

Library Media Arts Curriculum Overview

Content Area: **Sample Content Area**

Course(s):

Time Period:

Length: **School Year**

Status: **Published**

Title Page, Table of Contents, Statement of purpose

Sayreville Public Schools

Library Media Arts

Grades K-3

Full-Year Curriculum Guide

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Statement of Purpose:

The K-3 Library Media Arts Curriculum

The K-3 school Library Media Arts Curriculum will develop the skills and abilities students will need to become effective 21st century learners. The curriculum encourages students to explore the library media center to develop their skills in finding "good fit" books, expands their interests, and builds students' desire to read. The program strives to provide positive learning experiences and supports diversity, multiculturalism, varied learning styles and abilities, as well as collaboration between students and classes. Additionally, the curriculum strives to stress the importance of developing an understanding that all students need to act respectfully and responsibly in their use of technology in all its forms.

Orientation: Students will learn or review media center uses, behavior expectations, the organization of fiction books, use of a shelf marker to keep books in their home space, and expected check-out/check-in procedures. Students will learn to be curious and to read and listen to stories for a variety of purposes. Students will review how to select a "just right" book thoughtfully according to their needs and interests, and follow proper book borrowing procedures. Students will review proper ways to take care of books responsibly: how to turn pages, things to keep away from books, how to find a safe place at home to keep a library book, and to return books on time.

Technology Orientation/Digital Tools: This unit will introduce the students to the parts of a computer. They will learn about the many ways we use technology in our daily lives. Students will be able to list digital devices they use everyday. Students will know how to be responsible when using digital devices and use them with care.

Digital Citizenship: This unit will introduce students to digital citizenship. Students will know how to be responsible when using digital devices and use them with care. Students will learn how to be safe online.

Keyboarding/Word and Data Processing: This unit will familiarize students with basic keyboard functions. Students will practice typing using the proper age-appropriate form. Students will develop and demonstrate mouse skills when using different devices. Students will input information to create a document or drawing.

Library Skills: This unit will introduce, review and reinforce many different library skills that were introduced in kindergarten and grade 1. Students will recall that there are many ways to read a book, including chapter books. They will recall the parts of a book, parts of a story, book and author's purpose, fiction and nonfiction, various text genres, and how books are organized in a library using call numbers. Students will demonstrate how to find books using an online catalog. Students will expand on and add new knowledge of some famous authors and illustrators.

Coding: Students will learn, reinforce, and continue to develop basic computer coding skills including drag and drop, Java Script drag and drop, line coding, combining repeated commands in a shortcut frame,

debugging, and creating simple original programs or algorithms.

Research: In this unit, students will be introduced to, or will learn/review the basics for conducting research/note taking. Students will locate facts using multiple sources which can include books and/or websites, identify these sources as primary or secondary, and create a project based on their research findings. Students will recognize copyright laws and learn to create a bibliography to cite the resources used in their project.

Unit 1 Grades K-1 Media Center Orientation/Book Selection and Care/Reading Purpose

Content Area: **Sample Content Area**
Course(s):
Time Period: **1st Trimester**
Length: **September**
Status: **Published**

Summary of the Unit

Students will review media center use, behavior expectations, the organization of fiction books, use of a shelf marker to keep books in their home space, and expected check-out/check-in procedures. Students will learn to be curious and to read and listen to stories for a variety of purposes. Students will review how to select a “just right” book thoughtfully according to their needs and interests, and follow proper book borrowing procedures. Students will review proper ways to take care of books responsibly: how to turn pages, things to keep away from books, how to find a safe place at home to keep a library book, and to return books on time.

Enduring Understandings

- A media center is a resource for the pursuit of information, pleasure reading, creativity and curiosity.
- Listening to a story requires calm bodies, looking at pictures, making inferences and gathering meaning.
- Each book has a home space.
- Shelf markers help students to return unwanted books to their home space.
- Opening a book to look at illustrations and text helps one to choose a book that they will enjoy.
- Waiting one’s turn quietly in the check-out line is respectful to other media center users.
- Choosing an appropriate activity after check-out is important to maintaining a respectful environment in the media center where many users can work on independent activities.
- Finding a safe place at home to keep my library book will ensure that I can find it when I want to return it.
- Protecting my library book from food, drinks, little children, pets and other things that could damage it shows that I am responsible for property that I am borrowing.
- Returning borrowed materials on time promotes responsibility and shared use of media center resources.

Essential Questions

- What is a media center and what can it be used for?
- Why and how do I read?
- How does using a shelf marker correctly and choosing an appropriate activity after check-out demonstrate respect and sharing in the media center?
- Why is it important that each book be returned to its home space?
- Why should one look inside a book before selecting one to borrow?
- Why is it important to take care of a library book?

- Where is a safe place to keep my book from harm?
- What are things that I should never put near library books?
- What are some things that I can do to show that I am responsible for my book?
- Why is it important to return books on time?

Summative Assessment and/or Summative Criteria

- Observation of shelf marker use.
- Asking a student why he/she selected the book he/she checked out.
- Asking a student to read a page or paragraph of the book he/she selected to see if it is “just right”.
- Observation of student behavior during activities following book borrowing.
- Identifying things to keep away from books.
- Demonstration of book care.
- Returning books on time.

Resources

- shelf markers; one per student;
- “No, No, Never Box/Bag” of items/pictures of things that are bad for books (gum, candy, drinks, food, babies, scissors, glue, crayons, etc.)
- Motivational rewards for student responsibility with book borrowing
- **Possible books:** The Library Song by Tom Chapin (book or YouTube), Curious George Goes to School by H.E. Rey, Goldie Socks and the Three Libearians by Jackie Mims Hopkins, The Library Lion by Michelle Knudsen, Pete the Cat Checks Out the Library by James Dean, The Pigeon Has to Go to School by Mo Willems

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	STANDARDS
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<p>Orientation gr K</p>	<p>2 lessons - first Media Arts class and first book borrowing visit. Skills will be applied weekly.</p>	<p>Introduce expected and emergency procedures for Media Arts classes and book borrowing visits.</p>	<p>Read a story about a visit to the library and discuss how and why people use libraries. Discuss different purposes for reading. Introduce the term "Media Center." Show students where the Easy shelves are for book borrowing; walk through book borrowing and emergency procedures. Book resource: <u><i>The Library Song</i></u> <u><i>The Library Lion</i></u></p>	<p>Students will be able to enter class and be ready to begin promptly, and respond quickly and as expected during book borrowing and emergencies.</p>	<p>AAAA K-12 3.2.2 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>NJSLS-ELA.RL.K.10 Actively engage in group reading activities with purpose and understanding.</p>
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<p>Orientation gr 1</p>	<p>2 lessons - first Media Arts class and first book borrowing visit. Skills will be applied weekly.</p>	<p>Introduce expected and emergency procedures for Media Arts classes and book borrowing visits.</p>	<p>Read a story about a visit to the library and discuss how and why people use libraries. Discuss different purposes for reading. Review the term "Media Center." Review where the Easy shelves are for book borrowing; walk through book borrowing and emergency procedures. Book resources: <u><i>Pete the Cat Checks out the Library</i></u> <u><i>Curious George Goes to School</i></u></p>	<p>Students will be able to enter class and be ready to begin promptly and respond quickly and as expected during book borrowing and emergencies.</p>	<p>AAAA K-12 3.2.2 -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>NJSLS-ELA.RL.1.10 - With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p>
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<p>Shelf Markers gr K and 1</p>	<p>1 lesson to introduce and review; ongoing weekly practice</p>	<p>Each student will be able to select a book, look inside to determine if they will enjoy it, and return it to its correct home space if unwanted by marking that space with a shelf marker. Students will learn strategies to help with book selection. (What do I like about the book?)</p>	<p>Demonstration of correct use; Sing Shelf Marker song to tune of “Hokey Pokey;” students will practice at shelves while singing the song.</p>	<p>Independent selection of books for borrowing that the child will enjoy or need for a particular purpose. Ongoing active use.</p>	<p>AAAA K-12 4.2.4 Show an appreciation for literature by electing to read for pleasure.</p>
<p>Book Care - K</p>	<p>1 lesson, periodic reminders when need occurs</p>	<p>Each student will be able to name items to keep away from books and generate a list of safe places to keep a library book at home.</p>	<p>Students will repeat “No, No, Never” as items are taken out of the box/bag to answer the question, “Should this ever go near a library book?”</p>	<p>Borrowing behavior - demonstration of responsible book care.</p>	<p>NJSLS.SL.1.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>

Book Care - 1st	1 lesson, periodic reminders when need occurs	Each student will be able to name items to keep away from books and generate a list of safe places to keep a library book at home.	Students will be asked to recall what they remember is inside the "No, No, Never Box/Bag." Then they will be asked for NEW items that could be in the box/bag that will answer the question, "Should this ever go near a library book?"	Borrowing behavior - demonstration of responsible book care.	NJSLS.SL1.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Creating independent readers - K and 1	1 lesson, periodic reminders when need occurs	Students learn different ways to read and will demonstrate how to pick a "just right" book.	Read a story with pictures only and discuss how to "picture read" to understand the meaning.	Students will be able to "picture read" alone or with a buddy after book borrowing.	NJSLS-ELA.RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). NJSLS-ELA.RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
AAAA.K-12.3.2.2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
AAAA.K-12.4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

Individual assistance; students working in pairs to practice use of shelf markers and to search for books in alphabetical order, tabletop book borrowing

Suggested Technological Innovations/Use

BrainPOP lessons/videos

Shelfmarker Hokey Pokey Song

Various YouTube videos on book care

Google form or Kahoot quizzes to check understanding

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 1 Grades 2-3 Media Center Orientation/Book Selection and Care/Reading Purpose

Content Area: **Sample Content Area**
Course(s):
Time Period: **1st Trimester**
Length: **September**
Status: **Published**

Summary of the Unit

Students will review media center use, behavior expectations, the organization of fiction books, use of a shelf marker to keep books in their home space, and expected check-out/check-in procedures. Students will learn to be curious and to read and listen to stories for a variety of purposes. Students will review how to select a “just right” book thoughtfully according to their needs and interests, and follow proper book borrowing procedures. Students will review proper ways to take care of books responsibly: how to turn pages, things to keep away from books, how to find a safe place at home to keep a library book, and to return books on time.

Enduring Understandings

- A media center is a resource for the pursuit of information, pleasure reading, creativity and curiosity.
- Listening to a story requires calm bodies, looking at pictures, making inferences and gathering meaning.
- Each book has a home space.
- Shelf markers help students to return unwanted books to their home space.
- Opening a book to look at illustrations and text helps one to choose a book that they will enjoy.
- Waiting one’s turn quietly in the check-out line is respectful to other media center users.
- Choosing an appropriate activity after check-out is important to maintaining a respectful environment in the media center where many users can work on independent activities.
- Finding a safe place at home to keep my library book will ensure that I can find it when I want to return it.
- Protecting my library book from food, drinks, little children, pets and other things that could damage it shows that I am responsible for property that I am borrowing.
- Returning borrowed materials on time promotes responsibility and shared use of media center resources.

