Page	The students will be able to identify on a book: <ul style="list-style-type: none"> • Cover, front and back • Pages • Illustrations • Spine • Title Page 	Have the students point to each part of the book or ask the students what each part of the book is.		1.2 1.3 1.5 1.6 ALA Standard 2, 4, 9
Locate title, author, and illustrator on the front cover of the book.	The student will be able to locate the title, author, and illustrator on the front cover	Ask the students to point out the name of the Author or Illustrator on the cover of a book. Ask the students to point out the title on a book.		1.2 1.3 1.5 1.6 ALA Standard 2, 4, 9
Listen to stories presented in a variety of formats : Print Electronic CD-ROM Internet Video	The student will be able to distinguish the formats of the story presented.	Ask the students what format the story they listened to is. I.e. <u>Marsupial Sue Presents the Run Away Pancake</u> is both print and CD-ROM	http://www.pbskids.org/stories www.storyplace.org <u>Marsupial Sue Presents the Run Away Pancake</u> <u>The Velveteen Rabbit</u> <u>Arthur</u> Videos <u>Clifford</u> Videos	1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Kindergarten**

**Course Name: Kindergarten Library
Unit: Author & Illustrator**

Time Line: Second Nine Weeks

BIG Ideas

The student will describe what authors and illustrators do

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Identify the roles of an author and an illustrator.	Students will know that the author is the one who writes a book or story	Introduce a book by showing the cover and reading the author's and illustrator's names. Ask who they are and what they do. Explain that if only one name is given for a picture book, the person is both author and illustrator.	Books by well known children's authors such as these: Jan Brett Mercer Mayer Stan and Jan Berenstain Dr. Seuss Patricia McKissack Audrey and Don Wood Kevin Henkes Paul Galdone Ezra Jack Keats	1.4 1.6 ALA Standard 9
Experience works of some well known children's authors and illustrators.	Students will know that the illustrator is the one who does the artwork or pictures in a book	Ask students to tell you what is happening or going to happen based on the illustrations as you read the book.	Books by well known children's illustrators such as these: Eric Carle Chris Van Allsberg Tomie dePaola Jan Brett	1.4 1.6 ALA Standard 9

**Halifax Area School District
Library
Kindergarten**

Course Name: Kindergarten library

Unit: Fairytales, Nursery Rhymes, and Poetry

Time Line: Third Nine Weeks

BIG Ideas

The student will obtain information from various types of literature which include the following:

- **Fairy tales**
- **Nursery rhymes**
- **Poetry**

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Listen to a variety of stories and poems.	Students will know that a Fairy tale is 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	After reading a fairy tale, list the characteristics and ask students which were in the story.	Fairy tales, nursery rhymes, and poetry books in Media Center collection.	1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Participate in choral speaking and echo reading of short poems, rhymes, stories with repeated patterns.	Students will know what a Nursery Rhyme is. Students will know what a Poem is.	Ask the student if the story is a poem or nursery rhyme.	Fairy tales, nursery rhymes, and poetry books in Media Center collection.	1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Use pictures as clues to events in the story.	Students will be able to make inferences about the story based on the illustrations.	Ask the students to narrate the story as you show the pictures.	Fairy tales, nursery rhymes, and poetry books in Media Center collection.	1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Tell events in story which happened in beginning, middle, and end.	Students will be able to tell what happened in the story after having listened to the story.	Ask the students what happened in the story. List the events of the story and have the students put them in the correct order.	Fairy tales, nursery rhymes, and poetry books in Media Center collection.	1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Recognize a fairy tale when one is read aloud.	Students will be able to identify a story as a fairy tale, nursery rhyme, or poem.	Ask the students if the story was a fairy tale, poem, or nursery rhyme? Have them tell you why.	Fairy tales, nursery rhymes, and poetry books in Media Center collection.	1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Kindergarten**

Course Name: Kindergarten Library

Unit: Fiction and Nonfiction

Time Line: Third Nine Weeks

<i>BIG Ideas</i>				
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.				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Apply knowledge that print conveys a message.	The students will know that there is a point to the story. They will be expected to figure out what the message is.	Read aloud often from books which support the core curriculum. Ask the students the purpose for reading.	Books in the Library Media Collection that support the Core Curriculum	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Retell information from information read by librarian	The students will be able to process what they have learned from listening to the story and be able to recall the main message.	Use K-W-L strategy before reading.	K-W-L Graphic Organizer	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Relate stories to information they've learned in the classroom.	Students will take they have learned from the story and relate it to what they have learned in their classroom and at home.	K-W-L Strategy used before a book is read: • Know – What do I know about the subject? • What – What do I expect to learn from the reading? • Learn – What did I learn from the reading?	Story Web	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Use pictures as clues to events in the story. Recognize that information in books can be about real things or made up things.	Students will be able to figure out what the story is about based on the pictures.	Draw students' attention to pictures to help with comprehension. Ask questions about what is depicted in pictures. Ask students to predict from title and pictures whether the book is about something real or imaginary. (Use the words "fiction" and "nonfiction" often.)		1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Kindergarten**

Course Name: Kindergarten Library

Unit: Media Enrichment, Reference and Research

Time Line: Fourth Nine Weeks

BIG Ideas

**The student will recognize Caldecott Award Books.
The student will identify nonfiction books as sources of information to answer questions.**

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Recognize the Caldecott Medal on the cover of a picture book.	The student will know what that the Caldecott Medal on the cover of a picture book means that the illustrator can received an award for pictures they had drawn for the book.	Show some books with Caldecott Medals and ask what the Caldecott Medal means. Ask the difference in the gold and silver medals.	Caldecott books in the Media Center's collection.	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Recognize nonfiction and easy nonfiction books as reference sources.	Students will know that Nonfiction is literature about real people, places or things.	Can students answer topic questions after being read a nonfiction selection? After reading nonfiction book to students complete the K-W-L graphic organizer.	Fiction and nonfiction books on any given subject. I.e. oceans	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Answer questions about information found in nonfiction books.	Students will know that Reference books are used to find specific information.	Can students recognize information as being true or factual?	Fiction and nonfiction books on any given subject. I.e. oceans	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
First Grade**

**Course Name: First Grade Library
Unit: Orientation to the Media Center**

Time Line: First Nine Weeks

BIG Ideas

**The student will demonstrate knowledge of the Library Media Center personnel, rules, policies and procedures.
The student will demonstrate responsible Library Media Center behavior.
The student will demonstrate good habits in handling print materials.**

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Name Media Center personnel.	Students will know the names of the Media Center personnel.	Observations: Doe students use library staff's names?	Books with a Library theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
Demonstrate acceptable Media Center behavior. • Respond to Give Me Five signal • Follow rules cited by librarian	Students will know: Give Me Five Strategy: • Eyes on speaker • Hands still • Body still • Mouths quiet • Ears listening	Are the students actively listening and following Library rules?	Books with a Library theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
Check out and return books properly at the circulation desk.	Students will know where that the Circulation desk is the place where books are returned and checked out. Students will know where the circulation desk is located.	Can student find/point to the section where easy/picture books are found?	Books with a Library theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
Employ good habits when handling books.	Students will: • Hold books correctly and read from front to back • Turn pages correctly • Make sure hands are clean • Keep pencils, pens, markers, etc. away from pages.	Does student check out and handle books properly?	Books with a Library theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
Keep books safe – Away from pets and younger children Away from water and food Use a bookmark when necessary	Students will keep books: Away from pets and younger children Away from water and food Students will use a bookmark.	What is the state of books being returned to the library?	Books with a Library theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9

**Halifax Area School District
Library
First Grade**

**Course Name: First Grade Library
Unit: Fiction and Non Fiction**

Time Line: First Nine Weeks

BIG Ideas

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

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Realize that books are written about real subjects and also about imaginary subjects.	Students will know that nonfiction is literature about real people, places, and things; factual information	Read both types of books and have students tell you if the book is fictional or real.	Fiction and Nonfiction books in the library media collection.	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Locate the areas of the Media Center where easy fiction and easy nonfiction are found.	Students will know that fiction is literature about made-up or imaginary people, places, and things.	Ask the students where the fiction and nonfiction books can be found.		1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
First Grade**

**Course Name: First Grade Library
Unit: Reading and Listening Comprehension**

Time Line: First Semester Nine Weeks

<i>BIG Ideas</i>				
The student will read and comprehend a variety of fiction and nonfiction selections.				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Answer questions about information read or told.	Students will be able to answer basic questions after listening to a story.	Have students retell a story in their own words or answer questions like what happened first, what happened next.	Fiction and Nonfiction books in the library media collection that support the core curriculum.	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Make predictions about a story. Determine the main idea and sequence of events in a story.	Students will be able to make predictions of what the story is about. Students will be able to determine the main idea of the story after listening. Students will know the sequence of events after listening to a story.	Picture Walk – Guide the students through the text by looking at and discussing the pictures before reading the story. ask questions such as: • What do you see? • What do you think is happening? • What do you know about this? • Why do you think this is happening? • What do you think will happen in the story? (Fiction) • What do you think you will learn? (nonfiction) Ask students to identify the theme or main idea of a story.	Stories that lend themselves to sequencing, e.g. <i>Hans in Luck, Little Old Lady Who Wasn't Afraid of Anything, Great Big Enormous Turnip, I Know an Old Lady Who Swallowed a Fly</i>	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Identify characters, setting, and plot of a story	Students will be able to list the characters of the story, the setting, and the plot.	Ask students to identify who the characters are in a story. Have students describe the setting of a story	Story Web	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Interpret illustrations to gain information. Distinguish between fact and fiction encountered in literature.	Students will be able to make inferences about the story based on the illustrations. The student will know if the story that was read was fiction or nonfiction	After showing students illustrations or reading portions of the text, ask them to make and confirm predictions. After reading a story, ask students if the story read is fiction or nonfiction.	K-W-L Chart	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
First Grade**

