

The Model Curriculum for PA School Library Programs, Grade Band Pre-Kindergarten-2

Stage 1 Desired Results:

Correlated PA Core Standards, Big Ideas & Essential Questions, Library Information Concepts, & Student Competencies

Stage 2

Assessment Evidence: Performance Tasks & Rubrics

Stage 3 Learning Plan:

WHERE TOs, Sequenced Instructional Strategies & Student Learning Experiences, & Resources*

Suggested Grades & Order of Teaching Based on Developing Student Competencies:

- **Demonstrating Proper Etiquette when Using Technology, Grades PK-1**
- **Creating a Genre Pie, Grades 1-2**
- **Deciding What to Sell in the School Store, Grades 1-2**
- **Evaluating Pictures of Wild Animals for a Report, Grades 1-2**
- **Making a Decision about a New Animal for the Zoo, Grades 1-2**
- **Selecting a Pet for the Classroom, Grades 1-2**
- **Preparing a Digital Presentation on Fire Prevention, Grade 2**
- **Selecting Literary Nonfiction and Informational Texts to Find Information about Planets, Grade 2**

Stage 3 Learning Plans for Performance Tasks

To begin implementing the Learning Plan, ask first:

- **WHERE Is the Student Going?**
Learning Goals: Correlated *PA Core Standards*, *The Model Curriculum for PA School Library Programs*, Stage 1 Big Ideas & Essential Questions, Library Information Concepts, & Student Competencies
- **WHAT Is Required of the Student?**
Stage 2 Assessment Evidence: Performance Task & Rubric

***Resources current as of August 2014**

Big Idea: Responsible citizens use information ethically and productively in a global society.

**Library Information Concept: Demonstrating Technology Etiquette & Safety
Grade Band PK-2**

Stage 1: Desired Results

Established Goals (Business, Computer, & Information Technology Standard):

15.3.PK-2.M With prompting and support, demonstrate proper etiquette while using technology.

15.3.PK-2.T With prompting and support, answer questions related to digital citizenship.

Understandings (*Students will understand that...*):
Responsible citizens use information ethically and productively in a global society.

Competencies (*Students will know/be able to...*):

- With prompting and support, demonstrate proper etiquette while using and handling technology (e.g., technology basic care).
- With prompting and support, answer questions about the importance of safe, legal, and responsible use of technology.

What understandings/competencies will be assessed through this task?

Use and handle technology responsibly and safely.

Stage 2: Assessment Evidence

Performance Task: Demonstrating Proper Etiquette when Using Technology

Suggested Grades: PK-1

The principal of your school has formed the Technology Club, and its members are students from each grade who help teachers in the classrooms work with other students to use technology safely, responsibly, and ethically. The first task for club members is to prepare a presentation for an assembly that will focus on how students can be responsible and safe users of technology. As a member of the club, you are asked to create a presentation demonstrating how to use one technology tool safely and responsibly and present it to the student body at the assembly.

You'll create a short oral presentation, which will be videotaped for later use, to demonstrate to students how to use one piece of technical equipment and a digital tool responsibly and safely.

Performance Task Rubric: Demonstrating Proper Etiquette when Using Technology
Business, Computers, & Information Technology Standard, Suggested Grades: PK-1

Big Idea: Responsible citizens use information ethically and productively in a global society.
Library Information Concept: Demonstrating Technology Etiquette & Safety

Criteria for Success

Levels of Achievement	Preparing Content	Demonstrating Use
<p align="center">3 Proficient</p>	<p>Selects a useful technology tool to demonstrate and prepares concise, easy-to-follow instructions for how to use it safely.</p>	<p>Uses effective oral presentation skills that engage the audience (e.g., eye contact, pacing, using visuals creatively) to demonstrate how to use a technology tool.</p>
<p align="center">2 Developing</p>	<p>Selects a useful technology tool to demonstrate but prepares instructions that are too general or confusing OR does not emphasize how to use the tool safely.</p>	<p>Uses basic presentation skills properly but doesn't engage the audience and/or presents directions in a confusing way.</p>
<p align="center">1 Needs Improving</p>	<p>Selects a technology tool to demonstrate that is not useful and/or prepares instructions for its use that are confusing or incorrect.</p>	<p>Uses language that is incoherent or inappropriate and/or uses poor presentation skills and/or doesn't include visual displays.</p>

Stage 3 Learning Plan: WHERETO

Performance Task: Demonstrating Proper Etiquette When Using Technology

Suggested Grades: PreK-1

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“You use computers every day--for fun and for school--and you need to know how to use them smartly.”

Hook and Hold to Engage

“What are some reasons you use a computer at home or at school? Share your reasons with your classmates.”

Explore, Experience, Enable, Equip

Introduce or review relevant technology tools (e.g., mouse, keyboard, monitor, tablet, headphones, digital camera, webcam, microphone); review appropriate etiquette for using technology, expectations for acceptable use, and appropriate behaviors for handling and caring for technology; explore topic through selected read-alouds and discussion; introduce, review, and/or practice using selected presentation tools (i.e., print or digital); practice public speaking/oral presentation skills.

Rethink, Revise, Rehearse, Refine

Review rubric with students; preview presentations as a class and ask students to provide feedback to their peers.