Essential Questions

- What is a media center and what is its purpose?
- Why and how do I read?
- How does using a shelf marker correctly and choosing an appropriate activity after check-out demonstrate respect and sharing in the media center?
- Why is it important that each book be returned to its home space?
- Why should one look inside a book before selecting one to borrow?

- Why is it important to take care of a library book?
- Where is a safe place to keep my book from harm?
- What are things that I should never put near library books?
- What are some things that I can do to show that I am responsible for my book?
- Why is it important to return books on time?

Summative Assessment and/or Summative Criteria

- Observation of shelf marker use.
- Asking a student why he or she selected the book they checked out.
- Asking a student to read a page or paragraph of the book he or she selected to see if it is “just right”.
- Observation of student behavior during activities following book borrowing.
- Identifying things to keep away from books.
- Demonstration of book care.
- Returning books on time.

Resources

- Shelf markers; one per student;
- “Crimes Against Books” slideshow/Google form
<https://docs.google.com/presentation/d/1thw3714nTKeoxRk0Wjg3ABYAUUpAXCsHqa1c6mcMVqDQ/edit?usp=sharing>
- “Don’t Let the Pigeon Touch the Books” slideshow/YouTube video
- **Possible books:** Goldie Socks and the Three Libearians by Jackie Mims Hopkins Our Librarian Won’t Tell Us Anything by Toni Buzzeo, Stella Louella’s Runaway Book by Lisa Campbell Ernst, Arthur’s Lost Library Book by Marc Brown
- Motivational rewards for student responsibility with book borrowing

Unit Plan

Topic/ Selection	Suggeste d Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	STANDARDS
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<p>Orientation gr 2 and 3</p>	<p>2 lessons - first Media Arts class and first book borrowing visit. Skills will be applied weekly.</p>	<p>Introduce and review expected and emergency procedures for Media Arts classes and book borrowing visits.</p>	<p>Read a story about the library and discuss how and why people use libraries. Discuss different purposes for reading. Review: -Media Center -sections of the library -book borrowing -emergency procedures Book resources <u>Stella</u> <u>Louella's Runaway Book</u>, <u>Arthur's Lost Library Book</u></p>	<p>Students will be able to enter class and be ready to begin promptly and respond quickly and as expected during book borrowing and emergencies.</p>	<p>AAAA K-12 3.2.2 - Read, view and listen for information presented in any format (eg. textual, visual, media, digital) in order to make inferences and gather meaning</p> <p>TECH.K-12.P.1 - Act as a responsible and contributing community members and employee.</p>
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<p>Shelf Markers gr 2 and 3</p>	<p>1 lesson to introduce and review; ongoing weekly practice</p>	<p>Each student will be able to select a book, look inside to determine if they will enjoy it, and return it to its correct home space if unwanted by marking that space with a shelf marker. Students will learn strategies to help with book selection. (What do I like about the book?)</p>	<p>Demonstration of correct use; Sing Shelf Marker song to tune of "Hokey Pokey;" students will practice at shelves</p>	<p>Independent selection of books for borrowing that the child will enjoy or need for a particular purpose. Ongoing active use.</p>	<p>AAAA K-12 4.2.4 Show and appreciation for literature by electing to read for pleasure.</p> <p>NJSLS-ELA.RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>NJSLS.ELA.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>
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Book Care - 2nd	1 lesson, periodic reminders when need occurs	Each student will be able to name items to keep away from books and generate a list of safe places to keep a library book at home.	Students will complete a Google form after viewing the "Crimes Against Books" slideshow.	Borrowing behavior - demonstration of responsible book care.	TECH.K-12.P.1 - Act as a responsible and contributing community members and employee. NJSLS SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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Book Care - 3rd	1 lesson, periodic reminders when need occurs	Each student will be able to name items to keep away from books and generate a list of safe places to keep a library book at home.	Students will view "Crimes Against Books" slideshow and work in groups to create their own presentation of a "crime". They will provide an explanation of how to prevent this "crime" in the future.	Borrowing behavior - demonstration of responsible book care. Group slideshow presentations	<p>TECH.K-12.P.1 - Act as a responsible and contributing community members and employee.</p> <p>NJSLS SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>
Creating independent readers -	1 lesson, periodic reminders when need occurs	Students learn different ways to read and will demonstrate how to pick a "just right" book.	Students will learn a "just right" book selection strategy by listening to a story, <i>Goldie Socks and the Three Libearians</i> .	Students will select a "just right" book.	<p>NJSLS-ELA.RF.K.1a - Follow words from left to right, top to bottom, and page by page.</p> <p>NJSLS-ELA.RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>NJSLS-</p>

					<p>ELA.RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>NJSLS.ELA.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>
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LA.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
LA.RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
AAAA.K-12.3.2.2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
AAAA.K-12.4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.
 Individual assistance; students working in pairs to practice use of shelf markers and to search for books in alphabetical order, tabletop book borrowing

Suggested Technological Innovations/Use

BrainPOP lessons/videos
Shelfmarker Hokey Pokey Song
Various YouTube videos on book care
Google form or Kahoot quizzes to check understanding

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 2 Grades K-1 Technology Orientation/Use of Digital Tools

Content Area: **Sample Content Area**
Course(s):
Time Period: **1st Trimester**
Length: **October**
Status: **Published**

Summary of the Unit

This unit will introduce the students to the parts of a computer. They will learn about the many ways we use technology in our daily lives. Students will be able to list digital devices they use everyday. Students will know how to be responsible when using digital devices and use them with care.

Enduring Understandings

- Technology is constantly changing and requires ongoing learning of new skills.
- Selection of technology should be based on personal and /or career needs assessment.
- Digital tools have a purpose. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
- Technology use can have positive or negative impact on both users and those affected by their use.

Essential Questions

- How do we use technology at home? At school? In the world around us?
- What impact does technology have on daily tasks?
- How do I choose which technological tools to use and when it is appropriate to use them?
- What are an individual's responsibilities for using technology? What constitutes misuse and how can it best be prevented?

Summative Assessment and/or Summative Criteria

- Correct identification of computer terminology, components, and uses.
- Ongoing demonstration of safety practices while using digital devices.

Resources

- Assessment Tools:
 - <https://getkahoot.com/>
 - BrainPOP

- Google Slides/forms
- Various digital devices:
 - computer workstation
 - iPad
 - Chromebook
- Websites:
 - District and individual school websites
 - OnCourse Media Center websites

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	STANDARDS
Technology Orientation	1 lesson <i>(can be combined with another lesson)</i>	What is technology? Name digital devices that students use each day. How does technology help us? How has it changed the way we communicate with friends? How do we take care of our digital devices?	Students will give their ideas of what technology is and name devices that they use. The teacher will talk about everyday devices like refrigerators, dishwashers, TV, etc. that are also digital devices. Students will discuss how these make their life easier. Students will discuss how to take care and show responsibility for digital devices.	Have students assist in creating a list of digital devices that they use daily. List suggested ways in which students should care for these digital devices. Relate this to how students might care for their library books.	<p>CS.K-2.8.2.2.ITH.3 Identify how technology impacts or improves life.</p> <p>CS.K-2.8.2.2.EC.1 Identify and compare technology used in different schools, communities, regions, and parts of the world.</p> <p>CS.K-2.8.2.2.ITH.4 Identify how various tools reduce work and improve daily tasks.</p>

					<p>TECH 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.</p> <p>TECH 9.4.5.DC.6 Compare and contrast how digital tools have changed social interactions.</p>
Computer parts	2 weeks: 1 week to introduce review and assess on week 2.	Students will be able to identify the basic features of a computer and explain how to use them effectively.	Demonstrate how to open programs, close programs, and use the mouse. Discuss each part of the computer and its use. Listen to a computer parts song/watch video.	“Simon Says” to identify computer parts, label computer parts worksheet, label computer parts with sticky notes, Kahoot quiz on parts of the computer.	<p>TECH 9.4.2.TL.1 Identify the basic features of a digital tool and explain the purpose of the tool.</p> <p>CS.K-2 8.1.2.CS.3 Describe basic hardware and software problems using accurate terminology.</p> <p>CS.K-2 8.2.2.ED.1 Communicate the function of a product or device.</p>

Introduction of other digital devices: iPad, Chromebook, etc.	On going	Demonstrate the ability to use other digital devices, such as an iPad or Chromebook. Compare the different ways to login to the devices, open and close programs, etc.	Demonstrate how to login and out of a Chromebook. Discuss the similarities and differences between a desktop computer and Chromebook. Discuss the uses that are unique to an iPad. Discuss the similarities of an iPad and Chromebook.	Demonstration of login and out of device. Demonstration of mouse pad ability. Identification of the different buttons and their purpose on an iPad.	<p>TECH 9.4.2.TL.1 Identify the basic features of a digital tool and explain the purpose of the tool.</p> <p>CS.K-2 8.2.2.ED.1 Communicate the function of a product or device.</p> <p>CS.K-2.8.2.2.ITH.3 Identify how technology impacts or improves life.</p>
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CS.K-2.8.1.2.CS.3	Describe basic hardware and software problems using accurate terminology.
CS.K-2.8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
CS.K-2.8.2.2.ED.1	Communicate the function of a product or device.
CS.K-2.8.2.2.ITH.3	Identify how technology impacts or improves life.
CS.K-2.8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.
AAAA.K-12.3.2.2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

Individual assistance; students working in pairs to practice use of shelf markers and to search for books in alphabetical order, tabletop book borrowing

Suggested Technological Innovations/Use

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Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 2 Grades 2-3 Technology Orientation/Use of Digital Tools

Content Area: **Sample Content Area**
Course(s):
Time Period: **1st Trimester**
Length: **October**
Status: **Published**

Summary of the Unit

This unit will introduce the students to the parts of a computer. They will learn about the many ways we use technology in our daily lives. Students will be able to list digital devices they use everyday. Students will know how to be responsible when using digital devices and use them with care.

Enduring Understandings

- Technology is constantly changing and requires ongoing learning of new skills.
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- Digital tools have a purpose. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
- Technology use can have positive or negative impact on both users and those affected by their use.

Essential Questions

- How do we use technology at home? At school? In the world around us?
- What impact does technology have on daily tasks?
- How do I choose which technological tools to use and when it is appropriate to use them?
- What are an individual's responsibilities for using technology? What constitutes misuse and how can it best be prevented?

Summative Assessment and/or Summative Criteria

- Correct identification of computer terminology, components, and uses.
- Ongoing demonstration of safety practices while using digital devices.