Course Name: First Grade Library

Unit: Use of Resources

Time Line: Second Nine Weeks

<i>BIG Ideas</i>				
The student will identify appropriate library resources.				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Locate easy books by the call number	Students will know that a Call number is letters and numbers on spine of book, which identify the book's location in library. Students will know that an "E" is on the spine label of a picture book.	Students will locate books on library shelves by their call number.	Familiar titles and authors, such as <i>Arthur</i> books and Dr. Seuss	1.1 1.2 1.3 1.5 1.6 1.8 ALA Standard 2, 4, 5, 9
Identify the basic parts of a book: Cover Title Page Illustrations Spine	Students will know what the different part of a book are and where they are located on the book. Students will know what the cover, spine, title page, and illustrations are.	Students will examine picture books and identify their basic parts.	Picture books, which students are checking out from the library. Worksheet showing spine, cover, title, and tools used by authors and illustrators	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Identify the Public Library as an additional source of information and materials	Students will know that the Public Library is the library operated by local town or city and open to all citizens.	Ask the students how a public library is different from their school library.		1.1 1.2 1.3 1.5 1.6 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
First Grade**

**Course Name: First Grade Library
Unit: Author, Illustrator, & Caldecott**

Time Line: Second and Third Nine Weeks

BIG Ideas

**The student will identify the role of author and illustrator and differentiate between the two.
The student will recognize Caldecott Award books.**

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Identify the roles of an author and an illustrator.	Students will know what authors and illustrators do.	Introduce books by showing title, author and illustrator on cover and title page. Ask students to explain what authors and illustrators do.	Books in the library media collection that support the core curriculum.	1.1 1.2 1.3 1.5 1.6 1.8 ALA Standard 2, 4, 5, 9
Experience works of some well known children's authors.		Read books which have been awarded the Caldecott Medal and discuss the pictures and illustrator's style.	Caldecott books in the Media Center's collection.	1.1 1.2 1.3 1.5 1.6 1.8 ALA Standard 2, 4, 5, 9
Recognize the Caldecott Medal on book covers.	Students will know what that the Caldecott Medal on the cover of a picture book means that the illustrator can received an award for pictures they had drawn for the book.	Show some books with Caldecott Medals and ask what the Caldecott Medal means. Ask the difference in the gold and silver medals.	Caldecott books in the Media Center's collection.	1.1 1.2 1.3 1.5 1.6 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
First Grade**

Course Name: First Grade Library

Unit: Fairytales, Nursery Rhymes, Poetry, and Biographies

Time Line: Third Nine Weeks

BIG Ideas

The student will obtain information from various types of literature which include:

- Fairy tales
- Nursery rhymes
- Poetry
- Biographies

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Listen to a variety of stories and poems and discuss what they have heard.	Students will know that a Fairy tale is 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	After reading a fairy tale, list the characteristics and ask students which were in the story.	Fairy tales, nursery rhymes, and poetry books in Media Center collection.	1.1 1.2 1.3 1.5 1.6 1.8 ALA Standard 2, 4, 5, 9
Participate in choral speaking and echo reading of short poems, rhymes, and stories with repeated patterns.	Students will know what a Nursery Rhyme is. Students will know what a Poem is.	Ask the student if the story is a poem or nursery rhyme.	Fairy tales, nursery rhymes, and poetry books in Media Center collection.	1.1 1.2 1.3 1.5 1.6 1.8 ALA Standard 2, 4, 5, 9
Use pictures as clues to events in the story.	Students will be able to make inferences about the story based on the illustrations.	Ask the students to narrate the story as you show the pictures.	Fairy tales, nursery rhymes, and poetry books in Media Center collection.	1.1 1.2 1.3 1.5 1.6 1.8 ALA Standard 2, 4, 5, 9
Recognize that some nonfiction books are written about real people's lives.	Students will know that biographies are books about real people's lives and that "B" is found on the call number of a biography.	After reading a biography, list the characteristics and ask students which were in the story.	Biographies in the Media Center collection.	1.1, 1.2 1.3, 1.5 1.6 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
First Grade**

**Course Name: First Grade Library
Unit: Selection & Appreciation**

Time Line: Fourth Nine Weeks

<i>BIG Ideas</i>				
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.				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Apply knowledge that print conveys a message.	The students will know that there is a point to the story. They will be expected to figure out what the message is.	Read aloud often from books which support the core curriculum. Ask the students the purpose for reading.	Books in the Library Media Collection that support the Core Curriculum	1.1, 1.2 1.3, 1.5 1.6 1.8 ALA Standard 2, 4, 5, 9
Retell facts or a story in logical order after hearing librarian read a selection.	The students will be able to process what they have learned from listening to the story and be able to recall the main events or facts in order.	Ask directed questions about stories/information read to determine if students can recall and comprehend what they have listened to.	K-W-L Graphic Organizer	1.1, 1.2 1.3, 1.5 1.6 1.8 ALA Standard 2, 4, 5, 9
Relate stories to information they've learned in the classroom.	Students will take they have learned from the story and relate it to what they have learned in their classroom and at home.	Use story map/grid with words "Beginning, Middle, End" on it. Say that after reading students will be asked to recall events that happened in story. Read the story; ask for students to help fill in the story map/grid.	Story Web Story map/grid	1.1 1.2 1.3 1.5 1.6 1.8 ALA Standard 2, 4, 5, 9
Use pictures as clues to events in the story.	Students will be able to figure out what the story is about based on the pictures.	Draw students' attention to pictures to help with comprehension. Ask questions about what is depicted in pictures. Ask students whether the story is fiction or nonfiction and have them tell why.		1.1 1.2 1.3 1.5 1.6 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
First Grade**

**Course Name: First Grade Library
Unit: Reference and Research**

Time Line: Fourth Nine Weeks

<i>BIG Ideas</i>				
<p>The student will examine information from print, electronic, visual and auditory resources.</p> <ul style="list-style-type: none"> • Nonfiction book • CD-ROMs • Internet • Maps and globes 				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Examine and use nonfiction books as a resource.	Students will know that nonfiction books can be used as reference sources in order answer questions when doing research.	Read nonfiction and easy nonfiction books to students and have student answer a specific question.	Fiction and Nonfiction books in the library media collection that support the core curriculum.	1.2 1.3 1.6 1.8 ALA Standard 1, 5, 6, 9
Recognize maps and globes as a Resource	Students will know that a map is a representation of any region on a plane surface.	Have students create a map of the school, neighborhood, city, state, in which they live		1.2 1.3 1.6 1.8 ALA Standard 1, 5, 6, 9
Use maps and globes to answer geographical questions.	Students will know that a globe is a spherical representation of the earth, or any celestial body.	Can students identify and effectively use different parts of map to locate information?		1.2 1.3 1.6 1.8 ALA Standard 1, 5, 6, 9
Compare and Contrast	Students will be able to compare and contrast two similar stories.	Compare / Contrast graphic organizer.	<u>Cinder Edna</u> <u>Joe Cinders</u>	1.2 1.3 1.6 1.8 ALA Standard 1, 5, 6, 9

**Halifax Area School District
Library
Second Grade**

**Course Name: Second Grade Library
Unit: Orientation to the Media Center**

Time Line: First Nine Weeks

BIG Ideas

**The student will demonstrate knowledge of the Library Media Center personnel, rules, policies and procedures.
The student will demonstrate responsible Library Media Center behavior.
The student will demonstrate good habits in handling print materials.**

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Name Media Center personnel.	Students will know the names of the Media Center personnel.	Observations: Does students use library staff's names?	Books with a Library Theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
Demonstrate acceptable Media Center behavior. Respond to Give Me Five signal Follow rules cited by librarian	Students will know: Give Me Five Strategy: Eyes on speaker Hands still Body still Mouths quiet Ears listening	Are the students actively listening and following Library rules?	Books with a Library Theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
Check out and return books properly at the circulation desk.	Students will know where that the Circulation desk is the place where books are returned and checked out. Students will know where the circulation desk is located.	Can student find/point to the section where easy/picture books are found?	Books with a Library Theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
Employ good habits when handling books.	Students will: Hold books correctly and read from front to back Turn pages correctly Make sure hands are clean Keep pencils, pens, markers, away from pages	Does student check out and handle books properly?	Books with a Library Theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
Keep books safe – Away from pets and younger children Away from water and food Use a bookmark when necessary	Students will keep books: Away from pets and younger children Away from water and food Students will use a bookmark.	What is the state of books being returned to the library?	Books with a Library Theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9

**Halifax Area School District
Library
Second Grade**

Course Name: Second Grade Library

Unit: Fiction, Nonfiction, Biography, Cause/Effect, and Sequence of Events

Time Line: Time Line: First Nine Weeks

BIG Ideas

The student will identify the location of appropriate fiction, nonfiction, and biography books.

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Locate the areas of the Media Center where fiction and nonfiction are found.	Students will know where the fiction and nonfiction books are shelved.	Ask the students where the fiction and nonfiction books are shelved. Have them draw a map of the library.		1.1 1.6 ALA Standard 1 ALA Standard 9
Identify the location of biography books in the Media Center.	Students will know where the Biography books are shelved.	Ask the students show where the biographies are shelved. Have them draw a map of the library.		1.1 1.2 1.6 ALA Standard 1 ALA Standard 9
Identify biographies as a type of nonfiction.	Students will know that biographies are books about real people's lives and that they are nonfiction books.	Observation by library staff as student looks for books to check out.		1.1 1.2 1.6 ALA Standard 1 ALA Standard 9
Sequence of Events in a story.	The students will know how to put the sequence of events in order after listening to a story.	Ask students to list the events in the order that they happened.	<u>Give a Mouse a Cookie</u> <u>Give a Moose a Muffin</u>	1.1 1.2 1.6 ALA Standard 1 ALA Standard 9
Cause and Effect	The students will recognize when one event causes another.	After reading a story, give the students the cause and ask what the effect was.	<u>If You Take a Mouse to the Movies</u> <u>If you Give a Cat a Cupcake</u> <u>If you Give A Pig a Pancake</u>	1.1 1.2 1.6 ALA Standard 1 ALA Standard 9