Evaluate Work and Progress

Provide students an opportunity to self-evaluate their public speaking skills using a “happy/sad face” rubric and ask students to answer these questions: “What’s one skill you would like to learn more about to make your next presentation better? What’s something new you learned about technology care and etiquette from a classmate’s presentation?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Allow students to work independently, in pairs, or in small groups; adjust presentation format (i.e., digital/print options); increase or decrease required length of presentation; assign, preselect, or ask students to self-select technology tools; provide presentation scripts.

Organize and Sequence for Optimal Effectiveness

Collaborate with classroom teachers to correlate with classroom instruction.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Demonstrating Proper Etiquette When Using Technology

Suggested Grades: PreK-1

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skills:

- Practicing technology etiquette and care
- Making presentations
- Using visual presentation tools

Instructional Strategies:

- Model public speaking skills and technology etiquette
- Provide peer learning/collaborative opportunities
- Scaffold research skills using gradual-release technique (i.e., “I do, we do, you do)
- Model leading a discussion on a specific topic
- Demonstrate peer-review techniques

Student Learning Experiences:

- Participate in a librarian-led discussion of expectations for the care of technology and the etiquette of using technology
- Listen to selected read-alouds and discuss
- Locate, evaluate, and select or create visual aids appropriate to audience and task
- Practice oral presentation/public speaking skills
- Prepare a self-reflection

Sequencing:

- **Prior Knowledge Assessment:** Parts of a computer; basic technology handling/care
- **Timeframe:** Mid-range

Potential Collaboration:

- Classroom teachers and/or computer teacher

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Technology Etiquette

Grade Band: PreK-2

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Brown, Marc. <i>Arthur's Computer Disaster</i>. Boston: Little, Brown Books for Young Readers, 1999. ▪ Berenstain, Jan. <i>The Berenstain Bears' Computer Trouble</i>. New York: Harper Festival, 2010. ▪ Carrick, Carol. <i>Patrick's Dinosaurs on the Internet</i>. New York: Clarion Books, 1999.

Suggested Resources for Background/Further Study for Teachers and Students

Format	Resource
Websites	<ul style="list-style-type: none"> ▪ "NetSmartz Home Page." <i>NetSmartzKids</i>. <http://www.netsmartzkids.org/> ▪ "Webonauts Internet Academy." <i>PBS Kids</i>. <http://pbskids.org/webonauts/>
Video	<ul style="list-style-type: none"> ▪ "How to Use a Mouse." <i>YouTube</i>. <https://www.youtube.com/watch?v=_3s_OYgtl8g> ▪ "Internet Safety." <i>Brainpop Jr.</i> <http://www.brainpopjr.com/artsandtechnology/technology/internetsafety/> ▪ "Faux Paw the Techno Cat." <i>i Keep Safe</i>. <http://kids.ikeepsafe.org/>

Big Idea: Effective readers use appropriate strategies to construct meaning.

**Library Information Concepts: Selecting Literary Fiction; Identifying Literary Elements
Grade Band PK-2**

Stage 1: Desired Results

Established Goals (English Language Arts Standards):

CC.1.3.1-2.K Read and comprehend literature on grade level, reading independently and proficiently.

CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

Understandings (*Students will understand that...*):
Effective readers use appropriate strategies to construct meaning.

Competencies (*Students will know/be able to...*):

- Independently, select grade-level-appropriate literature in variety of genres.
- Apply strategies to create meaning from literature.
- Read literature presented in any format to gain meaning by questioning, reflecting, responding and evaluating.
- Identify characters and settings in story (either in text or digital form) and understand their impact on story by using information from illustrations and words in text.
- Explain plot in story (either in text or digital form) by using information from illustrations and words in text.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Performance Task: Creating a Genre Pie

Suggested Grades: 1-2

This school year, your teacher has set a goal for each student in your class to read different genres and to create a genre pie from the books read. Your classmates will be invited to a genre-tasting party at the end of the year, and each of you will be the pastry chef creating an individual genre pie based on the books read. The eight pieces of your pie will each represent a book from one of these genres (fables, fairy tales, fantasy, folktales/tall tales, historical fiction, mysteries, realistic fiction, and science fiction), and there will be a tasting station for each genre, with genre pies from each of the students. Throughout the year, you'll select a book from each of the genres based upon its characters, plot, and setting and read it.

For each book you read, you must complete a pie slice that includes the author and title of the book and your reasons why the book belongs at the tasting station for this genre. By the time you finish reading your eight genre books, you'll create a completed pie of eight slices (books), one slice for each genre. Your pie should be attractive enough to encourage your classmates to taste it.

Performance Task Rubric: Creating a Genre Pie
English Language Arts Standard, Suggested Grades: 1-2

Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Selecting Literary Fiction

Criteria for Success

Levels of Achievement	Knowing Genres	Matching Books to Genres	Constructing the Genre Pie
3 Proficient	Identifies appropriate characteristics of the genre (characters, plot, and setting) for each of the eight genres.	Selects and reads an appropriate book for each of the eight genres.	Constructs and presents a creative and attractive genre pie with correct author and title information for each of the eight books and clear reasons for why each book read meets the characteristics of that genre.
2 Developing	Identifies characteristics of the genre (characters, plot, and setting) correctly for most of the eight genres.	Selects appropriate books for most of the eight genres and/or reads an appropriate book for some of the genres.	Constructs a plain genre pie with correct author and title information for most of the eight books and provides general reasons for why each book read meets the characteristics of that genre.
1 Needs Improving	Isn't able to identify the characteristics of each genre and/or identifies characteristics incorrectly.	Isn't able to select appropriate books for each of the genres and/or doesn't read a book from most of the genres.	Constructs a sloppy genre pie with incorrect author and title information and/or a pie that includes slices for only a few of the genres and/or doesn't explain why each book read meets the characteristics of that genre.