Resources

- Assessment Tools:
 - <https://getkahoot.com/>
 - BrainPOP

- Google Slides/forms
- Various digital devices:
 - computer workstation
 - iPad
 - Chromebook
- Websites:
 - District and individual school websites
 - OnCourse Media Center websites

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	STANDARDS
Technology Orientation	1 lesson <i>(can be combined with another lesson)</i>	What is technology? Name digital devices that students use each day. How does technology help us? How has it changed the way we communicate with friends? How do we take care of our digital devices?	Students will give their ideas of what technology is and name devices that they use. The teacher will talk about everyday devices like refrigerators, dishwashers, TV, etc. that are also digital devices. Students will discuss how these make their life easier. Students will discuss how to take care and show responsibility for digital devices.	Have students assist in creating a list of digital devices that they use daily. List suggested ways in which students should care for these digital devices. Relate this to how students might care for their library books.	<p>CS.K-2.8.2.2.ITH.3 Identify how technology impacts or improves life.</p> <p>CS.K-2.8.2.2.EC.1 Identify and compare technology used in different schools, communities, regions, and parts of the world.</p> <p>CS.K-2.8.2.2.ITH.4 Identify how various tools reduce work and improve daily tasks.</p>

					<p>TECH 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.</p> <p>TECH 9.4.5.DC.6 Compare and contrast how digital tools have changed social interactions.</p>
Computer parts	2 weeks: 1 week to introduce/ review and assess on week 2.	Students will be able to identify the basic features of a computer and explain how to use them effectively.	Demonstrate how to open programs, close programs, and use the mouse. Discuss each part of the computer and its use. Listen to a computer parts song/watch video.	“Simon Says” to identify computer parts, label computer parts worksheet, label computer parts with sticky notes, Kahoot quiz on parts of the computer.	<p>TECH 9.4.2.TL.1 Identify the basic features of a digital tool and explain the purpose of the tool.</p> <p>CS.K-2 8.1.2.CS.3 Describe basic hardware and software problems using accurate terminology.</p> <p>CS.K-2 8.2.2.ED.1 Communicate the function of a product or device.</p>

Introduction of other digital devices: iPad, Chromebook, etc.	On going	Demonstrate the ability to use other digital devices, such as an iPad or Chromebook. Compare the different ways to login to the devices, open and close programs, etc.	Demonstrate how to login and out of a Chromebook. Discuss the similarities and differences between a desktop computer and Chromebook. Discuss the uses that are unique to an iPad. Discuss the similarities of an iPad and Chromebook.	Demonstration of login and out of device. Demonstration of mouse pad ability. Identification of the different buttons and their purpose on an iPad.	<p>TECH 9.4.2.TL.1 Identify the basic features of a digital tool and explain the purpose of the tool.</p> <p>CS.K-2 8.2.2.ED.1 Communicate the function of a product or device.</p> <p>CS.K-2.8.2.2.ITH.3 Identify how technology impacts or improves life.</p> <p>.</p>
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CS.K-2.8.1.2.CS.3	Describe basic hardware and software problems using accurate terminology.
CS.K-2.8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
CS.K-2.8.2.2.ED.1	Communicate the function of a product or device.
CS.K-2.8.2.2.ITH.3	Identify how technology impacts or improves life.
CS.K-2.8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.
AAAA.K-12.3.2.2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
TECH.9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

Individual assistance; students working in pairs to practice use of shelf markers and to search for books in alphabetical order, tabletop book borrowing

Suggested Technological Innovations/Use

BrainPOP lessons/videos

Shelfmarker Hokey Pokey Song

Various YouTube videos on book care

Google form or Kahoot quizzes to check understanding

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 3 Grades K-1 Digital Citizenship/Internet Safety

Content Area: **Sample Content Area**

Course(s):

Time Period:

Length: **Ongoing**

Status: **Published**

Summary of the Unit

This unit will introduce the students to digital citizenship. Students will know how to be responsible when using digital devices and use them with care. Students will learn how to be safe online.

Enduring Understandings

Technology use can have positive or negative impact on both users and those affected by their use.

Essential Questions

- How do we care for digital devices responsibly?
- What are an individual's responsibilities for using technology?
- What constitutes misuse and how can it best be prevented?
- How can we be safe online?

Summative Assessment and/or Summative Criteria

- Ongoing demonstration of safety practices while using digital devices
- Google forms/quizzes

Resources

- Assessment Tools:
 - <https://getkahoot.com/>
 - BrainPOP
 - Google Slides/forms
- Various digital devices:
 - computer workstation
 - iPad
 - Chromebook
- Websites:
 - District and individual school websites

- OnCourse Media Center websites
- Common Sense Media
- Interland

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	STANDARDS
Digital Citizenship	Ongoing	How can I be a good digital citizen? What are my responsibilities when using digital devices?	Using Common Sense Media, students will learn how to be a good digital citizen.	Observation and student demonstration of skills.	<p>TECH.9.4.2.DC.6 Identify respectful and responsible ways to communicate in digital environments.</p> <p>AAAA.K-12.3.1.6 Use information and technology ethically and responsibly.</p> <p>TECH.9.4.2.DC.4 Compare information that should be kept private to information that might be made public.</p>
Internet safety	Ongoing	How can I be safe online?	Students will be introduced to internet safety using Common Sense Media, BrainPOP Jr., and/or Typing Agent.	Student quizzes, Kahoots	<p>TECH.9.4.2.DC.3 Explain how to be safe online and follow safe practices when using the internet.</p> <p>TECH.9.4.2.DC.4 Compare information that</p>

					should be kept private to information that might be made public.
Website Navigation	Ongoing	Demonstrate the ability to open, scroll, and navigate a website.	Demonstrate how to use the mouse or trackpad to move to an icon and double click to open it. Open the internet. Students use bookmarks to navigate to a website.	Participation in discussion, observation of navigation skills, online activity/quiz.	<p>AAAA.K-12.3.1.6 Use information and technology ethically and responsibly.</p> <p>TECH 9.4.2.TL4 Navigate a virtual space to build context and describe the virtual content.</p> <p>TECH 9.4.2.IML.3 Use a variety of sources including multimedia sources to find information about topics, with guidance and support from adults.</p>

AAAA.K-12.3.1.6

Use information and technology ethically and responsibly.

TECH.9.4.2.DC.3

Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

TECH.9.4.2.DC.4

Compare information that should be kept private to information that might be made public.

TECH.9.4.2.DC.6

Identify respectful and responsible ways to communicate in digital environments.

TECH.9.4.2.TL.4

Navigate a virtual space to build context and describe the visual content.

TECH.9.4.2.IML.3

Use a variety of sources including multimedia sources to find information about topics

such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

Partners work together.

Directions read aloud and repeated.

Website projected on the SMARTboard and read aloud if there's no sound/read aloud feature.

Icons made larger if needed.

Suggested Technological Innovations/Use

Student created Kahoot quizzes on Digital Citizenship, Internet Safety, and Website Navigation

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 3 Grades 2-3 Digital Citizenship/Internet Safety

Content Area: **Sample Content Area**
Course(s):
Time Period:
Length: **Ongoing**
Status: **Published**

Summary of the Unit

This unit will introduce the students to digital citizenship. Students will know how to be responsible when using digital devices and use them with care. Students will learn how to be safe online.

Enduring Understandings

Technology use can have positive or negative impact on both users and those affected by their use.

Essential Questions

- How do we care for digital devices responsibly?
- What are an individual's responsibilities for using technology?
- What constitutes misuse and how can it best be prevented?
- How can we be safe online?

Summative Assessment and/or Summative Criteria

- Ongoing demonstration of safety practices while using digital devices
- Google forms/quizzes

Resources

- Assessment Tools:
 - <https://getkahoot.com/>
 - BrainPOP
 - Google Slides/forms
- Various digital devices:
 - computer workstation
 - iPad
 - Chromebook
- Websites:
 - District and individual school websites

- OnCourse Media Center websites
- Common Sense Media
- Interland

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	STANDARDS
Digital Citizenship	Ongoing	How can I be a good digital citizen? What are my responsibilities when using digital devices?	Using Common Sense Media, students will learn how to be a good digital citizen.	Observation and student demonstration of skills.	<p>TECH.9.4.2.DC.6 Identify respectful and responsible ways to communicate in digital environments.</p> <p>AAAA.K-12.3.1.6 Use information and technology ethically and responsibly.</p> <p>TECH.9.4.2.DC.4 Compare information that should be kept private to information that might be made public.</p>
Internet safety	Ongoing	How can I be safe online?	Students will be introduced to internet safety using Common Sense Media, BrainPOP Jr., and/or Typing Agent.	Student quizzes, Kahoots	<p>TECH.9.4.2.DC.3 Explain how to be safe online and follow safe practices when using the internet.</p> <p>TECH.9.4.2.DC.4 Compare information that should be kept</p>

					private to information that might be made public.
Website Navigation	Ongoing	Demonstrate the ability to open, scroll, and navigate a website.	Demonstrate how to use the mouse or trackpad to move to an icon and double click to open it. Open the internet. Students use bookmarks to navigate to a website.	Participation in discussion, observation of navigation skills, online activity/quiz.	<p>AAAA.K-12.3.1.6 Use information and technology ethically and responsibly.</p> <p>TECH 9.4.2.TL4 Navigate a virtual space to build context and describe the virtual content.</p> <p>TECH 9.4.2.IML.3 Use a variety of sources including multimedia sources to find information about topics, with guidance and support from adults.</p>

AAAA.K-12.3.1.6

Use information and technology ethically and responsibly.

TECH.9.4.2.DC.3

Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

TECH.9.4.2.DC.4

Compare information that should be kept private to information that might be made public.

TECH.9.4.2.DC.6

Identify respectful and responsible ways to communicate in digital environments.

TECH.9.4.2.TL.4

Navigate a virtual space to build context and describe the visual content.

TECH.9.4.2.IML.3

Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

Partners work together.

Directions read aloud and repeated.

Website projected on the SMARTboard and read aloud if there's no sound/read aloud feature.

Icons made larger if needed.

Suggested Technological Innovations/Use

Student created Kahoot quizzes on Digital Citizenship, Internet Safety, and Website Navigation

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 4 Grades K-1 Keyboarding/Word and Data Processing

Content Area: **Sample Content Area**
Course(s):
Time Period: **2nd Trimester**
Length: **January**
Status: **Published**

Summary of the Unit

This unit will familiarize the students with basic keyboard functions. Students will practice typing using the proper age-appropriate form. Students will learn and demonstrate mouse skills when using different digital devices. Students will input information to create a document or drawing.

Enduring Understandings

- Technology is constantly changing and requires ongoing learning of new skills.
- Selection of technology should be based on personal and /or career needs assessment.
- Digital tools have a purpose. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
- Practice using the keyboard and mouse devices will improve computer skills.
- Technology use can have positive or negative impact on both users and those affected by their use.

Essential Questions

- How do we type on a keyboard?
- What are an individual's responsibilities for using technology?
- What constitutes misuse of a keyboard or a mouse and how can it best be prevented?