**Halifax Area School District
Library
Second Grade**

Course Name: Second Grade Library

Unit: Fiction and Nonfiction

Time Line: Second Nine Weeks

<i>BIG Ideas</i>				
The student will demonstrate comprehension of fiction and nonfiction selections.				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Answer questions about fiction and nonfiction selections. Distinguish between fact and fiction in literature.	The student will know if the story that was read was fiction or nonfiction, and the difference between fiction and nonfiction. Students will be able to answer basic questions about the story.	Ask students simple who, what, when, where, why, and how questions about a selection.	Books that integrate with core curriculum areas	1.1, 1.2 1.3, 1.5 1.6 ALA Standard 2, 4, 5, 9
Describe characters and setting in fiction selections and poetry. Explain the main idea, or problem and solution, of a story.	Students will be able to determine the main idea, problem, and solution of the story after listening.	Have students describe the setting of a story or poem. Ask students to identify the central or main idea of a story.	Story Map	1.1, 1.2 1.3, 1.5 1.6 ALA Standard 2, 4, 5, 9
Predict events or outcomes in a story. Retell story events in sequence.	Students will be able to make predictions of what the story is about. Students will know the sequence of events after listening to a story.	After students make a prediction about a story, have them use information from a selection to confirm their predictions. Have students retell story events in their own words using the framework of beginning, middle, and end. Have students make predictions about what could happen in the future, beyond the selection.	Books for making predictions, i.e. <i>Becky and the Bear</i> , <i>The Biggest Bear</i> , <i>Brave Irene</i> , <i>Fiona's Bee</i>	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Deduce emotional reactions and motives in stories.	Students will be able to determine the character's traits, feelings, and actions as presented in a story.	Ask students to describe a character's traits, feelings, and actions as presented in a story or poem.	Books for describing characters and emotional reactions, i.e. <i>The Meanest Squirrel I Ever Met</i>	1.1, 1.2 1.3, 1.5, 1.6 ALA Standard 2, 4, 5, 9
Paraphrase information read in nonfiction.	Students will be able to explain in their own words information read in nonfiction materials.	Ask students to explain in their own words information read in nonfiction materials.	Story Map	1.1, 1.2, 1.3, 1.5, 1.6 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Second Grade**

**Course Name: Second Grade Library
Unit: Library Resources**

Time Line: Fourth Nine Weeks

BIG Ideas

The student will identify and use appropriate library resources.

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Locate fiction books by the call letters.	Students will be able to locate a specific call number and locate a book with that number.	Each student will locate a specific chapter book on the shelf by call number. Example: F OSB (Magic Tree House)	Books that integrate with core curriculum areas	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Recognize that nonfiction books are arranged by subject areas.	Students will know how to locate an animal book in the Dewey 599 section. Students will know the major Dewey classification divisions.	Student will locate a specific nonfiction book on the shelf by Dewey call number.	Books that integrate with core curriculum areas	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Locate the biography section of the library.	Students will be able to locate a biography about a specific person from the library shelf.	Each student will locate a biography on George Washington, Helen Keller, Susan B. Anthony, Abraham Lincoln, or Martin Luther King, Jr.	Biographies that integrate with core curriculum areas	1.1 1.2 1.3 1.5 1.6, 1.8 ALA Standard 2, 4, 5, 9
Locate the basic parts of a book: <ul style="list-style-type: none"> • Cover • Title page • Title • Author • Illustrator • Publisher • Place of Publication • Copyright page and date • Table of Contents • Index. 	Students will be able to identify the parts of a book: title page, copyright page and date, Table of Contents, and Index.	Students will place parts of a title page back on board in correct order and tell what each part is. Check order of Title Page information on students' worksheets.	Make a sample title page on poster board. Make parts (title, author, illustrator, publisher, and place of publication) removable. Books that integrate with core curriculum areas	1.1 1.2 1.3 1.5 1.6, 1.8 ALA Standard 2, 4, 5, 9

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Use a table of contents and an index.	Students will use actual Table of Contents and Indexes to locate specific chapters and subjects in a given book.	Each student will locate the beginning page of a specific chapter using the Table of Contents and the specific page where a topic/subject is found using the index.	Books that integrate with core curriculum areas	1.1 1.2 1.3 1.5 1.6, 1.8 ALA Standard 2, 4, 5, 9
Use the electronic catalog as a resource to identify and locate materials in the Media Center.	Using the Lab, show the students how to perform searches in the library catalog.	Each student will perform searches using the Destiny library catalog.	Destiny Catalog Destiny Worksheets	1.1 1.2 1.3 1.5 1.6, 1.8 ALA Standard 2, 4, 5, 9
Identify the public library as an additional source of information and materials.	Students will know where the public library is and how to go there to get books.		The Children's Librarian from the Elizabethtown Public Library will visit and present the current summer reading program.	1.1 1.2 1.3 1.5 1.6, 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Second Grade**

**Course Name: Second Grade Library
Unit: Library Resources**

Time Line: Second Nine Weeks

BIG Ideas

**The student will identify the roles of the author and illustrator of a book.
The student will recognize Caldecott Award books.**

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Identify the roles of an author and an illustrator.	Introduce books by showing title, author and illustrator on cover and title page.	Ask students to explain what authors and illustrators do.	Books that integrate with core curriculum areas	1.1 1.2 1.3 1.5 1.6, 1.8 ALA Standard 2, 4, 5, 9
Identify author and illustrator on the title page.	Explain that illustrators can receive an award if the pictures they draw for a book are chosen as outstanding.	Ask the students to identify the author and the illustrator on the title page.	Caldecott books in the Media Center collection Caldecott Medal chart	1.1 1.2 1.3 1.5 1.6, 1.8 ALA Standard 2, 4, 5, 9
Recognize the Caldecott Medal on book covers and relate what it means.	Show books with the Caldecott Medal on the cover and explain the difference in the gold and silver medals. Read books which have been awarded the Caldecott Medal and discuss the pictures and illustrator's style.	Ask the students to identify the award on the front of an award winning book.	Films: (Caldecott Award) "Talking Eggs" "Mufaro's Beautiful Daughters" "Why Mosquitoes Buzz in People's Ears"	1.1 1.2 1.3 1.5 1.6, 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Second Grade**

Course Name: Second Grade Library

Unit: Genres

Time Line: Second Nine Weeks

<i>BIG Ideas</i>				
The student will obtain information from various types of literature which include: Fiction, Nonfiction, Poetry, Biography, and Folktales				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Scan text for titles, pictures, section headings, to set purpose for reading and determine/predict whether material is fiction or nonfiction.	Students will know the difference between a fiction book and a nonfiction book.	Choose fiction and nonfiction books with the same subject. Read the fiction book and then show the nonfiction book and talk about how students can learn facts about the same subjects they read fiction stories about. (Example: fiction book with a cat as the main character and a nonfiction book about caring for cats as pets)	Books that integrate with core curriculum areas	1.1 1.2 1.3 1.5 1.6, 1.8 ALA Standard 2, 4, 5, 9
Recognize story elements: Setting Character's feeling, traits, actions Main idea Problem and solution	Students will recognize story elements. Students will know what the author's purpose is for any given story. to inform or give information to persuade to entertain	Use a story web/grid/map to discuss story elements. Explain that authors usually have a purpose in mind when they write: to inform or give information to persuade to entertain	Books that integrate with core curriculum areas	1.1 1.2 1.3 1.5 1.6, 1.8 ALA Standard 2, 4, 5, 9
Recognize some well-known children's authors.	Students will recognize different styles and genres. Students will recognize some well-known children's authors. I.e. Eric Carle	Discuss author's purpose after reading a story aloud. Choose books written by well-known children's authors to read/introduce/suggest, and discuss the author's style and genre.	Books that integrate with core curriculum areas	1.1 1.2 1.3 1.5 1.6, 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Second Grade**

**Course Name: Second Grade Library
Unit: Fiction, Nonfiction, and Biographies**

Time Line: Third Nine Weeks

BIG Ideas

The student will obtain information from stories about a variety of subjects that support the core content areas. Such stories can be fiction, nonfiction or biography.

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Retell facts or a story in logical order after hearing librarian read a selection.	Students will be able to retell facts or a story in logical order after listening to a story.	Read a story out loud and have the students retell the story in logical order.	Books used should correlate with identified areas of need.	1.1 1.2 1.3 1.5 1.6, 1.8 ALA Standard 2, 4, 5, 9
Relate stories to information they've learned in the classroom.	Students will be able to make connection between the stories they hear during library and information they have learned in the classroom.	Read a story aloud. Write events in story on sentence strips. Have several students stand in a straight line, and give out strips in a mixed-up order. Call on other students to put the actions in order by moving students in the line.	Books that integrate with core curriculum areas	1.1 1.2 1.3 1.5 1.6, 1.8 ALA Standard 2, 4, 5, 9
Use pictures as clues to events in the story.	Students will be able to use pictures as clues to events in the story.	Always discuss whether what's read is fiction, nonfiction, or biography.	Books that integrate with core curriculum areas	1.1 1.2 1.3 1.5 1.6, 1.8 ALA Standard 2, 4, 5, 9
Recognize a book as fiction, nonfiction or biography after it is read.	Students will know that fiction is literature about made-up/ imaginary people, places, and things. Students will know that a Biography is a special type of nonfiction book about a real person's life. Students will know that Nonfiction is literature about real people, places, things; factual information.	Always discuss whether what's read is fiction, nonfiction, or biography. When introducing a biography, ask what students know about the biography before reading from it. When finished, ask what more they learned about the person.	Books that integrate with core curriculum areas	1.1 1.2 1.3 1.5 1.6, 1.8 ALA Standard 2, 4, 5, 9.1.

**Halifax Area School District
Library
Second Grade**

Course Name: Second Grade Library

Unit: Reference and Research

Time Line: Third Nine Weeks

<i>BIG Ideas</i>				
The student will examine information from a variety of media formats.				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Examine and use nonfiction books to gather information.	Students will be able to examine and use nonfiction books to gather information.	Demonstrate to students how to use nonfiction books. To locate factual information. Pull several nonfiction books from the collection. Give each student or a group of students a book and have them examine the book(s). Explain how these books are arranged using the Dewey Decimal system.	Books that integrate with core curriculum areas	1.1 1.2 1.3 1.5 1.6, 1.8 ALA Standard 2, 4, 5, 9
Use maps and globes as a resource. Recognize and use periodicals to locate information.	Students will be able to use maps and globes as a resource. Students will be able to recognize and use periodicals to locate information.	Select a topic and assist students in locating information using maps and periodicals.	Maps Globes Periodicals	1.1 1.2 1.3 1.5 1.6, 1.8 ALA Standard 2, 4, 5, 9
Use dictionaries as a resource to locate information. Use encyclopedias as a resource to locate information.	Students will be able to use dictionaries as a resource to locate information. Students will be able to use encyclopedias as a resource to locate information.	Give each student a dictionary and illustrate how to use the guidewords and entry words in order to find a term. Explain that the terms are arranged alphabetically. Assign topics in the content areas for students to research using an Encyclopedia.	Dictionaries available in library.	1.1 1.2 1.3 1.5 1.6, 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Second Grade**

Course Name: Second Grade Library

Unit: Dictionaries

Time Line: Third Nine Weeks

BIG Ideas

The student will use alphabetical order and guide words to gather information from dictionaries.

