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Roadmap to Success: a K-5 media curriculum

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**Roadmap to Success:
A K-5 Media Curriculum**

By

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A Portfolio

Submitted to the Graduate Faculty of

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Table of Contents

Chapter 1	4
Introduction	4
Problem Statement	6
Definition of Terms	6
Significance and number of students	8
Method	9
Summary	10
Chapter 2	12
Introduction	12
Areas of Concern	12
Search terms	13
Areas of Focus	13
Media Literacy	13
Technological Literacy	15
Bias	18
Gaps in Research	18
Summary	19
Chapter 3	21
Objectives	21
Context of Users	21
Standards Selection	22
Criteria for Standards Selection	24
The Product	25
ITEM Standards	28
1. Inquiry, Research and Problem Solving	28
2. Expanding Literacies	29
3. Technology Use and Concepts	29
4. Ethical Participation in a Global Society	31
Summary	31
Chapter 4	33
The Curriculum	33
Kindergarten curriculum	33
Grade 1 curriculum	50
Grade 2 curriculum	65
Grade 3 curriculum	78
Grade 4 curriculum	92
Grade 5 curriculum	106
Chapter 5	119
The Process	119
Implementation	122
Reflection	123
Future Plans	125
References	128

APPENDIX A	133
Standards.....	134
APPENDIX B	136
Library Media Specialist 1.0 FTE Job Description.....	137
APPENDIX C	138
Rochester Public Schools Vision and Mission Statements.....	139
APPENDIX D	140
Technology Use and Concepts Table.....	141
Expanding Literacy Table.....	142
“I am thankful for” form.....	144
MEET ME card.....	145
Star of the North 2015/16 nominees Bookmark.....	146
Maud Hart Lovelace 2015/16 nominees Bookmark.....	147

Chapter 1

Introduction

Some things are obvious upon entering an elementary school library: books, magazines, computers, students, teachers. Some things are not so obvious: digital literacy, informational literacy, technological literacy; in other words, the curriculum that is used in a library media program. A well-planned library media curriculum can enhance any school curriculum.

Empowering Learners (2009) notes “the school librarian has the opportunity to be the essential member of the instructional team in each school” (p. 7). A problem faced by library media specialists (LMS) hired in many districts in Minnesota is the lack of a library media curriculum. According to the Center for Media Literacy, groups such as the Federal Trade Commission (2010) and Blue Ribbon Task Force on Learning and the Internet formed by the Aspen Institute (2014) are calling for more media literacy in the classroom. Finding media curricula that are aligned with Minnesota Common Core English Language Arts Standards is difficult.

The programming that happens in the elementary school library, the media curriculum, can be integrated with the standards taught by the classroom teacher way of the Minnesota ELA Common Core Standards as used in my (the author’s) district (ISD 535, Rochester MN). English Language Arts (ELA), social studies and science standards may be integrated into a media program to add content, but there are other standards, media standards such as American Association of School Libraries (AASL), Information and Technology Educators of Minnesota (ITEM), International Society for Technology in Education (ISTE), that an LMS can follow to create a more authentic “media” curriculum. The first year I was a media specialist for Rochester Public Schools, I tried to only follow ELA standards in creating lessons. I found that I

was limiting students' access to media literacy skills by only using ELA standards. Emily Harker (2009) sums up the idea of how a library media curriculum is both part of and separate from a school curriculum:

Whilst it is important to show how the library is at the heart of any organisation and how it can be adapted to fit in with differing needs, these (standards) will fit into an existing curriculum or quite often be developed alongside a teaching programme. It is also important for the library to have its own curriculum of teaching so that they can meet the needs of library users who do not actively take part in learning or who need extra support (p. 335).

Standards such as those listed above can be combined with content from district curriculum to create a library media curriculum that follows both media standards and district content. Olszewski (2014) "see[s] a common vision and a shared set of goals when compar[ing] the focus of school library programs and the overall vision and structure of the [Common Core State Standards] CCSS" (p. 47).

I was hired as a new LMS in a district with no recognized media curriculum. After struggling for two years to decipher what is appropriate to teach in media lessons and what is not, I decided that a media curriculum that pulls from appropriate standards already used in the school and district needed to be created. The purpose of this portfolio is to create that curriculum for grades K-5.

Problem Statement

All elementary LMS in ISD 535 see students on a fixed schedule (once in a six-day cycle) for 30 minutes; in a school year, that equals about 28 lessons. If the directive of media lessons is to support classroom curriculum and teach media standards, there is simply not enough time. A third grade class may work on three ELA standards, two social studies and one science standard within the six-day cycle during which the media class meets once. It becomes obvious there is not enough time to collaborate with every content on every standard, even over a six-year period. The problem is how to create a scope and sequence that includes media literacy standards, but also aligns to a district's curriculum. By creating a 6-year curriculum that includes media standards such as ITEM's lessons in technology available at the school and content from district curriculum maps, students can leave elementary school with a very firm foundation of skills in media literacy, including digital, technological and textual (*Empowering Learners*, p. 24).

Definition of Terms

Common Core State Standards (CCSS): a set of clear college- and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics. Educational standards are the learning goals for what students should know and be able to do at each grade level (CCSS Initiative, 2015). Since 2010, Minnesota schools are only required to use CCSS English/Language Arts standards (Minnesota Department of Education).

Cycle: a 6-day time frame named with letters A-F. Used in elementary schools in ISD 535 for scheduling special area teachers: Media, Music, P.E., and Art.

Digital Literacy: the ability to find, use, analyze, and produce information using digital technology (*Empowering Learners*, p. 24).

Fixed schedule: media classes are scheduled at regular times. LMS sees all students in a school on a regularly scheduled basis.

Flexible schedule: media classes are scheduled as needed. LMS may see all students, but only when classroom teachers schedule time with the LMS or in the media center.

Genre: a category of book such as mystery, historical fiction or fables and folktales.

Library media specialist (LMS): a leader, instructional partner, teacher, information specialist and library program administrator (*AASL Empowering Learners*, p. 18).

Media literacy: a broad term to cover the multiple literacies included in the AASL guidelines, including digital, textual, and technological literacies.

Minnesota Youth Reading Award: Minnesota Youth Reading Awards organization (**MYRA**) facilitates the Children's Choice Book Awards for readers in the state of Minnesota. The purpose of **MYRA** is to promote literacy, create lifelong reading habits and broaden cultural awareness for the children and young adults of Minnesota. The Maud Hart Lovelace award is offered to students in grades 3-8 and consists of fiction books (novels). The Star of the North award is offered to students grades K-5 and consists of picture books both fiction and non-fiction. Student readers select winners by voting.

Scaffold: breaking down larger topics into smaller pieces and also providing support during the learning process. (Belland, 2013). A scaffold is a year-long group of lesson plans that detail what concepts are being taught with what materials at which time. Scaffolds span across several

grade levels and show how broader themes or topics are approached each year to attain mastery over the course of time (McKenzie, 2000).

Scope and sequence: scope is the breadth and depth of content to be covered in a curriculum at any one time. The sequence is the order in which content is presented to learners. Put together, a “scope and sequence” is presenting what content will be covered in a class and in what order. This may be divided by quarter, semester or year.

Technology: Within this portfolio, technology will mean the finite electronic resources available to a classroom teacher: computers and other hardware such as document cameras or iPads, software such as MS Word or Google Presentation, and apps on the iPad. This will be specific to each school.

Technological Literacy: the ability to responsibly use appropriate technology to communicate, solve problems, and access and manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century (*Empowering Learners*, p. 24).

Textual Literacy: the ability to write, analyze, and evaluate textual works of literature, and personal and professional documents (*Empowering Learners*, p. 24).

Significance and number of students

The number of certified media specialists has “declined more than the number of other educators, with the exception of instructional coordinators and supervisors, according to data from the National Center for Education Statistics” (ALA, 2014). Teachers are overwhelmed with choices in curriculum and technological options (Domine 2006). Sharing of techniques and

digital resources has become both easier and more difficult because there are so many options (Troutner, 2012). Into this environment comes the new LMS. What direction should her plans take? If she is not given a district or state curriculum, what lessons should she teach? What standards should she follow?

The LMS working on a fixed schedule typically serves every student in the school; this may be anywhere from 200 - 1,000 students. The LMS also serves every teacher and content area within a school. It might be a small staff of 18 teachers in an elementary school grades K-5 or it might be a larger high school with a staff of closer to 100 with multiple contents. Every school is slightly different in scope and focus in regards to the curriculum. The media curriculum contained herein is based on ITEM standards and supports the science and social studies curriculum documents used by Rochester Public Schools. ITEM standards have been the language of ISD 535 media department since 2005-2006 school year (A. Griffin, personal communication, August-November, 2015). This curriculum could be applied to other districts that use standards such as AASL or ISTE or use an alternative to ELA, social studies or science standards language. The timing of units of study may vary, but the focus on integrating media standards with content standards can remain constant. This portfolio contains a media curriculum based on one K-5 school in urban Minnesota, but it may work in a variety of settings.

Method

Actual library media curricula are difficult to find. I used five library media curricula [Arkansas, 2013; Butler R-V, MO, 2009; Hartford County Public Schools, MD, 2010; Shelby

County Schools, AL (date pending, accessed 2015); Warwick Public Schools, RI, 2012] as a starting point to create a curriculum for my own school.

Studies have been conducted on media literacy curricula (Callison, 2002; Crompton, 2004; Tanriverdi, 2010; Sperry, 2012; Woodard, 2012). Articles have also been written on coordinating media curricula to address particular school's needs (Locke, 2009; Sidekli, 2013). Combining these studies with my own school and district curriculum maps and frameworks (ISD 535, Rochester MN), I determined which standards the library program is willing or able to support. I worked with each grade level during district Professional Learning Community (PLC) time to plan for upcoming projects and lessons throughout the year and established best practices for each team and coordinated technologies that teachers could use with students.

By addressing the needs and wants of the staff, the availability of technology and the recommendations of media guidelines, I have created a curriculum that is both sturdy enough to provide a year's worth of lessons, but also flexible enough to be adapted to any particular school district.

Summary

Without a media curriculum, it is an overwhelming task as a first year (or second or third year even) LMS to know what to teach and when. Do fairy tales belong in 1st or 2nd grade? Who needs the bird books when? When do students learn and use PowerPoint? The goal of this portfolio is to create a media curriculum for a K-5 elementary school that aligns with and supports what is happening in the classroom. By creating a curriculum that combines media skills and a school's curricular documents, both classroom teachers and the LMS can help to give

a generation of students a firm foundation in media literacy that will prepare them for middle school and beyond. Chapter 2 will include a literature review of media center curricula, ways in which library media specialists collaborate with classroom teachers to provide alignment between media and content lessons, and an overview of suggested genre studies in a K-5 setting. Chapter 3 will include the criteria and methodology for integrating media standards and content standards to create a usable media curriculum. Chapter 4 will contain the actual curriculum for a media program to be used at my elementary school. Chapter 5 will be a reflection of how this curriculum was created and reviewed by the author's media department. It will also include recommendations on how this curriculum may be used in other schools or districts.

Chapter 2

Introduction

Conducting research on best practices for library media programs is tricky. Most studies are descriptive because every library is a unique place with a unique set of needs and materials. By looking at a variety of studies, national, state and local standards, and reflective practice articles written by leaders in the field, this portfolio contains a K-5 media curriculum that is designed for one specific school, but it may be used and adapted elsewhere. It is difficult to find studies that mirror exactly the same issues that this portfolio is intended to address. Therefore, many of the studies included in this review focus on the topics of curriculum development and media standards integration in general.

Areas of Concern

Educational standards do not contain content. A standard such as “Avoid plagiarism and respect concepts of intellectual property” (ITEM 3.1.C) can be taught using a variety of print or electronic materials; it can be applied to a reading or social studies text and can be used with literature or informational text. Local curriculum maps (ELA, science, and social studies) can be inserted into a media curriculum to provide content with which to teach the content standards. A media curriculum can be adapted and modified to fit the units of study arrangement for any school. This makes it difficult for a new LMS with no media curriculum to know when to teach specific concepts (e.g. research methods or citations) so the students get the most benefit. Needham (2010), Marcoux (2012) Jaeger (2012) address the concern that standards (CCSS in particular) do not contain content. Sternberg (2009) also touches on this concern in *The*

Challenge of Implementation, “I believe the greatest difficulty facing our education system is putting good standards into practice” (p. 10). It is up to the person or persons designing and/or implementing curriculum to provide content upon which to teach the standards.

Search terms

I used the St. Cloud State University library, Academic Search Premier from EBSCO and ERIC (Education) databases to find applicable articles. The most effective search terms were elementary schools, curriculum, library media, media literacy, scheduling, technology and technology integration.

Areas of Focus

Media Literacy

Loosely defined, media literacy is the ability to access, analyze, evaluate and create media. Within this portfolio, media skills will include research strategies, selecting and locating of materials by students within a media center. The content to be applied to ITEM Standard 1 (Inquiry, Research and Problem Solving) that addresses media literacy will come from social studies and science curricular maps to tie media literacy to content being taught in the classrooms. ISD 535 provides curricular maps in ELA, science, social studies and math for all grade levels. Support teachers, such as media specialists, are encouraged to use these maps for planning. For example, if grade 5 is studying the Revolutionary War in quarter 2, it makes sense to use Revolutionary War materials for comparing and contrasting or finding information in multiple resources.

Toni Buzzeo, a leader in the field of library media, advises LMSs to collaborate with teachers in creating lessons that incorporate the current curriculum (2003, 2007). Studies that concur with Buzzeo on collaboration and incorporating media skills into existing projects have been carried out by Geier (2005) and Gold (2005). Geier sums up this drive: “all indicators point to the fact that in the 21st century, research and technology skills will become further interconnected” (p. 44). Geier continues with another common theme of grade level specificity by stating “skills would be introduced at a particular grade, reinforced in the following years, and have a grade selected for mastery of each skill” (p. 44). By offering particular technology or genres at each grade level, a six-year media plan will be a growth model: introduction one year, mastery another year.

Two studies that examine using real world applications within collaboration and teaching of media skill (such as research) in the field of science have been done by Sperry (2012) and Snyder (2008). Sperry used critical thinking skills to analyze science news. “The lessons . . . developed point to a number of areas where science education and media-literacy education most readily complement each other” (p. 58). Snyder notes that collaboration between the LMS, classroom teachers and technology specialists allow for the creation by teachers of lessons that help students to meet and master library media skills in the science and social studies curriculum. Klosterman (2012) sums this point up when he states “[t]he goal of media-literacy education is to teach about media, not just with media. That means teaching students the inherent biases in media” (p. 62). By applying the content of science and social studies already in district curriculum maps, a library media curriculum can fulfill ITEM standards and support the classroom teacher.

Technological Literacy

A second area of descriptive studies focus on technology in the schools, more specifically how and when students implement technology tools such as Microsoft Office, Google Apps, Pic Collage or KidBlog. An article by Domine (2006) called *4 Steps to Integration* gives the LMS a “useful anchor . . . to experiment using new media technologies to support existing curriculum” (p. 25). Domine sets up a system whereby teachers start with a standard (e.g. Social Studies examining current events), identify strategies by how they like to teach or how they want students to learn, and then select an available technology that supports the teaching strategy. The key is to choose a technology that aligns with the curricular goals. A student using technology for presentation may not display research skills. The question is which standard the teacher is looking for: presentation or research? This article shows that technology is a tool, and it also has to be specifically taught to students without content knowledge. This means that an LMS may take the time to teach technology (PowerPoint or Google Docs) as a lesson without attaching any content standard to the lesson. After the students have learned how to make a PowerPoint in media class, they may make one in the regular classroom as a way to show what they learned about animal research. This approach promotes collaboration between classroom teacher and LMS.

Troutner (2012) lists so many technologies available for schools that e-services are suggested to monitor and house them all. Too many choices could be overwhelming for a LMS just starting out on a technology path. Providing teachers or a new LMS with a list of 10 apps or websites that could be used in social studies can be overwhelming. The author is currently

working in a school that has teachers who both embrace and shy away from new technologies. Instead of giving a list of many possibilities, this curriculum will include a smaller list of options (two or three) that are currently available within ISD 535, or more particularly, are used at the author's school by other teachers. (See Appendix D for technology list)

Holum and Gahala (2001) list several technology options for schools along with ways to implement these into curriculum and understand how technology can be used to enhance literacy: setting goals and expectations of technological use by students and staff, criteria for improvement in literacy, integration policies and ongoing professional development. While this article is the oldest used in this portfolio, it is still applicable in addressing how technology is used in school.

Textual Literacy

Textual literacy is defined by *Empowering Learners* (2009) as the ability to write, analyze, and evaluate textual works of literature, and personal and professional documents (p. 24). Including textual literacy in a curriculum encourages students to choose books for personal or pleasure reading. It also allows an LMS to include different, new or award-winning literature that changes each year. This may be the most descriptive and least current area of study. Each school is ultimately unique in materials available for student access. Each district is particular in which genres are incorporated within each grade level. Two documents that may be the best sources to answer the question of “which genres at which grade level” are the Minnesota State English Language Arts Standards (2010) and specific district curriculum maps, in this case ISD 535 Reading/Language Arts (2014). Being aware of what standards are taught in 1st or 3rd grade

is a good indicator of when fairy tales or myths should be in a curriculum. (See Appendix D for Expanding Literacy chart)

Two articles address pairing non-fiction texts with other texts. Young (2006) advocates for non-fiction texts in classrooms. He makes a case for pairing fiction and non-fiction books for particular areas. This is one way to bring more non-fiction into the classroom library that may be more filled with fiction books. Young gives examples of using fiction/non-fiction displays in the library as a means of students “deepening their understanding of both genres” (p. 209). Geier (2009) discusses pairing folktales and non-fiction studies. Using the folktales as a starting point, Geier brought in geography, language arts, mathematics, and art. By starting with a different folktale each week, the lesson could branch off into many different content areas. A variation on this could be adding other fiction books, not just folktales.

Blakemore (2013) encourages more and various genres within the classroom library. One area of emphasis was getting students to read (and finish) books from different genres. One solution was having students come up with their own genre differences. Another suggestion was using punch cards for tracking and providing external motivation for reading a variety of genres.

ISD 535 promotes the Minnesota Youth Reading Awards (MYRA) yearly. *Star of the North* and *Maud Hart Lovelace* nominees are purchased every year for each school’s collection and incorporated into the curriculum. The curriculum included here will use the 2015-16 *Star of the North* nominees as content for some standards.

Bias

Many of the articles referenced in this portfolio are descriptive in nature. It is difficult to find studies that compare one curriculum to another or even to compare the effectiveness of technologies on student learning. Many articles are written describing one school or one person's experience with a program. This portfolio does not propose to create a list of the best materials or technologies available at this time. This portfolio seeks to provide a timeline of how materials may be used or technologies introduced during a 6-year education (K-5) in one elementary school. Substitution of titles, materials, units of study or technologies may be used in other settings as dictated by the individual needs of that setting.

It should be noted that I, the author, am a working LMS in an elementary school and therefore has bias towards the role and power a strong media program plays to support the curriculum of a school. I also assume that classroom teachers want to collaborate with the LMS, will welcome adding technology into existing units and will appreciate lessons on media literacy. The materials and suggested technologies put forth are based on my best intentions to create meaningful media lessons. A one- to two-year implementation period is expected with changes, adaptations and substitutions made to lists or sample lessons based on teacher or department feedback.

Gaps in Research

Studies on collaborations between classroom teachers and LMSs are often very descriptive; they may describe a very specific mix of technology, materials, district climate and personality. It may be that my media program shares only some of the same characteristics of

those indicated in the literature, but each mix is likely to be unique. That being said, lessons can still be learned from each study: lesson plan ideas, ways to collaborate, book titles, technology used. Gaps in the research were found in conducting this review of the literature. It is difficult to find studies that look at which technology tools are best for children at a specific age. There are a variety of articles that list many options for students in terms of programs or apps, but each district is specific to what is available or accessible. Another area of concern that is difficult to reconcile is flexible vs. fixed scheduling. I currently operate on a fixed schedule and many of the studies have been conducted with flexible scheduling making it difficult to know what effect scheduling may have on the outcome. The third concern is finding articles that focus on the elementary school setting. Many technology integration articles were set in a middle or high school. There are few articles that focus on what technology is age appropriate for elementary school students with the same access that exists in my setting.

Three sources that are instrumental for this portfolio will be ISD 535 curriculum maps, ITEM standards, and the Minnesota ELA State Standards. These three documents are the basis for any curriculum being created for a media center in this particular district (ISD 535). It is imperative to align all lesson plans to current curricular activities already in place, such as when 3rd grade does the Matter and Energy unit or when 1st grade visits the planetarium. These activities happen every year, but may change when they are placed in the curriculum.

Summary

Creating a scope and sequence for the library media center at my school is of personal and professional interest to me. Professionally, I want to make sure that every media lesson

taught supports students' learning and the classroom teachers' curriculum. Personally, I feel like the library media department in my district is threatened. Two full-time LMS positions were cut for the 2015-2016 school year and the district administration does not recognize the ITEM standards as guidelines for the media department to follow. This portfolio may help to support the premise that library media lessons are fully aligned with and supportive of the current district curriculum. If it can be shown that media lessons support and are instrumental to student growth, it may also help stop future cuts to the media department.

What value does a media specialist bring to a school? Currently, my district is reducing LMS time at each school. At a time when test scores and curricular standards are so important, the role of a licensed LMS is being misunderstood and undervalued. Teachers are being asked to provide documentation of covering all the standards each year. A fault of the system is that budget makers and cabinet members do not understand the role a strong media program plays in assisting children become life-long learners or achieving mastery of each grade level standard. Nor are many administrators within ISD 535 aware of the ITEM standards supported by the Minnesota Department of Education. This portfolio is an attempt to showcase how crafted media lessons within a constructed media program, as described in Chapter 3, can enhance classroom teacher lessons with technology and access to digital and print materials.

Chapter 3

Objectives

The objectives of this portfolio are to provide a scope and sequence of a media center curriculum for grades K-5, using standards from ITEM, Minnesota ELA State Standards, and content from ISD 535 curricular maps. These media lessons coordinate with what is currently being taught in the classroom at Harriet Bishop elementary school in Rochester, MN. The purpose of this media curriculum is (1) to provide lesson ideas, technology and materials that align with, support, and augment current classroom curriculum and (2) to make this model of media and content curriculum integration best practice for current and future library media specialists in ISD 535.

Context of Users

Harriet Bishop Elementary School in Rochester, MN currently has 19 sections of classes serving approximately 460 students in grades K-5. Class size in the primary grades ranges from 21-25 students; in the upper grades it ranges from 26-32 students. At present the LMS sees each class for 30 minutes once in a six-day cycle. Media classes are generally held in the media center that houses all print materials (approx. 14,000 titles) and two meeting areas. The first meeting area is called “the rug.” It is an open space, with a large rug in the shape of a world map, where students sit on the floor and has a plain white board. The second space is called “the tables” which has chairs, tables for a class and an interactive white board and computer. A third space where media classes may meet is the computer lab. This space is adjacent to the media center. It

houses 31 desktops computers and has an interactive white board connected to the teacher computer. Students in media classes may also have use of a class set of iPads on a limited basis.

As previously indicated, the media curriculum content presented in this portfolio aligns with current ISD 535 curricular maps and the ITEM standards. They will provide guidance of lessons along with library materials and available technologies (hardware and software) used by the LMS and classroom teachers. Lesson plans and library materials suggestions are based on a 2-year history with district, building, department and teacher needs. These products are meant to be used by an experienced LMS if they come into this building to teach or as grounding for new LMS starting out in the district. While being created with the latest knowledge and accessibility to technology, these products may be revised periodically as changes to curriculum or software come about.

The products were designed during the 2015-2016 school year; implementation is planned for the 2016-2017 school year. Revisions to the products will be ongoing. These products are meant to be a basis for curricular design and not a final product, as curriculum, available materials or technology is always changing and advancing. While no formal assessment gathering is planned as part of this portfolio, informal evaluation and feedback will be sought by the author through PLC and curriculum writing time within the department and through conversations and assessments done with classroom teachers after units.

Standards Selection

The standards used to create the curriculum came from three sources: current ISD 535 curricular maps, Minnesota ELA State Standards, and ITEM standards. The goal is to create a

scope and sequence that will aid an LMS in creating lessons and plans that assist students in achieving mastery of standards over the course of a 6-year elementary career. By using a scope and sequence that looks at a long range (6 year) plan and building up knowledge and skills over that time in a sequential manner, an LMS may provide lessons that encourage inquiry, research and problem solving; expand problem solving; expand classroom use of technology to further education, research and reference skills, critical thinking, problem solving, communication and collaboration, and reading for personal enjoyment.