Stage 3 Learning Plan: WHERETO

Performance Task: Creating a Genre Pie

Suggested Grades: 1-2

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“How will you know what you like if you don’t know what different kinds of books ‘taste’ like?”

Hook and Hold to Engage

“What is your favorite kind of pie?” Engage class in discussion of favorite flavors of pie and equate the flavors of pie to the flavors of books (i.e., genres), using color-coding (e.g., red mystery slices = cherry; yellow fantasy slices = lemon meringue).

Explore, Experience, Enable, Equip

Introduce multiple lessons to “taste” individual genres, using book talks, read-alouds, and book passes (e.g., book tasting café); create genre pie slices to summarize/categorize independent reading.

Rethink, Revise, Rehearse, Refine

Review rubric with students; encourage students to point out examples of genre-specific characteristics during read-alouds; demonstrate how to record and report the reason for choosing a book in each genre; encourage peer review of genres using pie slices; refine “taste test.”

Evaluate Work and Progress

Ask students, “How tasty was your pie? What flavors were your favorites? What flavors are missing? How would you rewrite the recipe?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Reduce or increase the number of required pie slices; vary the number, types, and/or text complexity of questions required to complete slices; allow students to work independently, in pairs, or in small groups; complete a pie as a class.

Organize and Sequence for Optimal Effectiveness

Collaborate with teachers to focus on particular genres to correlate with classroom study.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Creating a Genre Pie

Suggested Grades: 1-2

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skills:

- Identifying characteristics of various literary genres (e.g., fables, fairy tales, fantasy, folktales/tall tales, historical fiction, mysteries, realistic fiction, science fiction)
- Building a vocabulary of genres

Instructional Strategies:

- Provide direct instruction about the characteristics of each genre
- Guide small-group and whole-class discussion of various genres during read-alouds
- Guide students in selecting books and answering questions by providing feedback
- Ask students to practice identifying genres independently

Student Learning Experiences:

- Listen to read-alouds and discuss genre characteristics
- Apply understanding of genre characteristics to choices for independent reading
- Sample genre books through various learning activities (e.g., read-alouds, book talks, book-pass activities, discussion)
- Reflect on preferred genres and self-selection strategies

Sequencing:

- **Prior Knowledge Assessment:** Parts of a book and book vocabulary (e.g., author, illustrator, illustration); elements of fiction (e.g., character, setting, plot, problem/solution)
- **Timeframe:** Long-range

Potential Collaboration:

- Classroom teachers

Stage 3: Learning Plan – Resources to Support the Learning Plan

Performance Task: Creating a Genre Pie

Suggested Grades: 1-2

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
<p>Books (fiction, informational texts, narrative nonfiction, drama, poetry)</p>	<p>Fables</p> <ul style="list-style-type: none"> ▪ Brett, Jan. <i>Town Mouse, Country Mouse</i>. New York: Putnam, 1994. ▪ Carle, Eric. <i>Twelve Tales from Aesop</i>. New York: Philomel, 1980. ▪ Palatini, Marjorie. <i>Lousy Rotten Stinkin' Grapes</i>. New York: Simon and Schuster, 2009. ▪ Pinkney, Jerry. <i>The Lion and the Mouse</i>. New York: Little, Brown and Co., 2009. ▪ Young, Ed. <i>Seven Blind Mice</i>. New York: Puffin, 2002. <p>Fairy Tales</p> <ul style="list-style-type: none"> ▪ Brett, Jan. <i>Beauty and the Beast</i>. New York: Clarion, 1989. ▪ Ehrlich, Amy. <i>Hansel and Gretel</i>. New York: Dutton, 2011. ▪ Kellogg, Steven. <i>The Three Little Pigs</i>. New York: Morrow, 1997. ▪ Pinkney, Jerry. <i>The Little Match Girl</i>. New York: Fogelman Books, 1999. <p>Fantasy</p> <ul style="list-style-type: none"> ▪ Brett, Jan. <i>Mossy</i>. New York: Putnam, 2012. ▪ Joyce, William. <i>The Fantastic Flying Books of Mr. Morris Lessmore</i>. New York: Atheneum, 2012. ▪ Kirk, Daniel. <i>Library Mouse</i>. New York: Abrams Books, 2007. ▪ Stevens, Janet. <i>Help Me, Mr. Mutt: Expert Answers for Dogs with People Problems</i>. Orlando: Harcourt, 2008. ▪ Williams, Suzanne. <i>Library Lil</i>. New York: Dial for Young Readers, 1997. <p>Folktales/Tall Tales</p> <ul style="list-style-type: none"> ▪ Brett, Jan. <i>The Mitten: A Ukrainian Folktale</i>. New York: Putnam, 1989. ▪ Isaacs, Anne. <i>Swamp Angel</i>. New York: Dutton Children's Books, 1994. ▪ Kellogg, Steven. <i>Jack and the Beanstalk</i>. New York: Morrow, 1998. ▪ _____. <i>Mike Fink: A Tall Tale</i>. New York: Morrow, 1992. ▪ Salley, Colleen. <i>Epossumondas</i>. New York: Harcourt, 2002. ▪ Stevens, Janet. <i>Anansi and the Magic Stick</i>. New York: Holiday House, 2001. ▪ _____. <i>Tops and Bottoms</i>. New York: Harcourt Brace, 1995. ▪ Wood, Audrey. <i>The Bunyans</i>. New York: Blue Sky Press, 1996. <p>Historical Fiction</p> <ul style="list-style-type: none"> ▪ Borden, Louise. <i>A. Lincoln and Me</i>. New York: Scholastic, 1999. ▪ Brett, Jan. <i>The First Dog</i>. Orlando: Harcourt Brace, 1988. ▪ Floca, Brian. <i>Locomotive</i>. New York: Atheneum, 2013. ▪ Garland, Michael. <i>The President and Mom's Apple Pie</i>. New York: Dutton, 2002. ▪ Johnson, Angela. <i>I Dream of Trains</i>. New York: Simon and Schuster, 2003. <p>Mysteries</p> <ul style="list-style-type: none"> ▪ Christelow, Eileen. <i>Gertrude the Bulldog Detective</i>. New York: Clarion Books, 1992. ▪ Kellogg, Steven. <i>The Missing Mitten Mystery</i>. New York: Dial Books for Young Readers, 2000. ▪ Palatini, Margie. <i>The Web Files</i>. New York: Hyperion Books for Children, 2001.