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Use alphabetical order to gather information from dictionaries.	Students will know the purpose of a dictionary, how it is arranged, and how to get the information they need from the dictionary.	Explain to students that dictionaries are used to look up information about a word (parts of speech, definition, usage, and correct spelling). Assign words for students look up using the dictionary.	Dictionaries available in the library.	1.1 1.2 1.3 1.5 1.6, 1.8 ALA Standard 2, 4, 5, 9
Locate guide words in the dictionary.	Students will know what entry words are and what guide words are and that they are in bold face.	Instruct students on the alphabetical arrangement of dictionaries. Assign words for students look up using the dictionary.	Dictionaries available in the library.	1.1 1.2 1.3 1.5 1.6, 1.8 ALA Standard 2, 4, 5, 9
Use guide words in the dictionary to gather information.	Students will be able to look up a word assigned to them using guide words.	Introduce and instruct students on how to use guide words and entry words in the dictionary. Assign a word or group of words for students to locate using the guide words in the dictionary. Assign words for students look up using the dictionary.	Dictionaries available in the library.	1.1 1.2 1.3 1.5 1.6, 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Third Grade**

**Course Name: Third Grade Library
Unit: Orientation to the Media Center**

Time Line: First Nine Weeks

BIG Ideas

**The student will demonstrate knowledge of the Library Media Center personnel, rules, policies and procedures.
The student will demonstrate responsible Library Media Center behavior.
The student will demonstrate good habits in handling print materials.**

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Name Media Center personnel.	Students will know the names of the Media Center personnel.	Observations: Does students use library staff's names?	Books with a Library Theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
Demonstrate acceptable Media Center behavior. Respond to Give Me Five signal Follow rules cited by librarian	Students will know: Give Me Five Strategy: Eyes on speaker Hands still Body still Mouths quiet Ears listening	Are the students actively listening and following Library rules?	Books with a Library Theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
Check out and return books properly at the circulation desk.	Students will know where that the Circulation desk is the place where books are returned and checked out. Students will know where the circulation desk is located.	Can student find/point to the section where easy/picture books are found?	Books with a Library Theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
Employ good habits when handling books.	Students will: Hold books correctly and read from front to back Turn pages correctly Make sure hands are clean Keep pencils, pens, markers, away from pages	Does student check out and handle books properly?	Books with a Library Theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
Keep books safe – Away from pets and younger children Away from water and food Use a bookmark when necessary	Students will keep books: Away from pets and younger children Away from water and food Students will use a bookmark.	What is the state of books being returned to the library?	Books with a Library Theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9

**Halifax Area School District
Library
Third Grade**

Course Name: Third Grade Library

Unit: Location of fiction materials and biographies

Time Line: First Nine Weeks

BIG Ideas

The student will identify the location of fiction materials – Easy/picture books and Chapter books. The student will identify the location of nonfiction books, including biographies.

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Locate the areas of the Media Center where nonfiction books are found.	Students will know how to locate the areas of the Media Center where nonfiction books are found.	Ask the students where the nonfiction books are shelved. Have them draw a map of the library.	Nonfiction books that integrate with core curriculum areas.	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Identify areas where easy fiction/ picture books are shelved.	Students will know how to identify areas where easy fiction/ picture books are shelved.	Explain that books may be fiction or nonfiction. Discuss reasons for choosing one over the other: Entertainment/interesting story Knowledge/learning Directions about how to do something	Picture books that integrate with core curriculum areas.	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Identify areas where fiction/chapter books are shelved.	Students will know how to identify areas where fiction/chapter books are shelved.	Ask the students where the fiction books are shelved. Have them draw a map of the library.	Fiction Books that integrate with core curriculum areas.	1.1 1.2 1.3 1.5 1.6 ALA Standard2, 4, 5, 9
Identify the location of biography books in the Media Center.	Students will know how to identify the location of biography books in the Media Center.	Ask the students show where the biographies are shelved. Have them draw a map of the library.	Biographies that integrate with core curriculum areas.	1.1 1.2 1.3 1.5 1.6 ALA Standard2, 4, 5, 9

Course Name: Third Grade Library

Unit: Reference Books, Periodicals, and Computers

Time Line: First Nine Weeks

BIG Ideas

The student will identify the location of appropriate reference books and periodicals.

The student will demonstrate proper handling of equipment and software.

The student will locate the electronic catalog.

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Locate dictionaries and encyclopedias.	Students will be able to locate dictionaries and encyclopedias.	Explain reasons to use a dictionary and where they are located in the media center. Observation by library staff as student looks for books for check out and uses the Library Media Center for research. Can student point to areas of library where dictionaries and encyclopedias are located?	Dictionaries and encyclopedia available to students in media center. Explain reasons to use an encyclopedia and where they are located in the media center. Explain check-out policy for encyclopedias.	1.1 1.2 1.3 1.5 1.6 1.8 ALA Standard 2, 4, 5, 9
Locate periodicals available in the media center.	Students will be able to locate periodicals available in the media center.	Show magazines available in the media center. Explain why various magazines are chosen and any pertinent rules / procedures for using them.	Periodicals available to students in media center. Can students locate a Periodical using the Destiny catalog, and then find it on the shelf?	1.1 1.2 1.3 1.5 1.6 1.8 ALA Standard 2, 4, 5, 9
Name basic parts of a computer.	Students will be able to name basic parts of a computer.	Ask various students to put "basic parts" labels in the correct places on a computer.	Explain proper handling of computer equipment and software: Make sure hands are clean. Keep food and drinks at a distance. Strike keys softly. Insert CDs/disks gently into disk drives; push CD drawers in gently. After using mouse or striking keyboard, wait for computer to respond; be patient.	1.1 1.2 1.3 1.5 1.6 1.8 ALA Standard 2, 4, 5, 9
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards

<p>Identify computers used for electronic catalog and know when they can be used. Handle computer equipment and software properly.</p>	<p>Students will be able to identify computers used for electronic catalog and know when they can be used. Students will be able to handle computer equipment and software properly.</p>	<p>-Does student handle CDs correctly? - Does student strike keys softly and wait for computer to respond? - Can students find computer stations used for electronic catalog?</p>	<p>Demonstrate use of media center computers designated as electronic catalogs using a data video projector. Let students know that these computers are usually available for their use.</p>	<p>1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9</p>
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**Halifax Area School District
Library
Third Grade**

**Course Name: Third Grade Library
Unit: Print Materials**

Time Line: Second Nine Weeks

BIG Ideas

The student will demonstrate comprehension of a variety of printed materials.				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Explain the purpose for reading fiction and nonfiction selections.	Students will be able to explain the purpose for reading fiction and nonfiction selections.	Have students identify how the attributes of one character are similar to or different from those of another character. Ask students to identify a similar plot or character from another story.	Books used should correlate with identified areas of need.	1.1, 1.2 1.3, 1.5 1.6 ALA Standard 2, 4, 5, 9
Identify main ideas from information provided.	Students will be able to identify main ideas from information provided.	Ask students to identify the time and place of a story and give supporting details from the text. Have students identify the details that make two settings similar or different.	Before reading a story, ask students why they think we are reading it: • To inform - give information or directions on how to do something • To persuade - cause someone to believe something, buy something, or do something • To entertain – provide enjoyment	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Compare and contrast settings, characters, and events.	Students will be able to compare and contrast settings, characters, and events.	Ask students to identify information from the text that supports or contradicts a prediction.	Before reading a story, ask students a question they'll have to answer after hearing the story, or to raise their hand as soon as they have discovered the answer during the story.	1.1, 1.2 1.3, 1.5 1.6 ALA Standard 2, 4, 5, 9
Make, confirm, or revise predictions.	Students will be able to make, confirm, or revise predictions.	As a story progresses, stop to ask students to revise their predictions based on new understandings.	Have students express the main idea in their own words and identify details that support the main idea.	1.1, 1.2 1.3, 1.5 1.6 ALA Standard 2, 4, 5, 9
Compare and contrast fiction and nonfiction literature on the same subject.	Students will be able to compare and contrast fiction and nonfiction literature on the same subject.	Read a fiction and nonfiction book on the same subject, and then have students list the similarities (compare) and differences (contrast.)	Ask students to identify a character's attributes or traits and give evidence from the story to support generalizations about the character.	1.1, 1.2 1.3, 1.5 1.6 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Third Grade**

Course Name: Third Grade Library

Unit: Use of Resources

Time Line: Second Nine Weeks

BIG Ideas

The student will identify and use appropriate library resources.				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Locate nonfiction books by Dewey subject areas.	Students will be able to locate nonfiction books by Dewey subject areas.	Students will locate nonfiction and fiction books.	Books used should correlate with identified areas of need.	1.1, 1.2 1.3, 1.5 1.6 ALA Standard 2, 4, 5, 9
Demonstrate knowledge of the alphabetic arrangement of fiction titles by the author's last name	Students will be able to demonstrate knowledge of the alphabetic arrangement of fiction titles by the author's last name.	Students will give correct call numbers they wrote.	Books used should correlate with identified areas of need.	1.1, 1.2 1.3, 1.5 1.6 ALA Standard 2, 4, 5, 9
Locate the basic parts of a book: Title Page Title Author Illustrator Publisher Place of Publication Copyright page and date Table of Contents Glossary Index	Students will be able to Locate the basic parts of a book: Title Page Title Author Illustrator Publisher Place of Publication Copyright page and date Table of Contents Glossary Index	Students will place correctly cards with the names or definitions of the parts of the book. Students will give beginning page for specific chapters using Table of Contents. Students will read sentences using specific vocabulary words found in glossary.	Books used should correlate with identified areas of need.	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Locate and identify title and credit information from non-print and Electronic media sources. Identify the copyright date	Students will be able to locate and identify title and credit information from non-print and Electronic media sources.	Assign students a topic to research using print and non-print resources.	Books used should correlate with identified areas of need. Computers	1.1, 1.2 1.3, 1.5 1.6 ALA Standard 2, 4, 5, 9