Summative Assessment and/or Summative Criteria

- Ongoing demonstration of safety practices while using digital devices
- Online typing program assessment (Typing Agent)
- Google forms/quizzes

Resources

- Windows Paint program, or other drawing websites like

<https://kidssearch.com/KidsPaint.html>, https://www.abcya.com/games/abcya_paint,
<https://kidmons.com/game/paint-online/>

- Online keyboarding skills websites like: https://www.abcya.com/games/keyboarding_practice,
<https://www.typing.com/student/game/type-a-balloon>
- Typing Agent - Keyboarding (optional for 1st grade ate in year to introduce before 2nd grade)
- <https://getkahoot.com/>
- District and individual school websites
- YouTube video songs like: [Keyboard Kid](#), [The Keyboard Rap | QWERTY for Kids | Jack Hartmann Keyboard Song](#)
- Topic/Selection

Unit Plan

Topic/Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	STANDARDS
Mouse/ keyboarding skills Paint/Computer menu	2 weeks to introduce (ongoing practice)	Students will be able to recognize that the mouse moves the cursor and clicking (or double clicking) selects things; understand that the keyboard contains letters, numbers, and symbols, and other keys such as ENTER, SHIFT, etc.; use the keyboard	Review the parts of the computer and their functions. Sing/listen to a keyboard song. Use a keyboard printout to find special keys and discuss what they do. Talk about what the students notice about the keyboard. Discuss left and right sides of keyboard and two-handed typing; keyboarding posture. Practice mouse skills on websites and find keys on a keyboarding program.	Participation, questioning, successful use of the mouse and keyboard; drawing a picture.	CS.K-2.8.2.2.ED.1 Communicate the function of a product or device. CS.K-2.8.2.2.ITH.3 Identify how technology impacts or improves life. TECH 9.4.2.TL.1 Identify the basic features of a digital tool and explain the purpose of the tool.

		and/or mouse to input information.			
Keyboarding skills/practice	Introduce with 1 lesson and ongoing	Students will learn to move the mouse to select tools from a menu. Students will gain mouse control.	Students will create/illustrate a picture using a mouse. Students will slowly be introduced to different Paint menu tools.	Final product and demonstration of mouse skills.	TECH 9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools.
Additional keyboarding skills/ongoing practice	Ongoing	Students will use different programs and websites to practice typing skills.	<ul style="list-style-type: none"> • Demonstration of booting up and shutting down a computer. • Ongoing demonstration of mouse skills ongoing demonstration of logging in to various digital devices and programs. • Demonstration of navigation of desktop programs. • Stickers placed on the mouse on the left button as a reminder. <p>Stickers (red on left hand/blue on right) to align with left and right sides of the typing program keyboard visual.</p>	Game score/completion	<p>CS.K-2.8.2.2.ED.1 Communicate the function of a product or device.</p> <p>CS.K-2.8.2.2.ITH.3 Identify how technology impacts or improves life.</p> <p>TECH 9.4.2.TL.1 Identify the basic features of a digital tool and explain the purpose of the tool.</p>

CS.K-2.8.2.2.ED.1	Communicate the function of a product or device.
CS.K-2.8.2.2.ITH.3	Identify how technology impacts or improves life.
TECH.9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
TECH.9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

Partners work together.

Directions read aloud and repeated.

Website projected on the SMARTboard and read aloud if there's no sound/read aloud feature.

Icons made larger if needed.

Suggested Technological Innovations/Use

Student created Kahoot quizzes on Keyboard keys

Alternate typing websites

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 4 Grades 2-3 Keyboarding/Word and Data Processing

Content Area: **Sample Content Area**
Course(s):
Time Period: **2nd Trimester**
Length: **January**
Status: **Published**

Summary of the Unit

This unit will familiarize the students with basic keyboard functions. Students will practice typing using the proper age-appropriate form. Students will develop and demonstrate mouse skills when using different digital devices. Students will input information to create a document or drawing.

Enduring Understandings

- Technology is constantly changing and requires ongoing learning of new skills.
- Selection of technology should be based on personal and /or career needs assessment.
- Digital tools have a purpose. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
- Practice using the keyboard and mouse devices will improve computer skills.
- Technology use can have positive or negative impact on both users and those affected by their use.

Essential Questions

- How do we type on a keyboard?
- What are an individual's responsibilities for using technology?
- What constitutes misuse of a keyboard or a mouse and how can it best be prevented?

Summative Assessment and/or Summative Criteria

- Ongoing demonstration of safety practices while using digital devices
- Online typing program assessment (Typing Agent)
- Google forms/quizzes

Resources

- Windows Paint program, or other drawing websites like

<https://kidssearch.com/KidsPaint.html>, https://www.abcya.com/games/abcya_paint,
<https://kidmons.com/game/paint-online/>

- Online keyboarding skills websites like: https://www.abcya.com/games/keyboarding_practice, <https://www.typing.com/student/game/type-a-balloon>
- Typing Agent - Keyboarding (optional for 1st grade ate in year to introduce before 2nd grade)
- <https://getkahoot.com/>
- District and individual school websites
- YouTube video songs like: [Keyboard Kid](#), [The Keyboard Rap | QWERTY for Kids | Jack Hartmann Keyboard Song](#)
- Topic/ Selection

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objective s	Instructional Activities	Suggested Benchmarks/ Assessments	Standards
Logging into/out of a computer	1 lesson ongoing	Students will learn how to log into the lab computers using school username and password.	Teacher will have students type as he/she spells the username and password. Teacher will tell the students that we never just push the button to shut down. We always shut down using the mouse.	Demonstration of logging into and out of the computer.	CS.K- 2.8.2.2.ED.1 Communicate the function of a product or device. CS.K- 2.8.2.2.ITH.3 Identify how technology impacts or improves life. TECH 9.4.2.TL.1 Identify the basic features of a digital tool and explain the purpose of the tool.
Mouse/ keyboarding skills	2 weeks to introduce (ongoing practice)	Students will be able to recognize that the mouse moves the cursor and	Review the parts of the computer and their functions. Sing/listen to a keyboard song. Use a	Participation, questioning, successful use of the mouse and keyboard; drawing a picture.	TECH 9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools.

		<p>clicking (or double clicking) selects things; understand that the keyboard contains letters, numbers, and symbols, and other keys such as ENTER, SHIFT, etc.; use the keyboard and/or mouse to input information</p> <p>Students will learn that the way we place our fingers on a keyboard is called the home position or home row.</p>	<p>keyboard printout to find special keys and discuss what they do. Talk about what the students notice about the keyboard. Discuss left and right sides of keyboard and two-handed typing; keyboarding posture. Practice mouse skills on websites and find keys on a keyboarding program.</p>		
Paint/Computer menu	Introduce with 1 lesson and ongoing	Students will learn to move the mouse to select tools from a menu. Students will gain mouse control.	Students will create/illustrate a picture using a mouse. Students will slowly be introduced to different Paint menu tools.	Final product and demonstration of mouse skills.	TECH 9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools.

Keyboarding skills/practice	ongoing	Students will be able to demonstrate typing skills based on ongoing practice throughout the school year.	Students will use different programs and websites to practice typing skills.	Game score/completion	<p>CS.K-2.8.2.2.ED.1 Communicate the function of a product or device.</p> <p>CS.K-2.8.2.2.ITH.3 Identify how technology impacts or improves life.</p> <p>TECH 9.4.2.TL.1 Identify the basic features of a digital tool and explain the purpose of the tool.</p>
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CS.K-2.8.2.2.ED.1	Communicate the function of a product or device.
CS.K-2.8.2.2.ITH.3	Identify how technology impacts or improves life.
TECH.9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
TECH.9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Suggested Modifications for Special Education, ELL and Gifted Students

- *Consistent with individual plans, when appropriate.
- Partners work together.
- Directions read aloud and repeated.
- Website projected on the SMARTboard and read aloud if there's no sound/read aloud feature.
- Icons made larger if needed.

Suggested Technological Innovations/Use

- Student created Kahoot quizzes on Keyboard keys
- Alternate typing websites

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 5 Grades K-1 Library Skills

Content Area: **Sample Content Area**
Course(s):
Time Period:
Length: **Ongoing**
Status: **Published**

Summary of the Unit

This unit will introduce the students to many different library skills. Students will learn that there are many ways to read a book. They will learn about the parts of a book, parts of a story, book and author's purpose, fiction and nonfiction, various text genres, and how books are organized in a library using call numbers. Students will learn how to find books using an online catalog. Students will learn about some famous authors and illustrators.

Enduring Understandings

- Reading is a life skill that can help us learn.
- Books have common parts and are created for many purposes.
- Books are organized in libraries following different systems. Our library is organized using the Dewey Decimal System.
- Authors and illustrators create stories and characters.

Essential Questions

- How can I read a book?
- What are the parts of a book? What does an author do? What does an illustrator do?
- What are the parts of a story? (characters, setting, plot)
- What is the purpose of a book? Is it fiction or nonfiction?
- What are some genres?
- How do we organize books in a library?
- Why should I read in the summer?

Summative Assessment and/or Summative Criteria

- Correct identification of the parts of a book and parts of a story.
- Distinguishing the difference between fiction and nonfiction books.
- Students name a genre that they like to read.
- Students name different reasons (purposes) for reading books.

Resources

- Assessment Tools
 - <https://getkahoot.com/>
 - Google Slides/Forms
- Various Websites:
 - District and individual school websites
 - OnCourse Media Center websites
 - [The Dewey Decimal Rap - Shafer Style!](#)

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	STANDARD S
How do we read?	1 lesson	Students will be able to answer the question, How do we read a book? Students will name the parts of a book.	Students will generate answers to describe: What is a book? What does a book have? What does a book do? What is an e-book? Students will learn different ways to read: using illustrations, making predictions, using text features. Show a slideshow on parts of a book. Students will listen to a story about how to read, e.g. <u>How to Read a Book</u> by Kwame	Students will be able to label the parts of a book. Describe the difference between a paper book and e-book. Name different ways to read a book.	<p>NJSLS-ELA.RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>NJSLS-ELA.RI.K.6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>NJSLS-ELA.RL.1.5 Explain major differences between books that</p>

Alexander

tell stories and books that give information drawing on a wide reading of a range of text types.

NJSLS-ELA.RI.1.5
Know and use various text features (headings, table of contents, glossaries, etc) to locate key facts or information in a text.

NJSLS-ELA.RI.K.10
Actively engage in group reading activities with purpose and understanding.

NJSLS-ELA.RL.1.10
With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

AAAA.K-12.4.1.1

					Read, view and listen for pleasure and personal growth.
Fiction vs. Nonfiction books	1 lesson ongoing	Students will be able to identify the basic features of a fiction book and a nonfiction book. Students will learn that authors have different purposes for books. Students will learn about the key features found in nonfiction books.	Read two books on the same topic, one fiction and the other nonfiction. Give a definition for fiction and nonfiction types of books. Explain the author's purpose for each type of book. Ask students to identify which book that was read is fiction and which was nonfiction. Highlight "clues" or features of nonfiction books that can help students identify a nonfiction book. Students will learn where in the library the nonfiction and fiction books are located.	Students will have to sort a pile of books into a fiction and nonfiction pile based on call #, titles, and key features of the book. Students will be able to explain the difference between a fiction and nonfiction book's purpose.	<p>AAAA.K-12.4.1.4 Seek information for personal learning in a variety of formats and genres.</p> <p>NJSLS-ELA.RL.K.5 Recognize common types of texts. (e.g. storybooks, poems).</p> <p>NJSLS-ELA.RL.1.5 Explain major differences between books that tell stories and books that give information drawing on a wide reading of a range of text types.</p> <p>NJSLS-ELA.RL.K.6 - With prompting and support, name the author and</p>

					<p>illustrator of a story and define the role of each in telling the story.</p> <p>NJSLS-ELA.RI.1.5 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.</p>
<p>Parts of a story *Book titles are suggestions. Other books can be used to teach skills.</p>	<p>Each of these parts can be taught individually and/or altogether. Each part can be reinforced in later lessons for review.</p>	<p>Students will learn to identify the characters, setting and plot of a story.</p>	<p><u>Character</u> Example: (another story can be used to teach lesson) <u>Don't Let the Pigeon Drive the Bus</u> by Mo Willems Read the story. Ask the students to describe the Pigeon character. What character traits does he have? Is he a likable character? Ask students</p>	<p>Students will be able to identify the character, setting and plot of a story. Optional: Students could create characters and describe traits.</p>	<p>AAAA.K-12.4.1.1 Read, view and listen for pleasure and personal growth.</p> <p>NJSLS-ELA.RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.</p>

to list other book characters that they like.