	<ul style="list-style-type: none"> ▪ Sharmat, Marjorie Weinman. <i>Nate the Great</i>. New York: Bantam Doubleday Dell Books, 1972. ▪ Teague, Mark. <i>Detective LaRue: Letters from the Investigation</i>. New York: Scholastic, 2004. <p>Realistic Fiction</p> <ul style="list-style-type: none"> ▪ McDonnell, Patrick. <i>Me...Jane</i>. New York: Little Brown, 2011. ▪ Millman, Isaac. <i>Moses Goes to School</i>. New York: Farrar Straus and Giroux, 2000. ▪ Munson, Derek. <i>Enemy Pie</i>. San Francisco: Chronicle Books, 2000. ▪ Rylant, Cynthia. <i>Henry and Mudge Series</i>. New York: Simon Spotlight. ▪ _____. <i>Mr. Putter and Tabby Series</i>. Boston: HMH Books for Young Readers. <p>Science Fiction</p> <ul style="list-style-type: none"> ▪ Brett, Jan. <i>Hedgie Blasts Off</i>. New York: Putnam, 2006. ▪ Dorros, Arthur. <i>The Fungus That Ate My School</i>. New York: Scholastic, 2000. ▪ Elliott, David. <i>Hazel Nutt, Alien Hunter</i>. New York: Holiday House, 2004. ▪ Parsons, Garry. <i>Krong! Tiger Tales</i>, 2006. ▪ Smith, Stu. <i>Goldilocks and The Three Martians</i>. Dutton Juvenile, 2004. ▪ Wiesner, David. <i>Mr. Wuffles</i>. New York: Clarion, 2013. ▪ Yolen, Jane. <i>Commander Toad and the Intergalactic Spy</i>. New York: Putnam, 1997.
Websites	<ul style="list-style-type: none"> ▪ goodreads. < http://www.goodreads.com/ >
Video	<ul style="list-style-type: none"> ▪ "Introduction to Genre." <i>YouTube</i>. < https://www.youtube.com/watch?v=qgXlzXMljlI >

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

**Library Information Concept: Research Process: Developing Research Topic and Question(s)
Grade Band PK-2**

Stage 1: Desired Results

Established Goals (English Language Arts Standards):

CC.1.4.K-2.V Participate in individual or shared research projects or writing projects on a topic of interest.

CC.1.4.PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.

Understandings (*Students will understand that...*):

Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Competencies (*Students will know/be able to...*):

As part of grade-level-appropriate research process, choose topic with guidance. (K-2)
Ask questions about topic. (PK-2)

What understandings/competencies will be assessed through this task?

Students will choose a topic and ask appropriate questions concerning topics.

Stage 2: Assessment Evidence

Performance Task: Deciding What to Sell in the School Store

Suggested Grades: 1-2

The principal of your school has decided to open a store for students to purchase school supplies in the school based on requests from teachers and students. The next step in opening the store is to determine what items are most needed and are most appropriate and should be sold in the store. The principal and teachers ask each student to interview at least three family members and/or other adults to gather suggestions for items to sell in the store.

You'll develop three questions to ask family members or other adults. Based on the results of the interviews, students should develop a list of at least five items most mentioned to consider as potential products to be sold and provide a reason why each should be sold and share the list with the principal.