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Use a glossary and index proficiently	Students will be able to use a glossary and index proficiently.	Students will give pages where subjects found in index are located.	Books used should correlate with identified areas of need.	1.1. 1.2. 1.3. 1.8 ALA Standard 1, 2, 3, 4
Conduct an author, title and subject search for a book using the electronic card catalog	Students will be able to conduct an author, title and subject search for a book using the electronic card catalog.	Destiny Worksheet	Books used should correlate with identified areas of need.	1.1. 1.2. 1.8 ALA Standard 1, 2, 3, 4
Use the electronic catalog to identify the call number, author, title, publisher, copyright date, and the number of pages	Students will be able to use the electronic catalog to identify the call number, author, title, publisher, copyright date, and the number of pages.	Destiny Worksheet	Books used should correlate with identified areas of need.	1.1. 1.2. 1.3. 1.8 ALA Standard 1, 2, 3, 4
Locate an item in the Media Center using its call number.	Students will be able to locate an item in the Media Center using its call number.	Students will locate books by specific call numbers in library collection found with library catalog searches.	Books used should correlate with identified areas of need.	1.1. 1.2. 1.3. 1.8 ALA Standard 1, 2, 3, 4
Participate in a variety of literature which include: Biographies Folk Tales Nonfiction Fiction Poetry	Students will be able to participate in a variety of literature which include: Biographies Folk Tales Nonfiction Fiction Poetry	For Biographies, students will write a bio-poem For Tall Tales, students working in small groups will create a tall hero or heroine who saves their school from an evil villain. For Trickster Tales, students will draw a picture of Anansi performing one of his tricks. For Fairy Tales, students can create different endings for a favorite fairy tale. For poetry, students will write a short poem about school.	Books used should correlate with identified areas of need. Folk Tales: Tall Tales such as <i>John Henry</i> or <i>Swamp Angel</i> ; Trickster Tales such as The <i>Anansi</i> books; legends such as Davy Crockett; Fairy Tales such as <i>Cinderella</i> and <i>Rumpelstilkin</i> ; Poetry by authors such as Shel Silverstein, Jack Prelutsky, etc.	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Third Grade**

**Course Name: Third Grade Library
Unit: Literary Prizes and Genres**

Time Line: Third Nine Weeks

BIG Ideas

The student will recognize that awards are given each year for outstanding literature, particularly the Caldecott Award and the Coretta Scott King Award. The student will participate in a variety of literature which include the following: Folk tales, Fiction, Nonfiction, and Poetry

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Recognize medals on covers of books and relate what they mean.	Students will know that the Caldecott Award is an annual award given to a book's illustrator for outstanding artwork and that the Coretta Scott King Award is an annual award given to an African American author for an outstanding contribution to children's literature.	Caldecott Activity Have the students use the computer to locate a Caldecott book or Coretta Scott King book and then find it on the shelves.	Show and read books that have won awards. Discuss why the different awards are given, and why they're important to authors and illustrators. Caldecott Medal chart	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Obtain information from literature about a variety of subjects that support the core content areas. Such literature can be fiction or Nonfiction.	Students will know that fiction is literature about made-up/ imaginary people, places, and things. Students will know that Nonfiction is literature about real people, places, things; factual information. Students will know that Folk tales are short fictional stories with a simple plot, flat characters, repetitious situations; tall tales, fairy tales, legends and trickster tales are types of folk tales	Books used should correlate with identified areas of need based. Explain that authors usually have a purpose in mind when they write: • to inform or give information • to persuade • to entertain Discuss author's purpose after reading a selection aloud. Give students the opportunity to talk about books they've read so they can recommend books to each other.	Books that integrate with core curriculum areas	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Recognize some well-known children's authors.	Students will recognize different styles and genres. Students will recognize some well-known children's authors. I.e. Eric Carle	Choose books to read/introduce/suggest written by well-known children's authors and discuss the author's style or genre.	Books that integrate with core curriculum areas	1.1, 1.2 1.3, 1.5 1.6 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Third Grade**

**Course Name: Third Grade Library
Unit: Biographies**

Time Line: Third Nine Weeks

<i>BIG Ideas</i>				
<p>The student will participate in a variety of nonfiction including the following:</p> <ul style="list-style-type: none"> • Biography • Autobiography • Collective biography 				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
<p>Obtain information from literature about a variety of subjects that support the core content areas. Such literature can be fiction or nonfiction.</p>	<p>Students will know that a biography is a type of nonfiction book about a real person's life. Students will know that an Autobiography is a book about a real person's life written by that person; a type of nonfiction. Students will know that a Collective biography is a book containing the life story of more than one person</p>	<p>Books used should correlate with identified areas of need based. Teach the difference in biography and autobiography by reading excerpts from some. Internal clues such as the use of "I" or "me" mean the selection is an autobiography. After reading a selection, lead a discussion of what the biography had to overcome or what led the biography to accomplish what he/she accomplished. Show examples of collective biographies and note how the people written about are grouped. Remind students to look in the collective biography books when they're looking for information about real people. When introducing a biography, ask what students know about the biography before reading from it. When finished, ask what more they learned about the person.</p>	<p>Biographies, autobiographies, and collective biographies in Media Center collection to include: Christopher Columbus, Juan Ponce de León, Jacques Cartier, Christopher Newport, Thomas Jefferson, Rosa Parks, and Thurgood Marshall</p>	<p>1.1. 1.2. 1.3. 1.8 ALA Standard 1, 2, 3, 4</p>

**Halifax Area School District
Library
Third Grade**

Course Name: Third Grade Library

Unit: Reference and Research

Time Line: Fourth Nine Weeks

<i>BIG Ideas</i>				
<p>The student will identify and select resource material and information on a given subject from print, electronic and auditory resources.</p> <ul style="list-style-type: none"> • Use general encyclopedias. • Identify Search Engines that can be used to locate information on the Internet. • Use CD-ROMs and telecommunications technology to search for a specific topic. 				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Use alphabetical arrangement to locate a subject in a set of general encyclopedias	Students will know that a General Encyclopedia is an encyclopedia that provides basic information on a broad range of subjects, but treats no single subject in depth.	Instruct and demonstrate to students how to use a set of general encyclopedias by using a set of encyclopedias and explaining the arrangement of encyclopedias. Explain arrangement of general encyclopedias and the placement of guide words at the top of pages. Give students a card with a topic to locate in an encyclopedia. Students can be paired with a partner.	Encyclopedias available in the library.	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Identify Search Engines that can be used to locate information on the internet.	Students will know that a search engine is an electronic assistant on the internet used to help the user locate information globally.	Demonstrate how to use Search Engines. Explain how to evaluate information found on the Internet in order to select the best site(s) to gather information. Assign topics for students to research.	Computer Lab	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Use CD-ROMs to locate information. Use telecommunications to gather information	Students will know that telecommunication is using computer systems, telephone and/or data lines to communicate electronically.	CD-ROMs cover many different subjects and are used for research purposes. Use available CDs and have students examine to answer questions on various subjects.	CD ROMS available in the library.	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Use alphabetical arrangement to locate a subject in a set of general encyclopedias..	Students will know that a General Encyclopedia is an encyclopedia that provides basic information on a broad range of subjects, but treats no single subject in depth.	Explain the arrangement of general encyclopedias. Demonstrate to students how to choose a subject and locate the information on that subject in the encyclopedia. Assign topics for students to explore based upon identified areas of need.	Use encyclopedias available in the library media center.	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Recognize the importance of expressing information in one's own word and abiding by copyright laws.	Students will know that copyright is the exclusive legal rights granted by a government to an author, editor, compiler, publisher, or distributor to publish produce sell or distribute copies of a particular work within certain limitations.	Show where copyright dates and statements are found in common forms of media. Explain to students that information found in reference sources is work that belongs to someone else and must not be copied word for word.	Books that integrate with core curriculum areas.	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Paraphrase information found in resources.	Students will know that to paraphrase means to restate, text, a passage or work in another form, or one's own words.	Instruct and demonstrate to students how to paraphrase information. Utilize a note-taking activity to assist students with pulling out only the information that is needed when reading articles or passages for research purposes. Is the student able to put information in their own words?	Books that integrate with core curriculum areas.	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Fourth Grade**

**Course Name: Fourth Grade Library
Unit: Orientation to the Media Center**

Time Line: First Nine Weeks

BIG Ideas

**The student will demonstrate knowledge of the Library Media Center personnel, rules, policies and procedures.
The student will demonstrate responsible Library Media Center behavior.
The student will demonstrate good habits in handling print materials.**

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Name Media Center personnel.	Students will know the names of the Media Center personnel.	Observations: Does students use library staff's names?	Books with a Library Theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
Demonstrate acceptable Media Center behavior. Respond to Give Me Five signal Follow rules cited by librarian	Students will know: Give Me Five Strategy: Eyes on speaker Hands still Body still Mouths quiet Ears listening	Are the students actively listening and following Library rules?	Books with a Library Theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
Check out and return books properly at the circulation desk.	Students will know where that the Circulation desk is the place where books are returned and checked out. Students will know where the circulation desk is located.	Can student find/point to the section where easy/picture books are found?	Books with a Library Theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
Employ good habits when handling books.	Students will: Hold books correctly and read from front to back Turn pages correctly Make sure hands are clean Keep pencils, pens, markers away from pages	Does student check out and handle books properly?	Books with a Library Theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
Keep books safe – Away from pets and younger children Away from water and food Use a bookmark when necessary	Students will keep books: Away from pets and younger children Away from water and food Students will use a bookmark.	What is the state of books being returned to the library?	Books with a Library Theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9

**Halifax Area School District
Library
Fourth Grade**

**Course Name: Fourth Grade Library
Unit: Print Materials**

Time Line: First Nine Weeks

BIG Ideas

The student will identify the location of Chapter books, Nonfiction, Biography, Poetry, Reference books, and Periodicals