Setting

Example:
(another story can be used to teach lesson)

The Dark by Lemony Snicket

Read the story. Ask the students to tell WHERE this story takes place. Explain that the WHERE in a story is called the setting. The setting usually helps create the MOOD of the story. In this particular story, "The Dark" is also a character. Read another story and tell the students to identify the setting and what mood it creates.

Plot example
(another story can be used to teach the lesson)

Also An Octopus by Maggie Takunda Hall

[Also an Octopus - Give Us A](#)

**NJSLS-
R.L.1.3**

Describe characters, settings, and major events in a story using key details.

			<p><u>Story!</u> Read the story. Ask the students to explain what the story is ABOUT. That is the PLOT. Students can brainstorm ideas of other fun plots for a story.</p>		
<p>Library Organization/Collection Arrangement</p>	<p>Lesson 1 - picture books/ fiction</p> <p>Ongoing practice and review</p>	<p>Students will be able to locate the Easy/Picture books section and follow the shelf order pattern of left to right, top to bottom.</p>	<p>Read an alphabet story and sing the Alphabet song. Review the parts of a book and focus on the spine. Look at the spine labels of Easy books & identify the title, author, and call number. Put call numbers in ABC order.</p>	<p>Students will be able to identify parts of a book, locate an Easy/Picture book using alphabetical order, and put Easy books in ABC order using spine labels.</p>	<p>NJSLS-ELA.RF.K.1 D - Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>NJSLS-ELA.RF.K.1 A - Follow words from left to right, top to bottom, and page by page.</p> <p>NJSLS-ELA.RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>NJSLS-</p>

					ELA.RI.K.5 Identify the front cover, back cover, and title page of a book.
Library Organization/Collection Arrangement	Lesson 2 - non-fiction Ongoing practice and review	Students will be introduced to call numbers and how they organize the books in the library.	Read a book about Melvil Dewey. Watch the Dewey Rap video on YouTube: The Dewey Decimal Rap - Shafer Style! Students will pick a book with a Dewey number that interests them.	Students will learn that a spine label is the address of a book in a library. Students will find a Dewey number that interests them and locate a book from that section.	AAAA.K-12.4.1.1 Read, view and listen for pleasure and personal growth. AAAA.K-12.4.1.4 Seek information for personal learning in a variety of formats and genres.
Author Illustrator Studies *Media Specialist can collaborate with classroom teachers to select authors/illustrators that they are learning about in their ELA curriculum.	ngoing	Students will learn some general facts about an author and/or illustrator. Possible authors and/or illustrators: Dr. Seuss Dav Pilkey Mo Willems Kevin Henkes Eric Carle Tomie dePaolo <i>*Collaborate with classroom teachers that do</i>	Students will be introduced to an author and/or illustrator. They will identify characteristics of authors' style, motivations, purpose for writing, and specific ideas about their books.	Students will be able to name at least 3 fun facts about the author/illustrator.	NJSLS-ELA.RL.K.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. NJSLS-ELA.RI.K.6 - Name the author and illustrator of a text and

		<i>author/illustrator studies.</i>			<p>define the role of each in presenting the ideas or information in a text.</p> <p>AAAA.K-12.4.1.1 Read, view and listen for pleasure and personal growth.</p>
Types of books/genres	Mini units	Students will be introduced to various genres of books, including biographies poetry fairy tales, and folktales.	Students will be introduced to these genres as a unit. The media specialist will introduce the genre and define/describe its features.	Students will be able to define and describe the purpose of the type of genre.	<p>AAAA.K-12.4.1.1 Read, view and listen for pleasure and personal growth.</p> <p>AAAA.K-12.4.1.4 Seek information for personal learning in a variety of formats and genres.</p> <p>NJSLS-ELA.RL.K.5 - Recognize common types of texts (e.g., storybooks, poems).</p> <p>NJSLS-ELA.RL.K.1 – With prompting</p>

					and support ask and answer such questions about key details in a text (e.g <i>who, what, where, when, why, and how</i>). (Biography lesson)
Summer Reading	1 lesson	Students will be introduced to ideas about summer reading to help them understand that it is important to read over the summer just as they do during the school year.	Students will be introduced to the summer reading theme for NJ libraries. Students will listen to a story on the theme. Students will see the expectations of summer reading for the grade they are going into: reading logs, response journaling. Students will hear about reading incentives/prizes that can be earned for reading over the summer.	Reading logs returned in September.	AAAA.K-12.4.1.1 Read, view and listen for pleasure and personal growth. AAAA.K-12.4.1.4 Seek information for personal learning in a variety of formats and genres.

LA.RF.1.1

Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

LA.RF.K.1.A

Follow words from left to right, top to bottom, and page by page.

LA.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LA.RI.K.10	Actively engage in group reading activities with purpose and understanding.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
AAAA.K-12.3.2.2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
AAAA.K-12.4.1.1	Read, view, and listen for pleasure and personal growth.
AAAA.K-12.4.1.4	Seek information for personal learning in a variety of formats and genres.
AAAA.K-12.4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

Partners work together.

Directions read aloud and repeated.

Website projected on the SMARTboard and read aloud if there is no sound/read aloud feature.

Icons made larger if needed.

Suggested Technological Innovations/Use

Google Forms

Author/illustrator websites (example: Seussville)

Genre websites: Pebble Go Biographies, Poetry, Fairy Tales

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 5 Grades 2-3 Library Skills

Content Area: **Sample Content Area**

Course(s):

Time Period:

Length: **Ongoing**

Status: **Published**

Summary of the Unit

This unit will review and reinforce many different library skills that were introduced in kindergarten and grade 1. Students will recall that there are many ways to read a book, including chapter books. They will recall the parts of a book, parts of a story, book and author's purpose, fiction and nonfiction, various text genres, and how books are organized in a library using call numbers. Students will demonstrate how to find books using an online catalog. Students will expand on and add new knowledge of some famous authors and illustrators.

Enduring Understandings

- Reading is a life skill that can help us learn.
- Books have common parts and are created for many purposes.
- Books are organized in libraries following different systems. Our library is organized using the Dewey Decimal System.
- Authors and illustrators create stories and characters.

Essential Questions

- How can I read a book? How do I know if a book is just right for me?
- What are the parts of a book? What does an author and illustrator do? What does a publisher do? What is the copyright?
- What are the parts of a story? (characters, setting, plot)
- What is the purpose of a book? Is it fiction or nonfiction?
- What are some genres?
- How do we organize books in a library?
- Why should I read in the summer?

Summative Assessment and/or Summative Criteria

- Correct identification of the parts of a book and parts of a story.
- Distinguishing the difference between fiction and nonfiction books.
- Name a genre that they like to read.
- Name different reasons (purposes) for reading books.
- List some key features/characteristics of nonfiction books.

Resources

- Assessment Tools
 - <https://getkahoot.com/>
 - Google Slides/Forms
- Various Websites:
 - District and individual school websites
 - OnCourse Media Center websites
 - [The Dewey Decimal Rap - Shafer Style!](#)

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks / Assessments	STANDARDS
How do we read?	1 lesson	Students will be able to answer the question: How do we read a book? Students will be able to: Name the parts of a book. Learn strategies to help know if a book is just right or too hard. Understand that everyone learns to read in their own special way.	Students will generate answers to describe: What is a book? What does a book have? What does a book do? What is an e-book? Students will learn different ways to read: using illustrations, making predictions, using text features. Watch a slideshow on parts of a book. Students will listen to a story about	Students will be able to label the parts of a book. Describe the difference between a paper book and an e-book. Name different ways to read a book. Demonstrate strategies to know if a book is just right for them.	<p>NJSLS-ELA.RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>NJSLS-ELA.RI.K.6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>NJSLS-ELA.RL.K.10 Actively engage in group reading</p>

			<p>how to read, eg. <u>Thank you Mr. Falker</u> by Patricia Polacco, <u>A Walk in the Words</u> by Hudson Talbott</p>		<p>activities with purpose and understanding.</p> <p>AAAA.K-12.4.1.1 Read, view and listen for pleasure and personal growth.</p>
<p>Fiction vs. Nonfiction books</p>	<p>1 lesson ongoing</p>	<p>Students will be able to identify the basic features of a fiction book and a nonfiction book. Students will learn that authors have different purposes for books. Students will learn about the key features found in nonfiction books.</p>	<p>Read two books on the same topic. One will be fiction and the other nonfiction. Give a definition for fiction and nonfiction types of books. Explain the author's purpose for each type of book. Identify which book that was read is fiction and which was nonfiction. Identify and list "clues" or features of nonfiction books that can help students identify a nonfiction book. Students will learn where in the library the nonfiction and fiction</p>	<p>Students will have to sort a pile of books into a fiction and nonfiction pile based on call #, titles, and key features of the book. Students will be able to name some of the key text features of nonfiction books (table of contents, index, glossary, headings, bold words, sidebars, pictures and captions, labeled diagrams). Students will be able to explain the difference between a fiction and nonfiction book's purpose.</p>	<p>NJSLS.RI.2.6- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>NJSLS.RI.2.5 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.</p> <p>NJSLS RI.3.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a</p>

			books are located.		given topic efficiently. AAAA.K-12.4.1.4 Seek information for personal learning in a variety of formats and genres.
<p>Parts of a story *Book titles are suggestions. Other books can be used to teach skills.</p>	<p>Each of these parts can be taught individually and/or altogether. Each part can be reinforced in later lessons for review.</p>	<p>Students will learn to identify the characters, setting and plot of a story.</p>	<p><u>Character</u> Read a story. Suggestions: <u>The Bad Seed</u> by Jory John <u>The Recess Queen</u> by Alexis O’Neill <u>A Bad Case of Stripes</u> by David Shannon *Other stories can be substituted. Afterwards, ask the students to describe the character. What are the character traits? Is the character likable? Ask students to list other book characters that they like. <u>Setting</u> Read the story. Suggestions: <u>Creepy Carrots</u> by Aaron</p>	<p>Students will need to identify the character, setting and plot of a story. Optional: Students could create characters and describe traits.</p>	<p>AAAA.K-12.4.1.1 Read, view and listen for pleasure and personal growth. NJSLS-ELA.RL.K.3 - With prompting and support, identify characters, settings, and major events in a story. NJSLS-ELA RL.1.3 Describe characters, settings, and major events in a story using key details. NJSLS ELA.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate</p>

Reynolds
If the Shoe Fits by Alison Jackson
*Other stories can be substituted. Afterwards, ask the students to tell WHERE this story takes place. Explain that the WHERE in a story is called the setting. It usually helps create the MOOD of the story. Read another story and tell the students that they need to identify the setting and what mood it creates.
Plot
Read the story.
Suggestions:
The Name Jar by Yangsook Choi
Click Clack Moo Cows that Type by Doreen Cronin
*Other stories can be substituted. Afterwards, ask the students to explain what the story is

understanding of its characters, setting, or plot.