Performance Task Rubric: Deciding What to Sell in the School Store

English Language Arts Standards, Suggested Grades: 1-2

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.
Library Information Concept: Developing Research Topic and Questions

Criteria for Success

Levels of Achievement	Conducting Interview	Sharing Results
3 Proficient	<ul style="list-style-type: none"> ▪ Develops at least three appropriate questions for interview about what items should be sold in the school store. ▪ Interviews at least three adults by asking these questions. 	Recommends at least 3 appropriate items to be sold in school store and provides specific and logical reasons why these should be sold based on the results of interviews.
2 Developing	<ul style="list-style-type: none"> ▪ Develops several general questions for interview about what items should be sold in the school store. ▪ Interviews one or two adults by asking these questions. 	Recommends one or two appropriate items to be sold in school store and provides general reasons why these should be sold based on the results of interviews and/or recommends an inappropriate item.
1 Needs Improving	<ul style="list-style-type: none"> ▪ Doesn't prepare any questions and/or prepares inappropriate questions for interview and/or ▪ Doesn't interview any adults 	Doesn't recommend any items and/or recommends inappropriate items and/or doesn't provide reasons why items should be sold in school store based on the results of interviews.

Stage 3 Learning Plan: WHERETO

Performance Task: Deciding What to Sell in the School Store

Suggested Grades: 1-2

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“If you want to gather information, you need to ask good questions to get the answers you need.”

Hook and Hold to Engage

Engaging students in role-play, ask: “Imagine someone gives you a million dollars to open a store. What kind of store would you open? What kinds of things would you sell?” After discussion, ask a follow-up question: “How will you know if people want to buy these things?”

Explore, Experience, Enable, Equip

Instruct directly on developing interview questions and recording responses. In small-groups, encourage students to role-play interviewing and being interviewed; ask students to determine appropriate interviewing skills and practice recording interview responses by watching a sample author interview; coach students to develop 3-5 questions collaboratively for their interviews.

Rethink, Revise, Rehearse, Refine

Review rubric with students. Provide an opportunity for students to revise or refine their interview questions based on peer suggestions.

Evaluate Work and Progress

Collect and share interview responses to generate a list of preferred school store items. Ask the students to determine what items they want to sell based on this list. Ask students to self-reflect on the interview process by answering these questions:

- “Did I have any problems during my interview? If I did, what were the problems?”
- “What questions would I add or change if I had to complete this interview again?”

Return to the hook and ask: “After this experience, how would you decide what type of store you would open with your million dollars?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Provide an option of generating questions collaboratively or independently; increase or decrease the required number, types and/or complexity of interview questions and/or interviews to complete; allow students to video or audio record interviews if needed.

Organize and Sequence for Optimal Effectiveness

Collaborate with classroom teachers to correlate with classroom instruction.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Deciding What to Sell in the School Store

Suggested Grades: 1-2

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skills:

- Crafting appropriate questions relevant to a specific topic
- Developing interview questions and recording responses

Instructional Strategies:

- Provide direct instruction on interview techniques
- Model developing appropriate interview questions
- Facilitate collaborative peer learning through role-playing
- Guide practice with feedback and encourage independent practice
- Model self- and peer-reflection

Student Learning Experiences:

- Develop collaborative interview questions that are relevant to task
- Practice recording interview responses using a chart or a graphic organizer
- Peer review and revise interview questions
- Conduct an interview to gather information
- Interpret and analyze interview responses
- Reflect on the process and the product

Sequencing:

- **Prior Knowledge Assessment:** Active listening; recording responses
- **Timeframe:** Mid-range

Potential Collaboration:

- Classroom teachers to correlate instruction with classroom study

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Deciding What to Sell in the School Store

Suggested Grades: 1-2

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Flanagan, Alice K., and Christine Osinski. <i>A Busy Day at Mr. Kang's Grocery Store</i>. New York: Children's Press, 1996. ▪ Schwartz, Joanne, and Laura Beingessner. <i>Our Corner Grocery Store</i>. Toronto: Tundra, 2009. ▪ Tyson, Leigh Ann. <i>KBUG Radio, Up Close and Personal: An Interview with Harry the Tarantula</i>. Washington, DC: National Geographic Children's Books, 2003.
Periodical	<p>Access through POWER Library</p> <ul style="list-style-type: none"> ▪ Afsar, Surya, et al. "Kidsday Interviews Author Dean Pitchford, Author of 'Captain Nobody'." <i>Newsday (Long Island, NY)</i>. 10 Jan. 2010: n.p. <i>SIRS Discoverer</i>. ▪ Bram, Thursday R. "How to Interview." <i>Appleseeds</i>. Feb. 2013: 24-25. <i>SIRS Discoverer</i>. ▪ Corlett, Lucy. "A Chat with David Wiesner." <i>Time for Kids</i>. 21 Oct. 2010: n.p. <i>SIRS Discoverer</i>. ▪ Festa, Jerry, and Thomas Healy. "Kids Interview Cincinnati Reds Baseball Star Joey Votto." <i>Newsday</i>. 20 Sep. 2012: n.p. <i>SIRS Discoverer</i>. ▪ McDow, Maggie. "My Visit to the White House." <i>Highlights for Children</i>. Nov. 2013: 40-41. <i>SIRS Discoverer</i>.
Websites & Databases	<ul style="list-style-type: none"> ▪ Examples of items to sell in a school store: <http://www.schoolspiritstore.com/>
Video	<p>Examples of interviews:</p> <ul style="list-style-type: none"> ▪ "Children Author Interviews." <i>BookPage</i>. <http://bookpage.com/interviews?book_genre=children_s_picture&type=interview> ▪ "Earl Interviews Mo Willems." <i>YouTube</i>. <http://www.youtube.com/watch?v=InLqoZvrMfw> ▪ "How to Conduct an Interview Tips." <i>YouTube</i>. <https://www.youtube.com/watch?v=C4QgLOR-3LM> ▪ "You Will Be My Friend, Peter Brown!" <i>Vimeo</i>. <http://vimeo.com/44531043> ▪ "Reading Rockets Author Interviews." <i>Reading Rockets</i>. <http://www.readingrockets.org/books/interviews>

Big Idea: Effective readers use appropriate strategies to construct meaning.