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Locate the areas of the Media Center where nonfiction books, including poetry, are found.	Students will know that Nonfiction is literature about real people, places, things; factual information. Students will know where to find nonfiction books in the library.	Show areas of the media center where nonfiction and poetry are found.	Books that integrate with core curriculum areas.	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Identify areas where fiction/chapter books are shelved.	Students will know that fiction is literature about made-up/ imaginary people, places, and things. Students will know where to find fiction books in the library.	Show areas of the media center where fiction is found. Can student find the books he/she is looking for by going to the correct areas in the library media center?	Books that integrate with core curriculum areas.	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Identify the location of biography books in the Media Center. Identify biographies as a type of Nonfiction.	Students will now that a biography is a type of nonfiction book about real people's lives. Students will know where to find biographies in the library.	Explain that a special type of nonfiction is biography and show where biography books are found in the media center. Explain that poetry books are found in the nonfiction books and show where they are found in the media center.	Books that integrate with core curriculum areas.	1.1, 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Locate dictionaries, encyclopedias, and atlases. Locate periodicals available in the Media Center.	Students will know where to find and how to use dictionaries and periodicals.	Explain reasons to use a dictionary and where they are located in the media center. Explain reasons to use an encyclopedia and where they are located in the media center. Explain reasons to use a thesaurus and where they are located in the media center. Explain why various magazines are chosen and any pertinent rules/ procedures for using them.	Books that integrate with core curriculum areas.	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Fourth Grade**

**Course Name: Fourth Grade Library
Unit: Destiny**

Time Line: First Nine Weeks

BIG Ideas

**The student will demonstrate proper handling of equipment and software.
The student will locate the electronic catalog.**

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Demonstrate proper handling of equipment and software. Identify the different parts of a computer.	The student will know how to handle any computer equipment uses. The student will be able to identify the different parts of a computer.	Computer Diagram – label the parts.	Review basic parts of a computer.	1.1, 1.2 1.3, 1.5, 1.6 ALA Standard 2, 4, 5, 9
Locate the electronic catalog.	The students will be able to locate Destiny and use the program to find books they are interested in.	Observation: - Does student handle CDs correctly? - Does student strike keys softly and wait for the computer to respond? - Can student get disks and CDs out of computer correctly? - Can student locate computers that are used for electronic catalog?	Demonstrate how to get disks and CDROMs out of computer correctly. Explain proper handling of computer equipment and software: • Make sure hands are clean. • Keep food and drinks at a distance. • Strike keys softly. • Insert CDs/disks gently into disk drives; push CD drawers in gently. • After using mouse or striking keyboard, wait for computer to respond; be patient.	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Know how to use Destiny to locate a book.	The students will be able to use the different searches on Destiny to find a book they are interested in.	Destiny Worksheet	Destiny and computers	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Able to take the information from Destiny and find the book in the library.	The students will be able to identify the call number of a book and then use the call number to locate the book on the shelf.	Observation: are the students using the computer to look up books and then going to the shelves and locating the books?	Identify and demonstrate use of electronic library catalog. Discuss when the electronic library catalog should be used.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Fourth Grade**

**Course Name: Fourth Grade Library
Unit: Characterization**

Time Line: Second Nine Weeks

BIG Ideas

The student will demonstrate comprehension of a variety of literary forms.

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Explain the author's purpose.	Students will be able to identify the author's purpose after reading an assigned text.	Ask students to explain why the author wrote the piece (identify purpose), e.g. to entertain, inform, persuade.	Books that integrate with core curriculum areas.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Make inferences from reading. Use information from the story to make inferences about a character's feelings, motives, or actions	Students will know that characterization is the description of a character inferred through the actions, thoughts or sayings of that particular character; descriptions may include specific character traits, such as honesty or loyalty, or emotions, such as joy or sadness.	Tell students that when we pay attention to a character's words, feelings, and actions, we can figure out the character's motivations, or why that character might do or say certain things. Ask students to recall things a specific character has done or said in a story that tell us what kind of person that character might be. Ask students to explain why a certain character did what they did, or perhaps what they would have done in a similar circumstance.	Books that integrate with core curriculum areas.	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9
Use text organizers: (C) Type Headings and subheadings Graphics	Students will know that type is the printed words, letters, or symbols on a page. A Heading is the title for a paragraph, section, chapter, or page. Subheading is a heading or title subordinate to the main one. A Graphic is an illustration or diagram in a book.	Using a transparency of an encyclopedia article, ask students if they see any special type styles, such as bold-faced and color? Any headings or subheadings in a section – what type of information do you predict will be in that section? Any pictures, photos, graphics? Are there captions?	Books that integrate with core curriculum areas.	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Fourth Grade**

**Course Name: Fourth Grade Library
Unit: Use of Resources**

Time Line: Second Nine Weeks

BIG Ideas

The student will identify, locate, and use appropriate library resources.

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Reinforce the use of glossary and index skills	Students will know that a glossary is a section of a book that lists vocabulary words taken from the text and their definitions Students will know that an index is a section of a book that lists subjects found in the book and the page where they are located.	Have students create or put subjects for an index in correct order.	Books that integrate with core curriculum areas.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Recognize the purpose of a dedication of a book	Students will know that a dedication is the person to whom the author/illustrator dedicates the story or pictures he/she has created.	Have students write a dedication for a book he or she may write or illustrate.	Books that integrate with core curriculum areas.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Use Destiny to determine the availability of materials on a given subject.	Students will know how to find out if a book is available using Destiny.	Have students use Destiny to check the availability of five library titles on the electronic library catalog, and then print their search results.	Destiny	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Locate the call number on the electronic catalog, and be able to locate specific materials.	Students will know where to look for the call number on a MARC record in the Destiny database, and how to use this number to locate the book in the library.	Have students locate five library titles and identify for each: Call number Author Illustrator Publisher Place of Publication Copyright date Number of Pages Summary Subject headings Students will utilize the expansion bar and show patron status for the five library titles.	Destiny Activity Computers	1.1 1.2 1.3 1.5 1.6 ALA Standard 2, 4, 5, 9

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Identify the following information in an on-line catalog entry (C): Call number Title Author Illustrator Publisher Place of Publication Copyright date Number of pages Summary Subject headings	Students will be able to pull form a MARC record on Destiny the following information: Call number Title Author Illustrator Publisher Place of Publication Copyright date Number of pages Summary Subject headings	Destiny Worksheet	Books that integrate with core curriculum areas.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Use different searches of Destiny.	Students will how to use the subject, author, keyword, title, and series search in Destiny.	Destiny Worksheet	Books that integrate with core curriculum areas.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Compare and contrast fiction, nonfiction, and historical fiction	Students will know the difference between fiction, nonfiction, and historical fiction.	Have students compare and contrast a nonfiction book and a historical fiction book on the same subject.	Books that integrate with core curriculum areas.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Participate in a variety of literary experiences including: Poetry Fiction Nonfiction Biographies Historical Fiction	Students will know that poetry is literature written in verses with rhythm and usually rhyme scheme. Student will now that historical fiction is a story that uses historical information but is not completely based on factual information.	Allow time for students to read various forms of literature which include the following: Poetry Fiction Nonfiction Biographies Historical fiction	Books that integrate with core curriculum areas.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Compare and contrast a biography, autobiography, and collective biography	Students will know the differences between a biography, autobiography, and collective biography.	Student will list five truths found in the nonfiction selection and five non-truths found in the historical fiction. Students will write five facts learned about a subject.	Books that integrate with core curriculum areas.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Fourth Grade**

**Course Name: Fourth Grade Library
Unit: Literary Prizes**

Time Line: Third Nine Weeks

BIG Ideas

<p>The student will recognize that awards are given each year for outstanding literature, particularly</p> <ul style="list-style-type: none"> • Newbery Award • Caldecott Award • Coretta Scott King Award 				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Recognize awards/medals on covers of books and relate what they are and why they are given.	Students will know that the Caldecott Award is an annual award given to a book's illustrator for outstanding artwork	Discuss why the different awards are given, and why they're important to authors and illustrators.	Award-winning books in Media Center collection.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
What is a Newberry Award? What is the Caldecott award?	Students will know that the Coretta Scott King Award is an annual award given to an African American author for an outstanding contribution to children's literature.	Demonstrate how to use Destiny to find award-winning books.	Destiny and computers Award-winning books in Media Center collection.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
What is the Coretta Scott King Award?	Students will know that the Newbery Award is an annual award given to the author of an outstanding chapter book for children.	Show and read books that have won awards.	Award-winning books in Media Center collection.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Fourth Grade**

**Course Name: Fourth Grade Library
Unit: Literature**

Time Line: Third Nine Weeks

BIG Ideas

The student will participate in a variety of literature.

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Compare and contrast fiction and historical fiction. Understand that historical fiction is a story based on facts.	Students will know that Historical Fiction is fictional literature in which real persons, places or events are mentioned; takes place during a specific historical time.	Have students compare and contrast a fiction story and a historical fiction story. Use a Venn diagram to compare/contrast people read about.	Discuss/define historical fiction and show examples from the library collection. Show poems on an overhead projector. Initiate individual or choral reading of the poems. Discuss rhyme scheme if poetry is rhymed. Ask why a person might like to read or write poetry	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Explain the difference in biography, autobiography and collective biography.	Students will know that a Collective Biography is a book containing the life story of more than one person.	Have the students locate the biographies in the library, as well as the collective biographies.	Discuss/define biography, autobiography and collective biography, and show examples from the media center collection.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Obtain information from literature about a variety of subjects that support the core content areas. Such literature can be fiction or nonfiction.	Students will know that the section a poem is divided into often expressing a single unit of thought is a stanza.	Have the students write a four stanza poem.	Read excerpts from biographical materials or complete books if short enough.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Connect experiences of historical figures to similar experiences of other historical figures or present day individuals.	Students will know that a rhyme scheme is the rhyme pattern a poet uses in a poem, usually marked with capital letters.	Have the students write a four stanza poem about their favorite historical figure.	Read excerpts from historical fiction or complete books if short enough.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Explain why the author wrote the piece. Recognize some well-known children's authors.	Students will know the Author's Purpose to inform to entertain to persuade to express emotions	Introducing a book to be read aloud, have students try to predict the author's purpose for writing it. When finished, discuss whether their predictions were correct.	Books used should correlate with identified areas of need.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Fourth Grade**

**Course Name: Fourth Grade Library
Unit: Research**

Time Line: Fourth Nine Weeks

BIG Ideas

The student will gather information from print, electronic, and auditory resources.