ISD 535 has chosen to use ITEM standard language. ITEM was deemed appropriate by the media department because it was created in Minnesota and aligned itself to the Minnesota ELA standards, and is referenced by the Minnesota Department of Education (A. Griffin, personal communication, August- November 2015).

The ITEM standards reflect 21st century skills and provide a bridge between K-12 and higher education expectations for students. The original standards were approved by the MEMO membership in 2004. Some of the sources for that version were the ISTE standards published in 1998, AASL standards published in 1998, various research process models, and suggestions from the MEMO membership from conference presentation in 2003. - See more at:

<http://mnitem.org/node/60#sthash.dk3iu8Lw.dpuf> (MNITEM.org, accessed 11-01-15).

Criteria for Standards Selection

One directive of the media department made by district administration in ISD 535's LMS job description is to "provide media support to students and teachers" (Appendix B). The criteria for which standards will be included in the media curriculum is based on the standards that involve library materials such as research, using or comparing literature or informational text; identifying text features, or selection of reading materials for personal enjoyment. Standards that include writing will not be included due to time constraints of media class. The ELA Common Core State Standards and the Minnesota Social Studies Standards, as adopted by ISD 535 are included as they fit the criteria.

ITEM, ISTE and AASL standards could be included in any media program curriculum. While not officially adopted by the district, ISD 535 media department includes the ITEM standards as they promote meaningful collaboration between the LMS and classroom teachers and promote the district's message of creating 21st century learners (ISD 535 vision statement, Appendix C). Examples of materials and technology included in projects are based on those available during the 2014-2016 school years. Future drafts of the media curriculum may be amended to include newer selections.

The Author

I currently work as an elementary LMS for ISD 535 in Rochester, MN and have felt that media lessons are often seen as outside the classroom teacher's curriculum. When hired as a new LMS, I was surprised by the lack of material or curricular support offered to LMS in contrast to the wealth of materials and directions offered to classroom teachers. At ISD 535, the

LMS is seen as a support role and yet a teacher (Appendix B). It can be a confusing position to start with in a new building. To be an effective support to classroom teachers, I needed to meet with every team every week to see what they were working on or I could choose to teach lessons that involve necessary media skills, but had to find time outside of the workday to explain to the teachers what had been done that day in media lessons and how it could help with classroom work. It was exhausting. While classroom teachers do follow the district curriculum maps, not all units could be supported with media instruction.

In writing this curriculum, I hope to create a meaningful library media program that supports classroom teachers, provides real world inquiry, research, and problem solving experiences for students, promotes expanding literacies and technologies, and ethical participation in a global society. In a time of budget cuts, it is vital to advocate for the importance, necessity and protection of a strong media program. This curriculum may bring awareness to the often-overlooked role a licensed media specialist plays in a whole curriculum.

The Product

The curriculum covers grades K-5 and is divided into quarters. The curriculum is divided into 28 cycles (a 6-day period) each quarter contains 7 cycles, which is used by ISD 535 to structure elementary media and other specialists classes, such as music, art and physical education. Each cycle includes a lesson for grades K-5, the content standards addressed (MN ELA, science or social studies), ITEM standards, technology (if applicable) and resources needed. Each lesson contains one or more of the above standards with resources attached as necessary.

The Format

This curriculum has a scope and sequence that is both yearly (what lessons to teach per year per grade) and vertical (how to build upon skills from year to year). It contains lesson plans for a 28-cycle year. Each lesson contains five sections:

1. Objectives of lesson
2. Standards addressed
3. Synopsis of lesson
4. Materials needed
5. Assessment

The curriculum is formatted as a grid. Each grade is divided into four (4) quarters having seven (7) lessons per quarter.

This curriculum can be beneficial to the new or experienced media specialist. It is also helpful to the classroom teachers to see what units of study are most likely to provide collaboration opportunities. It contains the major units covered by all classes, with sample corresponding media lessons. For example: in 3rd quarter during the month of February, the 4th grade does a unit on American Indians; this would translate to cycle 16. The media lessons that correspond to this unit are about pulling facts and compare/contrast different Native American tales and creating an e-presentation using PicCollage.

While being particular to one building, this curriculum could be adapted to other buildings in the district quite easily. For example, there are a finite number of science kits available in the district; some science units are dispersed at different times throughout the year to various buildings. What School A does in Quarter 1, School B might do in Quarter 2. The

importance of this project is to see the rhythm of a school year and where specific media lessons need to be inserted to be most effective. If kindergarteners study maps in Quarter 3, it is important to coordinate informational text on maps while that unit is being taught.

ITEM Standards

ISD 535 media department uses the ITEM standards. The following sections explain how and why the ITEM standards will be included in the curriculum.

1. Inquiry, Research and Problem Solving

ISD 535 declared the 2015-2016 school year would include a push for more analysis and inquiry (Board Docs, August, 2015). ITEM Standard 1 fits well with this need. Comparative media curricula start research in Kindergarten with how to locate books in a library and introduce navigation of the local Online Public Access Catalog (ISD 535 uses DESTINY) system in grades 1 or 2. When actual research projects begin in the media curriculum varies. The Maryland curriculum introduces the Super3 research method in grade 1, while Butler R-V and Warwick introduces general research in grade 3 (Arkansas p. 3, Butler R-V p. 3, Maryland p. 40, Shelby p. 1, Warwick p. 2).

ISD 535 starts research projects in grade 1, but does not subscribe to a named research program such as RADCAB or Big6. The media department supports research with ITEM standard 1 and lessons will be inserted as local curriculum documents place research in the classroom.

2. Expanding Literacies

Expanding literacies will be included as a linear progression of genre studies to be introduced at each grade level with corresponding texts and materials, including eBooks.

Example

Kindergarten:

1. Nursery Rhymes: Mother Goose, Movement Rhymes
2. Author studies: Eric Carle, Mo Willems,
3. Informational text: maps, construction

Grade 2:

1. Fairy tales: Cinderella stories from around the world,
2. Fables and folktales: Aesop, King Midas
3. Chapter books, series Captain Awesome, Magic Tree House, Cam Jensen

This standard is the most particular to a single school. While the idea that teaching nursery rhymes in Kindergarten and historical fiction in 3rd grade may be very common, the titles attached to such lists will differ among buildings.

Comparable curricula start literacy lessons in Kindergarten with book care and library rules, locating appropriate (Everybody section) materials, and distinguishing fiction from non-fiction. (Arkansas, 2013; Butler R-V, 2009; Maryland, 2010; Shelby, 2012; Warwick, 2012). Differentiation of genres and acknowledgement of award winning books start at various grades (Arkansas, 2013; Butler R-V, 2009; Maryland, 2010; Shelby, 2012; Warwick, 2012). In addition to national awards such as Caldecott or Coretta Scott King awards, curricula include state awards similar to the Minnesota Youth Reading Award (MYRA) (Warwick, p. 19).

3. Technology Use and Concepts

The third ITEM standard includes a web based matrix that lists ELA and MN social studies standards that correspond to media lessons by grade along with a corresponding list of

technologies available in the district that are used to support it. It is based on a matrix found in the article called *4 Steps to Integration* (Domine, 2006). One small example of a larger matrix is listed below:

Standard	Strategies	Technologies
CC1.R.1.3: Key ideas and details: Describe the main connection between two individuals, events, ideas, or pieces of information in a text	Read Aloud Large-group discussion Small-group discussion Individual work Note-taking Information gathering	PebbleGo Database TumbleBooks MS Word Google Docs PicCollage
Writing 6: Grade 4: use technology to interact and collaborate with others	Small group collaboration	Google Docs Google Sheets Google Slides

This standard is important because it coordinates grade level units of study with available technologies. Many teachers want to incorporate more technology into their lessons, but do not have the time to learn how to do that on their own. Other teachers are perhaps comfortable using technology, but do not feel they have the time to teach it to their students. This document could pinpoint which technologies are suitable to which grades and which units they are most appropriate for. It may also be useful for teachers to see which grades have used a particular technology before. It may take a few years of experimenting with something like PowerPoint before students are capable of creating projects on their own with minimal teacher help.

Only two of the compared media curricula contained references to specific technology used at grade level, in this case PowerPoint: Maryland, grade 4 (p. 48) and Warwick, grade 3 (p. 11). I assumed that these districts may have a separate technology integration curriculum and so specific applications (such as MS Word or Pic Collage) are taught by someone other than the LMS. ISD 535 does not have technology integrationists. Specifically teaching technology to students is done by the classroom teacher or LMS. This curriculum will include specific technology at grade levels and will include lessons for students.

4. Ethical Participation in a Global Society

The fourth standard includes ethics and is included in all comparable curricula under various titles such as “social responsibility” (Arkansas 2013), “share findings and ethical use” (Maryland p. 43), “participate and collaborate as members of a social and intellectual network of learners” (Shelby p. 1, Warwick p. 17). ITEM refers to such things as acceptable use policies, plagiarism, copyright, fair use, and cyber bullying.

Summary

This curriculum may be integral for any LMS working for ISD 535. It can be a useful document for a new LMS with little or no experience and also useful for an experienced LMS working for ISD 535 for the first time. I struggled for two years in an LMS position with too many options and not enough direction. While every media lesson can be good, is it the best lesson to be taught at this time? The curriculum within this portfolio may be used as a guide to create a vibrant and meaningful media program that aligns closely with a district curriculum and

provides up-to-date technology tools. At the time of writing, the media department of ISD 535 is experiencing cuts; I hope that by carefully aligning media lessons with current curriculum, the significance of the media department can be highlighted and preserved or perhaps enlarged and expanded.

Chapter 4 contains the actual products of calendar, technology matrix and genre materials list that were created during the 2015-2016 school year. Chapter 5 is a reflection of how these products are received by the author's media department and how this curriculum may be updated or adapted. It also includes recommendations on how these products may be used in other schools or districts.

Chapter 4

The Curriculum

Each grade is divided into four (4) quarters. Each individual lesson contains 5 sections: cycle (where in the calendar), objective, standards addressed, the actual lesson, materials used and an assessment. Hot links are included. Additional documents, such as templates, are contained in the appendix.

Kindergarten curriculum

Kindergarten Quarter 1

Cycle	Objective	Standards	Lesson	Materials	Assessment
1	Welcome to the media center. Students will meet the teacher. Students will learn book/library center rules.	ITEM 1.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest ITEM 4.I.B: Use facilities and equipment respectfully and independently	Welcome to the media center. Share names and watch a book care video. Students will listen to a story, watch a video, meet teacher, learn names. Students will check out a book from a tub.	https://www.youtube.com/watch?v=OzETnigMO-w . Don't Let the Pigeon Read the Books!	Teacher observation of students following guidelines. Students will check out a book.
2	Follow library rules of book care. Learn how to browse for books. Find a book for reading pleasure. Story elements: setting, characters, beginning, middle, end.	ITEM 1.II.A: Understand the various ways that information is organized and be able to find a wide range of information sources needed to respond to defined questions and needs. ITEM 4.I.B: Use facilities and equipment respectfully and independently	Review rules of the library and book care. Read <i>Me First</i> by Lester. Students will ask and answer questions about text: parts of a book, characters. Students will use partner talk to review rules. Book care, choosing books	<i>Me First</i> by Lester (E LES) Three Author Tubs: Clifford (E BRI) Berenstain Bears (E BER) Franklin (E BOU)	Teacher observation of students following guidelines. Students will browse/check out a book from the selected tubs.

		<p>RL3: Identify Characters RIT 5: Identify front cover, back cover, and title page.</p>	<p>carefully, book care. Students will independently choose at least three different books to look at and replace carefully. Students will check out a book from a tub.</p>		
3	<p>Explore different authors. Learn about Author Tubs. Follow Library Rules. Story Elements: character, setting, beginning, middle, end</p>	<p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest</p> <p>ITEM 4.I.B: Use facilities and equipment respectfully and independently</p> <p>RL3: Identify Characters RIT 5: Identify front cover, back cover, and title page.</p> <p>Kindergarten curricular maps: Bus safety</p>	<p>Review library center rules. Read <i>Franklin Goes to School</i> by Bourgeois. Use share/pairs to discuss story elements: parts of a book, characters, author/illustrator Practice browsing books. Students will spend 2 minutes with each book before putting it away correctly and choosing a new one. Students will check out a book from a tub.</p>	<p><i>Franklin Goes to School</i> by Bourgeois (E BOU)</p> <p>Author Tubs: Clifford (E BRI) Franklin (E BOU) Arthur (E BRO) Nancy Carlson (E CAR)</p>	<p>Teacher observation of students following guidelines.</p> <p>Students will engage in share/pairs.</p> <p>Students will browse/check out books from selected tubs.</p>
4	<p>Online safety lesson Students will learn safety rules for home and online.</p>	<p>ITEM 4.3.A: Safeguard personal intellectual property, privacy, and other rights when sharing or publishing information.</p>	<p>Students will watch Net Smartz Kids video as a group http://www.netsmartzkids.org Students will discuss in share-pairs online and real world safety rules. Students will check out a book from a tub.</p>	<p>http://www.netsmartzkids.org and other Videos as time allows.</p> <p>Variety of Author tubs.</p>	<p>Teacher observation of students engaging in share-pairs to discuss online safety.</p> <p>Students will browse/check out books from selected tubs.</p>
5	<p>Introduce all the Star of the North</p>	<p>ITEM 1.I.A: Read, view and listen for</p>	<p>Watch the Star of the North nominee</p>	<p>SotN book tub: <i>Blizzard</i> by John</p>	<p>Teacher observation of</p>

	<p>books and award (SotN)</p> <p>Pass out Star of the North Bookmark with all titles listed.</p> <p>http://www.myrahome.org/</p>	<p>pleasure and personal growth, exploration, or interest</p> <p>ITEM 1.III.A: Synthesize information and recognize categories, trends, and themes across multiple sources, data sets, and conclusions.</p> <p>RL 10 or RIT 10: Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.</p>	<p>video.</p> <p>Students will discuss, classify, look at all SotN books in share-pairs.</p> <p>Students will check out a book from a tub.</p>	<p>Rocco <i>Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909</i> by Michelle Markel, Melissa Sweet ill. <i>The Day the Crayons Quit</i> by Drew Daywalt, Oliver Jeffers ill. <i>Draw!</i> by Raúl <i>Farmer Will Allen and the Growing Table</i> by Jacqueline Briggs Martin, Eric Larkin ill. <i>Gaston</i> by Kelly DiPucchio, Christian Robinson ill. <i>It's an Orange Aardvark!</i> by Michael Hall <i>Ninja Red Riding Hood</i> by Corey Rosen Schwartz, Dan Santat ill. <i>Penny and her Marble</i> by Kevin Henkes <i>The Scraps Book: Notes from a Colorful Life</i> by Lois Ehlert Variety of Author tubs.</p>	<p>students categorizing books, engaging in share-pairs to look at/discuss books.</p> <p>Students will look at and categorize books.</p> <p>Students will mark which books they would like to read on bookmark.</p> <p>Students will browse/check out books from selected tubs.</p>
6	<p>Introduce shelf markers.</p> <p>Students will learn why we use shelf markers. Students will learn how to use shelf markers.</p>	<p>ITEM 4.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest</p> <p>ITEM 4.I.B: Use facilities and equipment respectfully</p>	<p>Lesson on shelf markers: what are they, why do we use them.</p> <p>Students will practice shelf marker use in FIC shelves. Students will use</p>	<p>Variety of Author Tub</p>	<p>Teacher observation of students using shelf markers appropriately.</p> <p>Students will independently browse/checko</p>

		and independently	shelf markers in tubs. Students will check out a book from a tub.		ut books from selected tubs.
7	<p>Read SotN book. Introduce biography, art vocabulary, visual literacy.</p> <p>Students will listen to and discuss a Star of the North book.</p>	<p>ITEM 4.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest.</p> <p>ITEM 2.II.A: Reflect, share ideas, and/or interact with others in response to books and other media.</p> <p>ITEM 2.IV.C: Reflect on literacy skills and grow as learners, adapting to changes in information formats.</p> <p>CC.K.L.4: Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>	<p>Read <i>The Scraps Book: Notes from a Colorful Life</i> by Lois Ehlert. Students will “picture read” other Ehlert books to notice shapes, colors, collage form of illustrations. Students will check out a book from a tub.</p>	<p><i>The Scraps Book: Notes from a Colorful Life</i> by Lois Ehlert Other Ehlert books in collection. (E EHL)</p> <p>Variety of Author tubs.</p>	<p>Teacher observation of students looking at/discussion of books.</p> <p>Teacher observation of student discussion staying on topic.</p> <p>Students will browse/check out books from selected tubs.</p>

Kindergarten Quarter 2

Cycle	Objective	Standards	Lesson	Materials	Assessment
8	Students will classify books into categories. Real vs. not real	<p>ITEM 1.II.C: Evaluate the validity of information resources including source, bias, accuracy, relevance, completeness, and purpose.</p> <p>ITEM 2.II.A: Reflect, share ideas, and/or interact with others in response to books or other media.</p> <p>ITEM 2.IV.B: Evaluate materials with regard to quality, accuracy, currency, bias, purpose, message and audience.</p> <p>Kindergarten curricular maps Real not real</p>	<p>Teacher led discussion of real vs. not real in literature (animals in nature vs. animals with clothes)</p> <p>Students will look at, discuss, and classify books individually or in groups.</p>	Variety of nonfiction and fiction books	<p>Teacher observation of student dialog and student classification skills. Individual conference with students.</p> <p>Students will classify books into two piles (real vs. not real) group activity.</p>
9	<p>Read <i>Star of the North</i> book Continue with biography genre. Real vs. not real</p> <p>Students will listen to and discuss a <i>Star of the North</i> book.</p>	<p>ITEM 1.III.D: Constantly explore, evaluate, and integrate new information sources independently.</p> <p>ITEM 2.1.C: Comprehend information gathered from a variety of diverse sources, using different skills required by specific methods of delivery and format.</p> <p>ITEM 2.I.D: Understand and interact with materials from a variety of genres and forms representing</p>	<p>Teacher reads <i>Brave Girl: Clara and the Shirtwaist Maker's Strike of 1909</i> by Markel.</p> <p>Vocabulary: generate answers to "what does 'brave' mean."</p> <p>Discuss concept of immigration and biography.</p>	<p><i>Brave Girl: Clara and the Shirtwaist Maker's Strike of 1909</i> by Markel (E MAR)</p> <p>White Board Markers</p>	<p>Teacher observation of students engaging in concept map making.</p> <p>Students using share-pairs to discuss story and story elements.</p>

		<p>America's multicultural experiences as well as global perspectives.</p> <p>History 0.4.1.1.1: Use a variety of words to reference time in the past, present, and future.</p> <p>History 0.4.2.4.1 Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds.</p>			
10	<p>Thanksgiving Students will listen to a story about Thanksgiving.</p>	<p>ITEM 1.II.C: Evaluate the validity of information resources including source, bias, accuracy, relevance, completeness, and purpose.</p> <p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest.</p> <p>History 0.4.1.1.1: Use a variety of words to reference time in the past, present, and future.</p> <p>History 0.4.2.4.1 Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds.</p>	<p>Read <i>Thanksgiving is</i> by Gibbons and <i>Squanto and the first Thanksgiving</i> by Kessell or other Thanksgiving book.</p> <p>Students will create a What I am thankful for card with words or pictures.</p>	<p><i>Thanksgiving is</i> by Gibbons (E GIB)</p> <p><i>Squanto and the first Thanksgiving</i> by Kessell (ICR E KES)</p>	<p>Students will create a What I am thankful for (Appendix D) card with words or pictures.</p>
11	Introduce students	ITEM 4.I.D:	* use CODE.org	Arrows on	Teacher

	<p>to computer coding concepts Academic vocabulary</p> <p>Students will learn about computer programming.</p> <p>Students will work collaboratively to create a project.</p>	<p>Strategically solve information and technology issues</p> <p>ITEM 4.I.E: Effectively use available tools and applications for collaboration, organization, and communication.</p> <p>ITEM 4.II.C: Reflect on and adapt to the ever-changing nature of technology to solve information needs.</p>	<p>unplugged lesson. Students will write computer code and execute (be robots). * students use arrows to write computer program. * students follow computer program.</p>	<p>paper Tape White Board</p> <p>https://studio.code.org/s/course1</p>	<p>observation of students following guidelines.</p> <p>Teacher observation of students collaborating, listening to others.</p> <p>Teacher observation of students role playing: programmer or robot</p>
12	<p>Kindergartners access Tumblebooks individually through media website.</p> <p>Students will access books online.</p>	<p>ITEM 2.I.B: Use tools for locating print and electronic materials appropriate for their needs.</p> <p>ITEM 2.II.A: Reflect, share ideas, and/or interact with others in response to books and other media.</p> <p>ITEM 3.I.A: Understand and use technology equipment.</p>	<p>Students will log in to computer. Students will locate and access Tumblebooks. Students will choose and listen to one or more stories individually.</p>	<p>individual computer access student log-in cards headphones</p>	<p>Teacher observation of students logging in successfully.</p> <p>Students will independently choose and listen to a Tumblebook.</p>
13	<p>Read Star of the North book 4: <i>Its an Orange Aardvark</i> by Hall Notie: author's purpose repetition predicting</p> <p>Students will listen to and discuss a Star of the North book.</p>	<p>ITEM 2.I.D: Understand and interact with materials from a variety of genres and forms representing America's multicultural experience as well as global perspectives.</p> <p>RL3 With prompting and support, ask and answer questions about key details in a text.</p>	<p>* Read <i>Its an Orange Aardvark</i> by Hall * notice text features of author's purpose (color, imagination) repetition (wrr, gracious, yikes!) predicting (what is outside) sentence stems</p>	<p><i>Its an Orange Aardvark</i> by Hall (E HAL)</p>	<p>Teacher observation of: Students will make predictions of another page the author could add and what would be on that page: a color, comparison and a silly thing added. Students will recognize sentence frame</p>

					that the author repeats and be able to complete in variety.
14	<p>Read books that compare and contrast now and long ago vocabulary: present, past comparison: transportation, clothing</p> <p>Students will listen to and discuss elements of a book.</p>	<p>ITEM 1.II.C: Evaluate the validity of information resources including source, bias, accuracy, relevance, completeness, and purpose.</p> <p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest.</p> <p>ITEM 2.I.D: Understand and interact with materials from a variety of genres and forms representing America’s multicultural experience as well as global perspectives.</p> <p>History 0.4.1.2.1 Describe ways people learn about the past</p>	<p>Read BOOKS</p> <p>Students will listen to BOOK</p> <p>Students will classify books into “Now” and “Long ago” categories based on pictures and text</p>	<p>Little House books: <i>The Deer in the Woods</i> <i>Winter Days in the Big Woods</i></p> <p>Kids during the books: <i>Renaissance</i> <i>Middle Ages</i> <i>Ancient Rome</i> <i>Ancient Egypt</i></p>	<p>Student will classify and give example of past or present (pictures or books)</p> <p>Student will be able to explain why and how book belongs in each category.</p>

Kindergarten Quarter 3

Cycle	Objective	Standards	Lesson	Materials	Assessment
15	<p>Read books that compare and contrast now and long ago vocabulary: present, past comparison: communication, school, family life, jobs</p> <p>Students will compare jobs between past and present.</p>	<p>ITEM 1.II.C: Evaluate the validity of information resources including source, bias, accuracy, relevance, completeness, and purpose.</p> <p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest.</p> <p>ITEM 2.I.D: Understand and interact with materials from a variety of genres and forms representing America’s multicultural experience as well as global perspectives.</p> <p>History 0.4.1.1.1: Use a variety of words to reference time in the past, present, and future.</p> <p>History 0.4.2.4.1 Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds.</p>	<p>Read <i>Winter Days in the Big Woods</i> by Wilder</p> <p>Students will classify books into “Now” and “Long ago” categories based on pictures and text</p>	<p><i>Winter days in the big woods</i> by Wilder (E WIL) <i>Going West</i> by van Leeuwen (E Van) <i>The Granddaughter’s necklace</i> by Wyeth (E WYE) <i>Neville</i> by Juster (E JUS) <i>The Matchbox Diary</i> by Fleischman (E FLE) <i>How I learned geography</i> by Schulvitz (E SHU)</p> <p>other variety of books</p>	<p>Student will classify and give example of past or present (pictures or books)</p> <p>Student will be able to explain why and how book belongs in each category.</p>
16	<p>SotN: BLIZZARD maps, snow, real vs. not real maps: landforms,</p>	<p>ITEM 1.II.C: Evaluate the validity of information resources including</p>	<p>Teacher will read <i>Blizzard</i> by Rocco (E ROC). Students will ask and</p>	<p><i>Blizzard</i> by Rocco (E ROC) <i>Katy and the</i></p>	<p>exit slip: Students have to walk under the 40” mark on the</p>