**Library Information Concept: Evaluating Diverse Media
Grade Band PK- 2**

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.

Understandings (*Students will understand that...*):

Effective readers use appropriate strategies to construct meaning.

Competencies (*Students will know/be able to...*):

- Explain how graphic representations contribute to and clarify meaning of text. (Grade 2)
- Describe key ideas through illustrations and text (Grade 1)

What understandings/competencies will be assessed through this task?

Students will demonstrate an understanding of how graphics support and clarify the text.

Stage 2: Assessment Evidence

Performance Task: Evaluating Pictures of Wild Animals for a Report

Suggested Grades: 1-2

Illustrations help you as the reader understand what the author is explaining in words. Your class is studying wild animals, and your teacher reads a book to the class that describes wild animals in words but has no pictures of these animals. To help you and your classmates understand the information, your teacher wants your help in finding pictures of the animals that will help explain and illustrate the information in the book. Your teacher assigns every student in the class a different animal and asks that each student find pictures of the assigned animal.

To help your teacher, you'll have to locate pictures of your assigned animal showing the physical appearance of your animal, its habitat and what it eats that explain or support the words (text) in the book that describe your wild animal. You'll use library sources such as illustrated books, magazines, posters, and suggested websites or databases. You should use at least three sources to locate possible pictures. After you locate the pictures of the wild animal that match the description of the animal in your teacher's book, you'll write a caption for each of your pictures and connect that picture to the text describing the animal in the teacher's book. Your pictures should help to explain this text and should include captions that connect the pictures to the text.

Performance Task Rubric: Evaluating Pictures of Wild Animals for a Report

English Language Arts Standard, Suggest Grades: 1-2

Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Evaluating Diverse Media

Criteria for Success

Levels of Achievement	Matching Picture to Text	Selecting Picture Sources (book, magazine, database, website)	Captioning Pictures
3 Proficient	Locates at least three appropriate pictures that correctly illustrate the characteristics of the habitat, food and physical appearance of the assigned animal.	<ul style="list-style-type: none"> ▪ Gathers pictures from at least three different reliable sources. ▪ Uses a variety of sources in appropriate different formats to select pictures. 	<ul style="list-style-type: none"> ▪ Writes captions for at least three pictures matched to text correctly. ▪ Demonstrates understanding of relationship of picture to text.
2 Developing	Locates at least two appropriate pictures that correctly illustrate at least two of the characteristics of the habitat, food and physical appearance of assigned animal.	<ul style="list-style-type: none"> ▪ Gathers pictures from at least two reliable sources. ▪ Uses at least two sources in different formats to select pictures. 	<ul style="list-style-type: none"> ▪ Writes captions for at least two pictures matched to text using general words. ▪ Demonstrates some understanding of relationship of picture to text.
1 Needs Improving	Locates only one appropriate picture that correctly illustrates at least one of the characteristics of the habitat, food and physical appearance of assigned animal and/or selects pictures that don't match the assigned animal.	<ul style="list-style-type: none"> ▪ Uses undocumented sources for pictures. ▪ Uses only one appropriate format as a source. 	<ul style="list-style-type: none"> ▪ Doesn't write captions for any picture(s) matched to text correctly. ▪ Captions picture(s) inappropriately and/or doesn't caption any picture(s).

Stage 3 Learning Plan – WHERETO

Performance Task: Evaluating Pictures of Wild Animals for a Report

Suggested Grades: 1-2

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“The words and images in a book work together to help you understand what the book is about.”

Hook and Hold to Engage

Ask students: “Are the pictures or the words more important in a book and why?” Use wordless picture books to explore how graphic representations can convey meaning and compare with text(s) without images.

Explore, Experience, Enable, Equip

Introduce or review nonfiction text features, especially captions; examine sample texts (e.g., nonfiction, magazines, newspapers, websites) to determine how graphic representations clarify or enhance the meaning of the text; introduce search and media evaluation strategies; ask students to select images and practice writing appropriate captions for them.

Rethink, Revise, Rehearse, Refine

Review rubric with students. Ask partners or small groups to share animal pictures and provide peer feedback; ask students to compare pictures with sample texts on the same or a similar topic and to revise captions or brainstorm alternative captions.

Evaluate Work and Progress

Return to hook and have students reevaluate importance of images versus text; ask students to reflect by answering this question: “How well have I accomplished the task?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Increase or reduce required number of sources/captions; allow students to create their own graphic representations; provide opportunities for partner or small-group collaboration; ask students to match captions to pictures; provide images for students and ask them to write captions.

Organize and Sequence for Optimal Effectiveness

Collaboration with classroom teachers to correlate with classroom instruction (e.g., book report, zoo field trip).

