

**Mission Statement:** It is the mission of the Elba Central School District to actualize the phrase “Elba Equals Educational Excellence for Everyone.” We are committed to providing both quality and equity. Every student will have the opportunity to develop to the best of his/her ability.

**Elba Standards:** In addition to the knowledge and basic skills they need in order to participate in society, graduates of Elba Central School will develop:

1. Empowering skills: decision making, goal setting, creative thinking and problem solving abilities;
2. Communication and social interaction skills;
3. Technological literacy;
4. Total wellness (social, physical, emotional health and self-esteem);
5. The values necessary to participate in society.

As a result of achieving these outcomes, our students will embrace lifelong learning.

**National Standards:**

**Information Literacy**

*Standard 1:* The student who is information literate accesses information efficiently and effectively.

*Standard 2:* The student who is information literate evaluates information critically and competently.

*Standard 3:* The student who is information literate uses information accurately and creatively.

**Independent Learning**

*Standard 4:* The student who is an independent learner is information literate and pursues information related to personal interests.

*Standard 5:* The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

*Standard 6:* The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

**Social Responsibility**

*Standard 7:* The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

*Standard 8:* The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

*Standard 9:* The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

**Performance Indicators:**

Students will:

1-Media Center Responsibilities

- a. understand what a library is
- b. demonstrate good citizenship in the library by following rules and procedures
- c. utilize the librarian as a teacher and resource person
- d. demonstrate proper care of a book and other materials in the library
- e. follow circulation procedures

2- Collection Organization/Location

- a. have the ability to locate easy fiction, non-fiction, easy-to-read books and other relevant materials
- b. select materials for themselves
- c. understand that each item has a specific place on the library shelves
- d. understand the arrangement of fiction and non-fiction books
- e. have an awareness of the location and use of the catalog (OPAC)
- f. have the knowledge to search the catalog (OPAC) by subject, author, title and for availability
- g. develop an understanding of catalog records
- h. develop searching strategies (electronic and manual)
- i. develop an understanding of the Dewey Decimal System

3- Literature Appreciation

- a. recognize the variety of books available in the library
- b. have the ability to identify a variety of authors and genres (nursery rhymes, fairy tales, concept books, non-fiction, poetry, folktales, myths, legends, biography, autobiography, storytelling, fiction genres: historical, fantasy, science, realistic, mystery)
- c. develop an appreciation for his/her favorite books and authors
- d. recognize that books are for enjoyment as well as for information
- e. have an understanding of the Caldecott Medal
- f. develop an understanding of story elements (character, setting, plot, visual literacy)
- g. have an understanding of the Newbery Medal

4- Listening and Interactive Skills

- a. listen and comprehend stories read aloud (sequencing, prediction, retelling)
- b. recognize that quiet listening is necessary for group attention and enjoyment
- c. respond appropriately to what is seen and heard

5- Reference Skills

- a. understand ABC order

- b. understanding of how to use encyclopedias, dictionary, indexing, almanac, thesaurus, atlas, electronic databases, Internet
- c. participate in collaborated classroom/library supported research projects
- d. understand alphabetical and numerical order
- e. develop an understanding of keyword searching

6- Vocabulary

- a. use and understand the following terms:
  - borrow, return, renew, overdue, plagiarism
  - author, title, illustrator
  - spine, spine label, cover, barcode, paperback, hardcover, pages, publisher, copyright date.

7. Study Skills

- a. understand the organization of a book (table of contents, index)
- b. begin to develop (in collaboration with classroom teaching) an understanding of notetaking, skimming, and organizing
- d. ability to differentiate between factual and non-factual information
- e. comprehend and restate factual information

<b>Assessment:</b>	<b>Acceptable Performance Level</b>
Conversations, questions, observations	Students will respond and participate in activities to support performance indicators.
Circulation statistics	All students will participate in book exchange. Circulation statistics will increase each year.
Surveys of knowledge and interests	90% of students will answer questions on survey correctly.
Small group questioning	Students will actively participate in group discussions.
Report card grading	90% of students will receive a 3 or 4 in all categories.