	<p>river, mountain, city, forest</p> <p>Students will listen to and discuss a Star of the North book.</p>	<p>source, bias, accuracy, relevance, completeness, and purpose.</p> <p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest.</p> <p>Geography 0.3.1.1.1 Describe spatial information depicted in simple drawings and pictures</p>	<p>answer questions about snow, blizzards, maps, jobs.</p> <p>May show time lapse videos of snowfall.</p>	<p><i>Big Snow</i> by Burton (E BUR)</p> <p>https://youtu.be/KIULhnUq8hU</p> <p>https://youtu.be/eyXPeDi1jI</p> <p>https://www.youtube.com/watch?v=iGLZhM51-vA</p> <p>https://youtu.be/asIYeT0pRRE</p>	<p>door (amount of snow that fell in the book) and say if they could walk through the snow with or without snowshoes.</p>
17	<p>my big wide world: maps, this is me, city, state, country (stories about minnesota)</p> <p>Students will compare maps in different books. Students will discuss map features with partners.</p>	<p>ITEM 1.II.E: Record information using a variety of methods</p> <p>ITEM 4.II.A: Build global awareness and cultural understanding by respectfully engaging with resources and learners of diverse cultures.</p> <p>Geography 0.3.1.1.1 Describe spatial information depicted in simple drawings and pictures</p>	<p>Whole Group lesson:</p> <ul style="list-style-type: none"> * read <i>Katy and the Big Snow</i> by Burton. * look at maps * show where someone has been * show how close places are * show how to get from here to there. * students will look at other books with maps in small groups. 	<p><i>Katy and the Big Snow</i> by Burton (E BUR)</p> <p><i>A walk in London</i> by Rubbino (E RUB)</p> <p><i>This Land is your Land</i> by Guthrie (782.421 GUT)</p> <p><i>Community Maps</i> (912 BRA)</p> <p><i>Country Maps</i> (912 BRA)</p> <p><i>Blizzard</i> by Rocco (E ROC)</p> <p><i>Land and Sea Maps</i> (912 BRA)</p> <p><i>Me on the Map</i> (912</p>	<p>Exit slip: students will tell teacher one thing they saw on the map. Teacher may do this during the small group activity.</p>

				<p>SWE) <i>Akiak: a tale from the Iditarod</i> by Blake (E BLA) <i>Around the world: Who's been here</i> by George (E GEO)</p>	
18	<p>Ninja Red Riding Hood: SotN Compare and contrast two versions of the same story.</p> <p>Students will listen to and discuss a Star of the North book. Students will compare two versions of the same story.</p>	<p>ITEM 1.III.A Synthesize information and recognize categories, trends and themes across multiple sources, data sets, and conclusions.</p> <p>ITEM 1.V.B Continuously reflect on literacy skills and grow as learners.</p> <p>CC.1.R.1.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic.</p>	<p>Students will listen to 2 versions of Little Red Hiding Hood <i>Ninja Red Riding Hood</i> by Schwartz (E SCH) <i>Red Riding Hood stories from around the world</i> (ebook) <i>Little Red Riding Hood</i> by Galdone (398.2 GAL)</p> <p>Students will note similarities and difference in two versions of the same story.</p> <p>If time, students may explore other versions of the story.</p>	<p><i>Ninja Red Riding Hood</i> by Schwartz (E SCH)</p> <p><i>Red Riding Hood stories from around the world</i> (ebook)</p> <p><i>Little Red Riding Hood</i> by Galdone (398.2 GAL)</p> <p>other versions of the story from the collection</p> <p>if using ebook: computer and smartboard or individual computer access.</p>	<p>Teacher observation of students participating in listening and discussion.</p>
19	<p>Body unit: senses books Students will compare fiction and nonfiction books on the same topic.</p>	<p>ITEM 1.III.A Synthesize information and recognize categories, trends and themes across multiple sources, data sets, and conclusions.</p>	<p>Teacher will read two texts based on the unit “My Body” from the kindergarten curricular map. Students will use share/pairs to discuss how fiction and nonfiction are alike</p>	<p><i>You are (not) small</i> by Kang (E KAN)</p> <p><i>Two eyes, a nose and a mouth</i> by Intrater (E</p>	<p>Teacher observation of students listening, answering questions about the text and engaging in discussion on</p>

		<p>ITEM 1.V.B Continuously reflect on literacy skills and grow as learners.</p> <p>CC.1.R.1.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic.</p> <p>Kindergarten curricular maps My body unity</p>	and not alike.	<p>INT)</p> <p><i>Sense suspense: a guessing game for the five senses</i> by McMillan (E MCM)</p> <p><i>My Five Senses</i> by Alaki (612.8 ALI)</p> <p><i>How your Body Works</i> series by Ballard (612.8 BAL)</p> <p><i>Library of the Five Senses and the Sixth Sense</i> by Hurwitz (612.8 HUR)</p>	topic.
20	<p>Finding informational text</p> <p>Students will explore the nonfiction section. Students will follow library rules: shelf markers.. Students will check out a nonfiction book at their level.</p>	<p>ITEM 1.II.A: Understand the various ways that information is organized and be able to find a wide range of information sources needed to respond to defined questions and needs.</p> <p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest.</p>	<p>Teacher will review shelf marker use.</p> <p>Students will practice shelf marker use in controlled environment. Teacher will review how non-fiction is different from fiction/everybody section.</p> <p>Students will explore and check out a nonfiction book at their level.</p>	<p>shelf markers access to non-fiction section small variety of nonfiction books in a variety of reading levels.</p>	<p>Teacher observation of students following library rules. Students will check out a nonfiction book at their level.</p>
21	<p>MackinVia Early World of Learning</p> <p>Students will explore online</p>	<p>ITEM 3.I.A; Understand and use technology equipment.</p>	<p>Students will log into computer and MackinVia. Students will access Early World of</p>	<p>individual computer access student log-in cards</p>	<p>Teacher observation of students logging in successfully.</p>

	databases.	<p>ITEM 3.I.B: Perform basic operations of computer and network use.</p> <p>ITEM 3.II.B: Explore, evaluate, and integrate new technologies independently.</p> <p>ITEM 4.I.A: Understand and follow acceptable use policies and laws regulating use of information.</p>	Learning database.	headphones	Students will independently choose and explore areas of Early World of Learning on MackinVia.
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Kindergarten Quarter 4

Cycle	Objective	Standards	Lesson	Materials	Assessment
22	<p>MackinVia Early World of Learning</p> <p>Vote on Star of the North books.</p> <p>Students will access an online database.</p>	<p>ITEM 1.IV.C: Work individually and collaboratively to share knowledge.</p> <p>ITEM 3.I.A; Understand and use technology equipment.</p> <p>ITEM 3.I.B: Perform basic operations of computer and network use.</p> <p>ITEM 3.II.B: Explore, evaluate, and integrate new technologies independently.</p> <p>ITEM 4.I.A: Understand and follow acceptable use policies and laws regulating use of information.</p>	<p>Students will participate in voting for Star of the North winner.</p> <p>Students will log into computer and MackinVia.</p> <p>Students will access Early World of Learning database.</p>	<p>Star of the North poster with all books listed.</p> <p>Voting sticky notes.</p> <p>individual computer access</p> <p>student log-in cards</p> <p>headphones</p>	<p>Students will place a vote by sticky note on book of choice.</p> <p>Teacher observation of students logging in successfully.</p> <p>Students will independently choose and explore areas of Early World of Learning on MackinVia.</p>
23	<p>Online safety: Common Sense Media Virtual Field Trip</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> discover that the Internet can be used to visit far-away places and learn new things. compare how staying safe online is similar to staying 	<p>ITEM 3.1.E: Effectively use available tools and applications for collaboration, organization, and communication.</p> <p>ITEM 4.3.A: Safeguard personal intellectual property, privacy, and other rights when sharing or publishing information.</p> <p>grade K: W.2, W.5, W.7, W.8, W.10, SL.1a, SL.1b, SL.2, SL.3, SL.4, SL.5, SL.6, L.6</p>	<p>whole group lesson: rules to follow on a field trip.</p> <p>Student discussion: safety rules in real life and safety rules online: Same</p>	<p>https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/classroom_curriculum/k-2-unit1-goingplacessafely-2015.pdf</p>	<p>Student completes assessment sheet from Common Sense Media.</p> <p>Continue next cycle.</p>

	<p>safe in the real world.</p> <ul style="list-style-type: none"> ● explain rules for traveling safely on the Internet. 				
24	<p>Online safety: Common Sense Media Virtual Field Trip <i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● discover that the Internet can be used to visit far-away places and learn new things. ● compare how staying safe online is similar to staying safe in the real world. ● explain rules for traveling safely on the Internet. 	<p>ITEM 3.1.E: Effectively use available tools and applications for collaboration, organization, and communication.</p> <p>ITEM 4.3.A: Safeguard personal intellectual property, privacy, and other rights when sharing or publishing information.</p>	<p>whole group lesson: rules to follow on a field trip.</p> <p>Student discussion: safety rules in real life and safety rules online:</p> <p>whole group: internet field trip to London</p>	<p>https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/classroom_curriculum/k-2-goingplacesafely-2015.pdf</p> <p>http://zoo.sandiegozoo.org/</p>	<p>Student completes assessment sheet from Common Sense Media.</p>
25	<p>no computers: non-fiction books pull books that are at the right level for Kindergarten students: up to 2B.</p> <p>Students will use find books in</p>	<p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest.</p> <p>ITEM 2.I.D: Understand and interact with</p>	<p>Whole group lesson on how to find a good book.</p> <p>* Use “dogs” as today’s topic.</p> <p>* find pictures of dogs on cover</p> <p>* find “dog” in</p>	<p>variety of books pulled from Everybody and nonfiction sections.</p>	<p>Students will discuss in share pairs and stay on topic.</p> <p>Students can use multiple ways to find books about different topics.</p>

	<p>library based on one specific.</p> <p>May be used during testing when normal space is limited or quiet lessons are required or when class is held in alternative space.</p>	<p>materials from a variety of genres and forms representing America's multicultural experience as well as global perspectives.</p> <p>ITEM 2.I.B: Use tools for locating print and electronic materials appropriate for their needs.</p>	<p>title</p> <ul style="list-style-type: none"> * read spine and front cover * open book to see if it is right for you * is this literature or informational text? * students practice with 3-4 different books. * individual or share pairs <p>encourage students to check out books with names in the title or dogs in the title.</p>		
26	<p>step by step science fiction</p> <p>Students will learn about step by step instructions</p> <p>Students will learn about science in science fiction.</p>	<p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest.</p>	<p>Whole group lesson:</p> <ul style="list-style-type: none"> * read <i>How to bicycle to the moon</i>. * discuss what is real * discuss what is pretend * talk about following a plan. 	<p><i>How to bicycle to the moon to plant sunflowers: a simple but brilliant plan in 24 easy steps</i> by Gerstein (E GER)</p>	<p>Exit slip: students will tell teacher what step was the funniest.</p>
27	<p>Art for Kids Hub</p> <p>Students will follow step by step instructions to create a picture</p>	<p>ITEM 2.I.B: Use tools for locating print and electronic materials appropriate for their needs.</p>	<p>Whole group lesson</p> <p>Students will follow a Art for Kids Hub lesson in drawing something: will change per year or grade.</p>	<p>smartboard computer http://artforkidshub.com paper crayons/pencils/ markers</p>	<p>Students will create a drawing by following the directions.</p>
28	<p>summer reading opportunities</p> <p>Public Library reading program</p> <p>Bookmobile</p> <p>Book-Bike</p>	<p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest.</p>	<p>show Rochester Public Library video/powerpoint</p> <ul style="list-style-type: none"> * bookmobile * book bike 	<p>computer with smartboard</p> <p>RPL summer reading program</p>	<p>Teacher observation of student discussions staying on topic.</p>

	<p>Summer movies, summer books</p> <p>Students will learn about Rochester Public library summer reading program and where to get books during the summer.</p>	<p>ITEM 2.I.B: Use tools for locating print and electronic materials appropriate for their needs.</p>	<ul style="list-style-type: none"> * summer reading program * summer movies based on books appropriate to age group * encourage reading MYRA book awards 		
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Grade 1 curriculum

Grade 1 Quarter 1

Cycle	Objective	Standards	Lesson	Materials	Assessment
1	<p>Welcome to the media center. Meet the teacher and students. Learn book/library center rules.</p> <p>Students will listen to book.</p>	<p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest</p> <p>ITEM 4.I.B: Use facilities and equipment respectfully and independently</p>	<p>Welcome to the media center. Share names and watch a book care video.</p> <p>Students will listen to a story, watch a video, meet teacher, learn names. Review shelf-marker use.</p>	<p>https://www.youtube.com/watch?v=OzETnigMO-w.</p> <p>Don't Let the Pigeon Read the Books! other Pigeon books (E WIL) Book! Book! Book! by Bruss (E BRU)</p>	<p>All students will fill out Meet ME! card. (Appendix D)</p>
2	<p>Listen to a Star of the North (SotN) Book. Story elements: setting, characters, beginning, middle, end</p> <p>Students will listen to story, learn library rules, discuss book with a partner</p> <p>http://www.myrahome.org/</p>	<p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest.</p> <p>CC.1.R.I.1 Key Ideas and Details: Ask and answer questions about key details in a text.</p> <p>CC.1.L.5.c: Vocabulary Acquisition and Use: Identify real-life connections between words and their use (note places at home that are cozy).</p>	<p>Read Star of the North Book: <i>Penny and her Marble</i> by Henkes.</p> <p>Students will ask and answer questions about story. Demonstrate understanding of text.</p> <p>Students will discuss in pair-shares what is lying, when do you feel safe/not. Lesson on shelf markers: what are they, why do we use them.</p> <p>Students will practice shelf marker use in FIC shelves. Students will browse and discuss other Henkes books.</p>	<p><i>Penny and her Marble</i> by Henkes. alternative: Other Henkes books (E HEN)</p>	<p>All students will engage in share-pairs and be discussing the assigned topic.</p>
3	<p>Explore different authors.</p>	<p>ITEM 2.I.A: Read, view and listen for</p>	<p>Read newest winner (<i>Don't</i></p>	<p><i>Don't Throw it to Mo</i> by Adler (E</p>	<p>Teacher observation</p>

	<p>Learn about award winning books: Geisel award. Identify various spine label stickers. Students will learn about award winning books and spine label stickers.</p>	<p>pleasure and personal growth, exploration, or interest</p> <p>ITEM 4.I.B: Use facilities and equipment respectfully and independently</p> <p>CC.1.R.1.7: Integration of Knowledge and Ideas: Use illustrations and details in a text to describe its key ideas.</p>	<p><i>Throw it to Mo</i> by Adler) or newest winner. Introduction to spine labels, award winning labels. Identify Geisel award, history and winners. Students will look at a Geisel winner or honor books for 2 minutes and then switch. Students will look at 3-4 award winners.</p>	<p>ADL) or newest Geisel winner of the year. variety of books: Geisel winners and honors</p>	<p>of</p> <ul style="list-style-type: none"> * students engaging in share/pairs, * keeping to topic * identifying spine label, call #, Geisel sticker
4	<p>Online safety lesson Students will learn about online safety</p>	<p>ITEM 4.3.A: Safeguard personal intellectual property, privacy, and other rights when sharing or publishing information.</p>	<p>Students will watch Net Smartz Kids video as a group http://www.netsmartzkids.org Students will discuss in share-pairs online and real world safety rules.</p>	<p>http://www.netsmartzkids.org and other Videos as time allows.</p>	<p>Teacher observation of students watching and discussing online safety individually and in groups.</p>
5	<p>Introduce all the Star of the North books. (SotN)</p> <p>Pass out Star of the North Bookmark with all titles listed. (Appendix D)</p> <p>Students will learn about the Star of the North award program.</p>	<p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest</p> <p>ITEM 1.III.A: Synthesize information and recognize categories, trends, and themes across multiple sources, data sets, and conclusions.</p>	<p>Watch the Star of the North nominee video. Students will discuss, classify, look at all SotN books in share-pairs.</p>	<p>SotN book tub: <i>Blizzard</i> by John Rocco <i>Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909</i> by Michelle Markel, Melissa Sweet ill. <i>The Day the Crayons Quit</i> by Drew Daywalt, Oliver Jeffers ill. <i>Draw!</i> by Raúl <i>Farmer Will Allen and the Growing Table</i> by Jacqueline Briggs Martin, Eric Larkin ill.</p>	<p>Students will look at and categorize books.</p> <p>Students will mark which books they would like to read on bookmark.</p>

				<p><i>Gaston</i> by Kelly DiPucchio, Christian Robinson ill.</p> <p><i>It's an Orange Aardvark!</i> by Michael Hall</p> <p><i>Ninja Red Riding Hood</i> by Corey Rosen Schwartz, Dan Santat ill.</p> <p><i>Penny and her Marble</i> by Kevin Henkes</p> <p><i>The Scraps Book: Notes from a Colorful Life</i> by Lois Ehlert</p> <p>Variety of Author tubs.</p>	
6	Reader's Theater Students will participate in Reader's Theater.	<p>ITEM 1.IV.A: Recognize the needs of the audience and tailor message accordingly.</p> <p>ITEM 2.II.A: Reflect, share ideas, and/or interact with others in response to books and other media.</p>	<p>Explain concept of Reader's Theater: voice acting, fluency, easy play. Divide students into groups (5-6 depending on script). 5 minutes to read parts independently in group. Read play. Discuss good/bad. Revise. Read again.</p>	<p><i>The Very Hungry Caterpillar</i> by Eric Carle</p> <p><i>Today I Will Fly!</i> by Mo Willems</p>	Students will actively participate in group activity.
7	Students will successfully log onto computer. Students will successfully navigate and explore the database Pebble Go	<p>ITEM 4.I.A: Understand and use technology equipment.</p> <p>ITEM 4.I.B: Perform basic operations of computer and network use.</p> <p>Rochester Curriculum maps: Social Studies, Grade 1, Quarter 1</p>	<p>Walk students through computer log in and MackinVia log in. Walk students through PebbleGo. Allow students to explore Pebble Go: Social Studies: Maps</p>	<p>in computer lab: log in cards MackinVia bookmarks</p>	Students will successfully log on and explore the database.

Grade 1 Quarter 2

Cycle	Objective	Standards	Lesson	Materials	Assessment
8	<p>Read SofN book #2: Biography, Art Vocabulary: biography, collage, illustration, author</p> <p>Students will read a Star of the North book.</p>	<p>ITEM 1.III.A: Synthesize information and categories, trends, and themes across multiple sources, data sets and conclusions.</p>	<p>Teacher will read <i>The Scraps Book</i> by Ehlert as part of the SofN books.</p> <p>Discuss elements of biography, art vocabulary, visual literacy (how she makes pictures).</p> <p>Have students “read” other Ehlert books (but not the words!) to see how she makes pictures.</p>	<p><i>The Scraps Book</i> by Ehlert (E EHL)</p> <p>other Ehlert books in collection.</p> <p>other books with collage illustrations: Eric Carle, Ed Young,</p>	<p>Teacher observation of students “reading” illustrations. Teacher observation of students engaging in small group discussion of books, illustrations.</p>
9	<p>Read SofN book #3: Biography, Vocabulary: biography, illustration, author Re-tell a story with beginning, middle and end. Recognize difference between fiction and nonfiction. Discover other biographies in the Everybody section</p> <p>Students will read a Star of the North book.</p>	<p>ITEM 1.III.A: Synthesize information and categories, trends, and themes across multiple sources, data sets and conclusions.</p> <p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest.</p> <p>ITEM 2.I.C: Comprehend information gathered from a variety of diverse resources, using different skills required by specific methods of delivery and formats.</p>	<p>Teacher will introduce words: brave, strike, factory, immigrant to engage prior knowledge or give students academic vocabulary to understand story. What is brave? What is an immigrant? What is a strike?</p> <p>Teacher will read <i>Brave Girl: Clara and the Shirtwaist Maker’s Strike of 1909</i> by Markel as part of the SofN books.</p> <p>Discuss elements of biography (real, but pictures look pretend). Re-tell story.</p> <p>With alternative titles, other</p>	<p><i>Brave Girl: Clara and the Shirtwaist Maker’s Strike of 1909</i> by Markel (E MAR)</p> <p>Whiteboard Markers</p> <p>alternative titles <i>Daredevil: the daring life of Betty Skelton</i> by McCarthy (921 SKE)</p> <p><i>Desmond and the very mean word</i> by Tutu (E TUT)</p> <p><i>You forgot your skirt, Amelia Bloomer! a very improper story</i> by Corey (E COR)</p>	<p>Teacher observation of students re-telling story.</p> <p>Teacher observation of students engaging in small group discussion of books, illustrations of other biographies.</p>

			academic vocabulary will be changed to fit the story.		
10	<p>Continue with biography use Pebble Go to find more information about interesting people.</p> <p>Students will access online information.</p>	<p>ITEM 3.I.A: Understand and use technology equipment.</p> <p>ITEM: 3.I.B: Perform basic operations of computer and network use.</p> <p>ITEM 3.I.C: Select and use applications effectively and productively.</p> <p>MN CCSS History 1.4.1.2.2 Describe how people lived at a particular time in the past, based on information found in historical records and artifacts.</p>	<p>Teacher and students will review elements of a biography. Teacher will lead students in logging into computer and logging into PebbleGo database. Students will explore PebbleGo biographies as individuals.</p>	<p>Computers Log in cards for computer and MackiinVia.</p>	<p>Teacher observation of students using computers and databases appropriately.</p> <p>Individual exit interview of what biography student explored. "Name two facts about your person."</p>
11	<p>Code.org Introduce students to computer coding during Hour of Code week.</p>	<p>ITEM 3.I.A: Understand and use technology equipment.</p> <p>ITEM: 3.I.B: Perform basic operations of computer and network use.</p> <p>ITEM 3.I.E: Effectively use available tools and applications for collaboration, organization, and communication.</p>	<p>Whole group lesson. On SmartBoard show code.org video and Angry Birds maze. Students will work as a class to solve the mazes. Individual students will move pieces on SmartBoard.</p>	<p>SmartBoard Computer Code.org website: https://studio.code.org/s/course1/stage/4/puzzle/1</p>	<p>Teacher observation of students engaged in activity.</p> <p>Exit slip: thumbs up/ thumbs down "Who wants to do more computer code work?"</p>
12	<p>Use inquiry model of questioning. Engage prior knowledge. Explore</p>	<p>ITEM 1.II.B: Access information from organizations within and outside of school or local community environment.</p>	<p>Students will engage prior knowledge about snow: likes, dislikes, factual knowledge.</p>	<p>Computer Smartboard Tumblebooks <i>Who Likes Snow</i> by Kaner</p>	<p>Teacher observation of students engaging in discussion.</p>

	<p>nonfiction texts on Tumblebooks before winter break</p> <p>Students will access online reading materials.</p>	<p>ITEM 2.I.C: Comprehend information gathered from a variety of diverse sources, using different skills required by specific methods of delivery and formats.</p>	<p>Whole group: teacher walks students in steps to find Tumblebooks through Mackinvia. Remind students that this is available at home for use over break.</p> <p>Set up that book format of “I like . . . Why is . . . Factual information . . .”</p> <p>Watch book together and then discuss afterwards what questions students raised and which were answered in the text.</p>		<p>Teacher observation in students watching text.</p> <p>Exit slip: thumbs up/ thumbs down “Who is going to read over winter break?”</p>
13	<p>Introduce nonfiction section. Students will locate books to read. Students will classify books.</p>	<p>ITEM 1.II.A: Understand the various ways that information is organized and be able to find a wide range of information sources needed to respond to defined questions and needs.</p> <p>ITEM 1.III.D: Constantly explore, evaluate, and integrate new information sources independently.</p>	<p>Explore a cart of books to compare spine labels of similar books.</p> <p>Classify books by TOPIC, not author. Talk about differences in nonfiction vs. fiction organization.</p> <p>Students will locate sections of books in small groups in the nonfiction area.</p>	<p>Cart of books from nonfiction section (groups of category alike books: fairy tales, dogs, sports, joke books, aircraft, bats).</p>	<p>Teacher observation of students locating books.</p> <p>Students will check out a nonfiction book.</p>
14	<p>How to read a spine label.</p> <p>Students will classify books by spine label. Students will</p>	<p>ITEM 1.II.A: Understand the various ways that information is organized and be able to find a wide range of information sources</p>	<p>Whole group lesson: continue from last class: * how to read a spine label: call #, color level, award</p>	<p>variety of books: the unshelved book cart making sure books with different spine labels and stickers</p>	<p>exit slip: one thing you learned today.</p>