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Evaluating Pictures of Wild Animals for a Report

Suggested Grades: 1-2

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skills:

- Identifying nonfiction text features, focusing on captions
- Evaluating visual media
- Developing search strategies for images
- Expanding vocabulary (e.g., habitat, diet, physical appearance)

Instructional Strategies:

- Provide direct instruction about nonfiction text features, evaluation skills, search strategies
- Guide small-group and whole-class discussion of sample texts and images
- Model using wordless picture books and sample nonfiction texts
- Guide students with feedback and encourage students to practice independently
- Scaffold research skills using gradual-release technique (i.e., “I do, we do, you do”)
- Model self- and peer-reflection

Student Learning Experiences:

- Listen to read-alouds of sample texts and discuss the interplay of images and text
- Read a nonfiction text independently to identify relevant animal facts
- Apply search strategies to locate, evaluate, and select appropriate images of animals
- Write captions to accompany selected images
- Revise and/or peer-review captions
- Practice self- and peer-reflection

Sequencing:

- **Prior Knowledge Assessment:** Parts of a book and book vocabulary (e.g., author, illustrator, illustration)
- **Timeframe:** Mid-range

Potential Collaboration:

- Classroom teachers; Art teacher

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Evaluating Pictures of Wild Animals for a Report

Suggested Grades: 1-2

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	Nonfiction Authors: <ul style="list-style-type: none"> ▪ Gail Gibbons, Nic Bishop Wordless Picture Book Illustrators: <ul style="list-style-type: none"> ▪ David Wiesner, Aaron Becker, Chris Van Allsburg, Barbara Lehman, Christopher Raschka
Periodical Articles	<ul style="list-style-type: none"> ▪ <i>National Geographic Kids</i> ▪ <i>Zoobooks/Zoodles</i>
Websites & Databases	<ul style="list-style-type: none"> ▪ Access through POWER Library <ul style="list-style-type: none"> ▪ AP Images ▪ Searchasaurus Picture Search ▪ SIRS Discoverer Pictures. <ul style="list-style-type: none"> <http://www.discoverer.prod.sirs.com/discoweb/disco/do/pictureSearch?showform=true> ▪ <i>National Geographic Kids</i>. <http://nationalgeographic.com/animals/> ▪ <i>Pics4Learning</i>. <http://www.pics.tech4learning.com> ▪ Print or digital children's encyclopedia (e.g., <i>Heinemann</i>, <i>World Book</i>, <i>Britannica</i>) ▪ Websites of Zoos (e.g., http://www.philadelphiazoo.org/; http://kids.sandiegozoo.org/; http://nationalzoo.si.edu/)

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.

**Library Information Concept: Recalling Information
Grade Band PK-2**

Stage 1: Desired Results

Established Goals (English Language Arts Standards):

CC.1.4.PK-K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.

Understandings (Students will understand that...):

Effective research requires the use of varied resources to gain or expand knowledge.

Competencies (Students will know/be able to...):

Recall information from past experience or information provided to answer question and use this information to write answer to question. (2)

Recall information from past experience or information provided to answer question and, with help, use this information to write answer to question. (1)

With help, recall information from past experience or information provided to answer question. (PK-K)

What understandings/competencies will be assessed through this task?

Recall and apply new information to answer a question.

Stage 2: Assessment Evidence

Performance Task: Making a Decision about a New Animal for the Zoo

Suggested Grades: 1-2

Zoos often purchase new animals from other zoos, and the zoo in your city wants to purchase a new animal from another zoo. The Director of the zoo has formed a committee to consider several options of animals to choose. As one of the zoo keepers, you are asked by the Director to gather information about one of the animals under consideration, and each of the other zoo keepers also has been asked to consider a different animal. Your task is to compile a data sheet for the committee about your animal so that the committee can make an informed decision on which of the animals would be the best addition to the zoo in your city.

You'll use an informational text and an article from an on-line encyclopedia in the library to gather information about the animal, its size, the habitat it needs for comfort and safety, and what diet it requires for its upkeep. You may also use information that you already know about this animal. You should develop a fact sheet with this information to present to the committee.

[Students may choose an animal from a list the librarian and the teacher have compiled.]

Performance Task: Making a Decision about a New Animal for the Zoo
English Language Arts Standards, Suggested Grades: 1-2

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.
Library Information Concept: Recalling Information

Criteria for Success

Levels of Achievement	Citing Sources	Collecting Information	Presenting Information on Fact Sheet
3 Proficient	Completes a graphic organizer correctly for all sources used	Collects appropriate information about animal's diet, habitat and size.	Presents facts neatly and correctly about animal's diet, habitat and size.
2 Developing	Completes a graphic organizer correctly but not for all the sources used	Collects some of the information about the animal's diet, habitat and size but information is incomplete.	Presents some of the facts about the animal's diet, habitat and size, but facts are unorganized.
1 Needs Improving	Does not complete a graphic organizer for the sources or completes the graphic organizer incorrectly	Doesn't collect the required information about the animal's diet, habitat and size and/or collects incorrect information.	Presents few facts and/or presents the facts in a disorganized, sloppy way.

Stage 3 Learning Plan; WHERETO

Performance Task: Making a Decision about a New Animal for the Zoo

Suggested Grades: 1-2

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“You need information to help you make smart choices and decisions.”

