Grade level: 3 **Course Title: Library** **Topic/Concept: Demonstrate Social Responsibility**
Time Allotment: 2 sessions-ongoing **Unit Sequence: 1**

Major Concepts to be learned:

1. Acceptable use of the library

Expected Skills to be demonstrated:

1. Demonstrate acceptable use of resources
2. Demonstrate acceptable use of equipment
3. Demonstrate responsible care of facility

PA Standards/Anchors:	Eligible Content:
R3.1.8	PSL – R3.1.8.3C

Instructional Strategies:	Assessments:
• Model acceptable use of resources • Model acceptable use of equipment • Model responsible care of facility • Activity sheets	• Class discussion • Participation • Observation • Tests

Grade level: 3 **Course Title: Library** **Topic/Concept: Recognize Quality & Craftsmanship**
Time Allotment: 3 sessions-ongoing **Unit Sequence: 2**

Major Concepts to be learned:

1. Establish clear information goals

Expected Skills to be demonstrated:

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

PA Standards/Anchors:	Eligible Content:
R3.1.1	PSL – R3.1.1.3A

Instructional Strategies:	Assessments:
• Provide a variety of genre books • Read aloud a variety of genre books • Provide appropriate leveled books • Display a variety of leveled books and genre	• Observation • Student participation • Selection of books

Grade level: 3 **Course Title: Library** **Topic/Concept: Determine Information Needs**
Time Allotment: 4 session-ongoing **Unit Sequence: 3**

Major Concepts to be learned:

1. Reference need

Expected Skills to be demonstrated:

1. Articulate reference need
2. Identify information needed

PA Standards/Anchors:

R3.1.8

Eligible Content:

PSL – R3.1.8.3A

Instructional Strategies:

- Encourage students to choose appropriate leveled books
- Encourage students to choose books of interest
- Encourage students to choose information needed
- Activity sheets

Assessments:

- Book selection
- Class discussion
- Tests

Grade level: 3 **Course Title: Library** **Topic/Concept Utilize the library**
Time Allotment: 8 sessions-ongoing **Unit Sequence: 4**

Major Concepts to be learned:

1. Search strategies

Expected Skills to be demonstrated:

1. Locate title page of a book
2. Utilize table of contents
3. Utilize glossary
4. Utilize index

PA Standards/Anchors:	Eligible Content:
R3.1.8	PSL – R3.1.8.3B

Instructional Strategies:	Assessments:
• Provide examples of title page, table of contents, glossary and index • Activity sheets • When reading aloud, review title page, table of contents, glossary, and index	• Participation • Class discussion • Tests

Grade level: 3 **Course Title: Library** **Topic/Concept: Recognize Quality and Craftsmanship**
Time Allotment: 1 session-ongoing **Unit Sequence: 5**

Major Concepts to be learned:

1. Literature Appreciation

Expected Skills to be demonstrated:

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

PA Standards/Anchors:	Eligible Content:
R3.1.3	PSL – R3.1.3.3A

Instructional Strategies:	Assessments:
• Read aloud a variety of well-known authors' books • Provide examples of well-known illustrators' works • Provide books by well know authors • Encourage students to choose	• Selection of books • Observation • Class discussion

Grade level: 3 **Course Title: Library** **Topic/Concept: Recognize Quality and Craftsmanship**
Time Allotment: 4 sessions **Unit Sequence: 6**

Major Concepts to be learned:

1. Literature Appreciation

Expected Skills to be demonstrated:

1. Define Caldecott, Newbery Awards, Theodor Seuss Geisel Awards, and Coretta Scott King Awards
2. Read literature by award winning authors
3. Read and examine literature illustrated by award winning authors and illustrators

PA Standards/Anchors:	Eligible Content:
R3.1.3	PSL – R3.1.3.3F

Instructional Strategies:	Assessments:
• Read aloud Caldecott, Newbery books, Theodore Seuss Geisel, and Coretta Scott King books • Provide Award winning books for selection • Display posters with Caldecott and Newbery titles	• Book selection • Observation • Tests

Grade level: 3 **Course Title: Library** **Topic/Concept: Determine Information Need**
Time Allotment: 5 sessions **Unit Sequence: 7**

Major Concepts to be learned:

1. Develop Information Seeking Strategies

Expected Skills to be demonstrated:

1. Recognize call numbers
2. Identify the Dewey Decimal System

PA Standards/Anchors:

R3.1.8

Eligible Content:

PSL – R3.1.8.3B

Instructional Strategies:

- Review call number
- Introduce Dewey Decimal System
- Activity sheets
- Browse sections of the library to understand the Dewey Decimal System

Assessments:

- Class discussions
- Participation
- Tests

Grade level: 3 **Course Title: Library** **Topic/Concept: Locate and Acquire Information**
Time Allotment: 5 sessions-ongoing **Unit Sequence: 8**

Major Concepts to be learned:

1. Utilize Destiny

Expected Skills to be demonstrated:

1. Perform author search
2. Perform title search
3. Perform subjet search

PA Standards/Anchors:	Eligible Content:
R3.1.8	PSL – R3.1.8.3B

Instructional Strategies:	Assessments:
• Use smart board to facilitate use of Destiny • Individual use of computers to search for printed material on Destiny • Activity sheets	• Participation • Observation • Independent use of OPAC • Tests

Grade level: 3 **Course Title: Library** **Topic/Concept: Oral Summary Book Report**
Time Allotment: 4 sessions **Unit Sequence: 9**

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

1. Oral book talks

PA Standards/Anchors:

R3.1.6
R3.1.8

Eligible Content:

PSL – R3.1.8.3C

Instructional Strategies:

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

Assessments:

- Book talks