	<p>recognize how books are organized in Everybody and Non-fiction sections.</p>	<p>needed to respond to defined questions and needs. ITEM 2.II.B: Work individually and collaboratively to share knowledge.</p>	<p>stickers, holiday stickers, color level Small groups: * students will arrange books in different arrangement. * students will discover which arrangement the library uses to arrange books.</p>		
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Grade 1 Quarter 3

Cycle	Objective	Standards	Lesson	Materials	Assessment
15	<p>Ninja Red Riding Hood: SotN Students will compare and contrast two versions of the same story.</p> <p>Students will read a Star of the North book.</p>	<p>ITEM 1.III.A Synthesize information and recognize categories, trends and themes across multiple sources, data sets, and conclusions.</p> <p>ITEM 1.V.B Continuously reflect on literacy skills and grow as learners.</p> <p>CC.1.R.1.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic.</p>	<p>Students will listen to 2 versions of Little Red Hiding Hood <i>Ninja Red Riding Hood</i> by Schwartz (E SCH) <i>Red Riding Hood stories from around the world</i> (ebook) <i>Little Red Riding Hood</i> by Galdone (398.2 GAL)</p> <p>Students will note similarities and difference in two versions of the same story.</p> <p>If time, students may explore other versions of the story.</p>	<p><i>Ninja Red Riding Hood</i> by Schwartz (E SCH)</p> <p><i>Red Riding Hood stories from around the world</i> (ebook)</p> <p><i>Little Red Riding Hood</i> by Galdone (398.2 GAL)</p> <p>other versions of the story from the collection</p> <p>if using ebook: computer and smartboard or individual computer access.</p>	<p>Teacher observation of students participating in listening and discussion.</p>
16	<p>our earth Science Students will explore a variety of science topics. Students will find and read books at their reading level. Students will recognize that science books are in many sections of the library</p>	<p>ITEM 1.II.A Understand the various ways that information is organized and be able to find a wide range of information sources needed to respond to defined questions and needs.</p> <p>ITEM 1.III.D Constantly explore, evaluate, and integrate new information sources independently.</p> <p>ITEM 2.I.C Comprehend information gathered from a variety of diverse sources, using different skills required</p>	<p>Students will explore a variety of science topics. Students will find and read books at their reading level. Students will recognize that science books are in many sections of the library. Students will classify books by topic, call # and reading level.</p>	<p>variety of books gathered from non-fiction section math weather science experiments construction and architecture inventions scientists, explorers, inventors (biographies) food health computer and electronics</p>	<p>Teacher observation of students interacting with books of different topics.</p> <p>Students will be able to locate and read call # and group books accordingly.</p>

		<p>by specific methods of delivery and formats.</p> <p>Rochester Curriculum maps, Social Studies, Grade 1, quarter 3</p>			
17	<p>passport to other lands: Australia</p> <p>Students will learn about another culture. Students will access information online and in print.</p>	<p>ITEM 1.III.D Constantly explore, evaluate, and integrate new information sources independently.</p> <p>ITEM 2.I.C Comprehend information gathered from a variety of diverse sources, using different skills required by specific methods of delivery and formats.</p> <p>ITEM 1.II.E Record information using a variety of methods.</p> <p>Rochester curricular maps, Social Studies, Grade 1, Quarter 3</p>	<p>Students will work for 3 weeks comparing countries by using fiction, nonfiction and e-resources.</p> <p>Week 1: Australia geography animals people houses schools</p>	<p><i>Australia</i> (919.4 PET) <i>Australia</i> (994 MCC) <i>Take a Trip to Australia</i> (994 TRU) <i>A Visit to Australia</i> (994.2 PAC) Books by Mem Fox that highlight Australian animals other Australia books</p> <p>Comparison chart may be on paper or google sheets.</p>	<p>Students will start a comparison chart on three countries: geography animals people houses schools Students will recognize that information can come from fiction and nonfiction books.</p>
18	<p>Alaska</p> <p>Students will learn about another culture. Students will access information online and in print.</p>	<p>ITEM 1.III.D Constantly explore, evaluate, and integrate new information sources independently.</p> <p>ITEM 2.I.C Comprehend information gathered from a variety of diverse sources, using different skills required by specific methods of delivery and formats.</p> <p>ITEM 1.II.E Record information using a variety of methods. Rochester curricular maps, Social Studies, Grade 1, Quarter 3</p>	<p>Students will work for 3 weeks comparing countries by using fiction, nonfiction and e-resources.</p> <p>Week 2: Alaska geography animals people houses schools</p>	<p>Alaska books <i>Products of Alaska</i> (979.8 STO) <i>Wildlife of Alaska</i> (979.8 STO) <i>Akiak: a tale from the Iditarod</i> (E BRI) <i>Alaska's three bears</i> (E GIL) other materials (e materials)</p> <p>Comparison chart may be on paper or google sheets.</p>	<p>Students will continue with comparison chart on three countries: geography animals people houses schools Students will recognize that information can come from fiction and nonfiction</p>

					books.
19	<p>Brazil Students will learn about another culture. Students will access information online and in print.</p>	<p>ITEM 1.III.D Constantly explore, evaluate, and integrate new information sources independently.</p> <p>ITEM 2.I.C Comprehend information gathered from a variety of diverse sources, using different skills required by specific methods of delivery and formats.</p> <p>ITEM 1.II.E Record information using a variety of methods.</p> <p>Rochester curricular maps, Social Studies, Grade 1, Quarter 3</p>	<p>Students will work for 3 weeks comparing countries by using fiction, nonfiction and e-resources.</p> <p>Week 3: Brazil geography animals people houses schools</p>	<p><i>Benjamin Blog and his inquisitive dog: Brazil</i> ebook: students may access individually in computer lab.</p> <p>Comparison chart may be on paper or google sheets.</p>	<p>Students will continue with comparison chart on three countries: geography animals people houses schools Students will recognize that information can come from fiction and nonfiction books.</p>
20	<p>now and long ago vocabulary: present, past comparison: transportation, clothing, jobs for adults and children</p> <p>Students will learn compare/contrast long ago and present.</p>	<p>ITEM 1.II.C: Evaluate the validity of information resources including source, bias, accuracy, relevance, completeness, and purpose.</p> <p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest.</p> <p>ITEM 2.I.D: Understand and interact with materials from a variety of genres and forms representing America’s multicultural experience as well as global perspectives.</p> <p>Rochester curricular maps, Social Studies, Grade 1, Quarter 3</p>	<p>Read <i>Clara Morgan and the Oregon Trail</i> (ebook).</p> <p>Students will identify how things were in the past: transportation, clothing, jobs for adults and children</p>	<p><i>Clara Morgan and the Oregon Trail Journey</i> (ebook)</p> <p><i>Locomotive</i> by Floca (385 FLO)</p> <p><i>Clara and the Shirtwaist Makers’ Strike of 1909</i> by Michelle Markel, Melissa Sweet ill. (E MAR)</p> <p><i>Prairie Days</i> by Wilder (E WIL)</p> <p><i>Winter Days in the Big Woods</i> by Wilder (E WIL)</p>	<p>Student will classify and give example of “long ago” transportation, clothing, jobs for adults and children</p>

21	<p>poetry: haiku</p> <p>Students will understand the parameters of a haiku. Students will create a haiku.</p>	<p>ITEM 2.III.A Create a product which communicates learning and ideas for a local and global audience, both formally and informally.</p> <p>ITEM 2.III.B Use the writing process and technology skills to create products that express new understandings to an audience.</p>	<p>Students will generate a list of words describing a topic: spring trees birds green slush warm sun leaves grass</p> <p>Whole group/small group/individual: students will create a haiku using words in the word bank.</p> <p>Teacher will demonstrate how to create a haiku with clapping out syllables as whole group and students may continue as individuals or in small groups.</p>	<p>smartboard or white board computer paper/pencils for students</p>	<p>Students write or copy a haiku. Students participate in group activity.</p>

Grade 1 Quarter 4

Cycle	Objective	Standards	Lesson	Materials	Assessment
22	<p>vote SotN research project: Biographies</p> <p>Students will write down 2-3 facts from a biography in Pebble Go</p> <p>Students will make an age appropriate citation</p>	<p>ITEM 1.III.A: Synthesize information and recognize categories, trends, and themes across multiple sources, data sets, and conclusions.</p> <p>ITEM 2.I.C: Comprehend information gathered from a variety of diverse resources, using different skills required by specific methods of delivery and formats.</p> <p>ITEM 4.I.C Avoid plagiarism and respect concepts of intellectual property</p> <p>Rochester Curriculum maps, ELA, grade 1, quarter 4</p>	<p>Whole group lesson on Pebble Go Biographies</p> <p>Teacher accesses Pebble Go biographies on smartboard</p> <p>Whole group * reads one biography * writes down key points * creates citation * works on note-taking</p>	<p>computer access smartboard Pebble Go Biography pencils/paper</p>	<p>Teacher observation of students writing correct information, making correct citations.</p>
23	<p>whole group research project Biographies</p> <p>Students will write down 2-3 facts from a biography in Pebble Go</p> <p>Students will make an age appropriate citation</p>	<p>ITEM 1.III.A: Synthesize information and recognize categories, trends, and themes across multiple sources, data sets, and conclusions.</p> <p>ITEM 2.I.C: Comprehend information gathered from a variety of diverse resources, using different skills required by specific methods of delivery and formats.</p> <p>ITEM 4.I.C Avoid plagiarism and respect concepts of intellectual property</p>	<p>Small group or individual lesson on Pebble Go Biographies</p> <p>Small group or individual accesses Pebble Go biographies on iPads</p> <p>Small group or individual * reads one biography * writes down key points * creates citation * works on note-taking</p>	<p>computer access or iPads Pebble Go Biography Pebble Go Biography packet</p>	<p>Teacher observation of students writing correct information, making correct citations.</p>

		Rochester Curriculum maps, ELA, grade 1, quarter 4	Will continue lesson in classroom		
24	Art for Kids Hub Students will follow step by step instructions to create a picture	ITEM 2.I.B: Use tools for locating print and electronic materials appropriate for their needs.	Whole group lesson Students will follow a Art for Kids Hub lesson in drawing something: will change per year or grade.	smartboard computer http://artforkidshub.com paper crayons/pencils/markers	Students will create a drawing by following the directions.
25	introduction to series books Students will learn about what makes a series. Students will learn about series at their reading level.	ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest.	Whole group lesson: * what is a series * common characters, similar plots, more than one book. * beginning chapter books Small group: * students will “taste test” books in different series and discuss.	variety of series at 1R, 2R, 1B levels <i>Henry and Mudge</i> by Rylant <i>Frog and Toad</i> by Lobel <i>Katie Woo</i> by Manushkin	exit slip: one character you met today and one fact about that character.
26	online safety Common Sense Media Going Places Safely Part I Students will review online safety rules	ITEM 4.I.D Protect individual privacy respect the privacy of others, and navigate safely when using technology.	Whole group lesson * review safety rules at different places * show “My Online Neighborhood” video * safe sites	Common Sense Media Grades K-2 Unit 1 Going Places Safely computer and internet access smartboard Common Sense Media handouts or variations of. https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/classroom_curriculum/k-2-unit1-goingplacesafely-2015.pdf	Teacher observation of students being on task Teacher observation of students participating in discussion

27	<p>online safety online safety Common Sense Media Going Places Safely Part II</p> <p>Students will review online safety rules</p>	<p>ITEM 4.I.D Protect individual privacy respect the privacy of others, and navigate safely when using technology.</p>	<p>Small / Whole groups lesson * review safety lessons * virtual field trip * make a post card of virtual field trip</p>	<p>Common Sense Media Grades K-2 Unit 1 Going Places Safely computer and internet access smartboard Common Sense Media handouts or variations of. https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/classroom_curriculum/k-2-unit1-goingplacessafely-2015.pdf paper/ crayons/ markers iPads or computer access</p>	<p>Teacher observation of students being on task</p> <p>Teacher observation of students participating in discussion</p>
28	<p>summer reading opportunities Public Library reading program Bookmobile Book-Bike Summer movies, summer books</p> <p>Students will learn about Rochester Public library summer reading program and where to get books during the summer.</p>	<p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest.</p> <p>ITEM 2.I.B: Use tools for locating print and electronic materials appropriate for their needs.</p>	<p>show Rochester Public Library video/powerpoint * bookmobile * book bike * summer reading program * summer movies based on books appropriate to age group * encourage reading MYRA book awards</p>	<p>computer with smartboard RPL summer reading program</p>	<p>Teacher observation of student discussions staying on topic.</p>

Grade 2 curriculum

Grade 2 Quarter 1

Cycle	Objective	Standards	Lesson	Materials	Assessment
1	Welcome to the media center. Meet the teacher and students. Learn book/library center rules. RE-connect with old favorites, new books, and classify books by genre. Students will fill out a Meet ME! card	ITEM 1.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest ITEM 4.I.B: Use facilities and equipment respectfully and independently	Welcome to the media center. Share names and watch a book care video.. Review shelf-marker use. Read <i>Wild About Books</i> by Sierra. Students will generate a list of genres individually or in groups. Students will classify books by genre.	<i>Wild About Books</i> by Sierra (E SIE) Variety of books for grade 1-3 on cart.	All students will fill out Meet ME! card . Students successfully classify books into a genre.
2	Recognize the difference in call #: non-fiction vs. fiction. Recognize that books of same topic may be found in both fiction and non-fiction areas.	ITEM 1.II.A: Understand the various ways that information is organized and be able to find a wide range of information sources needed to respond to defined questions and needs. ITEM 4.I.B: Use facilities and equipment respectfully and independently.	Students will review rules of the library, book care, and choosing books, spine labels. Students will classify books by spine label.	Shelf markers non-fiction section Cats and dogs books from 636 section. Cats and dogs books from other non-fiction section. Variety of non-fiction and fiction books	Students will categorize (individually or in groups) three books from a variety of topic areas.
3	Explore different authors/illustrators. Learn about award winning books: Caldecott, Newbery, Coretta Scott King, Belpre, Geisel, Seibert. Identify various spine label stickers.	ITEM 1.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest ITEM 4.I.B: Use facilities and equipment respectfully and independently CC.1.R.1.7: Integration of Knowledge and	Read newest winner (<i>Sam and Dave Dig a Hole</i> by Barnett) or newest Caldecott winner of the year. Continue with spine labels, award winning labels. Students will categorize books by award sticker Students will look at a Caldecott	<i>Sam and Dave Dig a Hole</i> by Barnett (E BAR) or newest Caldecott winner of the year. Caldecott Award gold and silver winners: 50 Access to other award winning in any section books.	Students will locate three award winning books in the stacks (individually or in groups). Students will categorize

		Ideas: Use illustrations and details in a text to describe its key ideas.	winner (gold or silver) for 2 minutes and then switch. Students will look at 3-4 Caldecott winners.		books by award winning stickers.
4	Online safety lesson Students will learn ways to stay safe online.	ITEM 4.I.B Use facilities and equipment respectfully and independently ITEM 4.III.A: Safeguard personal intellectual property, privacy, and other rights when sharing or publishing information.	Students will watch Net Smartz Kids video individually on computers. http://www.netsmartzkids.org Students will self-select other online safety videos to watch individually. Students will discuss in share-pairs online and real world safety rules.	http://www.netsmartzkids.org and other Videos as time allows.	Students will watch and discuss online safety individually and in groups. Exit ticket: one thing you learned today.
5	Introduce all the Star of the North books. (SotN) Pass out Star of the North Bookmark with all titles listed. http://www.myrahome.org/	ITEM 1.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest ITEM 1.III.A: Synthesize information and recognize categories, trends, and themes across multiple sources, data sets, and conclusions.	Watch the Star of the North nominee video. Students will discuss, classify, look at all SotN books in share-pairs.	SotN book tub: <i>Blizzard</i> by John Rocco <i>Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909</i> by Michelle Markel, Melissa Sweet ill. <i>The Day the Crayons Quit</i> by Drew Daywalt, Oliver Jeffers ill. <i>Draw!</i> by Raúl <i>Farmer Will Allen and the Growing Table</i> by Jacqueline Briggs Martin, Eric Larkin ill. <i>Gaston</i> by Kelly DiPucchio, Christian Robinson ill. <i>It's an Orange Aardvark!</i> by Michael Hall <i>Ninja Red Riding Hood</i> by Corey	Students will look at and categorize books. Students will mark which books they would like to read on bookmark.

				Rosen Schwartz, Dan Santat ill. <i>Penny and her Marble</i> by Kevin Henkes <i>The Scraps Book: Notes from a Colorful Life</i> by Lois Ehlert Variety of Author tubs.	
6	Database: discovery Students will successfully log onto computer. Students will successfully navigate and explore an online database in MackinVia.	ITEM 4.I.A: Understand and use technology equipment. ITEM 4.I.B: Perform basic operations of computer and network use.	Walk students through computer log in and MackinVia log in. Walk students through accessing PebbleGo. Allow students to explore databases	in computer lab: log in cards MackinVia bookmarks	Exit slip: one thing you learned/discovered today. Students will successfully log on and explore the database.
7	How to make a PowerPoint will continue into regular class and next week. Students will learn how to use Microsoft PowerPoint	ITEM 3.1.A: Understand and use technology equipment. ITEM 3.1.C: Select and use applications effectively and productively.	Whole group lesson: * how to access powerpoint on the computers * create * add slide * add words Individual work * students can work individually or in small groups to create a sample powerpoint.	smartboard computer access individual	Teacher observation: * students following directions * students manipulating software.

Grade 2 Quarter 2

Cycle	Objective	Standards	Lesson	Materials	Assessment
8	Continue with PowerPoint: Animal Research Students will make an individual ppt based on animal research	ITEM 3.1.A: Understand and use technology equipment. ITEM 3.1.C: Select and use applications effectively and productively.	Whole group lesson: * how to access powerpoint on the computers * create * add slide * add words Individual work * students can work individually or in small groups to create a sample powerpoint. * Continue with individual projects/research done during class time.	smartboard computer access individual research notes from class	Teacher observation: * students following directions * students manipulating software.
9	Students will understand the language and purpose of the acceptable use policy. Students will recognize they are agreeing to this policy each time they use a computer at school.	ITEM 3.1.A: Understand and use technology equipment. ITEM 3.1.C: Select and use applications effectively and productively. ITEM 4.I.A: Understand and follow acceptable use policies and laws regulating use of information.	Students will read and re-write the district's acceptable use policy into their own language.	SmartBoard, copies of the district AUP. access to individual computers.	Students will write out their own version of the AUP in language they can understand and interpret.
10	discover e books: two ways to get there Learn about South Africa Students will write down 4 facts about South Africa	ITEM 1.II.A: Understand the various ways that information is organized and be able to find a wide range of information sources needed to respond to defined questions and needs.	whole group lesson in accessing ebooks in two ways: through catalog and MackinVia. Students will listen to the book and read along. Write down 4 facts about South Africa. Discuss whole group: how is this book written: facts	computers (individual or projected on SmartBoard) eBook: <i>Benjamin Blog and his inquisitive dog guide: South Africa</i> by Ganeri	Students will write down 4 facts about South Africa.

		ITEM: 2.I.C: Comprehend information gathered from a variety of diverse sources, using different skills, required by specific methods of delivery and formats.	and blog,		
11	Student will create a postcard about South Africa.	ITEM 2.II.A: Reflect, share ideas, and/or interact with others in response to books and other media. ITEM 2.III.A: Create a product which communicates learning and ideas for a local and global audience, both formally and informally.	Students will create a postcard based on one or more facts gathered from the ebook about South Africa. Add to the “Reading can take you anywhere” map.	computer access for eBook: <i>Benjamin Blog and his inquisitive dog guide: South Africa</i> by Ganeri paper, crayons	Students will create a postcard about South Africa.
12	<u>Destiny</u> Keyword search Visual search Title search Author search Call # Students will be able to find books using the online catalog.	ITEM 2.I.BL Use tools for locating print and electronic materials appropriate for their needs. ITEM 3.I.A: understand and use technology equipment. SVLM 2.8.7.7 Distinguish, understand, and use different types of print, digital, and multimodal media.	Whole group lesson on search techniques using DESTINY. academic vocabulary: keyword, title, author, subject, series, call number	computer smartBoard paper/pencil call slips (as used by media computers)	Teacher observation of students writing down Call numbers, title, authors.
13	Review nonfiction section. Find books to read, classify books Students will find book on the shelves using call	ITEM 1.II.A: Understand the various ways that information is organized and be able to find a wide range of information sources needed to respond to defined questions and	Review prior knowledge of how things are organized in a house. Compare house organization to library organization. Locate known books in the	Whiteboard markers Notecards/marker shelf markers	Teacher observation of student pairs locating books in the non-fiction section. Teacher/par a assistance

	#.	needs. ITEM 1.III.D: Constantly explore, evaluate, and integrate new information sources independently.	proper section (Elephant and Piggie, Junie B. Jones, World Records, Dictionaries).. Students will generate list of topics (dogs, dinosaurs, military, cooking). In pairs students will locate sections of non-fiction section.		if necessary.
14	Students will be introduced to new genres, titles, authors, series	ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest. ITEM 2.II.A: Reflect, share ideas, and/or interact with others in response to books and other media.	Book Taste Test: students will read a book for 2 minutes. Students will “taste test” at least 5 books. Students will write down the title/author of books they would like to check out. Students will discuss their favorites with others.	variety of books Series: <i>Clementine</i> by Pennypacker, <i>Heidi Heckelbeck</i> by Coven, <i>Roscoe Riley Rules</i> by Applegate Genres: mysteries (<i>A-Z</i> by Roy), animals (<i>Puppy Place</i> by Miles) new books per year.	Students will read a variety of books. Students will write down the title/author of one book they would like to check out.