NJSLS
ELA.RI.3.7
Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, how, why, and how key events occur).

			ABOUT. That is the PLOT. The students will brainstorm ideas of fun plots for a story.		
Library Organization/Collection Arrangement	Lesson 1 - picture books/ fiction Ongoing practice and review	Students will be able to locate the Easy/Picture books section and follow the shelf order pattern of left to right, top to bottom.	Read an alphabet story and sing the Alphabet song. Review the parts of a book and focus on the spine. Look at the spine labels of Easy books & identify the title, author, and call number. Puts call numbers in ABC order.	Students will be able to identify parts of a book, locate an Easy/Picture book using alphabetical order, and put Easy books in ABC order using spine labels.	<p>NJSLS-ELA.RF.K.1D - Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>NJSLS-ELA.RF.K.1A - Follow words from left to right, top to bottom, and page by page.</p> <p>NJSLS-ELA.RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>NJSLS.ELA-LITERACY.RI.K.5 Identify the front cover, back cover, and title page of a book.</p>

<p>Library Organization/Collection Arrangement</p>	<p>Lesson 2 - non-fiction</p> <p>Ongoing practice and review</p>	<p>Students will review call numbers and how they help organize the books in the library.</p>	<p>Read a book about Melvil Dewey. Watch the Dewey Rap video on YouTube: The Dewey Decimal Rap - Shafer Style! Students will pick a book with a Dewey number that interests them.</p>	<p>Students will learn that a spine label is the address of a book in a library. Students will find a Dewey number that interests them and locate a book from that section.</p>	<p>AAAA.K-12.4.1.1 Read, view and listen for pleasure and personal growth.</p> <p>AAAA.K-12.4.1.4 Seek information for personal learning in a variety of formats and genres.</p>
<p>Author Illustrator Studies *Media Specialist can collaborate with classroom teachers to select authors/illustrators that they are learning about in their ELA curriculum.</p>	<p>ongoing</p>	<p>Students will learn some general facts about an author and/or illustrator. Possible author/illustrator: Dr. Seuss Dav Pilkey Mo Willems Kevin Henkes Eric Carle Tomie dePaolo Jeff Kinney JP Rowling RL Stine Beverly Cleary EB White <i>*Collaborate with classroom teachers that do author/illustrator studies.</i></p>	<p>Students will be introduced to an author and/or illustrator. They will identify characteristics of their style, about their motivations, their purpose, and their books.</p>	<p>Students will be able to name at least 3 fun facts about the author/illustrator.</p>	<p>NJSLS.ELA RI.2.6-Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>NJSLS-ELA.RL.K.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>NJSLS-ELA.RI.K.6 - Name the author and illustrator of a text and define the role of each in</p>

					<p>presenting the ideas or information in a text.</p> <p>AAAA.K-12.4.1.1 Read, view and listen for pleasure and personal growth.</p>
<p>Types of books/genres</p>	<p>Mini units</p>	<p>Students will review various genres of books, including biographies poetry fairy tales, and folktales.</p>	<p>Students will recall and revisit these genres as a unit. The media specialist will introduce the genre and define/describe its features.</p>	<p>Students will be able to define and describe the genre and author's purpose in a text.</p>	<p>AAAA.K-12.4.1.1 Read, view and listen for pleasure and personal growth.</p> <p>AAAA.K-12.4.1.4 Seek information for personal learning in a variety of formats and genres.</p> <p>NJSLS-ELA.RL.K.5 - Recognize common types of texts (e.g., storybooks, poems).</p> <p>NJSLS.ELA-RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding</p>

					of key details in a text (<i>Biography lesson</i>).
Summer Reading	1 lesson	Students will recall ideas about summer reading to help them understand that it is important to read over the summer just as they do during the school year.	Students will be introduced to the summer reading theme for NJ libraries. Students will listen to a story on the theme. Students will see the expectations of summer reading for the grade they are going into: reading logs, response journaling. Students will hear about reading incentives/prizes that can be earned for reading over the summer.	Reading logs returned in September.	<p>AAAA.K-12.4.1.1 Read, view and listen for pleasure and personal growth.</p> <p>AAAA.K-12.4.1.4 Seek information for personal learning in a variety of formats and genres.</p> <p>AAAA.K-12.4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p>

- LA.RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
- LA.RF.K.1.A Follow words from left to right, top to bottom, and page by page.
- LA.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.
- LA.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- LA.RI.2.5 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.
- LA.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

LA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
AAAA.K-12.4.1.1	Read, view, and listen for pleasure and personal growth.
AAAA.K-12.4.1.4	Seek information for personal learning in a variety of formats and genres.
AAAA.K-12.4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

Partners work together.

Directions read aloud and repeated.

Website projected on the SMARTboard and read aloud if there is no sound/read aloud feature.

Icons made larger if needed.

Suggested Technological Innovations/Use

Google Forms

Author/illustrator websites (example: Seussville)

Genre websites: Pebble Go Biographies, Poetry, Fairy Tales

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 6 Grades K-1 Coding

Content Area: **Sample Content Area**
Course(s):
Time Period:
Length: **Ongoing**
Status: **Published**

Summary of the Unit

Students will be introduced to basic computer coding skills including line coding, drag and drop, combining repeated commands in a shortcut frame, debugging, and creating simple original programs or algorithms.

Enduring Understandings

- Coding is the foundation of all computer programming.
- "Coding is a language that helps us create and be active in the digital space." Rovio <https://panarmenian.net/eng/news/183525>
- Coding involves building a step by step sequential and logical series of commands, or algorithm, to reach a desired goal.
- Repeated sequences or steps can be grouped in a larger frame to shorten code strings.

Essential Questions

- What is coding?
- What are commonly used codes and what do they look like? What are drag and drop codes and line code?
- What is an algorithm?
- How does one create a shortcut for repeated sequences of commands?
- How are sequences and logical thinking used in other parts of the library?
- How are sequences and logical thinking used in other activities?

Summative Assessment and/or Summative Criteria

- Progress through Course A/B of code.org's curriculum.
- Demonstration of coding increasingly challenging sequences of code.
- Demonstration of problem solving (debugging).
- Demonstration of creation of original code to reach a specific goal (i.e., drawing a simple picture, creating a story).
- Demonstration of line code creating increasingly challenging code sequences.
- Demonstration of problem-solving line code by asking and answering questions (i.e., Why didn't the robot follow the line code? What should be done to fix (debug) the code, so the

robot completes the activity?).

- Demonstration of creation of original line coding to have a robot complete specific activity (i.e., move across a paper completing specific moves).

Resources

- Unplugged activities that illustrate a sequence of instructions
- [Code.org](http://code.org)
- <http://www.abcya.com/lightbot.htm>
- *Grace Hopper Queen of Computer Code* by Laurie Wallmark
<https://www.youtube.com/watch?v=uS4Jm5aJ-bo>
- BrainPop Jr: <https://jr.brainpop.com/artsandtechnology/technology/computerprogramming/>
- BrainPop Grace Hopper: https://youtu.be/_E1PCVAG9IQ
- <https://ozobot.com/educate/lessons>
- Boy + Bot by Ame Dyckman

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks / Assessments	Standards
Unplugged coding introduction Kindergarten	1 lesson	Students will be able to give and follow specific directions to reach a specific end point.	Students will give verbal or hand signal directions to one child to move the child from a starting point to a specific end point. Paper squares or a carpet with blocked sections may be used. Students may also complete a paper activity using arrows to determine how	Success in reaching the end point. Use of correct directional arrows, verbal directions or hand signals. Correction of errors to demonstrate understanding of sequence.	CS.K-2.8.1.2.AP.1 [Performance Expectation] - Model daily processes by creating and following algorithms to complete tasks. CS.K-2.8.1.2.AP.3 [Performance Expectation] - Create programs with sequences and simple loops to accomplish tasks. CS.K-2.8.1.2.AP.4 [Performance Expectation] - Break down a task into a sequence of steps.

			a character must move to reach a specific end point.		<p>CS.K-2.8.1.2.AP.5 [Performance Expectation] - Describe a program's sequence of events, goals, and expected outcomes.</p> <p>CS.K-2.8.1.2.AP.6 [Performance Expectation] - Debug errors in an algorithm or program that includes sequences and simple loops.</p>
Unplugged coding introduction Grade 1	1 lesson	Students will build upon skills from kindergarten to give and follow specific directions to reach a specific end point.	<p>Students will give verbal or hand signal directions to one child to move the child from a starting point to a specific end point. Paper squares or a carpet with blocked sections may be used.</p> <p>Students may also complete a paper activity using arrows to determine how a character must move to reach a specific end point.</p>	Success in reaching the end point. Use of correct directional arrows, verbal directions or hand signals. Correction of errors to demonstrate understanding of sequence.	Same as above.
Online coding Kindergarten	3 weeks Ongoing as time allows.	Students will be able to create simple algorithms to move a character, draw a picture, or tell a brief story.	Students will progress through code.org 's Course A curriculum or a similar program outlining basic coding skills, as a whole	Progression through curriculum program. Successful correction of problems – debugging.	Same as above.

			class, working in pairs with a partner, or independently.		
Online coding Grade 1	3 weeks Ongoing as time allows.	Students will be able to create simple algorithms to move a character, draw a picture or tell a brief story.	Students will progress through code.org 's Course A-B curriculum or a similar program outlining basic coding skills, as a whole class, working in pairs with a partner, or independently.	Progression through course program. Successful correction of problems – debugging.	Same as above.
Optional Line Coding Kindergarten	3 weeks Ongoing as time allows.	Students will be able to create line code to move a robot to complete specific moves and activities.	Students will progress through Ozobot lessons or similar robot program completing basic line coding. (Option: <i>There Was an Old Lady Who Swallowed a Fly</i> by Lucile Colandro to sequence a story using robots.)	Progression through line coding lessons. Completion of student coding activity sheet.	Same as above.
Optional Line Coding Grade 1	3 weeks Ongoing as time allows.	Students will be able to create line code to move a robot to complete specific moves and activities.	Students will progress through Ozobot lessons or similar robot program completing basic line coding.	Progression through line coding lessons. Completion of student coding activity	Same as above.

			Students will create line code to move a robot across a paper using line code to complete special moves. (Option: <i>That is not a Good Idea</i> by Mo Willems to sequence/retell story with robots.)	sheet.	
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- CS.K-2.8.1.2.AP.1 Model daily processes by creating and following algorithms to complete tasks.
- CS.K-2.8.1.2.AP.3 Create programs with sequences and simple loops to accomplish tasks.
- CS.K-2.8.1.2.AP.4 Break down a task into a sequence of steps.
- CS.K-2.8.1.2.AP.5 Describe a program's sequence of events, goals, and expected outcomes.
- CS.K-2.8.1.2.AP.6 Debug errors in an algorithm or program that includes sequences and simple loops.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

Partners work together.

