



Course: Library Grade: Third Grade Designer(s): Lindsay Crow & Amanda Hatcher	Overview of Course: The elementary library program is integrated into the elementary curriculum. It is designed to assist learners to grow in their ability to locate, evaluate and apply information in a spirit of inquiry and self-motivation. Activities to develop and interest and appreciation for literature to comprise a large portion of this curriculum.
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Overarching Big Ideas, Enduring Understandings, and Essential Questions

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Literature	CC.1.3.D Identify authors & illustrators of interest CC.1.3.K Identify a Caldecott Medal winner CC.1.3.K Select books on appropriate level	Choosing an author or illustrator will encourage students to read. Explain the purpose and origin of the Caldecott Medal and the criteria to achieve this award. Using the 5 Finger Rule will help the students to choose a books on their level	*Why do illustrations make you want to read the book? *Why do certain authors make you want to read the book? * Why does a book win the Caldecott Medal? *Who chooses the winner? * Why do we use the 5 Finger Rule? *How do we implement the 5 Finger Rule?
Categories	CC.1.3.E Distinguish between real & not real (fiction & non-fiction). CC.1.3.E Identify other types of genres	Literature falls into various genres - Fiction - Non-fiction - Poetry - Fairy Tales/Folktales/Fables - Realistic fiction - Fantasy - Nursery Rhymes - Mystery - Historical Fiction - Biography/Auto Biography	*When might you want to use a fiction book? *When might you want to use a non-fiction book? *What are some characteristics of poetry? *What are some examples of fairy tales, nursery rhymes and folktales? *What are elements of fairy tales, nursery rhymes and folktales? * What are the elements of realistic fiction? * What are the elements of fantasy? * What are the elements of mystery? * What are the elements of historical fiction? * What are the elements of bio./auto bio.?

Patterns	<p>CC.1.2.E Identify parts of a book</p>	Many parts make-up a book	<p>*Where is the book cover located? *Where is the title located? *Where is the author's name located? *Where is the illustrator's name located? *Where is the spine located? *Where is the call number located? *Where is the glossary located? *Where is the index located? *Where is the table of contents located?</p>
Process	<p>CC.1.1.A Demonstrate responsible care of library books CC.1.2.L Recognize call number components CC.1.2.L Demonstrate an understanding of the Dewey Decimal System CC.1.2.L Utilize the OPAC (Destiny) to locate books of interest</p>	<p>Proper care of library books will help develop responsible behavior</p> <p>Proper understanding will allow books to be accurately found and re-shelved</p> <p>Knowing the Dewey Decimal System will aide students in independently locating materials of want or need</p> <p>Using the OPAC (Destiny) will allow students to search for books of interest</p>	<p>* How should you handle a book when reading? * How do you properly care for your books at home?</p> <p>*Where do you locate the call number on a book? *How do you write the call number for Easy books? *How do you write a call number for Fiction books? *How do call numbers effect the order of books on the shelves?</p> <p>*Why was the Dewey Decimal System created? *How many sections are in the Dewey Decimal System?</p> <p>*What is the name of our online card catalog? *What are the steps taken to acquire the information needed?</p>
Research	<p>CC.1.4.W Utilize a dictionary to acquire information</p> <p>CC.1.4.W Locate information on a topic using appropriate</p>	<p>Using a dictionary correctly will aide students in locating factual information on their topic being researched.</p> <p>Use various sources in the library to obtain information on their given topic</p>	<p>*How is information organized in the dictionary? *How do you use guide words effectively to find information on your given topic. *How do you properly use the information obtained?</p>

sources and strategies

*How do you use the different parts of a book to locate the information needed?

Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study

Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)* Used
August-June (Various weeks throughout year)	Authors/ Illustrators	Literature	CC.1.3.D Identify authors & illustrators of interest	Choosing an author or illustrator will encourage students to read.	*Why do illustrations make you want to read the book? *Why do certain authors make you want to read the book?		
October - November	Caldecott Medal	Literature	CC.1.3.K Identify a Caldecott Medal winner	Explain the purpose and origin of the Caldecott Medal and the criteria to achieve this award.	* Why does a book win the Caldecott Medal? *Who chooses the winner?		
January-February	5-Finger Rule	Literature	CC.1.3.K Select books on appropriate level	Using the 5 Finger Rule will help the students to choose a books on their level	* Why do we use the 5 Finger Rule? *How do we implement the 5 Finger Rule?		

August – June (Various weeks throughout the year)	Fiction and Non-fiction	Categories	<p>CC.1.3.E Distinguish between real & not real (fiction & non-fiction).</p> <p>CC.1.3.E Identify other types of genres</p>	<p>Literature falls into various genres</p> <ul style="list-style-type: none"> -Fiction -Non-fiction -Poetry - Fairy tales/folktales/ fables -Realistic fiction -Fantasy -Nursery Rhymes -Mystery -Historical Fiction 	<p>*When might you want to use a fiction book?</p> <p>*When might you want to use a non-fiction book?</p> <p>*What are some characteristics of poetry?</p> <p>*What are some examples of fairy tales, nursery rhymes and folktales?</p> <p>*What are elements of fairy tales, nursery rhymes and folktales?</p> <p>* What are the elements of realistic fiction?</p> <p>* What are the elements of fantasy?</p> <p>* What are the elements of mystery?</p> <p>* What are the elements of historical fiction?</p> <p>* What are the elements of biography/autobiography?</p>		
March-June	Classroom Autobiography book	Categories	<p>CC.1.3.E Identify other types of genres</p>	<ul style="list-style-type: none"> -Biographies/ Autobiographies 			
August – June (Various weeks throughout)	Parts of a Book	Patterns	<p>CC.1.2.E Identify parts of a book</p>	<p>Many parts make-up a book</p>	<p>*Where is the book cover located?</p> <p>*Where is the title located?</p> <p>*Where is the author’s</p>		

the year)					name located? *Where is the illustrator's name located? *Where is the spine located? *Where is the call number located? *Where is the glossary located? *Where is the index located? *Where is the table of contents located?		
August- June (Various weeks throughout the year)	Responsible Care of Library books and materials	Process	CC.1.1.A Demonstrate responsible care of library books	Proper care of library books will help develop responsible behavior	* How should you handle a book when reading? * How do you properly care for your books at home?		
August- June (Various weeks throughout the year)	Call Numbers	Process	CC.1.2.L Recognize call number components	Proper understanding will allow books to be accurately found and re- shelved	*Where do you locate the call number on a book? *How do you write the call number for Easy books? *How do you write a call number for Fiction		

					books? *How do call numbers affect the order of books on the shelves?		
October-November	Dewey Decimal System	Process	CC.1.2.L Demonstrate an understanding of the Dewey Decimal System	Knowing the Dewey Decimal System will aide students in independently locating materials of want or need	*Why was the Dewey Decimal System created? *How many sections are in the Dewey Decimal System?		
September-October (also reviewed throughout the year)	OPAC (Destiny)	Process	CC.1.2.L Utilize the OPAC (Destiny) to locate books of interest	Using the OPAC (Destiny) will allow students to search for books of interest	*What is the name of our online card catalog? *What are the steps taken to acquire the information needed?		
February-March	Dictionary	Research	CC.1.4.W Utilize a dictionary to acquire information	Using a dictionary correctly will aide students in locating factual information on their topic being researched.	*How is information organized in the dictionary? *How do you use guide words effectively to find information on your given topic. *How do you properly use the information obtained?		

December-March	Non-fiction Research Project	Research	CC.1.4.W Locate information on a topic using appropriate sources and strategies	Use various sources in the library to obtain information on their given topic	*How do you use the different parts of a book to locate the information needed?		
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