Grade 2 Quarter 3

Cycle	Objective	Standards	Lesson	Materials	Assessment
15	<p><i>Ninja Red Riding Hood</i>: SotN Student will compare and contrast two versions of the same story.</p> <p>Students will read a Star of the North Book nominee.</p>	<p>ITEM 1.III.A Synthesize information and recognize categories, trends and themes across multiple sources, data sets, and conclusions.</p> <p>ITEM 1.V.B Continuously reflect on literacy skills and grow as learners.</p> <p>CC.1.R.1.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic.</p>	<p>Students will listen to 2 versions of Little Red Hiding Hood <i>Ninja Red Riding Hood</i> by Schwartz (E SCH) <i>Red Riding Hood stories from around the world</i> (ebook) <i>Little Red Riding Hood</i> by Galdone (398.2 GAL)</p> <p>Students will note similarities and difference in two versions of the same story.</p> <p>If time, students may explore other versions of the story.</p>	<p><i>Ninja Red Riding Hood</i> by Schwartz (E SCH)</p> <p><i>Red Riding Hood stories from around the world</i> (ebook)</p> <p><i>Little Red Riding Hood</i> by Galdone (398.2 GAL)</p> <p>other versions of the story from the collection</p> <p>if using ebook: computer and smartboard or individual computer access.</p>	<p>Teacher observation of students participating in listening and discussion.</p>
16	<p>How to log into Google Classroom</p> <p>Students will learn how to log into Google Classroom.</p>	<p>ITEM 3.I.A Understand and use technology equipment.</p> <p>ITEM 4.I.B: Explore, evaluate, and integrate new technologies independently.</p> <p>ITEM 4.IV.A Demonstrate when and where it is appropriate to use technology and observe social norms for etiquette in communication depending on the audience and purpose.</p>	<p>Whole Group lesson in computer lab</p> <p>Students will log into Google Classroom together.</p> <p>Learn how to navigate, open, edit documents.</p>	<p>individual computers internet access SmartBoard google classroom log-in cheat sheets.</p>	<p>All students will successfully log in and edit document in Google Classroom.</p>
17	<p>How to use Google Sheet continuation of</p>	<p>ITEM 3.I.A Understand and use technology equipment.</p>	<p>Whole Group lesson in computer lab</p>	<p>individual computers internet access</p>	<p>All students will successfully</p>

	<p>last lesson</p> <p>Students will learn how to use and edit a Google Sheet.</p>	<p>ITEM 4.I.B: Explore, evaluate, and integrate new technologies independently.</p> <p>ITEM 4.IV.A Demonstrate when and where it is appropriate to use technology and observe social norms for etiquette in communication depending on the audience and purpose.</p>	<p>Students will log into Google Classroom together.</p> <p>Learn how to navigate, open, edit documents.</p> <p>Students will work on Google Sheet document as small/whole group/individual.</p> <p>Each student will have access to individual Google Sheet.</p> <p>Students will practice working collaboratively on one Google Sheet.</p>	<p>SmartBoard google classroom log-in cheat sheets.</p>	<p>log in and edit a spreadsheet in Google Classroom.</p>
18	<p>Cinderella stories from around the world. Students will compare and contrast Cinderella stories from different cultures.</p>	<p>ITEM 1.III.A Synthesize information and recognize categories, trends and themes across multiple sources, data sets, and conclusions.</p> <p>ITEM 1.V.B Continuously reflect on literacy skills and grow as learners.</p> <p>CC.1.R.1.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic.</p>	<p>Students will listen to 2 versions of Cinderella</p> <p>Students will note similarities and difference in two versions of the same story.</p> <p>Students will start a paper or Google Sheet to compare/contrast story elements: characters, setting, problem, helper, magical object, finding each other, ending</p>	<p><i>Korean Cinderella</i> (398.2 CLI) <i>Persian Cinderella</i> (398.2 CLI) <i>Egyptian Cinderella</i> (398.2 CLI) <i>Rough Faced Girl</i> (398.2 MAR) <i>Yeh-Shen</i> (398.2 YOU) <i>Cendrillon</i> (398.2 SAN) <i>Raisel's Riddle</i> (398.2 SIL) <i>Jouanah</i> (398.2 COB) <i>The enchanted anklet</i> (398.2 MEH)</p> <p>Cinderella Stories from around the world (ebook) other versions of the story from the</p>	<p>Teacher observation of students participating in listening and discussion.</p>

				collection if using ebook: computer and smartboard or individual computer access.	
19	<p>Cinderella: continue</p> <p>Students will compare and contrast Cinderella stories from different cultures.</p>	<p>ITEM 1.III.A Synthesize information and recognize categories, trends and themes across multiple sources, data sets, and conclusions.</p> <p>ITEM 1.V.B Continuously reflect on literacy skills and grow as learners.</p> <p>CC.1.R.1.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic.</p>	<p>Small group: Students will read/listen to a version of Cinderella from around the world.</p> <p>Students will continue to fill in paper or Google Sheet to compare/contrast story elements: characters, setting, problem, helper, magical object, finding each other, ending</p>	<p>Korean Cinderella (398.2 CLI) Persian Cinderella (398.2 CLI) Egyptian Cinderella (398.2 CLI) Rough Faced Girl (398.2 MAR) Yeh-Shen (398.2 YOU) Cendrillon (398.2 SAN) Raisel’s Riddle (398.2 SIL) Jouanah (398.2 COB) The enchanted anklet (398.2 MEH)</p> <p>Cinderella Stories from around the world (ebook) other versions of the story from the collection</p> <p>if using ebook: computer and smartboard or individual computer access.</p>	<p>All groups will add to Google Sheet and fill in cells for their Cinderella story.</p>
20	<p>riddle: fairy tale version</p> <p>Students will learn about riddles. Students use fairy tale knowledge to create riddles.</p>	<p>ITEM 1.III.A Synthesize information and recognize categories, trends and themes across multiple sources, data sets, and conclusion.</p> <p>ITEM 1.IV.B Use the writing process, media</p>	<p>Students will generate a list of words that describe fairy tales magic lost girl prince rescue afraid</p>	<p>white board smartboard/comput er paper pencil variety of Fairy Tale books</p>	<p>Students will generate or copy a list of descriptive words relating to Fairy Tale characters.</p>

		and visual literacy and technology skills to create products that express new understanding to an audience.	red Students will write a riddle using descriptive words about one fairy tale character. Students will continue this lesson in the classroom as they finish their fairy tale unit. Students will use riddles in classroom Fairy Tale day.		Students will complete or nearly complete a fairy tale riddle.
21	book taste test: fairy tales, folk tales, tall tales, myths, fables, fractured and alternative versions.	ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest. ITEM 2.II.A: Reflect, share ideas, and/or interact with others in response to books and other media.	Students will spend 2 minutes speed reading a book. Students will choose books from selection on table. Students will write down books they want to check out. Students will discuss books with others. Students will taste test 5-6 books.	Collection of fairy tale, folk tale, tall tale, myth, fable, fractured or alternative version books from all sections. 6-7 books per table 6 tables pencils/paper	Teacher observation of students reading. Teacher observation of students discussing books. Students write down 2-3 books they want to check out.

Grade 2 Quarter 4

Cycle	Objective	Standards	Lesson	Materials	Assessment
22	<p>vote SotN use iPads teach PicCollage</p> <p>Students will</p> <ul style="list-style-type: none"> * take and use picture in Pic Collage * create and edit colors in Pic Collage * use and edit text features in Pic Collage 	<p>ITEM 3.1.E: Effectively use available tools and applications for collaboration, organization, and communication.</p>	<p>Vote on Sar of the North Book</p> <p>Whole group lesson:</p> <ul style="list-style-type: none"> * how to use PicCollage <p>Small group:</p> <ul style="list-style-type: none"> * students will make a Pic Collage on people at their table 	<p>ipads smartboard</p>	<p>students make a Pic Collage with image and text.</p>
23	<p>text features: Discovery magazine</p> <p>Students will be able to find in a magazine</p> <p>table of contents picture with caption bold words graphic</p>	<p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest.</p> <p>ITEM 2.I.B: Use tools for locating print and electronic materials appropriate for their needs.</p>	<p>Whole group</p> <ul style="list-style-type: none"> * magazine text features table of contents picture with caption bold words graphic * how are magazines different than books <p>Individual work:</p> <p>Students will find features in magazine of choice</p>	<p>variety of age-appropriate magazines</p>	<p>Teacher observation of students finding text features in magazine.</p>
24	<p>Poetry</p> <p>Fold It Poem</p> <p>Students will work in collaboration to create a poem</p> <p>Students will follow steps</p> <p>Students will work with ideas offered from other students</p>	<p>ITEM 2.III.A Create a product which communicates learning and ideas for a local or global audience, both formally and informally.</p> <p>ITEM 2.III.B Use the writing process and technology skills to create products that express new understandings to an audience.</p>	<p>Whole group lesson:</p> <ul style="list-style-type: none"> * How a Fold it Poem works * paying attention to ideas from others * must build on collaboration * teamwork <p>Small group</p> <ul style="list-style-type: none"> * students will create a Fold It Poem in table groups 	<p>http://teacher.scholastic.com/writing/PDF/FolditPoem.pdf</p>	<p>Exit Ticket</p> <p>table group</p> <p>Fold It Poem</p>
25	<p>Art for Kids Hub</p>	<p>ITEM 2.I.B: Use tools</p>	<p>Whole group lesson</p>	<p>smartboard</p>	<p>Students will</p>

	Students will follow step by step instructions to create a picture	for locating print and electronic materials appropriate for their needs.	Students will follow a Art for Kids Hub lesson in drawing something: will change per year or grade.	computer http://artforkidshub.com paper crayons/pencils/markers	create a drawing by following the directions.
26	Dictionaries Students will learn about ABC order Look up words in dictionary Dictionary Discovery time	ITEM 2.I.B: Use tools for locating print and electronic materials appropriate for their needs.	Whole Group * what is ABC order * how to divide dictionary into 3 parts: easy to find letters Small group/individual * look up words * explore/discovery time	smartboard computers dictionaries for all or pair up	Teacher observation of students using tools appropriately Exit slip: one word you found today.
27	common sense media Follow the Digital Trail	ITEM 3.1.E: Effectively use available tools and applications for collaboration, organization, and communication. ITEM 4.3.A: Safeguard personal intellectual property, privacy, and other rights when sharing or publishing information.	Whole group lesson: * video * what is a digital footprint * information that is OK/Not OK to share	https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/classroom_curriculum/k-2-unit2-followthedigitaltrail2015.pdf Computer smartboard handouts from Common Sense Media	handouts filled out exit slip: * one thing you learned today * One thing you will do online to keep yourself safe.
28	summer reading opportunities Public Library reading program Bookmobile Book-Bike Summer movies, summer books Students will learn about Rochester Public	ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest. ITEM 2.I.B: Use tools for locating print and electronic materials appropriate for their needs.	show Rochester Public Library video/powerpoint * bookmobile * book bike * summer reading program * summer movies based on books appropriate to age group * encourage reading MYRA book	computer with smartboard RPL summer reading program	Teacher observation of student discussions staying on topic.

	library summer reading program and where to get books during the summer.		awards		
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Grade 3 curriculum

Grade 3 Quarter 1

Cycle	Objective	Standards	Lesson	Materials	Assessment
1	<p>Welcome to the media center. Meet the teacher and students. Learn book/library center rules. Review Shelf-marker rules. RE-connect with old favorites, new books, and classify books by genre. Students will fill out a Meet ME! card Students will meet teacher. Students will learn rules of media center.</p>	<p>ITEM 1.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest</p> <p>ITEM 4.I.B: Use facilities and equipment respectfully and independently</p>	<p>Welcome to the media center. Share names and watch a book care video. Skippy Jon Jones https://youtu.be/YnOfQQiiPpE</p> <p>Review shelf-marker use.</p> <p>Students will generate a list of genres individually or in groups.</p> <p>Students will classify books by genre.</p>	<p><i>Wild About Books</i> by Sierra (E SIE)</p> <p>Variety of books for grade 1-3 on cart.</p>	<p>All students will fill out Meet ME! card. Students successfully classify books into a genre.</p>
2	<p>How to find books on Destiny (online catalog) Academic vocabulary: title, author, keyword, series, subject, call number</p> <p>Students will learn variety of ways to use online catalog to locate books. Students will learn differences in search methods.</p>	<p>ITEM 1.II.A Understand the various ways that information is organized and be able to find a wide range (Print, digital, primary, and other types) of information sources needed to respond to defined questions and needs.</p> <p>ITEM 1.II.B: Access information from organizations within and outside of the school or local community.</p>	<p>Whole group lesson on accessing and searching for materials using DESTINY.</p> <p>Students will learn where to find call #, availability, title, author.</p> <p>Students will fill in 2-3 call # sheets as a group.</p>	<p>computer SmartBoard call # sheets pencils</p>	<p>Students will fill out 2-3 call 3 sheets successfully</p>
3	<p>Introduce students to Maud</p>	<p>ITEM 2.1.A Read, view and listen for</p>	<p>Show MHL powerpoint with</p>	<p>Multiple copies of MHL selections of</p>	<p>Teacher observation</p>

	<p>Hart Lovelace (MHL) selections of the year. Explain rules of reading (3 books) to vote. Voting in March. Pass out MHL bookmarks</p> <p>Students will learn about the MYRA book awards and latest nominees.</p>	<p>personal growth, exploration, or interest.</p> <p>ITEM 2.I.D: Understand and interact with materials from a variety of genres and forms representing America’s multicultural experience as well as global perspective.</p>	<p>cover art, synopsis of each book, trailers of available.</p> <p>Have all copies of books for students to look at (15 minutes).</p> <p>MHL: Give out BOOKMARKS with both sides printed.</p>	<p>the year. MHL bookmarks with all titles for the year. (Appendix D)</p>	<p>of students looking at / engaging with MHL books, talking with other students. Students will make favorite selections on bookmark for later checkout.</p>
4	<p>Online safety lesson</p> <p>Students will learn about online safety, privacy, netiquette, cyber-bullying and other online activities as updated by the FBI website.</p>	<p>ITEM 4.I.B Use facilities and equipment respectfully and independently</p> <p>ITEM 4.III.A: Safeguard personal intellectual property, privacy, and other rights when sharing or publishing information.</p>	<p>Students will access FBI online safety at https://sos.fbi.gov/ choose their grade level.</p> <p>Students will self-select online safety videos to watch individually.</p> <p>Students will self-select online activities and games to watch individually.</p>	<p>Access to individual computers. https://sos.fbi.gov/</p>	<p>Students will watch videos and interact with online safety games and activities.</p>
5	<p>Explore different authors/illustrators. Students will learn about award winning books: Caldecott, Newbery, Coretta Scott King, Belpre, Geisel, Seibert. Students will identify various spine label stickers.</p>	<p>ITEM 1.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest</p> <p>ITEM 4.I.B: Use facilities and equipment respectfully and independently</p> <p>CC.1.R.1.7: Integration of Knowledge and Ideas: Use illustrations and details in a text to</p>	<p>Read newest Seibert award winner <i>Separate Is Never Equal: Sylvia Mendez & Her Family’s Fight for Desegregation</i>, by Duncan Tonatiuh or other Seibert winner of the year. Continue with spine labels, award winning labels. Students will categorize books by</p>	<p><i>Separate Is Never Equal: Sylvia Mendez & Her Family’s Fight for Desegregation</i>, by Duncan Tonatiuh or other Seibert winner of the year.</p> <p>Other Seibert winners.</p> <p>Access to other award winning in any section books.</p>	<p>Students will locate three award winning books in the stacks (individually or in groups).</p> <p>Students will categorize books by award winning</p>

		describe its key ideas.	award sticker Students will look at a Seibert winner (gold or silver) for 2 minutes and then switch. Students will look at 3-4 Seibert winners.		stickers.
6	<p>Introduce, re-introduce students to MackinVia, accessing databases and ebooks</p> <p>Send home MackinVia bookmark with login information.</p> <p>Students will log into MackinVia. Students will explore different online databases.</p>	<p>ITEM 1.II.A Understand the various ways that information is organized and be able to find a wide range (Print, digital, primary, and other types) of information sources needed to respond to defined questions and needs.</p> <p>ITEM 1.II.B: Access information from organizations within and outside of the school or local community.</p> <p>ITEM 2.I.B: Use tools for locating print and electronic materials appropriate for their needs.</p>	<p>Students will individually log into MackinVia with username and password.</p> <p>Students will access databases and ebooks.</p> <p>Students will explore each area individually.</p> <p>Use MackinVia Backpack</p>	computer lab internet access. could be done with iPads.	<p>Teacher observation of students successfully logging into MackinVia and accessing ebooks and databases.</p> <p>use MACKinVia backpack</p>
7	<p>POETRY</p> <p>Students will discovery different books of poetry.</p> <p>may continue for another week.</p>	<p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest.</p> <p>ITEM 2.II.A: Reflect, share ideas, and/or interact with others in response to books and other media.</p>	<p>Whole Group lesson: * read <i>Adventures of Isabel</i> by Nash illustrated by James Marshall (E NAS) * discuss what is poetry, how is it also in the E section * bring out <i>Random House book of 100 poems</i> * Use index to find same poem.</p>	<p>Collection of books poetry books 6-7 books per table 6 tables pencils/paper Random House Book of Poetry for Children (811 RAN) Adventures of Isabel by Nash (E NAS)</p>	<p>Exit ticket: Thumbs up/ thumbs down Did you like the poem we read today?</p>

Grade 3 Quarter 2

Cycle	Objective	Standards	Lesson	Materials	Assessment
8	<p>Students will compare and contrast two versions of the same text.</p> <p>Students will focus on Point of View.</p>	<p>ITEM 1.III.D Constantly explore, evaluate, and integrate new information sources independently.</p> <p>ITEM 1.III.E Organize information or arguments using critical thinking, problem solving, and decision making to determine patterns, compare and contrast, and determine cause and effect.</p>	<p>Whole group lesson Teacher will read 2 versions of Three Little Pigs. Students will fill in (whole group or small group depending on technology access) comparison chart focusing POV.</p>	<p><i>The True Story of the 3 Little Pigs</i> by Scieszka, Jon (E SCI) Use eBook version</p> <p>paper/pencils or ipads: with google sheet or excel doc.</p>	<p>Students will fill in chart. Students will participate in group activities.</p>
9	<p>Point of View</p> <p>Students will discuss Rapunzel from different points of view.</p> <p>continue next week</p>	<p>ITEM 1.III.D Constantly explore, evaluate, and integrate new information sources independently.</p> <p>ITEM 1.III.E Organize information or arguments using critical thinking, problem solving, and decision making to determine patterns, compare and contrast, and determine cause and effect.</p>	<p>Whole group: students will listen to a version of Rapunzel (may have hard copies as well)</p> <p>Students will divide into groups to answer questions about the story from POV of different characters.</p>	<p><i>Rapunzel</i> by Zelinsky (398.2 ZEL)</p> <p>paper/pencils or ipads: with google sheet or excel doc. https://docs.google.com/spreadsheets/d/1yt-hy4OwueiMGM8gYZ4vkMMt_x2Rxw2K2oqRFjR2Gu4/edit#gid=0</p>	<p>Students will fill in chart. Students will participate in group activities.</p>
10	<p>Point of View</p> <p>Students will discuss Rapunzel from different points of view.</p> <p>Students will recognize that characters are not all good/all bad.</p>	<p>ITEM 1.III.D Constantly explore, evaluate, and integrate new information sources independently.</p> <p>ITEM 1.III.E Organize information or arguments using critical thinking, problem solving, and decision making to determine patterns, compare and</p>	<p>Whole group: students will listen to a version of Rapunzel (may have hard copies as well)</p> <p>Students will divide into groups to answer questions about the story from POV of different characters.</p>	<p><i>Rapunzel</i> by Zelinsky (398.2 ZEL)</p> <p>paper/pencils or ipads: with google sheet or excel doc. https://docs.google.com/spreadsheets/d/1yt-hy4OwueiMGM8gYZ4vkMMt_x2Rxw2K2oqRFjR2Gu4/edit#gid=0</p>	<p>Students will fill in chart. Students will participate in group activities.</p>

		contrast, and determine cause and effect.		w2K2oqRFjR2Gu4/edit#gid=0	
11	Dictionary week Students receive dictionaries from Rotary club	ITEM 1.II.A Understand the various ways that information is organized and be able to find a wide range (print, digital, primary, and other types) of information sources needed to respond to defined questions and needs.	Whole group lesson: * what is in a dictionary * discovery time with dictionaries * how to use a dictionary	classroom set of dictionaries	Teacher observation of students engaging in activity. “What did you find today?”
12	Looking for information. noticing difference between magazine and article	ITEM 1.II.A: Understand the various ways that information is organized and be able to find a wide range (print, digital, primary, and other types) of information sources needed to respond to defined questions and needs. Science curriculum: Light	Whole Group lesson Students will access Explora for Kids (online database) through MackinVia. Students will search “light” in Explora. Students will discover different source types: magazine and news article on “light”	Computer lab	Exit slip: name two things student learned about light.
13	Finding books on the shelf Re-shelving books Students will learn how to find books/shelve books using Dewey Decimal system.	ITEM 1.II.A: Understand the various ways that information is organized and be able to find a wide range (print, digital, primary, and other types) of information sources needed to respond to defined questions and needs.	Whole group lesson: how to read a call # nonfiction section organized by topic * Hang a ribbon/slip of paper * students re-shelve the books * working in groups: students will put paper in correct order in shelves * other students will decide if they were correctly shelved.	slip of paper with call #	Exit slip: how many correct slips did you find?
14	Book Taste test: fairy tales, folk	ITEM 2.I.A: Read, view and listen for	Students will spend 2 minutes speed	Collection of books 6-7 books per table	Teacher observation

	<p>tales, fables, the unexplained, military: in Fiction, Nonfiction and everybody sections.</p>	<p>pleasure and personal growth, exploration, or interest.</p> <p>ITEM 2.II.A: Reflect, share ideas, and/or interact with others in response to books and other media.</p>	<p>reading a book. Students will choose books from selection on table. Students will write down books they want to check out. Students will discuss books with others. Students will taste test 5-6 books.</p>	<p>6 tables pencils/paper</p>	<p>of students reading. Teacher observation of students discussing books. Students write down 2-3 books they want to check out.</p>
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Grade 3 Quarter 3

Cycle	Objective	Standards	Lesson	Materials	Assessment
15	<p>Folk tales: a cultural walk around the world in books.</p> <p>Students will learn that folktales come from many cultures/countries .</p> <p>Students will locate cultures on the map.</p> <p>Continue next week.</p>	<p>ITEM 2.II.A: Reflect, share ideas, and/or interact with others in response to books or other media.</p> <p>ITEM 1.IV.B: Use the writing process, media and visual literacy and technology skills to create products that express new understandings to an audience.</p>	<p>Whole Group lesson on Folktales: storytelling, is all around the world, has magic, may teach a lesson.</p> <p>Whole group: listens to a folk tale: <i>Baba Yaga and Vasilisa the Brave</i> (398.2 MAY)</p> <p>Whole group interprets story by text feature to show culture. Students generate categories that show culture: clothing, animals, landmarks, food.</p>	<p><i>Baba Yaga and Vasilisa the Brave</i> (398.2 MAY) or other cultural folk tale.</p> <p>Similar cautionary tales from around the world.</p> <p>SmartBoard</p>	Students generate categories and supply answers.
16	<p>mapping a folk tale</p> <p>Students will learn that folktales come from many cultures/countries .</p> <p>Students will locate cultures on the map.</p> <p>Continue next week.</p>	<p>ITEM 1.I.A Continually develop and revise meaningful questions as information needs change.</p> <p>ITEM 1.II.E Record information using a variety of methods.</p> <p>ITEM 2.III.B: Use the writing process, media and visual literacy and technology skills to create products that express new understandings to an audience.</p>	<p>Small group: students will access a short folk tale from book or e-material.</p> <p>Students will identify regional/ethnic specifics in each tale. clothing, food, house, names, weather, animals</p>	<p>variety of folk tales from around the world.</p> <p><i>Lion and the ostrich chicks</i> (398.2 BRY)</p> <p><i>Listen to Grandmother</i> (398.3 CAN)</p> <p><i>Flight into Fantasy: a collection of Vietnamese folk tales</i> (398.2 FLI)</p> <p><i>It Could Be Worse</i> (E ZEM)</p> <p>others as needed</p>	Students will make a postcard representing the folk tale on the map.
17	<p>Egypt</p> <p>Students will</p>	<p>ITEM 1.II.A: Understand the various ways that information</p>	<p>Week 1 of Ancient Civilizations.</p> <p>* Whole Group</p>	<p>SmartBoard internet access</p> <p>MackinVia:</p>	Students will write down 2-3

	<p>learn about Egypt. Students will learn how to search for topic using online resources. Students will learn how to make a citation.</p> <p>Rochester curricular maps: Social Studies Quarter 3</p>	<p>is organized and be able to find a wide range (print, digital, primary, and other types) of information sources needed to respond to defined questions and needs.</p> <p>ITEM 1.III.D: Constantly explore, evaluate, and integrate new information sources independently.</p> <p>ITEM 2.I.B: Use tools for locating print and electronic materials appropriate for their needs.</p> <p>ITEM 4.I.C: Avoid plagiarism and respect concepts of intellectual property.</p>	<p>lesson: on SmartBoard call up MackinVia>Britannica or World Book Online.</p> <p>* Students generate search terms for Egypt: Pyramids, pharaoh, Nile, Isis</p> <p>* Whole group evaluates search terms.</p> <p>* Students will practice citations and note-taking skills</p>	<p>online encyclopedia, databases and ebooks Student notebook pencil</p>	<p>facts from databases. Students will write correct citations.</p>
18	<p>Rome</p> <p>Students will learn about Egypt. Students will learn how to search for topic using online resources. Students will learn how to make a citation.</p> <p>Rochester curricular maps: Social Studies Quarter 3</p>	<p>ITEM 1.II.A: Understand the various ways that information is organized and be able to find a wide range (print, digital, primary, and other types) of information sources needed to respond to defined questions and needs.</p> <p>ITEM 1.III.D: Constantly explore, evaluate, and integrate new information sources independently.</p> <p>ITEM 2.I.B: Use tools for locating print and electronic materials appropriate for their needs.</p> <p>ITEM 4.I.C: Avoid</p>	<p>Week 2 of Ancient Civilizations.</p> <p>* small groups use iPads or computers to access MackinVia>Britannica or World Book Online.</p> <p>* Students generate Rome: Caesar, Pompeii, Rome,</p> <p>* small group evaluates search terms.</p> <p>* students will visit 2-3 articles within database.</p> <p>* students will individually write down 2-3 facts from each article.</p>	<p>SmartBoard individual access with iPads or computer lab internet access MackinVia Student notebook pencil</p>	<p>Students will write down 2-3 facts from databases. Students will write correct citations.</p>

		plagiarism and respect concepts of intellectual property.	* Students will practice citations and note-taking skills.		
19	China Students will learn about Egypt. Students will learn how to search for topic using online resources. Students will learn how to make a citation. Rochester curricular maps: Social Studies Quarter 3	ITEM 1.II.A: Understand the various ways that information is organized and be able to find a wide range (print, digital, primary, and other types) of information sources needed to respond to defined questions and needs. ITEM 1.III.D: Constantly explore, evaluate, and integrate new information sources independently. ITEM 2.I.B: Use tools for locating print and electronic materials appropriate for their needs. ITEM 4.I.C: Avoid plagiarism and respect concepts of intellectual property.	Week 3 of Ancient Civilizations. * Individual uses computers to call up MackinVia>Britannica or World Book Online. * Students generate China * Students evaluates search terms. * Students will visit 2-3 articles related to China * Students will write 2-3 facts and provide correct citations from each article. * Students will practice citations and note-taking skills	SmartBoard internet access individual computer access MackinVia Student notebook pencil	Students will write down 2-3 facts from databases. Students will write correct citations.
20	science poetry: Joyce Sidman	ITEM 1.IV.A Recognize the needs of their audience and tailor message accordingly. ITEM 1.II.C Evaluate the validity of information resources including source, bias, accuracy, relevance, completeness, and purpose.	Group work: Students will read a poem from one of Joyce Sidman's books. Students will compare poem and informational text about the subject. Students will use print or e-resource to find more information on the subject.	Poetry Books by Joyce Sidman <i>Dark Emperor and other poems of the night</i> <i>Ubiquitous: celebrating nature's survivors</i> <i>Song of the Water boatman and other pond poems.</i>	Teacher observation of students engaged in task and dialogue with group. Students will record fact and poetic version of fact.

