

Library Media	4th Grade	Quarter 1	
Concepts:		Skills:	
Concepts of Print – Parts of a Book, Author and Illustrators, Genre Studies		Understanding, Applying	
Standards:			
<p>Strand 2: Students develop an awareness of and interaction with literature in a variety of formats for the purpose of personal enrichment and information.</p> <p>Standard 7: Students explore print material to learn how physical features of books and other resources contribute to meaning. Objective 2: Demonstrate an understanding of the physical features of books and other library resources.</p> <p>Standard 8: Students explore various aspects of literature in books and other formats. Objective 1: Identify the contribution of authors and illustrators in the creation of literature. Objective 3: Explore and compare different types of literature to enrich and expand the reading experience.</p> <p>Standard 9: Students value the contribution of reading to becoming self-directed, lifelong learners. Objective 1: Listen to and Read a variety of literature to enhance selection.</p>			
Library Content Objectives	Vocabulary students should use		Lessons
<ul style="list-style-type: none"> I can locate and define the parts of a book. I can identify and use features of electronic resources. I can identify different locations in a library I can identify the author and/or illustrator of a book. I can locate and identify different genre types. I can use my Library OPAC (Destiny) to locate resources within my school library and the public library. 	<ul style="list-style-type: none"> Cover Title Bibliography Appendix Preface Table of Content Title Page Index Glossary 	<ul style="list-style-type: none"> Author Illustrator Publisher Fiction Non-Fiction Electronic resources Scroll Hot links Menu 	<ul style="list-style-type: none"> Using the Library OPAC (Destiny Library Manager) Genre Studies (fantasy, realistic fiction, ect.) The Way a Library works Physical Features of a book (title page, table of contents, glossary, index, copyright information, bibliography, appendix). Author and Illustrator Studies
Information Literacy Language Objectives	Additional Resources		
<ul style="list-style-type: none"> Utilize the parts of a book to locate information needed. Read and comprehend complex literary and informational texts independently and proficiently. Recognize and appreciate artistic components of works. Locate and use items in a library. 	<ul style="list-style-type: none"> Genres of Literature games Reading Genres Posters How Libraries work Genre Quizlet TeacherVision- Library Resources UEN – Shelving and Finding Books Slideshare – Parts of a Book Part 2 Media Center Lessons 3-5 Genre Studies Media Center Lessons Author and Illust. Studies Destiny Library Manager helps in (Safari Montage) 		
Assessment Options:			
Quizzes, Discussion, Procedure quiz, library notebook, demonstration, Reading Log			

Library Media	4 th Grade	Quarter 2	
Concepts:		Skills:	
Concepts of Print (cont). – Fiction vs. Non-Fiction, Dewey Decimal Systems, Reference		Understanding, Applying	
Standards:			
<p>Strand 2: Students develop an awareness of and interaction with literature in a variety of formats for the purpose of personal enrichment and information.</p> <p>Standard 7: Students explore print material to learn how physical features of books and other resources contribute to meaning.</p> <p>Standard 8: Students explore various aspects of literature in books and other formats.</p> <p>Standard 9: Students value the contribution of reading to becoming self-directed, lifelong learners.</p>			
Library Content Objectives	Vocabulary students should use		Lessons
<ul style="list-style-type: none"> I can locate and read informational works. I can demonstrate that I understand the difference between fiction and non-fiction. I can locate materials in the library based on call numbers. I can identify the types of books and materials that I enjoy reading. I can do an effective search for information on the internet. 	<ul style="list-style-type: none"> Fiction Non-Fiction Dewey Decimal Call Number Biography Easy Books Chapter Books Graphic Novel 	<ul style="list-style-type: none"> Reference Dictionary Bibliography Atlas Almanac World Book Pioneer Library Dictionary Thesaurus Encyclopedia Magazine 	<ul style="list-style-type: none"> What is Fiction & Non-Fiction (Review) <ul style="list-style-type: none"> Compare how each type is written Understanding The Dewey Decimal System (Review) Understanding Different types of resources The Reference Section of my Library <ul style="list-style-type: none"> Dictionary, Encyclopedia, Atlases, etc. Primary Source Vs. Secondary Source Online reference resources (Pioneer Library) How to search the Internet
Information Literacy Language Objectives			Additional Resources
<ul style="list-style-type: none"> Explain major differences between poems, drama, prose and refer to the structural elements when writing or speaking about a text. Determine the main idea of a text and explain how it is supported by key details, summarize the text. Compare and contrast a firsthand and secondhand account of the same event or topic. 			<ul style="list-style-type: none"> Dewey Decimal PowerPoints Enchanted Learning – The Library Teacher Vision – Dewey Links Lesson Planet Dewey Lessons Review on Fiction vs. Non. Types of Reference Books Pioneer Library Teaching Students to Effectively use the Internet Rating Websites Primary Vs. Secondary review game
Assessment Options:			