Directions read aloud and repeated.

Websites/Databases projected on the SMART board and read aloud if there is no sound/read aloud feature.

Suggested Technological Innovations/Use

Offline (unplugged) as well as online applications.

Understanding and application of mapping directions: north, south, east, west.

Understanding and application of sequential order.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 6 Grades 2-3 Coding

Content Area: **Sample Content Area**

Course(s):

Time Period:

Length: **Ongoing**

Status: **Published**

Summary of the Unit

Students will reinforce and continue to develop basic computer coding skills including drag and drop, Java Script drag and drop, line coding, combining repeated commands in a shortcut frame, debugging, and creating simple original programs or algorithms.

Enduring Understandings

- Coding is the foundation of all computer programming.
- "Coding is a language that helps us create and be active in the digital space." Rovio <https://panarmenian.net/eng/news/183525>
- Coding involves building a step by step sequential and logical series of commands, or algorithm, to reach a desired goal.
- Repeated sequences or steps can be grouped in a larger frame to shorten code strings.

Essential Questions

- What is coding?
- What are commonly used codes and what do they look like? What are drag and drop codes and line code?
- What is an algorithm?
- How does one create a shortcut for repeated sequences of commands?
- How are sequences and logical thinking used in other parts of the library?
- How are sequences and logical thinking used in other activities?

Summative Assessment and/or Summative Criteria

- Progress through Course C/D of code.org's curriculum.
- Demonstration of coding increasingly challenging sequences of code.
- Demonstration of problem solving (debugging).
- Demonstration of creation of original code to reach a specific goal (i.e., drawing a simple picture, creating a story).
- Demonstration of line code creating increasingly challenging code sequences.
- Demonstration of problem-solving line code by asking and answering questions (i.e., Why didn't the robot follow the line code? What should be done to fix (debug) the code, so the robot completes the activity?).

- Demonstration of creation of original line coding to have a robot complete specific activity (i.e., move across a paper completing specific moves).

Resources

- Unplugged activities that illustrate a sequence of instructions
- [Code.org](http://code.org)
- <http://www.abcya.com/lightbot.htm>
- *Grace Hopper Queen of Computer Code* by Laurie Wallmark
<https://www.youtube.com/watch?v=uS4Jm5aJ-bo>
- BrainPop Jr: <https://jr.brainpop.com/artsandtechnology/technology/computerprogramming/>
- BrainPop Grace Hopper: <https://youtu.be/E1PCVAG9IQ>
- <https://ozobot.com/educate/lessons>

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	Standards
Unplugged coding introduction Grade 2	1 lesson	Students will be able to give and follow specific directions to reach a specific end point.	Students will give verbal or hand signal directions to one student to move the child from a starting point to a specific end point. Paper squares or a carpet with blocked sections may be used. Students may also complete a paper activity using arrows to determine how a character	Success in reaching the end point. Use of correct directional arrows, verbal directions or hand signals. Correction of errors to demonstrate understanding of sequence.	AASL.V.B.1. Problem solving through cycles of design, implementation, and reflection. NT CS.K-2.8.1.2.AP.1 Model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks. CS.K-2.8.1.2AP.4 [Performance Expectation] Break down a task into a

must move to reach a specific end point.

sequence of events.

CS.K-2.8.1.2.AP.3

[Performance Expectation]

Create programs with sequences and simple loops to accomplish tasks.

CS.K-2.8.1.2.AP.6

[Performance Expectation]

Debug errors in an algorithm or program that includes sequences and simple loops.

CS.K-2.8.1.2.CS.3

[Performance Expectation]

Describe basic hardware and software problems using accurate terminology.

CS.K-2.6.2

[Practices]

Testing and Refining Computational Artifacts

Algorithms or programs may not always work correctly.

Students should be able to use various strategies, such as changing sequence of

					steps, following the algorithm in a step-by-step manner, or trial and error to fix problems in algorithms and programs.
Unplugged coding introduction Grade 3	1 lesson	Students will be able to build upon skills introduced in grade 2 to give and follow specific directions to complete a specific activity.	Students may create and complete a cup stacking paper activity using arrows to determine how to place the cups to build a structure. Students may give verbal or hand signal directions to one student to move the child from a starting point to a specific end point. Students will decide if this is the best way to move from the starting point to the specific end point, or if there is an alternative route.	Success in creating and following arrow directions for building the structure. Correct use of directional verbal or hand signals. Analysis of route to decide best approach to reach end point. Correction of errors to demonstrate understanding of sequence.	NT AASL V.B.1. Problem solving through cycles of design, implementation, and reflection. CS.3-5.8.1.5.AP.3 [Performance Expectation] Create programs that include sequences, events, loops, and conditionals. CS.3-5.8.1.5.AP.1 [Performance Expectation] Compare and refine multiple algorithms for the same task and determine which is the most appropriate. CS.3-5.8.1.5.AP.6 [Performance Expectation] Develop programs using

an iterative process, implement program design, and test program to ensure it works as intended.

CS.K-2.8.1.2.AP.6
[Performance Expectation]
Debug errors in an algorithm or program that includes sequences and simple loops.

CS.3-5.1B-AP-08 [Standard]
Compare and refine multiple algorithms for the same task and determine which is most appropriate.

CS.3-5.3.2
[Practice(s)]
Recognizing and Defining Computational Problems.

CS.3-5.6-3
[Practice(s)]
Testing and Refining Computational Artifacts
Different algorithms can achieve the same result, though sometimes one algorithm might be the most appropriate for

					a specific situation. Students should be able to look at different ways to solve the same task and decide which is the best solution.
Online Coding Grade 2	3 weeks Ongoing as time allows.	Students will be able to create simple algorithms to move a character, draw a picture, or tell a brief story.	Students will progress through code.org 's <i>Course C</i> curriculum or a similar program outlining basic coding skills.	Progression through curriculum program. Successful correction of problems - debugging	Same as above for Grade 2.
Online Coding Grade 3	3 weeks Ongoing as time allows.	Students will continue to build upon skills to create simple algorithms to move a character, draw a picture, or tell a brief story.	Students will progress through code.org 's <i>Course D</i> curriculum or a similar program outlining basic coding skills.	Progression through curriculum program. Successful correction of problems - debugging	Same as above for Grade 3.
Optional Line Coding Grade 2	3 weeks Ongoing as time allows.	Students will be able to create line code to move a robot to complete specific moves and activities.	Students will progress through Ozobot lessons or similar robot program completing basic line coding. Suggested text: <i>Norman Didn't Do It</i> by Ryan T.	Progression through line coding lessons. Completion of student coding activity sheet.	Same as above for grade 2.

			Higgins.		
Optional Line Coding Grade 3	3 weeks Ongoing as time allows.	Students will continue to build upon skills to create line code to move a robot to complete specific moves and activities.	Students will progress through Ozobot lessons or similar robot program completing basic line coding. Students may write line code to retell a story with specific moves and actions. Suggested text: <i>The Gingerbread Boy Loose in the Zoo</i> by Laura Murray.	Progression through line coding lessons. Completion of student coding activity sheet. Completion of retelling a story line coding activity.	Same as above for grade 3.

V.B.1	Problem solving through cycles of design, implementation, and reflection.
CS.3-5.3.2	Recognizing and Defining Computational Problems
CS.3-5.6.3	Testing and Refining Computational Artifacts
CS.3-5.8.1.5.AP.1	Compare and refine multiple algorithms for the same task and determine which is the most appropriate.
CS.3-5.8.1.5.AP.3	Create programs that include sequences, events, loops, and conditionals.
CS.3-5.8.1.5.AP.6	Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.
CS.3-5.1B-AP-08	Compare and refine multiple algorithms for the same task and determine which is the most appropriate.
CS.K-2.6.2	Testing and Refining Computational Artifacts
CS.K-2.8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
CS.K-2.8.1.2.AP.3	Create programs with sequences and simple loops to accomplish tasks.

CS.K-2.8.1.2.AP.4	Break down a task into a sequence of steps.
CS.K-2.8.1.2.AP.5	Describe a program's sequence of events, goals, and expected outcomes.
CS.K-2.8.1.2.AP.6	Debug errors in an algorithm or program that includes sequences and simple loops.
CS.K-2.8.1.2.CS.3	Describe basic hardware and software problems using accurate terminology.
CS.K-2.1A-AP-08	Model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

Partners work together.

Directions read aloud and repeated.

Websites/Databases projected on the SMART board and read aloud if there's no sound/read aloud feature.

Suggested Technological Innovations/Use

Offline (unplugged) as well as online applications.

Understanding and application of mapping directions: north, south, east, west.

Understanding and application of sequential order.

Understanding and application of multiple approaches to solving a problem.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 7 Grades K-1 Research

Content Area: **Sample Content Area**
Course(s):
Time Period:
Length: **Ongoing**
Status: **Published**

Summary of the Unit

In this unit, students will learn/review the basics for conducting research/note taking. Students will locate facts using books and/or websites and create a project based on their research findings. Students will recognize copyright laws and learn to create a simple bibliography to cite the resources used in their project.

Enduring Understandings

- Information can be found using multiple resources (i.e.,: books, online databases, websites, people).
- Proper accreditation must be given when citing information from resources.

Essential Questions

- Have I answered the questions that I needed to find in my research (i.e.,: who, what, when, where, why, how)?
- Have I used reliable resources in gathering the information that I need?
- Have I given credit to the book, database, or website where I found my information?

Summative Assessment and/or Summative Criteria

- Students will follow the basic rules for fact-finding to create a project displaying the information. This project will focus on an age-appropriate topic based on the grade-level curriculum.