			Students will record fact and poetic version.		
21	<p>Book Taste test: biographies, science, fantasy, mystery, poetry, animals</p> <p>in Fiction, Nonfiction and everybody sections.</p>	<p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest.</p> <p>ITEM 2.II.A: Reflect, share ideas, and/or interact with others in response to books and other media.</p>	<p>Students will spend 2 minutes speed reading a book. Students will choose books from selection on table. Students will write down books they want to check out. Students will discuss books with others. Students will taste test 5-6 books.</p>	<p>Collection of books 6-7 books per table 6 tables pencils/paper</p>	<p>Teacher observation of students reading. Teacher observation of students discussing books. Students write down 2-3 books they want to check out.</p>

Grade 3 Quarter 4

Cycle	Objective	Standards	Lesson	Materials	Assessment
22	<p>vote SotN revising a bad ppt</p> <p>Students will evaluate and revise a poorly made powerpoint.</p>	<p>ITEM 2.III.A Create a product which communicate learning and ideas for a local and global audience, both formally and informally.</p> <p>ITEM 1.IV.B Use the writing process, media and visual literacy and technology skills to create products that express new understandings to an audience.</p>	<p>Whole Group Lesson: Show a bad powerpoint Students will make corrections: * cut out unnecessary words * make fonts easy to read * words and graphics match * cut out unnecessary animation</p>	<p>The Bad PPT: computer smartboard</p>	<p>Teacher observation of students participating in discussion.</p>
23	<p>in the lab</p> <p>Students will revise their own ppt for US symbols.</p>	<p>ITEM 2.III.A Create a product which communicate learning and ideas for a local and global audience, both formally and informally.</p> <p>ITEM 1.IV.B Use the writing process, media and visual literacy and technology skills to create products that express new understandings to an audience.</p> <p>Rochester Curriculum maps: Social Studies Grade 3, Quarter 3</p>	<p>Whole Group: * log into Word PowerPoint. * Students will work on / edit US symbols powerpoint.</p>	<p>in computer lab individual computers</p>	<p>Teacher observation of students editing US symbols ppts.</p>
24	<p>Art for Kids Hub Students will follow step by step instructions to create a picture</p>	<p>ITEM 2.I.B: Use tools for locating print and electronic materials appropriate for their needs.</p>	<p>Whole group lesson Students will follow a Art for Kids Hub lesson in drawing something: will change per year or grade.</p>	<p>smartboard computer http://artforkidshub.com paper crayons/pencils/markers</p>	<p>Students will create a drawing by following the directions.</p>

25	<p>Author Study: Chris Van Allsburg</p> <p>Students will be discover the artist Chris Van Allsburg. Students will notice how illustrations and text work together.</p>	ITEM 2.II.A Reflect, share ideas, and /or interact with others in response to books and other media.	<p>Whole Group lesson: Read <i>The Stranger</i> by Van Allsburg (E VAN) * how do the pictures help tell the story.</p> <p>Students will have time to look at other Van Allsburg books. * how are his pictures similar? How do they tell the story? * where are these books on shelf? * who else is like this?</p>	<p>http://hmhbooks.com/chrisvanallsburg/</p> <p>books by Van Allsburg in collection <i>The Stranger</i> <i>Two Bad Ants</i> <i>Polar Express</i> <i>The Alphabet Theater</i> <i>The Widow's Broom</i> <i>Just a Dream</i> <i>The Mysteries of Harris Burdick</i> <i>The Sweetest Fig</i></p>	Exit ticket: thumbs up/thumbs down: do you like VanAllsburg illustrations?
26	May be used during testing when quiet lesson or alternative space is necessary. Students will participate in reader's theater.	reader's theater: two bad ants?	<p>Whole group lesson: * what is reader's theater * divide into groups (each part has 3+ readers) * read Two Bad Ants reader's theater.</p>	<p>Two Bad Ants reader's theater: teachers pay teachers site.</p>	Teacher observation of students participating. Class discussion: what makes RT hard/easy?
27	online safety Digital Passport Students will review online safety rules	ITEM 4.I.D Protect individual privacy, respect the privacy of others, and navigate safely when using technology.	<p>Individual computer access * students will access digitalpassport.org and complete the program: Twalkers</p>	<p>individual computer access with internet</p> <p>Digital Passport</p>	Teacher observation of students attending to online task.
28	summer reading opportunities Public Library reading program Bookmobile Book-Bike Summer movies, summer books	<p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest.</p> <p>ITEM 2.I.B: Use tools for locating print and electronic materials</p>	<p>show Rochester Public Library video/powerpoint * bookmobile * book bike * summer reading program * summer movies based on books</p>	computer with smartboard RPL summer reading program	Teacher observation of student discussions staying on topic.

	Students will learn about Rochester Public library summer reading program and where to get books during the summer.	appropriate for their needs.	appropriate to age group * encourage reading MYRA book awards		
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Grade 4 curriculum

Grade 4 Quarter 1

Cycle	Objective	Standards	Lesson	Materials	Assessment
1	<p>Welcome to the media center. Meet the teacher and students. Learn book/library center rules. Review Shelf-marker rules. RE-connect with old favorites, new books, and classify books by genre. Students will fill out a Meet ME! card</p>	<p>ITEM 1.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest</p> <p>ITEM 4.I.B: Use facilities and equipment respectfully and independently</p>	<p>Welcome to the media center. Share names and watch a book care video. Skippy Jon Jones https://youtu.be/YnOfQQiiPpE</p> <p>Review shelf-marker use.</p> <p>Read <i>The Library Dragon</i> by Deedy</p> <p>Students will generate a list of genres individually or in groups.</p> <p>Students will classify books by genre.</p>	<p><i>The Library Dragon</i> by Deedy (E DEE)</p> <p>Variety of books for grade 3-5 on cart.</p>	<p>All students will fill out Meet ME! card. Students successfully classify books into a genre.</p>
2	<p>How to find books on Destiny (online catalog) Academic vocabulary: title, author, keyword, series, subject, call number</p>	<p>ITEM 1.II.A Understand the various ways that information is organized and be able to find a wide range (Print, digital, primary, and other types) of information sources needed to respond to defined questions and needs.</p> <p>ITEM 1.II.B: Access information from organizations within and outside of the school or local community.</p>	<p>Whole group lesson on accessing and searching for materials using DESTINY.</p> <p>Students will learn where to find call #, availability, title, author.</p> <p>Students will fill in 2-3 call # sheets as a group.</p> <p>Students will find 1-2 books on shelf (in groups)</p>	<p>computer SmartBoard call # sheets pencils shelf markers access to stacks</p>	<p>Students will fill out 2-3 call 3 sheets successfully .</p> <p>Students will locate 1-2 books on the shelf using call # sheets.</p>

3	<p>Introduce students to Maud Hart Lovelace (MHL) selections of the year. Explain rules of reading (3 books) to vote. Voting in March. Pass out MHL bookmarks</p>	<p>ITEM 2.1.A Read, view and listen for personal growth, exploration, or interest.</p> <p>ITEM 2.I.D: Understand and interact with materials from a variety of genres and forms representing America’s multicultural experience as well as global perspective.</p>	<p>Show MHL powerpoint with cover art, synopsis of each book, trailers of available.</p> <p>Have all copies of books for students to look at (15 minutes).</p> <p>MHL: Give out BOOKMARKS with both sides printed.</p>	<p>Multiple copies of MHL selections of the year.</p> <p>MHL bookmarks with all titles for the year.</p>	<p>Teacher observation of students looking at / engaging with MHL books, talking with other students. Students will make favorite selections on bookmark for later checkout.</p>
4	<p>Online safety lesson</p> <p>Students will learn about online safety, privacy, netiquette, cyber-bullying and other online activities as updated by the FBI website.</p>	<p>ITEM 4.I.B Use facilities and equipment respectfully and independently</p> <p>ITEM 4.III.A: Safeguard personal intellectual property, privacy, and other rights when sharing or publishing information.</p>	<p>Students will access FBI online safety at https://sos.fbi.gov/ choose their grade level.</p> <p>Students will self-select online safety videos to watch individually.</p> <p>Students will self-select online activities and games to watch individually.</p>	<p>Access to individual computers.</p> <p>https://sos.fbi.gov/</p>	<p>Exit ticket: students will tell teacher/write down one fact they learned.</p>
5	<p>Explore different authors/illustrators. Learn about award winning books: Caldecott, Newbery, Coretta Scott King, Belpre, Geisel, Seibert. Identify various spine label stickers.</p>	<p>ITEM 1.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest</p> <p>ITEM 4.I.B: Use facilities and equipment respectfully and independently</p> <p>CC.1.R.1.7: Integration of Knowledge and</p>	<p>Read newest Belpre award winner <i>Drum Dream Girl</i>, illustrated by Rafael López, written by Margarita Engle or other Belpre winner of the year.</p> <p>Coretta Scott King award <i>Gone Crazy in Alabama</i> by Rita Williams-Garcia</p>	<p><i>Dream Girl</i>, illustrated by Rafael López, written by Margarita Engle or other Belpre winner of the year.</p> <p>Coretta Scott King award <i>Gone Crazy in Alabama</i> by Rita Williams-Garcia or past winners.</p>	<p>Students will locate three award winning books in the stacks (individually or in groups).</p> <p>Students will categorize books by</p>

		Ideas: Use illustrations and details in a text to describe its key ideas.	Continue with spine labels, award winning labels. Students will categorize books by award sticker Students will look at a Belpre winner (gold or silver) for 2 minutes and then switch. Students will look at 3-4 Seibert winners.	Other Belpre and Coretta Scott King award winners. Access to other award winning in any section books.	award winning stickers.
6	Introduce, re-introduce students to MackinVia, accessing databases and ebooks Send home MackinVia bookmark with login information.	ITEM 1.II.A Understand the various ways that information is organized and be able to find a wide range (Print, digital, primary, and other types) of information sources needed to respond to defined questions and needs. ITEM 1.II.B: Access information from organizations within and outside of the school or local community. ITEM 2.I.B: Use tools for locating print and electronic materials appropriate for their needs.	Students will individually log into MackinVia with username and password. Students will access databases and ebooks. Students will explore each area individually.	computer lab internet access. could be done with iPads.	Teacher observation of students successfully logging into MackinVia and accessing ebooks and databases.
7	Whole group lesson in discovery searching, note-taking and citations. “Fang”	ITEM 1.II.A Understand the various ways that information is organized and be able to find a wide range (Print, digital, primary, and other types) of information sources needed to respond to defined questions and needs.	Whole group lesson Students will generate a list of words about the topic “Fang” Teacher will access e-database on MackinVia. Teacher will type “fang” in the search bar.	smartboard/computer access paper/pencils	Students will write down 3-4 facts from the search with correct citation.

		<p>ITEM 1.II.B: Access information from organizations within and outside of the school or local community.</p> <p>ITEM 4.I.C Avoid plagiarism and respect concepts of intellectual property.</p>	<p>Whole group will explore the various articles “fang” produces. Be sure to explore the odd ones.</p> <p>Use World Book kids, Britannica elementary and DK kids or other online sources.</p>		
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Grade 4 Quarter 2

Cycle	Objective	Standards	Lesson	Materials	Assessment
8	<p>note-taking, paraphrase vs. direct quotation</p> <p>Students will practice note-taking skills using both directly quote and paraphrase with citation</p>	<p>ITEM 1.III.A Synthesize information and recognize categories, trends and themes across multiple sources, data sets, and conclusions.</p> <p>ITEM 4.I.C. Avoid plagiarism and respect concepts of intellectual property.</p>	<p>Whole group lesson with smartboard. One text for whole class.</p> <ul style="list-style-type: none"> * key words * cross out extra * re-phrase * synonyms * direct quote * citation 	<p>smart board and computer and/or copies of the text</p> <p>Text paper/pencil or writing notebook</p>	<p>Students will mark up text with teacher assistance. Students will take practice notes using both paraphrasing and direct quotations. Students will make correct citations.</p>
9	<p>mexico: note taking about Mexico:</p> <p>Students will practice note-taking skills using both directly quote and paraphrase with citation on Central American country.</p>	<p>ITEM 1.III.A Synthesize information and recognize categories, trends and themes across multiple sources, data sets, and conclusions.</p> <p>ITEM 4.I.C. Avoid plagiarism and respect concepts of intellectual property.</p> <p>Rochester social studies curriculum maps: Grade 4, quarter 2</p>	<p>in computer lab or with iPads</p> <p>Students will access e-databases in MackinVia. Students will find articles related to country of choice.</p> <p>Students will use note-taking (paraphrase and direct quote) skills to start research on Mexico or Canada.</p> <p>Lesson will continue with classroom teacher.</p>	<p>individual computer access to MackinVia or iPad. writing note book or paper and pencil or Word document</p>	<p>Students will write down 4-5 facts on country of choice (as decided by teacher). Students will use both paraphrase and direct quote. Students will use correct citations.</p>
10	<p>AUP: what does it mean</p> <p>Students will pull out keywords from district Acceptable Use Policy to understand what</p>	<p>ITEM 4.I.A: Understand and follow acceptable use policies and laws regarding use of information.</p>	<p>Whole group lesson.</p> <p>Continue lesson from Cycle 8: use RPS Acceptable Use Policy as text.</p> <p>Whole group lesson on dissecting, paraphrasing AUP into student-</p>	<p>Copies of AUP for each student: laminated or paper. Markers or pencils Paper or writing notebook Smart board and computer</p>	<p>Teacher observation of</p> <ul style="list-style-type: none"> * students marking up AUP * students re-writing AUP * students

	it actually means to them.		friendly language.	http://ses.westport.k12.ct.us/general/acceptable-use-policy http://www.rochester.k12.mn.us/departments/technology/support_services/internet_acceptable_use_and_safety_policy	engaging in conversation and lesson
11	<p>safe searching: .edu, .gov, .com, org</p> <p>Students will</p> <ul style="list-style-type: none"> * learn how Google searches work * learn difference between site purpose * validity of sites 	<p>ITEM 1.II.A: Understand the various ways that information is organized and be able to find a wide range (print, digital, primary, and other types) of information sources needed to respond to defined questions and needs.</p> <p>ITEM 1.II.C: Evaluate the validity of information resources including source, bias, accuracy, relevance, completeness, and purpose</p>	<p>Whole group lesson</p> <p>Smart Searching</p> <p>Use ppt on smart searching techniques</p> <ul style="list-style-type: none"> * How Google Searches YouTube * difference in .com sites * validity * what does .com, .edu, .org, .gov mean 	<p>https://youtu.be/BNHR6IQJGZs</p> <p>https://docs.google.com/presentation/d/1WAehLBPPgQNgxpDI01oP3R2-p9uncl-L_NasvbKXscg/edit#slide=id.p</p>	Teacher observation of students engaging in class discussion.
12	<p>how to generate questions</p> <p>Base on COUNTRY: Austria</p> <p>Students will explore asking questions and categorizing them to recognize different lens of research: geography, history, tourism</p>	<p>ITEM 1.I.A: Continually develop and revise meaningful questions as information needs change.</p> <p>ITEM 1.III.E: Organize information or arguments using critical thinking, problem-solving, and decision-making to determine patterns, compare and contrast, and determine cause and effect.</p>	<p>Whole group lesson on generating questions about a country: Austria</p> <p>Where is it? What language? Landforms? food?</p> <p>All students generate questions: some share on whiteboard.</p> <p>Group or individual work on categorizing questions into groups: geography,</p>	<p>paper pencil SmartBoard or White board</p>	Students will have three questions in each category.

			history, tourism.		
13	<p>computer lab finding information</p> <p>Students will access e-databases in MackinVia. Students will answer some questions generated last class about Austria. Students will notice and evaluate differences in “author purpose” and “bias” in different websites.</p>	<p>ITEM 1.II.A: Understand the various ways that information is organized and be able to find a wide range (print, digital, primary, and other types) of information sources needed to respond to defined questions and needs.</p> <p>ITEM 1.III.C: Determine if evidence supports clear and appropriate conclusions.</p> <p>ITEM 2.IV.B Evaluate materials with regard to quality, accuracy, currency, bias, purpose, message and audience.</p> <p>ITEM 3.II.B: Explore, evaluate, and integrate new technologies independently.</p>	<p>Individual lesson</p> <ul style="list-style-type: none"> * students will access “Webs Best Site” via Britannica online * students will choose 3-4 sites to explore * students will evaluate each site for: <ul style="list-style-type: none"> history tourism basic facts <p>write down two facts learned from each site.</p> <p>Evaluate which sites were more interesting. Why?</p>	<p>individual access to computers</p> <p>internet access to MackinVia</p>	<p>Students will write down two facts from each website visited and categorize/evaluate each site for author’s purpose</p>
14	<p>book taste test: Students will find a book at their level in the Everybody section. Students will notice that Everybody books are not just “baby” books.</p>	<p>ITEM 1.II.A: Understand the various ways that information is organized and be able to find a wide range (print, digital, primary, and other types) of information sources needed to respond to defined questions and needs.</p> <p>ITEM 2.I.A Read, view, and listen for pleasure and personal growth, exploration, or interest.</p>	<p>Whole group lesson: Everybody books are not just baby books. Students will find a book in the Everybody section that is at their level. Students will “taste test” or read a variety of books for 3 minutes each.</p>	<p>Variety of Everybody books at variety of levels or</p> <p>Access to Everybody shelves for browsing.</p>	<p>Teacher observation</p> <ul style="list-style-type: none"> * students finding a book at their level * students reading book for 3 minutes * students engaging in appropriate conversation about books with peers

Grade 4 Quarter 3


Cycle	Objective	Standards	Lesson	Materials	Assessment
15	geography: Students will use the database to find economic factors of a region using state project as a base: synonyms of economic factors: exports, products, manufacturing	ITEM 2.1.C Comprehend information gathered from a variety of diverse sources, using different skills required by specific methods of delivery and formats. ITEM 2.IV.C Reflect on literacy skills and grow as learners, adapting to changes in information formats Rochester Curriculum maps: Social Studies, Grade 4, Quarter 3	Individual computer/iPad and MackinVia access for each student Students will have a list of questions from State Project. Students will use MackinVia e-databases to research each state.	MackinVia access computer/iPad State project questions	Students will fill in questions from State Project sheet.
16	Lewis and Clark: maps Introduction to Social Studies unit on maps and Westward Expansion. Students will learn about Corps of Discovery. Students will learn about Point of View Students will begin unit of study on Westward Expansion.	ITEM 2.II.A Reflect, share ideas, and /or interact with others in response to books or other media ITEM 2.IV.B Evaluate materials with regard to quality, accuracy, currency, bias, purpose, message and audience. Rochester Curriculum maps: Social Studies, Grade 4, Quarter 3	Teacher will read <i>Lewis and Clark and Me</i> by Myers Students (small groups) will discuss difficulties and challenges of Corps of Discovery Students will note difference in POV	<i>Lewis and Clark and Me</i> by Myers	teacher observation of students writing two facts from story.
17	Almanac Students will learn what information is available in an almanac. Students will use “discovery method” to find	ITEM 1.II.A Understand the various ways that information is organized and be able to find a wide range (print, digital, primary, and other types) of information	Whole group lesson: introduce students to almanac. * how to read * what information is found * how to use the	class set or small group sets of Almanacs	Students will write down information. Students will be able to find information

	information in an almanac. Students will be able to find specific information in an almanac.	sources needed to respond to defined questions and needs.	contents/index * search terms * 6 minutes discovery time * 3 minutes find a question time * 10 minutes how to answer the questions		in an almanac.
18	fractured fairy tales for fun website creator Students will create a fractured fairy tale. May be done as a whole group with SmartBoard during testing.	ITEM 2.II.B Work individually and collaboratively to share knowledge. ITEM 2.IV.B Evaluate materials with regard to quality, accuracy, currency, bias, purpose, message, and audience.	change main character change POV change setting whole group as example on smartboard each table changes one element create a new version collaboration listening and creating	Bubba the Cowboy prince: a fractured Texas tale (E KET) pull a variety of books http://www.readwritethink.org/files/resources/interactives/fairytales/ http://teacher.scholastic.com/writewit/mff/fractured_fairy.htm	Students will work in small groups on website to change 1-2 items to create a Fractured Fairy Tale.
19	native american tales: whole group Students will pull specific information about Native American tribes from traditional tales. Continue in classroom and next cycle	ITEM 1.III.E Organize information or arguments using critical thinking, problem solving, and decision-making to determine patterns, compare/contrast, and determine cause and effect. ITEM 2.I.D Understand and interact with materials from a variety of genres and forms representing America's multicultural experiences as well as global perspectives. ELA 4.2.6.6 Compare and contrast a firsthand and	whole group lesson Teacher will read <i>Windigo's Return: a North Wood's story</i> by Doug Wood Students will start to fill in an Excel or Google Sheet in how to pull information about a tribe from the story * clothing * food * transportation * housing * animals * environment	<i>Windigo's Return: a North Wood's story</i> by Doug Wood Computer/SmartBoard Google sheet or Excel continue lesson in classroom: small groups will read <i>Clamshell Boy</i> (398.2 COH) <i>Ka-ha-si and the loon</i> (398.2 COH) <i>Quillworker</i> (398.2 COH) <i>Turquoise Boy</i> (398.2 COH) <i>Legend of the</i>	Exit ticket: students will write down/tell teacher one piece of evidence of culture from the text.

		secondhand account, including those by or about Minnesota American Indians, of the same event or topic; describe the differences in focus and the information provided.		<i>Indian Paintbrush</i> (398.2 DEP) <i>First Woman and the Strawberries</i> (398.2 DOM)	
20	<p>native american tales: small group in classroom Media lesson tie-in: make a Pic Collage</p> <p>Students will make a Pic Collage about each tribe and story.</p>	<p>ITEM 2.I.D Understand and interact with materials from a variety of genres and forms representing America’s multicultural experiences as well as global perspectives.</p> <p>ITEM 2.III.A Create a product which communicates learning and ideas for a local and global audience, both formally and informally.</p> <p>ELA 4.2.6.6 Compare and contrast a firsthand and secondhand account, including those by or about Minnesota American Indians, of the same event or topic; describe the differences in focus and the information provided.</p>	<p>Whole group lesson: how to use Pic Collage.</p> <p>Students will make a Pic Collage to show understanding of Native American culture as related to their story.</p> <ul style="list-style-type: none"> * clothing * food * transportation * housing * animals * environment 	<p>IPads Pic Collage notes from classroom small groups from stories listed above.</p>	<p>Students will make a pic collage about their story.</p>
21	<p>book taste test: graphic novels, comic book does not mean superhero</p> <p>Students will read a variety of books (each for 3 minutes).</p>	<p>ITEM 2.1.A Read, view and listen for personal growth, exploration, or interest.</p> <p>ITEM 2.I.D: Understand and interact with materials from a variety of genres and forms representing America’s multicultural experience as well as global perspective.</p>	<p>start with Whole Group lesson about</p> <ul style="list-style-type: none"> * what is a Graphic Novel * how to read a Graphic Novel: illustrations and text * different genres in GN <p>Students will</p> <ul style="list-style-type: none"> * read a book for 3 	<p>variety of graphic novels</p>	<p>Teacher observation of students reading books engaging in appropriate conversation.</p>

			minutes * talk about book with partner * get a new book and start again.		
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Grade 4 Quarter 4