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Use the internet to gather information for research purposes.	The student will know how to access the internet.	Explain to students that the internet can be used to gather information on many different topics for research purposes.	Computers The internet	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Gather information from encyclopedias. Use dictionary to gather information about words.	The student will know that where the encyclopedias and dictionaries are located in the library and how to use them.	Explain to students that encyclopedias are another reference source used to gather information. Explain to students that dictionaries give information about words. Demonstrate how to locate words in the dictionary.	Encyclopedias in the library. Dictionaries in the library.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Gather information from periodicals.	The student will know that a Periodical is a magazine that is received on a regular basis. Periodicals are available on many different subjects.	Use Scavenger Hunt worksheet in order for students to answer research questions using reference sources available.	Scavenger Hunt worksheet Periodicals in the library.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Use thesaurus to locate synonyms. Use maps, tables and graphs to locate information.	The student will know that a Thesaurus is a reference book that contains synonyms for commonly used words.	Assign words for student's to locate using the dictionary. Each student should complete skill sheet. Assign geographical locations for students to locate on a map. Have student's create a table and graph.	Thesauruses in the library. Atlases in the library.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Fourth Grade**

**Course Name: Fourth Grade Library
Unit: Reference and Research**

Time Line: Fourth Nine Weeks

BIG Ideas

**The student will recognize the importance of expressing information in one's own words and abiding by copyright laws.
The student will synthesize information from a variety of sources.**

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Express in own words information obtained from reference sources. Formulate research questions based on topic.	The student will know that to Cite information is to give information that identifies a book or article that gives author, title, publisher, and date.	Model to students how to express information obtained by reading a selection from a reference source on a particular topic or story, and then retelling in your own words. Have students demonstrate the same skill.	Books used should correlate with identified areas of need.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Recognize the importance of using citations for reference sources used in research.	The student will know that to Paraphrase is to restate information in one's own words.	Have students select a topic to research and develop questions by using the Research Planner form.	Research Planner form.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Recognize the importance of taking accurate notes and paraphrasing information from reference materials	The Student will know how to take notes and how to paraphrase information from reference materials.	Demonstrate to students how to take good notes.	Books used should correlate with identified areas of need.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Create an outline of information obtained from reference materials. Synthesize information from reference sources. Select and use appropriate reference sources.	The student will know how to create an outline, how to synthesize information from reference sources, and how to select and use appropriate reference sources.	Choose any topic that students may be working on in the content area subjects and develop a research question. Have students go through the passage from reference source and choose only the words that will answer the topic question.	Books used should correlate with identified areas of need.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Fourth Grade**

**Course Name: Fourth Grade Library
Unit: Reference and Research**

Time Line: Fourth Nine Weeks

BIG Ideas

**The student will use a dictionary and thesaurus to obtain information about the spelling and meaning of word.
The student will locate information on maps, tables, and graphs with emphasis on directions and measurement scales.**

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Observe the format of the dictionary and the format of a dictionary page. Use a dictionary to locate the meanings of words.	The student will know that where the dictionaries are located in the library and how to use them.	Librarian will observe student proficiency in the use of the dictionary. Have students locate the meaning of a list of words. Students are able to locate words in the dictionary and complete the list of definitions.	Instruct students to note the first and last words on a dictionary page and observe that the guidewords are the same. Demonstrate how to use entry and guide words to locate words in the dictionary. Demonstrate how to use entries to figure out how to correctly pronounce words in the dictionary.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Use a dictionary to locate the correct pronunciation of words. Use a thesaurus to find the synonyms of words.	The student will know that a Thesaurus is reference source used to find the synonym for a word.	Have students create of list of words and locate some synonyms using a thesaurus. Can students locate synonyms?	Thesauruses in the library. Show students different types of dictionaries available in the library. Explain to students that a thesaurus is used to find synonyms for words.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Locate information on maps.	The Student will know that an atlas is a book of maps. The Student will know that a legend is an explanatory Description accompanying a chart, map, graph.	Have students create maps of their school, community, and state. Can students locate different areas on a map?	Atlases in the library collection. Present books on maps from the Library Media Center collection.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Interpret information on graphs and tables.	The student will know that a scale is a relative size.	Can students read graphs and tables in order to find information?	Instruct students on how to read maps. Explain the different kinds of maps; political, geographical, world, state, etc. Explain to students that tables are used to compare information.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Fifth Grade**

**Course Name: Fifth Grade Library
Unit: Orientation to the Media Center**

Time Line: First Nine Weeks

BIG Ideas

**The student will demonstrate knowledge of the Library Media Center personnel, rules, policies and procedures.
The student will demonstrate responsible Library Media Center behavior.
The student will demonstrate good habits in handling print materials.**

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Name Media Center personnel.	Students will know the names of the Media Center personnel.	Observations: Does students use library staff's names?	Books with a Library Theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
Demonstrate acceptable Media Center behavior. Respond to Give Me Five signal Follow rules cited by librarian	Students will know: Give Me Five Strategy: Eyes on speaker Hands still Body still Mouths quiet Ears listening	Are the students actively listening and following Library rules?	Books with a Library Theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
Check out and return books properly at the circulation desk.	Students will know where that the Circulation desk is the place where books are returned and checked out. Students will know where the circulation desk is located.	Can student find/point to the section where easy/picture books are found?	Books with a Library Theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
Employ good habits when handling books.	Students will: Hold books correctly and read from front to back Turn pages correctly Make sure hands are clean Keep pencils, pens, markers away from pages	Does student check out and handle books properly?	Books with a Library Theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9
Keep books safe – Away from pets and younger children Away from water and food Use a bookmark when necessary	Students will keep books: Away from pets and younger children Away from water and food Students will use a bookmark.	What is the state of books being returned to the library?	Books with a Library Theme	1.6 ALA Standard 1 ALA Standard 7 ALA Standard 8 ALA Standard 9

**Halifax Area School District
Library
Fifth Grade**

**Course Name: Fifth Grade Library
Unit: Print Materials**

Time Line: First Nine Weeks

BIG Ideas

The student will identify the location of Easy, Chapter books, Nonfiction, Biography, Poetry, Reference books, and Periodicals

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Locate the areas of the Media Center where nonfiction books, including poetry, are found.	Students will know that Nonfiction is literature about real people, places, things; factual information. Students will know where to find nonfiction books in the library.	Show areas of the media center where nonfiction and poetry are found.	Books that integrate with core curriculum areas.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Identify areas where fiction /chapter books are shelved.	Students will know that fiction is literature about made-up/ imaginary people, places, and things. Students will know where to find fiction books in the library.	Show areas of the media center where fiction is found. Can student find the books he/she is looking for by going to the correct areas in the library media center?	Books that integrate with core curriculum areas.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Identify the location of biography books in the Media Center. Identify biographies as a type of Nonfiction.	Students will now that a biography is a type of nonfiction book about real people's lives. Students will know where to find biographies in the library.	Explain that a special type of nonfiction is biography and show where biography books are found in the media center. Explain that poetry books are found in the nonfiction books and show where they are found in the media center	Books that integrate with core curriculum areas.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Locate dictionaries, encyclopedias, and atlases. Locate periodicals available in the Media Center.	Students will know where to find and how to use dictionaries and periodicals.	Explain reasons to use a dictionary and where they are located in the media center. Explain reasons to use an encyclopedia and where they are located in the media center. Explain reasons to use a thesaurus and where they are located in the media center. Show magazines available in the media center. Explain why various magazines are chosen and any pertinent rules/ procedures for using them.	Books that integrate with core curriculum areas.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Fifth Grade**

**Course Name: Fifth Grade Library
Unit: Destiny**

Time Line: First Nine Weeks

BIG Ideas

**The student will demonstrate proper handling of equipment and software.
The student will locate the electronic catalog.**

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Demonstrate proper handling of equipment and software. Identify the different parts of a computer.	The student will know how to handle any computer equipment uses. The student will be able to identify the different parts of a computer.	Computer Diagram – label the parts.	Review basic parts of a computer.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Locate the electronic catalog.	The students will be able to locate Destiny and use the program to find books they are interested in.	Observation: Does student handle CDs correctly? Does student strike keys softly and wait for the computer to respond? Can student get disks and CDs out of computer correctly? Can student locate computers that are used for electronic catalog?	Demonstrate how to get disks and CDROMs out of computer correctly. Explain proper handling of computer equipment and software: Make sure hands are clean. Keep food and drinks at a distance. Strike keys softly. Insert CDs/disks gently into disk drives; push CD drawers in gently. After using mouse or striking keyboard, wait for computer to respond; be patient.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Know how to use Destiny to locate a book.	The students will be able to use the different searches on Destiny to find a book they are interested in.	Destiny Worksheet	Destiny and computers	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Able to take the information from Destiny and find the book in the library.	The students will be able to identify the call number of a book and then use the call number to locate the book on the shelf.	Observation: are the students using the computer to look up books and then going to the shelves and locating the books?	Identify and demonstrate use of electronic library catalog. Discuss when the electronic library catalog should be used.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Fifth Grade**

**Course Name: Fifth Grade Library
Unit: Literary Elements**

Time Line: Second Nine Weeks

BIG Ideas

The student will demonstrate comprehension of a variety of literary forms, including fiction, nonfiction, and poetry.

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Describe character development in fiction and poetry selections.	The student will know that a character is a person, animal, or thing portrayed in a story and that the plot is what happens in a story; a sequence of related events that make up the story.	Ask students which characters in the story stayed the same, which ones changed, and how they changed. Complete a semantic web about a character, showing the character's traits at the beginning and end of the story.	Books used should correlate with identified areas of need.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Describe the development of plot, and explain how conflicts are resolved.	The student will know that a conflict is a struggle or dispute between opposing characters or forces and the climax is the point in the story when the conflict is decided one way or another.	Ask what the students know about a character from: What is directly stated in the text, their speech and actions, what other characters in the story say or think about them. Ask students to explain why a certain character did what they did, or perhaps what they would have done in a similar circumstance. Ask students to identify the problem of the plot and explain how it was resolved. Have students create a new ending or solution.	Books used should correlate with identified areas of need.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Describe how the author's choice of vocabulary and style contribute to the quality and enjoyment of selections.	The student will know that a resolution is the point in the story when the characters' problems are solved and the story ends and the style is the way in which something is written.	Have students use a graphic organizer to identify the planned events in sequence that led to resolution of the conflict. Ask students to discuss why an author might have used particular words and phrases.	Books used should correlate with identified areas of need.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Use text organizers: Type Headings and subheadings Graphics	The student will know that type is printed words, letters, or symbols on a page, a heading is a title for a paragraph, section, chapter, or page, a subheading is a heading or title subordinate to the main one, and a graphic is an illustration or a diagram in a book.	Using a transparency of an encyclopedia article, ask students if they see any special type styles, any headings or subheadings in a section, or any pictures, photos, graphics – are there captions?	Books used should correlate with identified areas of need.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Fifth Grade**

**Course Name: Fifth Grade Library
Unit: Use of Resources**

Time Line: Second Nine Weeks

BIG Ideas

The student will identify, locate, and use appropriate library resources.