Library Media	4th Grade	Quarter 3	
Concepts:		Skills:	
Information Literacy – Research Skills		Apply, Analysis, Evaluation, Create	
Standards:			
Strand 1- Information Literacy Standard 1: Students define an information problem and identify information needed to solve the problem. Standard 2: Students identify, evaluate, and select potential information resources available in or through the school library media center. Standard 3: Students locate resources and access information within resources. Standard 4: Students engage and extract Information. Standard 5: Students, organize, synthesize and present information. Standard 6: Students evaluate the product and the process.			
Library Media Content Objectives	Vocabulary students should use		Lessons
<ul style="list-style-type: none"> I can identify an information problem and determine a specific topic. I can create a plan for finding the information that I need. I can locate the resources that I need to solve my information problem and extract information from those resources. I can identify different types of resources and determine which will best provide the information that I need. I can use the information to create something that I can share with others. I can evaluate to see if I am done with my project and have answered the information problem. 	<ul style="list-style-type: none"> research information topic task sources resources product print materials Electronic Resources 	<ul style="list-style-type: none"> Primary source Secondary source Databases Copyright Citation Plagiarism Summarizing Evaluation 	<ul style="list-style-type: none"> Information Literacy - Big 6 (Research Skills) <ul style="list-style-type: none"> Task Definition – What Information is needed Information Seeking Strategies- Selecting Sources Location and Access of Information- Finding Information Use of Information – Using and Extracting Information Synthesis of Information- Organizing and Presenting results Evaluation of Process <p>Research topic should be selected from a content area such as Science, Social Studies, Health, etc.</p>
Information Literacy Language Content			Additional Resources

<ul style="list-style-type: none"> • Determine the main idea of a text and explain how it is supported by key details. • Explain events, procedures, ideas, or concepts in a historical, scientific or technical text based on specific information in the text. • Interpret information presented visually, orally, or quantitatively. • Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. • Write informative/explanatory texts to examine a topic. • Conduct short research project that build knowledge through investigation of different aspects of a topic. • Paraphrase portions of a text. • Report on a topic or text in an organized manner. 			<ul style="list-style-type: none"> • The Big 6 site • Information Age Inquiry Site • Online resources to support the Big6 • School Library Journal on Teaching the Big6 • How do I teach using the Big6 • The Bright Bird – A story to teach the Big6 • Kids Health – What is Plagiarism? • Exploring Plagiarism, Copyright, and Paraphrasing
<p>Assessment Options: Rubric, Presentation, Demonstration, Notes, Interview</p>			

Library Media	4th Grade	Quarter 4	
Concepts:		Skills:	
Media Literacy – digital citizenship,		Analysis, communication	
Standards:			
Strand 3 – Media Literacy			
<p>Standard 10 - Students will be aware that media literacy as a life skill is integral to modern citizenship, informed decision-making and healthy lifestyles.</p> <p>Standard 11 - Students analyze elements of media messages to understand their forms and functions, content, intent, and effects on the receiver.</p> <p>Standard 12 - Students evaluate elements and intended results of media messages to facilitate selection for personal and educational use.</p> <p>Standard 13 – Students produce media message in selected formats.</p>			
Library Media Content Objectives	Vocabulary students should use		Lessons
<ul style="list-style-type: none"> I can identify different types of media. I can identify the purpose of a media message. I can recognize different points of view. I can determine the difference between real, realistic, and unreal content. I can demonstrate how to be a good digital citizen. I can create a media message to share an important message. 	<ul style="list-style-type: none"> Media Media Literacy Mass Media Local Media Availability Cost Audience Appeal Ease of Use Cultural Geographic Historical 	<ul style="list-style-type: none"> Copyright Consumers Communication Stereotyping Peers Parents Community Format Materials 	<ul style="list-style-type: none"> What is the purpose of media <ul style="list-style-type: none"> Types of media Citizen’s rights and responsibility Recognize how media influences our decisions Using Media for educational purposes <ul style="list-style-type: none"> Evaluating elements of media Making wise media choices Recognizing differing Viewpoints <ul style="list-style-type: none"> Real, realistic, and unreal content Being a good digital citizen <ul style="list-style-type: none"> Social networking, phones, email, web publishing Produce a media message <ul style="list-style-type: none"> Students develop and apply criteria for a quality media production Draft and refine the message
Media Literacy Language Objectives			Additional Resources
<ul style="list-style-type: none"> Determine the main idea of a text and explain how it is supported by key details; summarize the text. Explain how an author uses reasons and evidence to support a particular points in a text. Identify the reasons and evidence a speaker provides to support particular points. Create engaging audio recording of stories or poems 			<ul style="list-style-type: none"> Media Literacy for students and teachers Analyzing a visual message – Read, Write, Think Media Literacy info for teachers Assignment Media Literacy Lesson Plans PBS – Don’t Buy It – Get Media Smart Raising a Digital Child Article for Teachers Learn the Ropes on Digital Citizenship Netzsmarts

<p>that demonstrate fluid reading.</p> <ul style="list-style-type: none">• Draw evidence from literary or informational texts to support analysis, reflection, and research.			<ul style="list-style-type: none">• Cyberwise• Advertising Activities for Kids• 45 Media Literacy Activity Ideas• Citizenship of Cyberspace• Busting the Tobacco Ads
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Assessment Options:
Rubric, discussion, demonstration, written test, questionnaire, notebook entries