

Grade level: 1

Course Title: Library

Topic/Concept: Social responsibility

Time Allotment: Ongoing-4 sessions intense study

Unit Sequence: 1

Major Concepts to be learned:

1. Ethical behavior

Expected Skills to be demonstrated:

1. Responsible use of resources
2. Responsible care of facility

PA Standards/Anchors:

Eligible Content:

R1.1.1
(Personal-Social) PS1.4

PSL – R1.1.8.3C

- Correct circulation procedures
- Care of books
- Socially acceptable behavior in the library
- Correct use of library facility and equipment

Instructional Strategies:

Assessments:

Role playing
Poems
Activity sheets
Facilitate, practice, and model use of responsible use of resources and care of facility

- Observation

Grade level: 1

Course Title: Library

Topic/Concept: Recognize quality&craftsmanship

Time Allotment: Ongoing-5 sessions intense study

Unit Sequence: 2

Major Concepts to be learned:

1. Book selection

Expected Skills to be demonstrated:

1. Select books of interest
2. Select books on appropriate level

PA Standards/Anchors:

Eligible Content:

R1.1.2
R1.1.8

PSL – R1.1.3.3A

Instructional Strategies:

Assessments:

Provide and read aloud books of interest for selection
Provide and read aloud books on an appropriate level
Introduce steps to choose a level appropriate book
Independent reading
Facilitate book selection

- Book selections made by students
- Student participation
- Observation of circulation and selection

Grade level: 1

Course Title: Library

Topic/Concept: Fiction and non-fiction text

Time Allotment: Ongoing-5 sessions intense study

Unit Sequence: 3

Major Concepts to be learned:

1. Analysis of fiction and nonfiction

Expected Skills to be demonstrated:

1. Determine qualities of fiction books
2. Determine qualities of nonfiction books

PA Standards/Anchors:

Eligible Content:

R1.1.1
R1.1.3
R1.1.8

PSL – R1.1.8.3B

Instructional Strategies:

Assessments:

Student drawings
Activity sheets
Read aloud a variety of fiction books
Read aloud a variety of nonfiction books

- Students' selection of books
- Observation
- Student discussion
- Student participation

Grade level: 1

Course Title: Library

Topic/Concept: Determine information needs

Time Allotment: Ongoing-4 sessions intense study

Unit Sequence: 4

Major Concepts to be learned:

1. Search strategies

Expected Skills to be demonstrated:

1. Locate title page
2. Locate call number
3. Locate title/cover and spine
4. Locate title page and components of title page

PA Standards/Anchors:

Eligible Content:

R1.1.1
R1.1.2
R1.1.8

PSL – R1.1.8.3B

Instructional Strategies:

Assessments:

Activity sheets
Provide examples by reading a book: title page, call number, title, components of title page

- Student participation
- Student questions
- Observation

Grade level: 1

Course Title: Library

Topic/Concept: Develop information seeking strategies

Time Allotment: Ongoing-3 sessions

Unit Sequence: 5

Major Concepts to be learned:

1. Select appropriate print resources

Expected Skills to be demonstrated:

1. Recognize call number components of easy nonfiction and picture books
2. Locate various sections of the collection as appropriate for need

PA Standards/Anchors:

Eligible Content:

R1.1.8

PSL – R1.1.8.3B

Instructional Strategies:

Assessments:

Categorize nonfiction and picture books by call number
Browse books in the library and locate nonfiction and picture books
Activity sheets
Provide time to browse and select appropriate books

- Observe procedure of book selection
- Student questions

Grade level: 1

Course Title: Library

Topic/Concept: Recognize quality&craftsmanship

Time Allotment: Ongoing-3 sessions intense study

Unit Sequence: 6

Major Concepts to be learned:

1. Literature appreciation

Expected Skills to be demonstrated:

1. Identify authors of interest
2. Identify illustrators of interest

PA Standards/Anchors:

Eligible Content:

R1.1.3

PSL – R1.1.3.3A

Instructional Strategies:

Assessments:

Read aloud a variety of well-known authors
Read aloud and display a variety of well-known illustrators
Display well-known authors and illustrators
Provide and offer for selection well known authors and illustrators

- Student selections
- Observations
- Class discussions

Grade level: 1

Course Title: Library

Topic/Concept: Determine information needs

Time Allotment: Ongoing-3 sessions intense study

Unit Sequence: 7

Major Concepts to be learned:

1. Search strategies

Expected Skills to be demonstrated:

1. Locate call number

PA Standards/Anchors:

Eligible Content:

R1.1.8

PSL – R1.1.8.3B

Instructional Strategies:

Assessments:

Activity sheets
Browse through library and locate call numbers in fiction and nonfiction sections

- Selection of fiction or nonfiction books
- Observation

Grade level: 1

Course Title: Library

Topic/Concept: Literature appreciation

Time Allotment: 3 sessions intense study

Unit Sequence: 8

Major Concepts to be learned:

1. Identify characteristics of genre

Expected Skills to be demonstrated:

1. Identify characteristics of fairy tales

PA Standards/Anchors:

Eligible Content:

R1.1.1
R1.1.3

PSL – R1.1.3.3F

Instructional Strategies:

Assessments:

Read aloud a variety of fairy tales
Browse section of library with fairy tales
Activity sheets
Drawings

- Selection of books
- Student discussions
- Student participation
- Observation

Grade level: 1

Course Title: Library

Topic/Concept: Recognize quality&craftsmanship

Time Allotment: 3 sessions intense study

Unit Sequence: 9

Major Concepts to be learned:

1. Literature Appreciation

Expected Skills to be demonstrated:

1. Appreciate Caldecott authors
2. Appreciate Newbery authors
3. Appreciate authors and illustrators of interest

PA Standards/Anchors:

Eligible Content:

R1.1.1
R1.1.3

PSL – R1.1.3.3A

Instructional Strategies:

Assessments:

Display posters of award winning books
Display award winning books
Provide a wide variety of award winning books for selection
Read aloud award winning books

- Student discussion
- Student participation
- Book selection by students
- Observation

Grade level: 1

Course Title: Library

Topic/Concept: Oral summary of book

Time Allotment: 3 sessions intense study

Unit Sequence: 10

Major Concepts to be learned:

1. Retell a story

Expected Skills to be demonstrated:

1. State beginning, middle, and end of story
2. Describe characters
3. Describe setting

PA Standards/Anchors:

Eligible Content:

R1.1.3
R1.1.5
R1.1.8

PSL – R1.1.8.3C

Instructional Strategies:

Assessments:

Model a summary of a story
Provide a model using story cards to teach components of story summary
Provide support and encouragement for the learner's communication skills

- Book talks