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Discuss how Dewey Decimal numbers represent subject areas. Place books on a certain subject in the proper Dewey classification.	Students will know that the Dewey Decimal is a system using numbers and authors' initials to place books on library shelves.	Students in teams will locate books from the ten major Dewey areas. Students will match specific book subjects and titles to their corresponding major Dewey classification.	Books used should correlate with identified areas of need. Worksheet listing subjects, titles and authors for specific Dewey areas.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Use call numbers through all decimal places in sequential order. Recognize the use and purpose of credits	Students will know that credits are publishing information about a book: author, illustrator, publisher, place of publication, copyright date, edition, etc.	Groups of students will receive a list of ten call numbers to put in sequential order. Students will create a bibliography for a specific subject. Students will use library catalog to locate five books on a specific title and use credit information to write a bibliography.	Books used should correlate with identified areas of need. Worksheets listing book titles and the major Dewey subject areas.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Recognize cross references in Destiny. Independently use Destiny to find a desired item in the media center	Students will know that cross reference is listing materials under two or more different subjects and that Destiny is the library catalog located on the computer. Students will know that synonyms are words that have the same meaning as another word.	Students will create ten cross-references for common subjects found in an index. Students will locate fifteen library items using Destiny.	Books used should correlate with identified areas of need. Dewey Worksheet	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Fifth Grade**

**Course Name: Fifth Grade Library
Unit: Literary Prizes**

Time Line: Second Nine Weeks

BIG Ideas

The student will recognize that awards are given each year for outstanding literature, particularly

- **Newbery Award**
- **Caldecott Award**
- **Coretta Scott King Award**

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Recognize awards/medals on covers of books and relate what they are and why they are given.	Students will know that the Caldecott Award is an annual award given to a book's illustrator for outstanding artwork	Discuss why the different awards are given, and why they're important to authors and illustrators.	Award-winning books in Media Center collection.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
What is a Newberry Award? What is the Caldecott award?	Students will know that the Coretta Scott King Award is an annual award given to an African American author for an outstanding contribution to children's literature.	Demonstrate how to use Destiny to find award-winning books.	Destiny and computers Award-winning books in Media Center collection.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
What is the Coretta Scott King Award?	Students will know that the Newbery Award is an annual award given to the author of an outstanding chapter book for children.	Show and read books that have won awards.	Award-winning books in Media Center collection.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Fifth Grade**

Course Name: Fifth Grade Library

Unit: Literature

Time Line: Third Nine Weeks

BIG Ideas

The student will participate in a variety of literature.

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Compare and contrast fiction and historical fiction. Understand that historical fiction is a story based on facts.	Students will know that Historical Fiction is fictional literature in which real persons, places or events are mentioned; takes place during a specific historical time.	Have students compare and contrast a fiction story and a historical fiction story. Use a Venn diagram to compare/contrast people read about.	Discuss/define historical fiction and show examples from the library collection. Show poems on an overhead projector. Initiate individual or choral reading of the poems. Discuss rhyme scheme if poetry is rhymed. Ask why a person might like to read or write poetry	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Explain the difference in biography, autobiography and collective biography.	Students will know that a Collective Biography is a book containing the life story of more than one person.	Have the students locate the biographies in the library, as well as the collective biographies.	Discuss/define biography, autobiography and collective biography, and show examples from the media center collection.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Obtain information from literature about a variety of subjects that support the core content areas. Such literature can be fiction or nonfiction.	Students will know that the section a poem is divided into often expressing a single unit of thought is a stanza.	Have the students write a four stanza poem.	Read excerpts from biographical materials or complete books if short enough.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Connect experiences of historical figures to similar experiences of other historical figures or present day individuals.	Students will know that a rhyme scheme is the rhyme pattern a poet uses in a poem, usually marked with capital letters.	Have the students write a four stanza poem about their favorite historical figure.	Read excerpts from historical fiction or complete books if short enough.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Explain why the author wrote the piece. Recognize some well-known children's authors.	Students will know the Author's Purpose to inform to entertain to persuade to express emotions	Introducing a book to be read aloud, have students try to predict the author's purpose for writing it. When finished, discuss whether their predictions were correct.	Books used should correlate with identified areas of need.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Fifth Grade**

**Course Name: Fifth Grade Library
Unit: Reference Materials**

Time Line: Third Nine Weeks

BIG Ideas

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Use the internet to gather information for research purposes.	The student will know how to access the internet.	Explain to students that the internet can be used to gather information on many different topics for research purposes.	Computers The internet	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Gather information from encyclopedias. Use dictionary to gather information about words. Gather information from periodicals.	The student will know that where the encyclopedias and dictionaries are located in the library and how to use them. The student will know that a Periodical is a magazine that is received on a regular basis. Periodicals are available on many different subjects.	Explain to students that encyclopedias are another reference source used to gather information. Explain to students that dictionaries give information about words. Demonstrate how to locate words in the dictionary.	Encyclopedias in the library. Dictionaries in the library. Periodicals in the library.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Locate information in electronic encyclopedia.		Instruct students on how to access information using electronic encyclopedia Have students answer specific questions using electronic encyclopedia.	World Book Online Computers	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Use thesaurus to locate synonyms. Use maps, tables and graphs to locate information.	The student will know that a Thesaurus is a reference book that contains synonyms for commonly used words.	Assign words for student's to locate using the dictionary. Each student should complete skill sheet. Assign geographical locations for students to locate on a map. Have student's create a table and graph.	Thesauruses in the library. Atlases in the library.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Fifth Grade**

**Course Name: Fifth Grade Library
Unit: Research**

Time Line: Fourth Nine Weeks

BIG Ideas

**The student will use an atlas, almanac, thesaurus, dictionary, and encyclopedia effectively.
The student will select the most appropriate reference source for a specific purpose.**

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Use an atlas effectively. Use an almanac effectively. Use a dictionary effectively. Use a thesaurus effectively.	The student will know that an atlas is a reference book of maps. The student will know that an almanac is a book of facts and statistics that published annually.	Give student a blank U.S. map and instruct them to label the states after given clues about certain states. Ask students to locate the continents, the United States, Virginia, and other locations. Have students answer questions on different topics.	Discuss major features of the atlas. Stress the importance of location coordinates found in the index. Explain how the location coordinates direct the user to the correct map and place location. Explain to student that an almanac is a book of facts, figures and statistics on a number of different topics.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Distinguish between an abridged and an unabridged dictionary.	The student will know that an abridged dictionary is a smaller more concise book of words and meanings arranged alphabetically. The student will know that an unabridged dictionary is a comprehensive dictionary of words and meanings arranged alphabetically	Have students compare an unabridged and abridged dictionary. Do students recognize the difference between abridged and unabridged dictionaries?	Show students an abridged and unabridged dictionary. Explain the difference between the two.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Gather information from special dictionaries; biographical, geographical and scientific	The student will know that a biographical dictionary is used to identify persons and a geographical dictionary is used to identify places.	Have students locate information about people that are being referenced in content areas. Can students locate information on specific topics using the different types of dictionaries?	Show students examples of the different types of dictionaries. Explain when the specific dictionaries would be used.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Fifth Grade**

**Course Name: Fifth Grade Library
Unit: Research**

Time Line: Fourth Nine Weeks

BIG Ideas

**The student will synthesize information from more than one source.
The student will demonstrate respect for ownership rights and abide by copyright laws.**

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Summarize information gathered in reference sources.	Students will be able to take notes and summarize information from reference sources.	Assign topics for students to research and have students take notes from reference sources.	Books used should correlate with identified areas of need.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Restate information gathered from reference sources in own words. Summarize information in one's own words.	Students will know that paraphrasing is restating information in one's own words.	Assign students passages to read. Have students rewrite the passages and exchange with other students. Student successfully restates information using own words. Read a story or passages, and ask students to retell the story in his/her own words.	Books used should correlate with identified areas of need.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Identify sources used giving author, title, publisher, publication city, and date.	Students will know that copyright is the legal right of an author, artist or publisher to control the use of their work.	Assign a topic for students to research individually or in groups. Research project completed with sources cited correctly.	Demonstrate the correct format for citing different sources of references, including information found on the Internet.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Compose a bibliography of sources used for research purposes.	Students will know that a bibliography is a list of books and articles on a particular subject.	Have students practice documenting the author, title, publisher, publication city and date.	Explain to students the importance of giving credit to the author or authors of published material, in book or electronic format.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9

**Halifax Area School District
Library
Fifth Grade**

**Course Name: Fifth Grade Library
Unit: Research**

Time Line: Fourth Nine Weeks

BIG Ideas

The student will continue to use maps, graphs and charts to solve problems or answer questions with emphasis on acquiring a working knowledge of symbols, uses, and limitations of each.

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Use maps, charts and graphs in order to answer related questions.	Students will know that a map is a visual representation that shows all or part of the Earth's surface with geographic features, urban areas, roads, and other details.	Have students create a map of the school, or their community or neighborhood.	Tell students that the legend is the key to using the map. Explain to students why we use maps and show them the different kinds of maps.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Interpret maps, charts and graphs in order to answer questions.	Students will know that a road map shows people how they can travel from one place to another. It also shows some physical boundaries, such as mountains and rivers; political features, such as states and counties; populated places, such as cities and towns.	Give each student an outline map of Virginia or United States. Have students label different areas on the maps.	Atlases in the library. Books used should correlate with identified areas of need.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9
Label maps correctly.	Students will know that a shaded relief is designed to highlight the physical features of a place and that a topographic map shows the elevations of the land. Students will know that a chart is a diagram or table displaying detailed information and a graph is a diagram used to indicate relationships between two or more variable quantities.	Create a chart and have student answer questions related to information given. Have students determine the mileage from one location to another.	Atlases in the library. Books used should correlate with identified areas of need.	1.1, 1.2 1.3, 1.5, 1.6, 1.8 ALA Standard 2, 4, 5, 9