Resources

- Library books pertaining to the research topic
- Educational websites/databases

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	Standards
<p>Introduction to topic and resources</p>	<p>1 lesson</p>	<p>Students will be able to differentiate between fiction and nonfiction.</p> <p>Students will be able to select a topic for their research project.</p> <p>Students will be able to list different kinds of resources they can use to locate facts (books, websites, databases)</p>	<p>Read a story about a specific topic.</p> <ul style="list-style-type: none"> • Ask students what they know about the topic. • Where can they find out more information? <p>Display a selection of books about the topic and have students sort them into fiction and nonfiction categories.</p> <ul style="list-style-type: none"> • Which book(s) would be best for finding facts? • What questions do the students want to find the answers to? 	<p>Student participation and demonstration in determining if a book is fiction or nonfiction.</p> <p>Student understanding of appropriate questions to guide inquiries about a particular topic.</p>	<p>NT AASL 1.D.1 [Standard]-Continually seeking knowledge.</p> <p>NT AASL AAAA.K-12.1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make real-world connection for using this process in own life.</p> <p>AAAA K-12.1.1.2 Use prior and background knowledge as context for new learning.</p> <p>AAAA K-12.1.1.4. Find, evaluate, and select appropriate sources to answer questions. Inquire, think critically, and gain knowledge.</p>

<p>Research gathering</p>	<p>1-2 lessons</p>	<p>Students will begin gathering information from books and/or websites to complete a graphic organizer.</p> <p>Students will learn to take notes by finding phrases or words to copy.</p>	<p>Students will be given time to utilize books and websites to complete a graphic organizer that asks for specific information on their topic.</p>	<p>Student's ability to locate facts and take notes using a graphic organizer.</p>	<p>AAAA K-12.1.1.4. Find, evaluate, and select appropriate sources to answer questions. Inquire, think critically, and gain knowledge.</p> <p>AAAA K-12.2.1.2 Organize knowledge so that it is useful.</p> <p>NT AASL VI.B.1 [Standard] - Ethically using and reproducing others work.</p> <p>AAAA K-12.1.3.3 Follow ethical and legal guidelines in gathering and using information.</p>
<p>Bibliography</p>	<p>1 lesson</p>	<p>Students will list any websites, databases or books that they used to conduct their research.</p>	<p>Students will learn the information they need to include to create a simple resource page.</p>	<p>Resource page of project that includes book title, author, website, and/or database.</p>	<p>AAAA K-12.1.3.1. Respect copyright/intellectual property rights of creators and producers.</p> <p>NT AASL VI.C.1 [Standard] - Sharing information resources in accordance with modification, reuse, and remix policies.</p>

Create project	1-2 lessons	Students will organize the information from their research to create a project that can be viewed and shared.	<p>Students will create a final project to share what they learned about their topic.</p> <p>Projects can use a combination of writing and/or illustrations to showcase their topic.</p> <p>Projects can be combined via classes and/or grade levels into a slideshow.</p> <p>Option: Projects can be created as digital books and published to an online bookshelf.</p>	Completed project that demonstrates the student's comprehension of the topic.	<p>NT AASL I.B.3 [Standard] - Generating products that illustrate learning.</p> <p>AAAA K-12.3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>
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I.B.2	Devising and implementing a plan to fill knowledge gaps.
I.B.3	Generating products that illustrate learning
I.D.1	Continually seeking knowledge.
VI.B.1	Ethically using and reproducing others work.
VI.C.1	Sharing information resources in accordance with modification, reuse, and remix policies.
AAAA.K-12.1.1.1	Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
AAAA.K-12.1.1.2	Use prior and background knowledge as context for new learning.
AAAA.K-12.1.1.3	Develop and refine a range of questions to frame the search for new understanding.
AAAA.K-12.1.1.4	Find, evaluate, and select appropriate sources to answer questions.
AAAA.K-12.1.3.1	Respect copyright/intellectual property rights of creators and producers.
AAAA.K-12.1.3.3	Follow ethical and legal guidelines in gathering and using information.
AAAA.K-12.2.1.2	Organize knowledge so that it is useful.
AAAA.K-12.3.1.4	Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Suggested Modifications for Special Education, ELL and Gifted Students

Suggested Modifications for Special Education, English Language Learners and Gifted Students:

*Consistent with individual plans, when appropriate.

Partners work together.

Directions read aloud and repeated.

Websites/Databases projected on the SMART board and read aloud if there is no sound/read aloud feature.

Appropriate modifications made to topic and/or resources.

Suggested Technological Innovations/Use

Website(s) on topic

Google Docs/Slides

Databases: PebbleGo.com, World Almanac for Kids

Example Website for creating online book: Writereader.com

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 7 Grades 2-3 Research

Content Area: **Sample Content Area**
Course(s):
Time Period:
Length: **Ongoing**
Status: **Published**

Summary of the Unit

In this unit, students will learn/review the basics for conducting research/note taking. Students will locate facts using multiple sources which can include books and/or websites, identify these sources as primary or secondary, and create a project based on their research findings. Students will recognize copyright laws and learn to create a bibliography to cite the resources used in their project.

Enduring Understandings

- Information can be found using multiple resources (i.e.,: books, online databases, websites, people).
- Proper accreditation must be given when citing information from resources.

Essential Questions

- Have I answered the questions that I needed to find in my research (i.e.,: who, what, when, where, why and how)?
- Have I used reliable resources in gathering the information that I need?
- Have I given credit to the books, databases, or websites where I found my information?
- What details can I look for to evaluate a website and other sources?
- What is the difference between a primary source and a secondary source?

Summative Assessment and/or Summative Criteria

- Students will follow the basic rules for fact-finding to create a project displaying the information. This project will focus on an age-appropriate topic based on the grade-level curriculum.

Resources

- *When Marion Copied* by Brooke Berg and/or other stories to introduce/review plagiarism
- Library books pertaining to the research topic

- Educational websites/databases

Unit Plan

Topic/ Selection	Suggest ed Timeline per topic	General Objectiv es	Instructional Activities	Suggested Benchmarks/ Assessments	Standards
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<p>Introduction to topic and resources Grade 2</p>	<p>2 lessons</p>	<p>Students will be able to list different kinds of resources to use for finding facts (books, websites, databases).</p> <p>Students will be able to identify ways to evaluate a source for accuracy and relevance.</p>	<ul style="list-style-type: none"> • What do the students know about their topic? • What do they want to know? <p>Students will search Online Library Catalog/Follett Destiny for books about their topic.</p> <p>Teacher and student discussion about other resources that will provide information (websites/databases).</p> <p>What nonfiction tools help locate specific information (contents, index, glossary)?</p> <p>Conduct an activity to practice evaluating a website.</p> <p>Practice website evaluation using: http://allaboutexplorers.com or similar web resource.</p>	<p>Student participation in identifying different kinds of resources to use for finding facts (books, websites/databases, experts); identifying details to look for in evaluating websites for accuracy and trustworthiness; creation of a research plan of inquiry.</p>	<p>AAAA K-12.1.1.4 Find, evaluate, and select appropriate sources to answer questions. Inquire, think critically, and gain knowledge.</p> <p>AAAA K-12.2.1.2 Organize knowledge so that it is useful.</p> <p>AAAA K-12.1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>AASL I.B.2 Devising and implementing a plan to fill knowledge gaps.</p> <p>I.D.1 Continually seeking knowledge.</p> <p>NJSLS RI.2.5 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.</p>
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Grade 3	2 lessons	<p>Students will be able to list different kinds of resources to use for finding facts (books, websites, databases, experts).</p> <p>Students will be able to identify ways to evaluate a source for accuracy and relevance.</p>	<ul style="list-style-type: none"> • What do the students know about their topic? • What do they want to know? <p>Teacher and student discussion about other resources that will provide information (websites/databases).</p> <p>What nonfiction tools help locate specific information (contents, index, glossary)?</p> <p>Review planning process on how to do research: define activity/task (what is being researched), how to complete searching for information online using approved websites and databases, taking notes of most important pieces of information.</p> <p>Students will search Online Library Catalog/Follett Destiny for books about their topic.</p> <p>Conduct an activity to practice evaluating a website.</p> <p>Practice website evaluation using: http://allaboutexplorers.com or similar web resource.</p>	<p>Student participation in identifying different kinds of resources to use for finding facts (books, websites/databases, experts); identifying details to look for in evaluating websites for accuracy and trustworthiness; creation of a research plan of inquiry.</p>	<p>AAAA K-12.1.1.4. Find, evaluate, and select appropriate sources to answer questions. Inquire, think critically, and gain knowledge.</p> <p>AAAA K-12.2.1.2 Organize knowledge so that it is useful.</p> <p>AAAA K-12.1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>AASL I.B.2 Devising and implementing a plan to fill knowledge gaps.</p> <p>I.D.1 Continually seeking knowledge.</p> <p>NJSLS RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>
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<p>Research gathering Grade 2</p>	<p>1-2 lessons</p>	<p>Students will begin gathering information from books and/or websites to complete a graphic organizer .</p> <p>Students will learn to take notes and summarize content.</p>	<p>Students will be given time to utilize books and websites to complete a graphic organizer that asks for specific information on their topic.</p> <p>Students will search Online Catalog/Follett Destiny for books about their topic.</p>	<p>Students' ability to select trustworthy resources, locate facts, and take notes on a graphic organizer.</p>	<p>AAAA K-12.1.1.4. Find, evaluate, and select appropriate sources to answer questions. Inquire, think critically, and gain knowledge.</p>
<p>Grade 3</p>	<p>1-2 lessons</p>	<p>Students will begin gathering information from books and/or websites to complete a graphic organizer .</p> <p>Students will practice/reinforce note-taking and ability to summarize content.</p>	<p>Students will be given time to utilize books and websites to complete a graphic organizer that asks for specific information on their topic.</p> <p>Students will search Online Catalog/Follett Destiny for books about their topic.</p>	<p>Students' ability to select trustworthy resources, locate facts and take notes on a graphic organizer.</p>	<p>AAAA K-12.1.1.4. Find, evaluate, and select appropriate sources to answer questions. Inquire, think critically, and gain knowledge.</p>

<p>Bibliography Grade 2</p>	<p>1 lesson</p>	<p>Students will list any websites, databases or books that they used to conduct their research.</p>	<p>Students will learn the information they need to include to create a simple resource page.</p>	<p>Resource page of project that includes book title, author, website/database address.</p>	<p>AAAA K-12.1.3.1. Respect copyright/intellectual property rights of creators and producers.</p>
<p>Grade 3</p>	<p>1 lesson</p>	<p>Students will list any websites, databases or books that they used to conduct their research.</p> <p>Students will identify the sources they used as primary or secondary.</p>	<p>Students will learn the information they need to include to create a simple resource page.</p> <p>*Option: Grade 3 students will learn the correct formatting for different types of sources.</p>	<p>Resource page of project that includes book title, author, website/database address.</p>	<p>AAAA K-12.1.3.1. Respect copyright/intellectual property rights of creators and producers.</p> <p>AASL VI.B.1 Ethically using and reproducing others work.</p> <p>VI.C.1 Sharing information resources in accordance with modification, reuse, and remix policies.</p>

AAAA.K-12.1.1.1	Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
AAAA.K-12.1.1.2	Use prior and background knowledge as context for new learning.
AAAA.K-12.1.1.3	Develop and refine a range of questions to frame the search for new understanding.
AAAA.K-12.1.1.4	Find, evaluate, and select appropriate sources to answer questions.
AAAA.K-12.1.3.1	Respect copyright/intellectual property rights of creators and producers.
AAAA.K-12.1.3.3	Follow ethical and legal guidelines in gathering and using information.
AAAA.K-12.2.1.2	Organize knowledge so that it is useful.
AAAA.K-12.3.1.4	Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Suggested Modifications for Special Education, ELL and Gifted Students

Suggested Modifications for Special Education, English Language Learners and Gifted Students:

*Consistent with individual plans, when appropriate.

Partners work together.

Directions read aloud and repeated.

Websites/Databases projected on the SMART board and read aloud if there is no sound/read aloud feature.

Appropriate modifications made to topic and/or resources.

Suggested Technological Innovations/Use

Website(s) on topic

Google Docs/Slides

Databases: PebbleGo.com, World Almanac for Kids

Example Website for creating online book: Writereader.com

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

