

Grade level: 2

Course Title: Library

Topic/Concept: Demonstrate Social Responsibility

Time Allotment: 3 sessions-ongoing

Unit Sequence: 1

Major Concepts to be learned:

1. Equitable Access
2. Ethical Behavior

Expected Skills to be demonstrated:

1. Follow circulation procedures
2. Demonstrate acceptable use of resources
3. Demonstrate responsible use of equipment
4. Demonstrate responsible care of facility

PA Standards/Anchors:

Eligible Content:

(Personal –Social) PS1.4
R2.1.8

PSL - R2.1.8.3C

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

Instructional Strategies:

Assessments:

Activity Sheets
Review procedures
Review guidelines
Review policy

- Observation
- Circulation
- Participation

Grade level: 2

Course Title: Library

Topic/Concept: Determine Information Needs

Time Allotment: 4 sessions-ongoing

Unit Sequence: 2

Major Concepts to be learned:

1. Develop information seeking strategies

Expected Skills to be demonstrated:

1. Select appropriate print resources
2. Locate the various sections of the library as appropriate for need
3. Identify call numbers
4. Locate cover, spine, title page

PA Standards/Anchors:

Eligible Content:

R2.1.1
R2.1.8

PSL – R2.1.8.3B

Instructional Strategies:

Assessments:

Provide level appropriate reading resources
Browse through the different sections of the library
Facilitate book selection
Review strategies for individual level appropriate reading resources
Display posters with strategies to choose level appropriate resources
Locate books by using call numbers
Facilitate finding the cover, spine, and title page
Provide examples of cover, spine, and title page with each read aloud

- Observation
- Book selection
- Student questions
- Student participation

Grade level: 2

Course Title: Library

Topic/Concept: Establish Clear Information Goal

Time Allotment: 2 sessions-ongoing

Unit Sequence: 3

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:

R2.1.1
R2.1.2
R2.1.3
R2.1.8

PSL – R2.1.1.3A

Instructional Strategies:

Assessments:

Facilitate book selection
Provide a variety of books of interest
Provide a variety of appropriate level resources
Provide time for individual reading
Activity sheets

- Observation
- Book selection

Grade level: 2

Course Title: Library

Topic/Concept Types of Reading Texts

Time Allotment: 4 sessions-ongoing

Unit Sequence: 4

Major Concepts to be learned:

1. Identify the purpose for reading a type of text

Expected Skills to be demonstrated:

1. Read and respond to nonfiction
2. Read and respond to fiction
3. Read and respond to fairy tales

PA Standards/Anchors:

Eligible Content:

R2.1.1
R2.1.3

PSL – R2.1.3.3F

Instructional Strategies:

Assessments:

Activity sheets
Read aloud a variety of nonfiction and fiction books
Distinguish characteristics of fiction and nonfiction books
Compare fiction and nonfiction books

- Student discussion
- Book selection
- Organizing books according to genre

Grade level: 2

Course Title: Library

Topic/Concept: Recognize quality & craftsmanship

Time Allotment: 3 sessions-ongoing

Unit Sequence: 5

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:

R2.1.1
R2.1.3

PSL – R2.1.3.3A

Instructional Strategies:

Assessments:

Read aloud a variety of authors of interest
Read aloud a variety of illustrators of interest
Provide individual reading time
Display a variety of authors and illustrators of interest
Provide a variety of authors & illustrators of interest for book selection
Activity sheets

- Selection of books
- Class participation
- Class discussion
- Observation

Grade level: 2

Course Title: Library

Topic/Concept: Respond to literature

Time Allotment: 2 sessions-ongoing

Unit Sequence: 6

Major Concepts to be learned:

1. Analyzing literature

Expected Skills to be demonstrated:

1. Make predictions from pictorial and textual materials

PA Standards/Anchors:

Eligible Content:

R2.1.1
R2.1.2

PSL – R2.1.3.3F

Instructional Strategies:

Assessments:

Activity sheets
Provide opportunities to make predictions during read alouds
Drawings

- Student discussions
- Student participation

Grade level: 2

Course Title: Library

Topic/Concept: Recognize Quality & Craftsmanship

Time Allotment: 4 sessions-ongoing

Unit Sequence: 7

Major Concepts to be learned:

1. Literature Appreciation

Expected Skills to be demonstrated:

1. Recognize Caldecott and Newbery Awards

PA Standards/Anchors:

Eligible Content:

R2.1.3

PSL – R2.1.3.3A

Instructional Strategies:

Assessments:

Define the terms Caldecott and Newbery Award
Read award winning literature
Provide a variety of award winning books for selection

- Selection of books
- Observation
- Participation

Grade level: 2

Course Title: Library

Topic/Concept: Determine information needs

Time Allotment: 5 sessions-ongoing

Unit Sequence: 8

Major Concepts to be learned:

1. Develop information seeking strategies

Expected Skills to be demonstrated:

1. Utilize call numbers
2. Locate call numbers
3. Locate fiction books
4. Locate nonfiction books

PA Standards/Anchors:

Eligible Content:

R2.1.8

PSL – R2.1.8.3B

Instructional Strategies:

Assessments:

Make call numbers on books students have drawn
Activity sheets
Model locating call numbers
Facilitate searching for books
Model locating fiction and nonfiction books

- Observation
- Independent book selection
- Participation

Grade level: 2

Course Title: Library

Topic/Concept: Locate information

Time Allotment: 4 sessions

Unit Sequence: 9

Major Concepts to be learned:

1. Using OPAC

Expected Skills to be demonstrated:

1. Locate OPAC on the computer
2. Use icons of OPAC to search for books
3. Use a variety of searches to find books

PA Standards/Anchors:

Eligible Content:

R2.1.8

PSL – R2.1.8.3B

Instructional Strategies:

Assessments:

Facilitate the use of OPAC
Students develop use of OPAC by use
Continued use of OPAC
Use of smart board to facilitate use of OPAC

- Observation
- Selection of books using OPAC
- Participation

Grade level: 2

Course Title: Library

Topic/Concept: Locate information

Time Allotment: 2 sessions

Unit Sequence: 10

Major Concepts to be learned:

1. Reference sources

Expected Skills to be demonstrated:

1. Utilize dictionary

PA Standards/Anchors:

Eligible Content:

R2.1.1

PSL – R2.1.2.3A

Instructional Strategies:

Assessments:

Students become familiar with use of dictionary
Activity sheets
Dictionary search activities

- Participation
- Observation

Grade level: 2

Course Title: Library

Topic/Concept: Oral summary of a book

Time Allotment: 3 sessions

Unit Sequence: 11

Major Concepts to be learned:

1. Distinguish between essential and non-essential information
2. Summarize information
3. Retell a Story

Expected Skills to be demonstrated:

1. Oral book talks

PA Standards/Anchors:

Eligible Content:

R2.1.3
R2.1.6
R2.1.8

PSL – R2.1.8.3C

Instructional Strategies:

Assessments:

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

- Oral book talks