**Scope:** Fourth grade students will develop an understanding of information literacy.

**Sequence:**

Month	Concept	Supporting Activities	Performance Indicator	Achieved Performance Level
ONGOING	Literature appreciation- Variety of genres	<i>Myths, legends, folklore, storytelling (FEB)</i> <i>Historical fiction- Missing May by Michael Tunnell, Dandelions by Eve Bunting; Little City by the Lake (Wilkins); Amelia and Eleanor Go For a Ride; (NOV)</i> <i>Poetry (APR)</i> <i>Mysteries- Encyclopedia Brown; Something Queer at the Library; Cam Jansen; (JAN)</i> <i>Sports, Animals, non-fiction- booktalks</i> <i>Biography- Abraham Lincoln, (FEB),</i> <i>Fantasy- (DEC)</i> <i>Science Fiction- (MAR)</i>	3	Reinforced
ONGOING	Author and illustrator appreciation	<i>Author visit</i> <i>Author studies: John Erickson (Hank the Cowdog); Dick King-Smith; Lemony Snicket;</i> <i>Laura Ingalls Wilder; Sid Fleischman;</i>	3	Reinforced
ONGOING	Listening and Interactive Skills	Recognize that quiet listening is necessary for group attention and enjoyment- Directions; classroom control; engaged students	4	Reinforced
ONGOING	Listening Skills- comprehend and restate factual info.		4	Reinforced
SEPT	Collection Organization- understand the arrangement of fiction and non- fiction books	<i>"Around the Library Media Center"- Students work in pairs to find a title and call number for each subject (A-Z) listed on a worksheet. The Dewey Decimal number is written next to the subject to make it easier. Post Dewey numbers clearly on shelves.</i>	2	Reinforced
SEPT	Media Center Responsibilities	<i>Questionnaire</i>	1	Reinforced
SEPT/ OCT	Reference Skills- understand alphabetical and numerical order	<i>Worksheet-Call Number Order (H drive) Putting fiction call numbers in order by author's last name; putting non-fiction call numbers in numerical order.</i> <i>Several fiction and non-fiction books on tables-students must place them in call number order.</i> <i>"The Call number is Right"(The price is right)- have several call numbers on index cards-one person from each team takes turns putting call numbers in order within 15 seconds- ring bell when finished;</i> <i>Discovery School <a href="http://www.discoveryschool.com">www.discoveryschool.com</a> - quiz center</i>	5	Introduced

OCT	Collection organization-OPAC	Movie: <i>Library Skills</i> ; OPAC Practice worksheet; Demonstration of OPAC on the monitor; Use of OPAC during book exchange; <i>The Secret of the Silver Key</i> and worksheet; (JAN, FEB, MAR)	2	Reinforced
OCT/ FEB	Study skills-keyword searching/subject terms	Keyword worksheet; theme based (Halloween); see attached ideas	5	Reinforced
NOV	Collection Organization-Dewey Decimal System	Movie: <i>Using the Dewey Decimal System</i> ; Web site: Do we really know Dewey? <a href="http://www.columbia.k12.mo.us/dre/dewey/index.html">http://www.columbia.k12.mo.us/dre/dewey/index.html</a> <i>The Secret of the Silver Key</i> (JAN, FEB, MAR) Dewey bingo;	2	Introduced
DEC	Study Skills-Organization of a book	Copies of an index-students answer questions about the index; <i>The Secret of the Silver Key</i> ; Lesson books that go along with books- read a chapter and focus on that skill, one at a time; (JAN, FEB, MAR)	5 & 7	Reinforced
JAN	Literature appreciation: Caldecott and Newbery Award	Go Newbery game; Displays of past winners; posters;	3	Reinforced & Introduced
JAN	Reference skills-Dictionary/Thesaurus	<i>The Secret of the Silver Key</i> ; Lesson books that go along with books- read a chapter and focus on that skill, one at a time; Dictionary Basketball- label chairs with various words; place wastebaskets in between chairs; give students scrap paper with a word on it; have them crumple up the paper and toss it into the wastebasket that is between the words where the word falls in the alphabet;	5	Reinforced
JAN/ FEB	Reference Skills: Almanac/Atlas, phone books, newspaper	<i>The Secret of the Silver Key</i> ; Lesson books that go along with books- read a chapter and focus on that skill, one at a time;	5	Introduced
FEB	Reference Skills: Encyclopedias,	<i>The Secret of the Silver Key</i> ; Lesson books that go along with books- read a chapter and focus on that skill, one at a time; Animal acrostics	5 & 7	Introduced
MAR/ APR	Reference Skills-Electronic Databases & Internet	<i>The Secret of the Silver Key</i> ; Show a stack of magazines and explain the simplicity of electronic database searching; SIRS Discoverer worksheets; Movie: Internet searching; SIRS Discoverer activity	5	Introduced
MAY	Study Skills-note-taking, skimming and organizing	Animal Acrostics	7	Introduced

**Methodology:** Best Practices, 6+1 Writing, Classroom collaboration, RAC, Information Power

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# SAMPLE

## 4<sup>th</sup> Grade Questionnaire

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Names: \_\_\_\_\_

1. What do you like best about coming to library?

Responses:

2. What types of books would you like to see more of in the library?

Responses:

4. What does the author do? What does the illustrator do?

5. Where in the library can you find (J and non-J) fiction books?

Nonfiction?

6. Which of the following activities would be your favorite?

Ride a bike, read a book or watch TV

7. Name something that you like to do for fun or something that you are interested in.

8. Tell me five ways to handle books that will keep the books looking nice?

9. Who is your favorite author?

10. How do you decide where you should look first to find out information about a subject?

11. Can you tell me what makes a web site reliable?



