**Grade level: 1** **Course Title: Library** **Topic/Concept: Social responsibility**
**Time Allotment: Ongoing-4 sessions intense study** **Unit Sequence: 1**

## Major Concepts to be learned:

1. Ethical behavior

## Expected Skills to be demonstrated:

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

## PA Standards/Anchors:

R1.1.1
(Personal-Social) PS1.4

## Eligible Content:

PSL – R1.1.8.3C

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

## Instructional Strategies:

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

## Assessments:

- Observation

**Grade level: 1** **Course Title: Library** **Topic/Concept: Recognize quality & craftsmanship**

**Time Allotment: Ongoing-5 sessions intense study** **Unit Sequence: 2**

## Major Concepts to be learned:

1. Book selection

## Expected Skills to be demonstrated:

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

| PA Standards/Anchors: | Eligible Content: |
|---|---|
| R1.1.2<br>R1.1.8 | PSL – R1.1.3.3A |

| Instructional Strategies: | Assessments: |
|---|---|
| • Provide and read aloud books of interest for selection<br>• Provide and read aloud books on an appropriate level<br>• Introduce steps to choose a level appropriate book<br>• Independent reading<br>• Facilitate book selection | • Book selections made by students<br>• Student participation<br>• Observation of circulation and selection |

**Grade level: 1** **Course Title: Library** **Topic/Concept: Fiction and non-fiction text**
**Time Allotment: Ongoing-5 sessions intense study** **Unit Sequence: 3**

## Major Concepts to be learned:

1. Analysis of fiction and nonfiction

## Expected Skills to be demonstrated:

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

## PA Standards/Anchors:

R1.1.1
R1.1.3
R1.1.8

## Eligible Content:

PSL – R1.1.8.3B

## Instructional Strategies:

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

## Assessments:

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

**Grade level: 1** **Course Title: Library** **Topic/Concept: Determine information needs**
**Time Allotment: Ongoing-4 sessions intense study** **Unit Sequence: 4**

## Major Concepts to be learned:

1. Search strategies

## Expected Skills to be demonstrated:

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

| PA Standards/Anchors: | Eligible Content: |
|---|---|
| R1.1.1<br>R1.1.2<br>R1.1.8 | PSL – R1.1.8.3B |

| Instructional Strategies: | Assessments: |
|---|---|
| • Activity sheets<br>• Provide examples by reading a book: title page, call number, title, components of title page | • Student participation<br>• Student questions<br>• Observation |

**Grade level: 1** **Course Title: Library** **Topic/Concept: Develop information seeking strategies**
**Time Allotment: Ongoing-3 sessions** **Unit Sequence: 5**

## Major Concepts to be learned:

1. Select appropriate print resources

## Expected Skills to be demonstrated:

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

| PA Standards/Anchors: | Eligible Content: |
|---|---|
| R1.1.8 | PSL – R1.1.8.3B |

| Instructional Strategies: | Assessments: |
|---|---|
| • Categorize nonfiction and picture books by call number<br>• Browse books in the library and locate nonfiction and picture books<br>• Activity sheets<br>• Provide time to browse and select appropriate books | • Observe procedure of book selection<br>• Student questions |

**Grade level: 1** **Course Title: Library** **Topic/Concept: Recognize quality & craftsmanship**
**Time Allotment: Ongoing-3 sessions intense study** **Unit Sequence: 6**

## Major Concepts to be learned:

1. Literature appreciation

## Expected Skills to be demonstrated:

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

| PA Standards/Anchors: | Eligible Content: |
|---|---|
| R1.1.3 | PSL – R1.1.3.3A |

| Instructional Strategies: | Assessments: |
|---|---|
| • Read aloud a variety of well-known authors<br>• Read aloud and display a variety of well-known illustrators<br>• Display well-known authors and illustrators<br>• Provide and offer for selection well known authors and illustrators | • Student selections<br>• Observations<br>• Class discussions |

**Grade level: 1** **Course Title: Library** **Topic/Concept: Determine information needs**
**Time Allotment: Ongoing-3 sessions intense study** **Unit Sequence: 7**

## Major Concepts to be learned:

1. Search strategies

## Expected Skills to be demonstrated:

1. Locate call number

## PA Standards/Anchors:

R1.1.8

## Eligible Content:

PSL – R1.1.8.3B

## Instructional Strategies:

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

## Assessments:

- Selection of fiction or nonfiction books
- Observation

**Grade level: 1** **Course Title: Library** **Topic/Concept: Literature appreciation**
**Time Allotment: 3 sessions intense study** **Unit Sequence: 8**

## Major Concepts to be learned:

1. Identify characteristics of genre

## Expected Skills to be demonstrated:

1. Identify characteristics of fairy tales

## PA Standards/Anchors:

R1.1.1
R1.1.3

## Eligible Content:

PSL – R1.1.3.3F

## Instructional Strategies:

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

## Assessments:

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

**Grade level: 1** **Course Title: Library** **Topic/Concept: Recognize quality & craftsmanship**
**Time Allotment: 3 sessions intense study** **Unit Sequence: 9**

## Major Concepts to be learned:

1. Literature Appreciation

## Expected Skills to be demonstrated:

1. Appreciate Caldecott authors
2. Appreciate Newbery authors
3. Appreciate Theodor Seuss Geisel Authors
4. Appreciate Coretta Scott King Authors
5. Appreciate authors and illustrators of interest

| PA Standards/Anchors: | Eligible Content: |
|---|---|
| R1.1.1<br>R1.1.3 | PSL – R1.1.3.3A |

| Instructional Strategies: | Assessments: |
|---|---|
| • Display posters of award winning books<br>• Display award winning books<br>• Provide a wide variety of award winning books for selection<br>• Read aloud award winning books | • Student discussion<br>• Student participation<br>• Book selection by students<br>• Observation |

**Grade level: 1** **Course Title: Library** **Topic/Concept: Oral summary of book**
**Time Allotment: 3 sessions intense study** **Unit Sequence: 10**

## Major Concepts to be learned:

1. Retell a story

## Expected Skills to be demonstrated:

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

## PA Standards/Anchors:

R1.1.3
R1.1.5
R1.1.8

## Eligible Content:

PSL – R1.1.8.3C

## Instructional Strategies:

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

## Assessments:

- Book talks