

Library Media Curriculum FIRST GRADE

Standards	Learning Targets
<p>AASL:</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.3.4 Contribute to the exchange of ideas within the learning community.</p> <p>1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>1.4.4 Seek appropriate help when needed.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.3.1 Connect understanding to the real world.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify)</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>4.1.5 Connect ideas to own interests and previous knowledge and experience.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p>	<p>Love of Reading</p> <ul style="list-style-type: none"> ● Chooses books according to interest and reading level ● Finds fiction and nonfiction books within the library ● Participates in shared research project ● Participates in collaborative conversations ● With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question <p>Information Literacy</p> <ul style="list-style-type: none"> ● Follows process to check out and return books ● Explains proper care of library materials ● Recognizes and uses library organization to locate books (by type of resource, by fiction/nonfiction, by subject, by ABC order) ● Locates title page and understands its contents ● Locates parts of a book including title, author, illustrator and call number ● Understands parts of a book including table of contents, publisher, place of publication and copyright date ● Identifies and uses nonfiction text features (table of contents, index, glossary, captions, maps, charts/graphs, diagrams and infographics) ● Discriminates between fiction and nonfiction ● Distinguishes between information provided by pictures or other illustrations and information provided by the words in a text ● Practices note taking skills (key ideas, own words) ● Creates original, detailed sentences to share research findings ● Identifies and uses literary elements of character, setting and plot to discuss fiction texts ● Asks and answers questions about key details ● Identifies main idea/purpose and retells key details ● Demonstrates understanding of characters, setting, and central message or lesson ● Knows and uses various text features ● Compares and contrasts two informational texts on the same topic ● Recounts or describes key ideas or details from a text read aloud or information presented orally or through other media

METS:

PK-2.CC.1 Work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project

PK-2.CC.2 Use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others

PK-2.DC.2 Know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling)

PK-2.DC.3 Identify personal information that should not be shared on the Internet (e.g. name, address, phone)

PK-2.DC.4 Know to inform a trusted adult if he/she receives or views an online communication which makes him/her feel uncomfortable, or if someone whom he/she doesn't know is trying to communicate with him/her or asking for personal information

PK-2.TC.3 Recognize and name the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)

PK-2.TC.5 Use developmentally appropriate and accurate terminology when talking about technology

PK-2.TC.6 Understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment

COMMON CORE:***Key Ideas and Details***

1.R.L.1 Ask and answer questions about key details in a text.

1.R.L.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1.R.L.3 Describe characters, and major events in a story using key details.

1.R.I.1 Ask and answer questions about key details in an informational text.

1.R.I.2 Identify the main topic and retell key details of a text.

Comprehension and Collaboration

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

1.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Craft and Structure

1.R.I.5 Know and use various text features (e.g. captions bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Integration of Knowledge and Ideas**Digital Citizenship**

- States reasons why not to use first and last names when online
- Asks for help when needed
- Discusses the difference between personal and private information
- Explains the difference between appropriate and inappropriate actions when using the Internet and being online
- Understands the three rules to staying safe online: Keep Safe, Keep Away, Keep Telling

Media Technology

- Understands function of a mouse/trackpad when demonstrated and used by teacher librarian
- Understands function of a keyboard when demonstrated and used by teacher librarian
- Recognizes that different icons represent different programs using teacher librarian selected Internet games and activities
- Recognizes and uses hyperlinks
- Discusses appropriate and inappropriate ways to handle hardware and equipment
- Understands function of basic output devices (headphones, speakers, etc.)
- Understands need to save work in organized fashion before closing applications
- With guidance and support from adults, use a variety of digital tools to produce and publish writing in collaboration with peers

1.R.L.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

1.R.I.7 Use the illustrations and details in an informational text to describe its key ideas.

1.R.I.9 Compare and contrast the most important points presented by two informational texts on the same topic.

Presentation of Knowledge and Ideas

1.SL.5 Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Print Concepts

1.R.F.1 Demonstrate understanding of the organization and basic features of print.

Production and Distribution of Writing

1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

1.W.7 Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report).

1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Vocabulary Acquisition and Use

1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies including context and glossaries/dictionaries.

Vocabulary

Sample Resources and Assessments

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| <ul style="list-style-type: none"> • • Alphabetical Order (ABC Order) • Apps • Author • Bookmark • Book Care • Book Cover/Jacket • Book Title • Brainstorm List • Caldecott Award • Call Number • Chapters | <ul style="list-style-type: none"> • Explain • Fact • Fiction • Fiction Book Order (First three letters of authors last name) • Final Draft • Graphic Organizer • Identify • Illustrations • Illustrator • Internet | <ul style="list-style-type: none"> • Print Resource • Problem • Projector • Publisher • Readers Theatre • Renew • Research • Retell • Rough Draft • Setting • Shelf Marker • Signage |
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- Resources**
- [“Owen and the 5 B’s”](#) Interactive
 - [“Book Parts”](#) Presentation
 - [“Book Birthday’s”](#) Presentation
 - [“Fiction/Nonfiction”](#) Presentation
 - [BookFLIX Story Time](#) from MeL @ www.bkflix.grolier.com
 - [“Super Hero ABC’s”](#) Interactive
 - [“ABC Order of Words from Story”](#) Presentation
 - [“Putting Books in Alphabetical Order”](#) Interactive
 - [“ABC Order Relay Race”](#) Presentation
 - [“Sample Brainstorm List”](#) Interactive for Descriptive Writing
 - [“Intro to Randolph Caldecott”](#) Presentation

<ul style="list-style-type: none"> ● Character(s) ● Check Out ● Circulation Desk ● Compare ● Connection ● Contrast ● Copyright Date ● Cover ● Demonstrate ● Describe ● Descriptive Words ● Details ● Determine ● Digital Product ● Digital Resource ● Digital Story ● Distinguish ● Draw 	<ul style="list-style-type: none"> ● iPad ● Keyboard ● Library Sections/ Neighborhood ● Locate ● Monitor ● Mouse ● Narrator ● Nonfiction ● Note Taking ● Numeric Order ● Page Transition ● Picture Books ● Place of Publication ● Plot ● Predict ● Presentation ● Print Product 	<ul style="list-style-type: none"> ● SmartBoard ● Solution ● Spine ● Story Variations ● Suggest ● Support ● Table of Contents ● Text ● Title ● Title Page ● Trustworthy 	<ul style="list-style-type: none"> ● “All About Me” Booklet Activity ● “The Mitten” Readers Theatre ● Michigan Cyber Safety Initiative Internet Safety Education Program Presentation from MI State Attorney General’s Office <p><u>Assessments</u></p> <ul style="list-style-type: none"> ● “Owen and the 5 B’s” Worksheet ● “Fiction/Nonfiction Sorting” Interactive ● “Superhero ABC” Worksheet ● “ABC Order Mystery on Shelves” Presentation ● “Putting Books in Alphabetical Order” Worksheet ● “Relay Race” ● “Descriptive Words Graphic Organizer” Interactive ● “There’s A Nightmare In My Closet Class Book” sample
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