Cycle	Objective	Standards	Lesson	Materials	Assessment
22	<p>vote MHL Art for Kids Hub No computers: testing Students we create some art for fun Students will learn about safe sites to teach art. Students will use shapes of animals in the next two cycles.</p> <p>This is generally a time of the year with testing or students ready for break or coming off of break. I like to teach a lesson on being able to DO something yourself by finding instructions online.</p>	<p>ITEM 2.I.B: Use tools for locating print and electronic materials appropriate for their needs.</p>	<p>Whole group lesson Students will follow a Art for Kids Hub lesson in drawing something: will change per year or grade.</p>	<p>smartboard computer http://artforkidshub.com paper crayons/pencils/markers</p>	<p>Students will create a drawing by following the directions.</p>
23	<p>poetry: concrete poem: research your animal Students will learn about concrete poems Students will research one animal. Students will gather information on that animal for next week's lesson</p>	<p>ITEM 1.I.B Develop a plan to manage project activities and resources.</p> <p>ITEM 1.IV.A Recognize the needs of their audience and tailor message accordingly.</p> <p>ITEM 2.I.B: Use tools for locating print and electronic materials appropriate for their needs.</p> <p>ITEM 2.I.C Comprehend information gathered from a variety of diverse sources, using different skills required by specific</p>	<p>whole group: Joyce Sidman poetry books: the Shark. show that Sidman's books use real facts and science and poetry. Read/show "Sharks"</p>  <p>Students will choose an animal to research and write down facts.</p>	<p>animal books iPad or computer access to e databases. Books by Joyce Sidman http://www.poetry4kids.com/blog/new/how-to-write-a-concrete-poem/</p>	<p>Students will engage in whole group lesson. Students will write down 5 facts about animal.</p>

		methods of delivery and formats.			
24	<p>poetry: concrete poem: draw the picture, write the poem</p> <p>Students will learn about concrete poems</p> <p>Students will research one animal.</p> <p>Students will gather information on that animal.</p> <p>Students will create a concrete poem.</p>	<p>ITEM 1.I.B Develop a plan to manage project activities and resources.</p> <p>ITEM 1.IV.A Recognize the needs of their audience and tailor message accordingly.</p> <p>ITEM 1.IV.B Use the writing process, media and visual literacy and technology skills to create products that express new understandings to an audience.</p>	<p>whole group: Joyce Sidman poetry books: the Shark. show that Sidman’s books use real facts and science and poetry. Read/show “Sharks”</p> <p>Students will draw and create a concrete poem based in research from last lesson.</p>	<p>animal books iPad or computer access to e databases. Books by Joyce Sidman Ubiquitous: Celebrating Nature's Survivors by Sidman (811 SID)</p> <p>http://www.poetry4kids.com/blog/news/how-to-write-a-concrete-poem/</p>	<p>Students will engage</p> <p>Students will create a concrete poem based on animal research.</p>
25	<p>narrative non-fiction</p> <p>Students will read/discover narrative nonfiction. Students will read a variety of narrative nonfiction books. May be used during testing when computer lab and media center is unavailable.</p> <p>2015-2016 Star of the North book: Farmer Will Allen and the Growing Table by Martin, Jacqueline Briggs (E MAR)</p>	<p>ITEM 2.I.D Understand and interact with materials from a variety of genres and forms representing America’s multicultural experience as well as global perspectives.</p>	<p>variety of narrative non-fiction</p> <p>Whole group lesson:</p> <ul style="list-style-type: none"> * what is nonfiction * what is biography/autobiography * what is narrative * what makes narrative nonfiction different * shorter * could be whole life or specific incident. 	<p>Farmer Will Allen: or another narrative non-fiction</p> <p><i>Jars of Hope</i> by Roy (921 SEN)</p> <p><i>Bad news for outlaws : the remarkable life of Bass Reeves, deputy U.S. Marshall</i> by Nelson (921REE)</p> <p>Camping Trip that changed America by Rosenstock (979.4 ROS)</p> <p>variety of narrative nonfiction books for “taste testing”</p> <p>see Resource list of narrative nonfiction in Destiny.</p>	<p>Teacher observation</p> <ul style="list-style-type: none"> * students reading book for 3 minutes * students engaging in appropriate conversation about books with peers

26	<p>show new MHL books and summer reads and summer movies (if any).</p> <p>Students will learn about new Maud Hart Lovelace books and new reads for summer. Students will watch any trailers for new summer movies based on books. Students will play Library Jeopardy.</p>	<p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest.</p> <p>ITEM 2.II.A Reflect, share ideas, and/or interact with others in response to books and other media/</p>	<p>Whole Group Lesson: * show new MHL books for next year (online or in person if in collection) * showcase new summer movies based on books (varies by year).</p> <p>Small Group: * play Library Jeopardy</p>	<p>computer/smartboard http://www.myrahome.org new MHL books if in collection</p> <p>Library Jeopardy: teacher created jeopardy game with categories such as “MHL books”, “Things you should have learned this year”, “Fairy Tales”</p>	Teacher observation of students engaging in small group dialog.
27	<p>online safety Digital Passport Students will review online safety rules</p>	ITEM 4.I.D Protect individual privacy, respect the privacy of others, and navigate safely when using technology.	<p>Individual computer access * students will access digitalpassport.org and complete the activity: Share Jumpers</p>	<p>individual computer access with internet Digital Passport</p>	Teacher observation of students attending to online task.
28	<p>summer reading opportunities Public Library reading program Bookmobile Book-Bike Summer movies, summer books</p> <p>Students will learn about Rochester Public library summer reading program and where to get books during the summer.</p>	<p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest.</p> <p>ITEM 2.I.B: Use tools for locating print and electronic materials appropriate for their needs.</p>	<p>show Rochester Public Library video/powerpoint * bookmobile * book bike * summer reading program * summer movies based on books appropriate to age group * encourage reading MYRA book awards</p>	computer with smartboard RPL summer reading program	Teacher observation of student discussions staying on topic.

Grade 5 curriculum

Grade 5 Quarter 1

Cycle	Objective	Standards	Lesson	Materials	Assessment
1	<p>Welcome to the media center. Meet the teacher and students. Learn book/library center rules. Review Shelf-marker rules. RE-connect with old favorites, new books, and classify books by genre. Students will fill out a Meet ME! card</p>	<p>ITEM 1.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest</p> <p>ITEM 4.I.B: Use facilities and equipment respectfully and independently</p>	<p>Welcome to the media center. Share names and watch a book care video.GoAnimate Pirate video https://youtu.be/Ywxsywgw_cA</p> <p>Review shelf-marker use.</p> <p>Read <i>The Library Dragon</i> by Deedy</p> <p>Students will generate a list of genres individually or in groups.</p> <p>Students will classify books by genre.</p>	<p><i>The Library Dragon</i> by Deedy (E DEE)</p> <p>Variety of books for grade 3-5 on cart.</p>	<p>All students will fill out Meet ME! card.</p> <p>Students successfully classify books into a genre.</p>
2	<p>How to find books on Destiny (online catalog) Academic vocabulary: title, author, keyword, series, subject, call number</p> <p>Students will know how to find books using the online catalog.</p>	<p>ITEM 1.II.A Understand the various ways that information is organized and be able to find a wide range (Print, digital, primary, and other types) of information sources needed to respond to defined questions and needs.</p> <p>ITEM 1.II.B: Access information from organizations within and outside of the school or local community.</p>	<p>Whole group lesson on accessing and searching for materials using DESTINY.</p> <p>Students will learn where to find call #, availability, title, author.</p> <p>Students will fill in 2-3 call # sheets as a group or individually.</p> <p>Students will find 1-2 books on shelf (in groups or</p>	<p>computer SmartBoard call # sheets pencils shelf markers access to stacks</p>	<p>Students will fill out 2-3 call 3 sheets successfully .</p> <p>Students will locate 1-2 books on the shelf using call # sheets.</p>

			individually)		
3	<p>Introduce students to Maud Hart Lovelace (MHL) selections of the year. Explain rules of reading (3 books) to vote. Voting in March. Pass out MHL bookmarks</p> <p>Students will learn nominees for the MYRA book awards.</p>	<p>ITEM 2.1.A Read, view and listen for personal growth, exploration, or interest.</p> <p>ITEM 2.I.D: Understand and interact with materials from a variety of genres and forms representing America’s multicultural experience as well as global perspective.</p>	<p>Show MHL powerpoint with cover art, synopsis of each book, trailers of available.</p> <p>Have all copies of books for students to look at (15 minutes).</p> <p>MHL: Give out BOOKMARKS with both sides printed.</p>	<p>Multiple copies of MHL selections of the year.</p> <p>MHL bookmarks with all titles for the year.</p>	<p>Teacher observation of students looking at / engaging with MHL books, talking with other students. Students will make favorite selections on bookmark for later checkout.</p>
4	<p>Online safety lesson</p> <p>Students will learn about online safety, privacy, netiquette, cyber-bullying and other online activities as updated by the FBI website.</p>	<p>ITEM 4.I.B Use facilities and equipment respectfully and independently</p> <p>ITEM 4.III.A: Safeguard personal intellectual property, privacy, and other rights when sharing or publishing information.</p>	<p>Students will access FBI online safety at https://sos.fbi.gov/ choose their grade level.</p> <p>Students will self-select online safety videos to watch individually.</p> <p>Students will self-select online activities and games to watch individually.</p>	<p>Access to individual computers.</p> <p>https://sos.fbi.gov/</p>	<p>Exit ticket: students will write down/tell teacher one fact they learned from video.</p>
5	<p>Explore different authors/illustrators.</p> <p>Learn about award winning books: Caldecott, Newbery, Coretta Scott King, Belpre, Geisel, Seibert. Identify various</p>	<p>ITEM 1.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest</p> <p>ITEM 4.I.B: Use facilities and equipment respectfully and independently</p>	<p>Read newest Newbery award winner <i>Last Stop on Market Street</i>, written by Matt de la Peña, illustrated by Christian Robinson or other Newbery winner of the year. Continue with spine</p>	<p><i>Last Stop on Market Street</i>, written by Matt de la Peña, illustrated by Christian Robinson or other Newbery winner of the year.</p> <p>Other Newbery</p>	<p>Students will locate three award winning books in the stacks (individually or in groups).</p>

	spine label stickers.	CC.1.R.1.7: Integration of Knowledge and Ideas: Use illustrations and details in a text to describe its key ideas.	labels, award winning labels. Students will categorize books by award sticker Students will look at a Belpre winner (gold or silver) for 2 minutes and then switch. Students will look at 3-4 Seibert winners.	winners. Access to other award winning in any section books.	Students will categorize books by award winning stickers.
6	Introduce, re-introduce students to MackinVia, accessing databases and ebooks Send home MackinVia bookmark with login information. Students will learn about online resources available,	ITEM 1.II.A Understand the various ways that information is organized and be able to find a wide range (Print, digital, primary, and other types) of information sources needed to respond to defined questions and needs. ITEM 1.II.B: Access information from organizations within and outside of the school or local community. ITEM 2.I.B: Use tools for locating print and electronic materials appropriate for their needs.	Students will individually log into MackinVia with username and password. Students will access databases and ebooks. Students will explore each area individually.	computer lab internet access. could be done with iPads.	Teacher observation of students successfully logging into MackinVia and accessing ebooks and databases.
7	Review of finding books on the shelf Students will find books on the shelf by reading call # and spine labels.	ITEM 1.II.A Understand the various ways that information is organized and be able to find a wide range (Print, digital, primary, and other types) of information sources needed to respond to defined questions and needs.	Whole group lesson: students will review how to read a call # and spine label. Small group/individual: students will find book on the shelf by call #	Computer and smartboard or white board for whole group lesson call # slips: multiple for each student in all sections (E, FIC, nonfiction)	Exit slip: How many books did you find? How many books did your partner find?

Grade 5 Quarter 2

Cycle	Objective	Standards	Lesson	Materials	Assessment
8	<p>online database: magazine, article, news</p> <p>Students will access online resources in different formats.</p>	<p>ITEM 1.II.A</p> <p>Understand the various ways that information is organized and be able to find a wide range (print, digital, primary, and other types) of information sources needed to respond to defined questions and needs.</p>	<p>in computer lab;</p> <p>How to understand and access online databases: magazines, news, primary source documents</p>	<p>individual computers and access to MackinVia.</p>	<p>exit slip: what is the difference between news, magazines, articles, primary source documents. One thing you learned.</p>
9	<p>Boolean search terms</p> <p>Students will learn what a Boolean search is and how to use it.</p>	<p>ITEM 1.II.A</p> <p>Understand the various ways that information is organized and be able to find a wide range (print, digital, primary, and other types) of information sources needed to respond to defined questions and needs.</p>	<p>Whole group lesson:</p> <ul style="list-style-type: none"> * what is a Boolean search * demonstrate using DESTINY <p>Individual: students will move to the computer lab and perform Boolean searches in DESTINY or online resources</p>	<p>computers</p> <p>Smartboard</p> <p>DESTINY</p> <p>MackinVia</p>	<p>Exit slip:</p> <p>https://docs.google.com/document/d/1NKTHMCfbwtb9bDUv9JFiTIsn1KH7zXh1pfzhAa_9p4/edit</p>
10	<p>AUP: what does it mean</p> <p>Students will understand the AUP</p>	<p>ITEM 4.I.A:</p> <p>Understand and follow acceptable use policies and laws regarding use of information.</p>	<p>Whole Group:</p> <p>What is the Acceptable Use Policy?</p> <p>When do you agree to it.</p> <p>Read the AUP with kid-friendly language.</p>	<p>ISD 535: AUP (individual copies) smartboard computer</p> <p>http://ses.westport.k12.ct.us/general/acceptable-use-policy</p> <p>http://www.rochester.k12.mn.us/departments/technology/support_services/internet_acceptable_use_and_safety_policy</p>	<p>exit slip: One thing you learned today.</p>
11	<p>smart searching:</p>	<p>ITEM 1.II.A:</p>	<p>Whole group:</p>		<p>exit slip:</p>

	.edu, .gov.com	<p>Understand the various ways that information is organized and be able to find a wide range (print, digital, primary, and other types) of information sources needed to respond to defined questions and needs.</p> <p>ITEM 1.II.C: Evaluate the validity of information resources including source, bias, accuracy, relevance, completeness, and purpose</p>	<p>Smart Searching ppt</p> <p>* How google searches</p> <p>* .com, .edu, .gov, .org</p>	<p>Smart Board Computers Smart Searching ppt.</p> <p>https://docs.google.com/presentation/d/1WAehLBPPgQN_gxpDI01oP3R2-p9uncl-L_NasvbKXscg/edit#slide=id.p</p>	<p>one way to make my search on Lincoln better.</p> <p>one way that .com and .org are different.</p>
12	<p>how to generate questions</p> <p>Base on Biography:</p> <p>Students will explore asking questions and categorizing them to recognize different lens of research: creation, achievement, social change</p>	<p>ITEM 1.I.A: Continually develop and revise meaningful questions as information needs change.</p> <p>ITEM 1.III.E: Organize information or arguments using critical thinking, problem-solving, and decision-making to determine patterns, compare and contrast, and determine cause and effect.</p>	<p>Whole group lesson on generating questions about biographies:: What makes a person famous? What they did? Invention? Cause? Medicine? Arts? Sports? Saving people? Science? a bigger cause?</p> <p>All students generate questions: some share on whiteboard.</p> <p>Group or individual work on categorizing questions into groups: What one achieved? What one created? What one contributed to/social change?</p>	<p>paper pencil SmartBoard or White board</p>	<p>Students will have three questions in each category.</p>
13	computer lab finding information	ITEM 1.II.A: Understand the various ways that information	go to three sites: Achievement Social Change	individual access to computers internet	Students will write down two

		<p>is organized and be able to find a wide range (print, digital, primary, and other types) of information sources needed to respond to defined questions and needs.</p> <p>ITEM 1.III.C: Determine if evidence supports clear and appropriate conclusions.</p> <p>ITEM 1.III.D: Constantly explore, evaluate, and integrate new information sources independently.</p> <p>ITEM 3.II.B: Explore, evaluate, and integrate new technologies independently.</p>	<p>Creation</p> <p>write down two facts learned from each site. Evaluate which sites were more interesting. Why?</p>	<p>access to MackinVia</p>	<p>facts from each website visited and categorize/evaluate each site for author's purpose</p>
14	<p>book taste test: Realistic fiction Students will taste test books from these genres Realistic Fiction Historical Fiction School Fiction Biographies: novels</p>	<p>ITEM 2.IV.A Read, view and listen widely, with fluency, to make connections with self, the world and previous information.</p> <p>ITEM 2.IV.C Reflect on literacy skills and grow as learners, adapting to changes in information formats.</p>	<p>Whole Group: * what is realistic fiction * differences in genres of "realistic"</p> <p>Individual: * students will read a book from a genre for 3 minutes.</p>	<p>Variety of books from realistic fiction Tom Angelberger Andrew Clements Wendy Maas Louis Sachar Christopher Paul Curtis</p>	<p>exit slip: one book you would like to read</p>

Grade 5 Quarter 3

Cycle	Objective	Standards	Lesson	Materials	Assessment
15	tall tales introduction Paul Bunyan Students will know the elements of a tall tale.	ITEM 2.I.D Understand and interact with materials from a variety of genres and forms representing America's multicultural experience as well as global perspectives. Social Studies curriculum maps: Quarter 3, week 1	whole group: Paul Bunyan * What makes a tall tale * American story * Read Paul Bunyan * Tall Tales checklist: fill out as a group	Paul Bunyan: a tall tale by Kellogg (E KEL) and other versions of the Paul Bunyan 398.2 or Everybody section http://www.readwritethink.org/classroom-resources/lesson-plans/thundering-tall-tales-using-327.html?tab=4 http://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-5/tall_tales_today_checklist.ashx	Exit slip: one element of a Tall Tale.
16	tall tales: various Students will recognize the elements of a tall tale in different stories.	ITEM 1.III.C Determine if evidence supports clear and appropriate conclusions. ITEM 1.I.B Develop a plan to manage project activities and resources. Social Studies curriculum maps: Quarter 3, week 2	small groups read different tall tales John Henry Mike Fink Davy Crockett Swamp Angel Pecos Bill Johnny Appleseed Small Groups fill out Tall Tales checklist on each story. Share with another group.	http://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-5/tall_tales_today_checklist.ashx	exit slip: each group will have filled out a (print or e) Tall Tale checklist.
17	real vs. tall tale . HOW did they get to be stories. Students will learn the real facts behind some Tall Tales	ITEM 1.III.D Constantly explore, evaluate, and integrate new information sources independently. Social Studies curriculum maps:	Whole group lesson: Real stories of Americans that became stories: Davy Crockett http://www.history.com/topics/davy-crockett		exit slip: one thing that the real man did.

		Quarter 3, week 3	Johnny Appleseed http://mentalfloss.com/article/62113/9-facts-tell-true-story-johnny-appleseed		
18	How to use EasyBib Students will learn how to access and input information into EasyBib.	ITEM 4.I.C Avoid plagiarism and respect concepts of intellectual property	Whole group lesson: * how to access EasyBib * setting up an account * practice entering information * practice printing out a bibliography page	computer lab individual access smartboard	Exit Slip Bibliography page printed with three practice resources listed.
19	biographies: Students will read a biography in an eBook. Students will decide if person is famous for 1 event or a lifetime of service. continue next week	ITEM 2.II.A Reflect, share ideas, and/or interact with others in response to books and other media. Social Studies curriculum maps: Quarter 3, week 6	eBooks: a finite list of people decide if whole lifetime or specific event or one things known for Henry Ford Bessie Coleman Cortes Coronado Jackie Robinson James Cook	computer lab access to MackinVia: ebooks	Exit slip: Students will decide if person is famous for 1 event or a lifetime of service.
20	biographies: organizing into themes Students continue with eBook biographies. Students will look up Biography Personality in online database or encyclopedia in MackinVia.	ITEM 1. III.E Organize information or arguments using critical thinking, problem solving, and decision-making to determine patterns, compare and contrast and determine cause and effect. ITEM 1.IV.B Use writing process, media and visual literacy and technology skills to create products that express new	Small group/individual: * continue with biography person * finish eBook * look up person in MackinVia * make citation * write down 2 facts sharing time: groups can share whether that person whole life or specific thing	computers/iPads access to MackinVia	Students will create citations. Students will share 2 facts with others.

		understanding to an audience.	personal life professional life what is important?		
21	book taste test: ebooks Students will listen to/ read an eBook of choice on MackinVia.	ITEM 2.IV.A Read, view and listen widely, with fluency, to make connections with self, the world and previous information. ITEM 2.IV.C Reflect on literacy skills and grow as learners, adapting to changes in information formats.	Whole group lesson: How to search eBooks on Mackinvia * categories * groups	computers/iPads access to MackinVia	exit slip: thumbs up/thumbs down: Do you like eBooks?

Grade 5 Quarter 4

Cycle	Objective	Standards	Lesson	Materials	Assessment
22	<p>vote MHL Art for Kids Hub No computers: testing Students we create some art for fun Students will learn about safe sites to teach art.</p> <p>This is generally a time of the year with testing or students ready for break or coming off of break. I like to teach a lesson on being able to DO something yourself by finding instructions online.</p>	ITEM 2.I.B: Use tools for locating print and electronic materials appropriate for their needs.	Whole group lesson Students will follow a Art for Kids Hub lesson in drawing something: will change per year or grade.	smartboard computer http://artforkidshub.com paper crayons/pencils/ markers	Students will follow directions Students will create a drawing by following the directions.
23	<p>narrative non-fiction Students will read/discover narrative nonfiction. Students will read a variety of narrative nonfiction books. May be used during testing when computer lab and media center is unavailable. Students will categorize books by lifetime or specific event. Students will put book events in a timeline.</p> <p>2015-2016 Star of the North book: Farmer Will Allen and the Growing Table by Martin, Jacqueline Briggs (E MAR)</p>	ITEM 2.I.D Understand and interact with materials from a variety of genres and forms representing America’s multicultural experience as well as global perspectives.	<p>variety of narrative non-fiction Whole group lesson: * what is nonfiction * what is biography/autobiog raphy * what is narrative * what makes narrative nonfiction different * shorter * could be whole life or specific incident.</p>	<p>Farmer Will Allen: or another narrative non-fiction <i>Jars of Hope</i> by Roy (921 SEN) <i>Bad news for outlaws : the remarkable life of Bass Reeves, deputy U.S. Marshall</i> by Nelson (921 REE) Camping Trip that changed America by Rosenstock (979.4 ROS)</p> <p>variety of narrative nonfiction books for “taste testing”</p> <p>see Resource list of narrative nonfiction in Destiny.</p>	Exit ticket: Who did you read about? One thing you learned?
24	show new MHL	ITEM 2.I.A: Read,	Whole Group	computer/smartboa	Teacher

	<p>books and summer reads and summer movies (if any).</p> <p>Students will learn about new Maud Hart Lovelace books and new reads for summer. Students will watch any trailers for new summer movies based on books. Students will play Library Jeopardy.</p>	<p>view and listen for pleasure and personal growth, exploration, or interest.</p> <p>ITEM 2.II.A Reflect, share ideas, and/or interact with others in response to books and other media/</p>	<p>Lesson: * show new MHL books for next year (online or in person if in collection) * showcase new summer movies based on books (varies by year).</p> <p>Small Group: * play Library Jeopardy</p>	<p>rd http://www.myrahome.org new MHL books if in collection</p> <p>Library Jeopardy: teacher created jeopardy game with categories such as “MHL books”, “Things you should have learned this year”, “Fairy Tales”</p>	<p>observation of students engaging in small group dialog.</p>
25	<p>Found Poetry: book titles Students will create poems using only book titles</p>	<p>ITEM 2.III.B Use the writing process, media and visual literacy and technology skills to create products that express new understandings to an audience.</p>	<p>Whole Group lesson: * what is a found poem * elements of a title poem * verb, non, action, feeling, juxtaposition</p> <p>Individual: * students will use titles in stacks to create found poems. * start with just writing them down (use call #, too!) * photograph examples</p>	<p>stacks shelf markers paper/pencil camera (iPad)</p>	<p>Exit slip one Found Poem</p>
26	<p>How to Search Search terms Students will use both digital and print materials to find answers. Students will use search terms to find answers. Students will work cooperatively to answer questions.</p>	<p>ITEM 1.III.A Synthesize information and recognize categories, trends and themes across multiple sources, data sets and conclusions</p>	<p>Whole group: * good search terms review</p> <p>Small group: * digital (iPad) vs. print almanac</p> <p>Students will race against teams to find answers to questions. Digital Team Print Team</p>	<p>ipad print almanac paper/pencil</p>	<p>Teacher observation of students participating and collaborating in tasks.</p>

27	<p>online safety Digital Passport Students will review online safety rules continue next week</p>	<p>ITEM 4.I.D Protect individual privacy, respect the privacy of others, and navigate safely when using technology.</p>	<p>Individual computer access * students will access digitalpassport.org and complete the activity: Mix and Mash</p>	<p>individual computer access with internet Digital Passport</p>	<p>Teacher observation of students attending to online task.</p>
28	<p>online safety Digital Passport Students will review online safety rules</p>	<p>ITEM 4.I.D Protect individual privacy, respect the privacy of others, and navigate safely when using technology.</p>	<p>Individual computer access * students will access digitalpassport.org and complete the activity: Mix and Mash</p>	<p>individual computer access with internet Digital Passport</p>	<p>Teacher observation of students attending to online task.</p>
	<p>summer reading opportunities Public Library reading program Bookmobile Book-Bike Summer movies, summer books</p> <p>Students will learn about Rochester Public library summer reading program and where to get books during the summer.</p>	<p>ITEM 2.I.A: Read, view and listen for pleasure and personal growth, exploration, or interest.</p> <p>ITEM 2.I.B: Use tools for locating print and electronic materials appropriate for their needs.</p>	<p>show Rochester Public Library video/powerpoint * bookmobile * book bike * summer reading program * summer movies based on books appropriate to age group * encourage reading MYRA book awards</p>	<p>computer with smartboard RPL summer reading program</p>	<p>Teacher observation of student discussions staying on topic.</p>

Chapter 5

The Process

To create this curriculum, I intended to use multiple documents: ITEM standards, Rochester curricular maps, and Minnesota ELA state standards. I started with the ITEM standards and found these to be the most relevant basis for most of the lessons. Because this is my third year in this district, I have 2 full years of lessons plans that I used. I was able to pull these “tried and tested” lessons first and apply the ITEM standards to them. I was able to create about 70% of the curriculum from past lessons. My first year teaching, I tried to use only ELA standards to create lessons. I soon learned that students were missing information media skills if I focused only on literature as I found ELA standards are prone to do. I discovered the ITEM standards to be the best framework for creating lessons that can be used with a variety of texts or materials and teach skills that can be applied across the content areas. These ITEM standards teach the skills of informational and media literacy that can be applied to all content areas.

ITEM standards 1.II.A (organization) and 2.I.A (read for pleasure) are the basis for many lessons (see Appendix A). I found that my focus is teaching students what materials are in the library, such as different genres or topics. By returning to ITEM 2.I.A, students explored the library in many lessons and found books and materials, beyond just fiction books. Students were exposed to books about science, cooking, history, poetry and graphic novels. While my lessons do not include library checkout, I know that students were checking out different and various books beyond *Diary of a Wimpy Kid* or *I Survived*.

ITEM 1.II.A taught students how to find information in the physical library and in the digital world. I used this standard several times over the course of the year with each grade. I

remind students that while their library (the Bishop Elementary School library) is organized in one manner, learning how to find information will help them use any library or digital resource to find information for the rest of their lives. I feel strongly that if I can get students to understand that all the information is out there in the world, any information they want, they just have to have the tools to search for it. I also believe that if I can teach students that the library is a good place to be, the library can offer help or understanding to any content (be it math or science or hobbies or science fiction). If this occurs, then I have done a good job as a media specialist.

I then looked to the Rochester curricular maps to see where media lessons could collaborate with classroom teacher lessons. In the past, collaboration with teachers has been difficult for me. I am only at this school (Bishop Elementary) part-time and the 6-day fixed schedule creates lessons that are rather far apart. Teachers were only able to work with me in limited ways. For example, Mrs. J's grade 1 class was starting research on Monday, February 8. She wanted me to help her students with accessing the online resource Pebble Go. I had her class on Wednesday, February 3 and then again on Thursday, February 11. These two dates did not line up well with collaboration. While teaching the skills of accessing Pebble Go is great, if students were not allowed to use that skill again soon, the lesson loses its punch. While creating the curriculum, I added lessons that align with curriculum maps in theory; the actual dates may vary. Curricular maps accounted for about 10% of the lessons.

After consultation with department colleagues, I realized that each LMS collaborates in different ways with teachers. The LMS may play a large part in the Greek mythology unit at one school and not at all in another. Bishop Elementary currently consists of veteran teachers

(average +18 years at Bishop, +20 years in district). These teachers have stayed and the LMS has changed (average of LMS at one school +3 years). Rotation of LMS throughout the district does not create a collaborative atmosphere. I learned that, on average, it takes the LMS at least 2 years to start to collaborate with teachers. In addition, because media classes are prep coverage, some teachers do not consider media classes a part of the regular curriculum. I found that teaching students skills that can be added into any content area or returned to every year, such as ITEM 2.I.B (Use tools for locating print/ electronic materials) was a more efficient use of class time that could be transferred to classroom use by students. While I will continue to work to create meaningful collaboration with teachers, I will not rely on collaboration to teach skills to students.

Technology lessons filled in the remaining 20% of the curriculum. Bishop is not a 1:1 school, but does have a computer lab and a class set of iPads. The reality is that media classes can use the computer lab when there is no testing. Testing closes the lab in September and again from January-March and finally from May-June. The iPads are reserved for classroom use. I found that I was able to create lessons that taught students particular technology skills every year. Those skills did build upon one another in sequence from year to year. Teachers may or may not choose to use those technologies in the classroom. Some Grade 1 teachers may want to use PowerPoint which I have in Grade 2. One Grade 2 teacher does not use Google Classroom at all, but all Grade 4 teachers use it.

Many of the literary texts used in grades Kindergarten - Grade 2 are the 2015-2016 Minnesota Young Readers Association (MYRA) book award nominees in two categories: *Star of the North* and *Maud Hart Lovelace*. Each year these texts change, but usually contain a

biography, a wordless book, several true stories and humorous picture books. The lessons used with *Star of the North* books would have to be adjusted each year with new titles. The lessons used in Grades 3-5 with the *Maud Hart Lovelace* awards will also have new titles, but are not so text specific.

I found that using the ITEM standards as a basis for lessons was much easier than I had believed. Not surprisingly, writing lessons for a media curriculum using informational media standards works! My focus shifted from using specific texts to teaching concepts of media literacy such as search terms, differences in online encyclopedias or using online databases (Grade 4, Quarter 2, cycle 9).

Implementation

While I started writing the curriculum in January 2016, I had been teaching at Bishop Elementary since 2013. I used lessons in the curriculum that I have used with students before such as coding at Code.org, practicing shelf marker use (Kindergarten, Quarter 1, cycle 6), or studying ancient civilizations (Grade 3, Quarter 3, cycles 17-19). I also created new lessons that have not been field tested such as science poetry (Grade 4, Quarter 4, cycles 23-24). My intention is to use this curriculum during the 2016-2017 school year and beyond and to make adjustments as needed each year.

Some of the texts will change each year, the *Star of the North* nominees in particular. One book used this year was *Blizzard* by John Rocco. I placed this true picture book in January because I assumed we would have snow. Fortunately, our city had a small blizzard the next week and we had 2 snow days. It was fun to discuss our blizzard and those of the story afterwards with students. We only got 12” while the book talks of a 40” snowfall. Next year, a

different book will be used in January that will have a different topic, but the focus of connection between text and illustration will stay the same. I may find that continuing to read *Blizzard* in January is perfect or I may find a different text to teach. I will continue to recommend *Blizzard* to teachers as a class read-aloud when the weather starts looking snowy.

Another difficulty in implementing a curriculum is the use of the computer lab. This year a new test was added that closed the computer lab during media classes in February. The testing schedule is so fluid that planning on using the lab during cycle 18 (Quarter 3) cannot be confirmed until January. Because Bishop has only one computer lab, the teaching of technology must happen within the testing schedule and may not mesh well with the curriculum maps. Other schools in Rochester are 1:1 iPad schools; the divide between the technology have/have nots is getting larger. With student testing continuing to be a debate issue, adding specific technology lessons is a challenge. I will keep technology lessons in the curriculum, but will continue to work with teachers and administrators about the best way to integrate technology in the classroom.

Reflection

I wrote the curriculum alone, but used guidance from members of my media department. I asked colleagues to read and review one grade level and give me feedback on areas they focused on that I had missed or lessons they have used that have worked well. I believe that a good curriculum should not be written in isolation. It is valuable to consider what I think is important to teach students or to look at the unique needs and make up of Bishop Elementary and create a scope and sequence of lessons for that population and library. But, to create a curriculum for an entire district as large and diverse as Rochester that has 17 elementary schools,

one person should not make all the decisions. At the same time, each school has a unique set of needs and materials; one set of lessons may not be right fit for each school. Perhaps a curriculum that allows for text substitutions or a framework that lists main points or overall lessons to be taught each quarter by grade may work better in a large district.

I noted that each building in my district may have a different focus at each grade level. Much of this has to do with access to technology or consistency of LMS. Four schools are 1:1 iPad schools, three schools have little or no access to the computer lab, two schools do not have interactive whiteboards in the media center. It is difficult to make a comprehensive curriculum when the access to technology is so varied from site to site. There are differences in staffing as well. Two schools have only one full-time LMS, one school has a full-time LMS and supply LMSs coming in for 1-3 classes per cycle, three buildings have 2 LMS who are both part-time and the rest have a part-time LMS who is also responsible for a second (or third) site. Six sites have had the same LMS for over 6 years, 2 schools have had the same LMS for 3 years, the rest have changed LMS (by personal choice or by district choice) in the past 3 years. While this rotating of personnel may call out for a district-approved curriculum, the district has not included media curriculum writing in its curriculum articulation cycle articulation for another 6 years. I would like to review this curriculum with all members of my department and adapt the lessons for different schools. It may be possible to have a summer curriculum writing session where this curriculum is the focus.

I intended to include a web based matrix that lists ELA and MN social studies standards that correspond to media lessons by grade along with a corresponding list of technologies available in the district that are used to support it (see chapter 3), but choose not to pull out

technologies and their applications. Instead I embedded technology lessons at grade level as deemed appropriate from conversations with teachers and time available. In the future, it may benefit me to conduct a survey to determine how teachers are using technology in the classroom and what support media lessons can provide.

Future Plans

I intend to continue to work and refine this curriculum during the 2016-2017 school year and beyond. I would like to take more time to conference with teachers on a quarter-to-quarter basis each year to coordinate timing of lessons. I noticed that even though the district has curricular maps, placement of lessons varies from school to school. Next year, my school will also hold more vertical planning times and this may help place technology lessons.

I believe that writing a curriculum such as this is a constant “work in progress.” New technologies and new materials are always being introduced into the media curriculum. A lesson that relies more on teaching a concept (such as generating useful search terms or making a citation) may be much more resilient than a lesson based on a particular book or text. I also foresee that lessons may get moved around based on computer lab accessibility or new text acquisitions. Lessons that come in sets and stand-alone lessons can be moved and adjusted. For example, Grade 3, Quarter 3, cycles 17-19 about Ancient Civilizations may shift around within Quarter 3 and cycle 20 (science poetry with Joyce Sidman) can be put in a different quarter completely.

Were I to move to a different district or different school, this curriculum could be adapted with different texts or with swapping units. Washington Choice school in Rochester uses a Core Curriculum which places Greek mythology in Grade 2 instead of Grade 4. By using the ITEM

standards of finding information or organization of materials, the skills being taught remain the same with the overall framework of the curriculum. A new LMS may find this curriculum useful to see how I use tall tales to look at geography (Grade 5, quarter 3), but she/he may use folktales the same way in a different grade.

Creating this curriculum made me recognize that my passion is teaching students to find and use information that is useful to them. I want students to know that the library holds the answers to many questions: What happened when Alice went into the looking glass? How did Shackleton survive? How big is a whale shark? I also want students to feel like they are in charge of what they search for. Many of my lessons involve students exploring a variety of texts and discovering things (and then making a citation so they can find it again.) I constantly tell students that I am teaching them skills they will use all through a school career: using search terms, Boolean searches, creating citations and accessing online databases. I also want students to be familiar with different genres of books: mystery, science fiction, narrative non fiction, folk tales or historical fiction. I only highlight some titles and then let students try out other books in book taste tests at least 3 times a year. Writing this curriculum has been a great introspective experiment that I know has made me a better teacher and I hope will help others do the same.

I intend to continue to use and revise this curriculum for years to come. I have enjoyed considering what lessons are taught by other media specialists in my district and around the country, what lessons go together well and how lessons can be used to support classroom curriculum. I know that with time I will be able to write a a more comprehensive and useful curriculum with the support of my department. While classroom curricula continue to be updated and revised, supporting curriculum must also be updated as well. I look forward to

continuing to work with this curriculum for years to come. I also hope that my work may be used by other new LMS, new to ISD 535 or new to the field of information media. While I do not assume that these lessons are the only media lessons that should be taught in an elementary school, I do believe that a fully-formed curriculum is a great starting point to finding one's own passion in teaching.

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APPENDIX A

Standards

[Minnesota English/Language Arts Standards:](#)

<http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/LangArts/index.html>

[Minnesota Science Standards:](#) [http://education.state.mn.us/MDE/EdExc/StanCurri/K-](http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/Science/index.htm)

[12AcademicStandards/Science/index.htm](http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/Science/index.htm)

[Minnesota Social Studies Standards:](#) [http://education.state.mn.us/MDE/EdExc/StanCurri/K-](http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/SocialStudies/index.html)

[12AcademicStandards/SocialStudies/index.html](http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/SocialStudies/index.html)

ITEM standards <http://mnitem.org/node/60>

1. Inquiry, Research, and Problem Solving: The student will learn a continuous cycle of questioning, gathering, synthesizing, evaluating, and using information individually and collaboratively to create new knowledge and apply it to real world situations.
 - a. Question
 - b. Gather
 - c. Draw conclusions and offer solutions
 - d. Communicate
 - e. Evaluate
2. Expanding Literacies: Read, view, listen and communicate in any format for a variety of purposes.
 - a. Foundational Knowledge / Skills
 - b. Collaboration
 - c. Creativity
 - d. Reflection / Evaluation
3. Technology Use and Concepts: Explore multiple technologies, evaluate their suitability for the desired educational or personal task, and apply the tools needed.
 - a. Use of Technology
 - b. Technology Concepts
4. Ethical Participation in a Global Society: The student will participate productively in the global learning community and demonstrate safe, ethical, legal and responsible behavior in the use of information and technology.

- a. Foundational Knowledge / Skills
- b. Collaboration
- c. Creativity
- d. Reflection / Evaluation

APPENDIX B

Library Media Specialist 1.0 FTE Job Description

WORK DAY/YEAR: Full-time 1.0 FTE (7.25 hours per day/ 192 days per year)

SALARY: Based on level of education and full years of licensed teaching experience. Visit <http://www.rochester.k12.mn.us/page/3010> for salary schedule information.

Job Summary:

- Takes responsibility for the learning of the students and his/her own performance
- Possesses the knowledge and skills to build effective educational experiences that benefit all students
- Functions as an effective member of the educational/school team
- Utilizes effective interpersonal skills
- Manages media center collections and budgets (including leveled libraries in elementary schools)
- Provides direct instruction in media literacy (elementary)
- Provides media support to students and teachers
- Supervises media paraprofessional's work

Qualifications:

Current Minnesota K-12 library media specialist license required.

Common and Shared Accountabilities for All Positions

Employees of the Rochester Public School District #535 are expected to support the goals, model and promote an environment that is respectful for all, and work collaboratively with other staff to focus on the needs of the learner. A quality, customer focus that conveys a welcome attitude, an adaptability to change, and a desire for continuous improvement is also expected of all employees. In addition, staff are to respect confidential matters, encourage a safe and secure environment throughout the schools, and be dependable and accountable employees.

APPENDIX C

Rochester Public Schools Vision and Mission Statements.

Vision Statement

Inspire, Challenge, Empower

Mission Statement

Our mission is to inspire, challenge, and empower all students
with the knowledge and skills required to reach their full potential,
to contribute to future generations,
and to become involved members of a global community.

APPENDIX D

Technology Use and Concepts Table

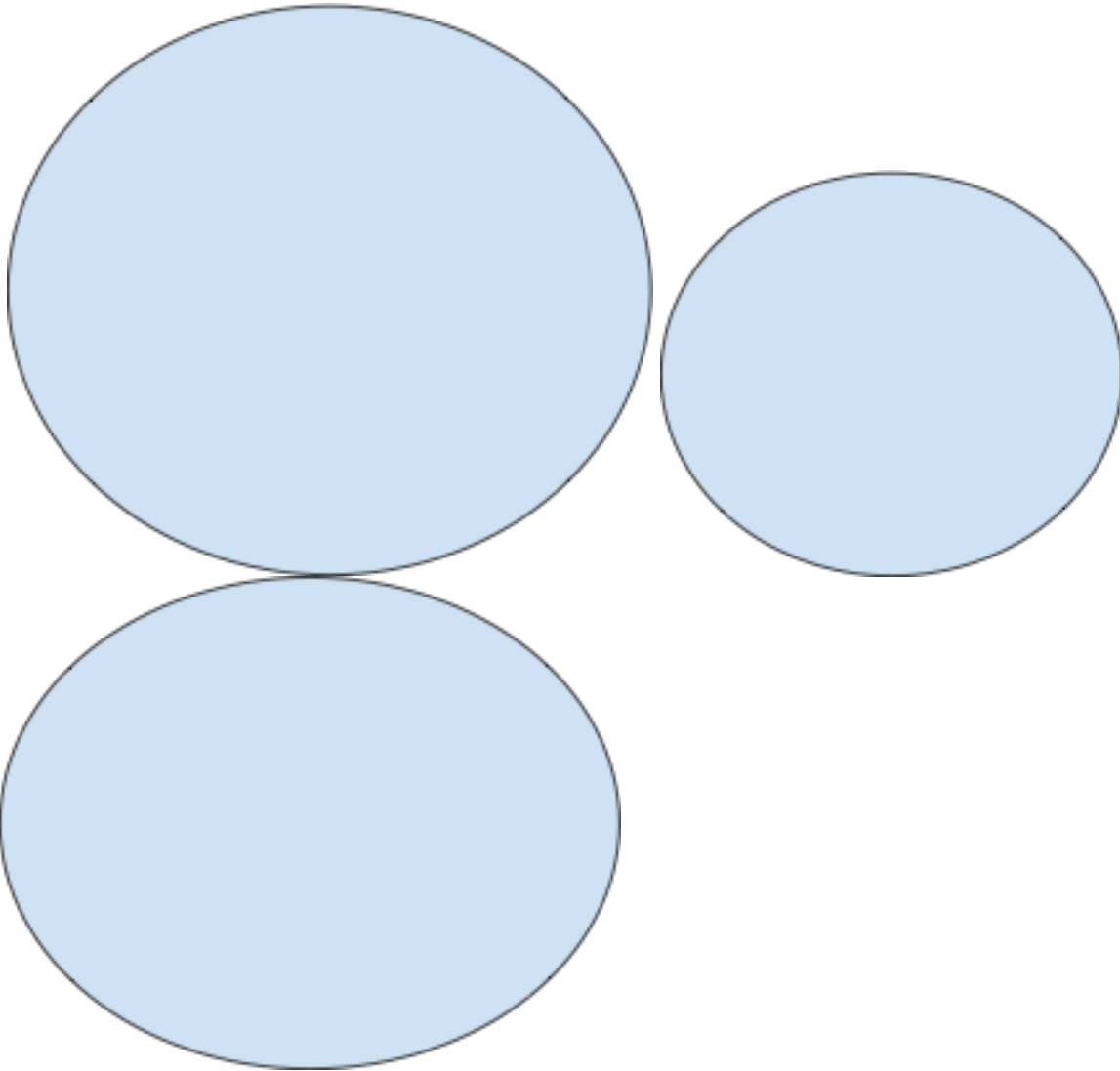
Grade	Technologies Used
Kindergarten	online safety Code.org: whole group SmarBoard Tumblebooks MackinVia: Early World of Learning
Grade 1	online safety Code.org: whole group SmarBoard Pebble Go Tumblebooks
Grade 2	online safety Code.org: individual/small group Pebble Go Powerpoint accessing eBooks: MackinVia online catalog searching: Destiny Google Classroom Pic Collage
Grade 3	online safety Code.org: individual online catalog searching: Destiny MackinVia: online encyclopedias: World Book, Britannica, online databases: Explora powerpoint
Grade 4	online safety Code.org: individual online catalog searching: Destiny MackinVia: online encyclopedias: World Book, Britannica Pic Collage
Grade 5	online safety Code.org: individual online catalog searching: Destiny MackinVia: online databases: Explora EasyBib

Expanding Literacy Table

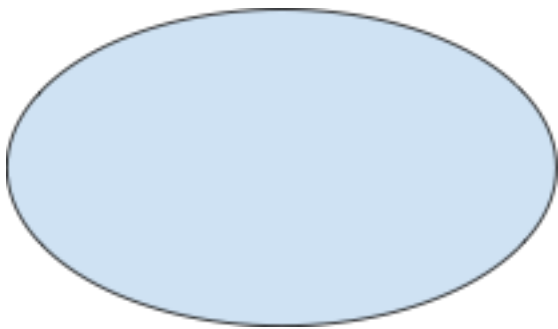
Grade	Literary Units Studied
Kindergarten	<i>Star of the North</i> nominees author tubs “My Body” science books Everybody books nonfiction books at age-appropriate level
Grade 1	<i>Star of the North</i> nominees Geisel award books Little Red Riding Hood nonfiction: Australia, Alaska, Brazil poetry: haiku beginner reader series books Everybody books nonfiction books at age-appropriate level
Grade 2	<i>Star of the North</i> nominees nonfiction: dogs and cats Caldecott award award books eBooks appropriate series books Cinderella poetry: fold it poem dictionaries Everybody books nonfiction books at age-appropriate level
Grade 3	<i>Maud Hart Lovelace</i> nominees Seibert award books poetry: finding and reading poetry, science poetry Dictionaries genre books: mystery, fantasy Chris Van Allsburg Rapunzel Folktales
Grade 4	<i>Maud Hart Lovelace</i> nominees Belpre award books

	<p>everybody books at appropriate level Almanacs fractured fairy tales Native American tales graphic novels poetry: science poems, concrete poems narrative nonfiction</p>
Grade 5	<p><i>Maud Hart Lovelace</i> nominees Newbery award winners biographies realistic fiction American Tall Tales eBooks narrative nonfiction poetry: found poetry</p>

“I am thankful for” form



I am thankful for



MEET ME card

Meet ME!
My name is

I am years old.

I like

Today I am

Star of the North 2015/16 nominees Bookmark

Blizzard by John Rocco	
Brave Girl: Clara and the Shirtwaist Maker's Strike of 1909 by Michelle Markel	
The Day the Crayons Quit by Drew Daywalt	
Draw! by Raul Colon	
Farmer Will Allen and the Growing Table by Jacqueline Briggs Martin	
Gaston by Kelly DiPucchio	
It's an Orange Aardvark by Michael Hall	
Ninja Red Riding Hood by Corey Rosen Schwartz	
Penny and her Marble by Kevin Henkes	
The Scraps book: Notes from a Colorful Life by Lois Ehlert	

Maud Hart Lovelace 2015/16 nominees Bookmark

8 class pets by Vivian Vande Velde	
Escape from Mr. Lemoncells's Library by Chris Grabenstein	
Fortunately the Milk by Neil Gaiman	
Double Dog Dare by Lisa Graff	
Elvis and the Underdogs by Jenny Lee	
Calli be Gold by Michele Weber Hurwitz	
Alien in my Pocket by Nate Ball	
When Life Gives you O.J. by Erica S. Perl	
Summer of the Wolves by Polly Carlson-Voiles	
Fourth Stall By Chris Rylander	
Rump: the True Story of Rumpelstilskin by Liesl Shurtliff	
Perfect Game By Fred Bowen	