Hook and Hold to Engage

Prompt discussion by asking: “How many of you have visited a zoo? If you were going to visit a zoo, what animal or exhibit would you like to see? “

Explore, Experience, Enable, Equip

Ask students to brainstorm a list of animals to explore as potential choices for the zoo and locate information about whether the animals can live in a zoo; model locating and recording information about the animals; ask students to create a fact sheet about the animals they have each selected. Demonstrate how to cite sources.

Rethink, Revise, Rehearse, Refine

Review rubric with students; ask students to share and peer review research findings for accuracy and revise or refine as needed. Ask students to consider what other facts would be useful to learn or find out about the animal? Encourage students to search/revise as needed.

Evaluate Work and Progress

Evaluate work using the rubric or a “happy/sad face” rubric.

Focus on the Learning Plan

Tailor and Personalize for All Students

Provide list of animals; allow students to work independently, in pairs, or in groups; increase or decrease number and/or types of required facts, sources, or research questions; provide sources at a variety of reading levels; expand finished product to include a brochure, a poster, or a written rationale.

Organize and Sequence for Optimal Effectiveness

Collaborate with classroom teachers to correlate with classroom instruction (e.g., zoo field trip).

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Making a Decision about a New Animal for the Zoo

Suggested Grades: 1-2

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skills:

- Recording and reporting skills
- Accessing information from informational texts and literary nonfiction
- Identifying and defining nonfiction text features and vocabulary (e.g., table of contents, index, glossary, chapter titles, bold type, captions)

Instructional Strategies:

- Instruct in recording and reporting
- Model accessing and recording information from nonfiction sources
- Demonstrate how to cite a source
- Encourage self- and peer-reflection

Student Learning Experiences:

- Brain storm potential choices
- Use teacher-provided materials to locate and record facts about animals (e.g., diet, habitat, size)
- Complete a fact sheet and cite sources for information
- Peer review and revise animal fact sheet as needed
- Practice self- and peer-reflection

Sequencing:

- **Prior Knowledge Assessment:** Differences between fiction and nonfiction; nonfiction text features
- **Timeframe:** Short-range

Potential Collaboration:

- Classroom teachers

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Making a Decision about a New Animal for the Zoo **Suggested Grades: 1-2**

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Bleiman, Andrew, and Chris Eastland. <i>ZooBorns: The Newest, Cutest Animals from the World's Zoos and Aquariums</i>. New York: Simon & Schuster, 2010. ▪ Kingfisher Editors. <i>Baby Animals: At the Zoo</i>. London: Kingfisher, 2012. ▪ Priddy, Roger. <i>Bright Baby Touch and Feel at the Zoo</i>. New York: Priddy Books, 2006. ▪ Seuss, Dr. <i>If I Ran the Zoo</i>. New York: Random House. 1977. ▪ Nonfiction books on zoo animals from the school library collection.
Periodicals	<ul style="list-style-type: none"> ▪ <i>Zoobooks</i> ▪ <i>National Geographic Kids</i>
Websites	<ul style="list-style-type: none"> ▪ "Animals." <i>National Geographic for Kids</i>. <http://kids.nationalgeographic.com/animals/> ▪ <i>BookFlix</i>. (Access through POWER Library) ▪ <i>Kids Biology</i>. <http://www.kidsbiology.com/animals-for-children.php> ▪ <i>PebbleGo</i>. (Access through POWER Library) ▪ San Diego Zoo Webcam. <http://kids.sandiegozoo.org/animal-cams-videos> ▪ Zoo Websites (e.g., http://www.philadelphiazoo.org/ ; http://kids.sandiegozoo.org/ ; http://nationalzoo.si.edu/) ▪ Print and/or digital encyclopedia (e.g., <i>World Book</i>, <i>Britannica</i>, <i>Heinemann</i>)
Music/ Songs	<ul style="list-style-type: none"> ▪ "At the Zoo." <i>Kids TV 123</i>. < https://www.youtube.com/watch?v=oV_idfKcCdQ>
Social Media	<ul style="list-style-type: none"> ▪ "Zoo Animal Webcams." <i>National Zoo</i>. < http://nationalzoo.si.edu/animals/webcams/>

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.

**Library Information Concept: Evaluating Sources; Effective Inquiry
Grade Band PK-2**

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.4.K-2.I Support the opinion with reasons that include details...

Understandings (*Students will understand that...*):

- Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.
- Effective research requires the use of varied resources to gain or expand knowledge.

Competencies (*Students will know/be able to...*):

- Support opinion with reasons.
- Participate in individual or shared research.

What understandings/competencies will be assessed through this task?

- Students will support opinion with facts based on research.
- Students will choose a topic and ask appropriate questions concerning topics.

Stage 2: Assessment Evidence

Performance Task: Selecting a Pet for the Classroom

Suggested Grades: 1-2

After studying a unit on pets, students in your class think that a pet would be a positive addition to the classroom. Your teacher asks you to investigate various types of pets and determine which pets might live successfully in the classroom environment. As one of the student researchers, your task is gather information on a suitable classroom pet. Your target audience will be the classroom teacher, the principal and the school nurse. You'll have to consider many factors in selecting a possible classroom pet; for example, you need to consider the pet's size, cost of purchase and upkeep, life span, potential allergies to different animals and/or fear of animals that students in your class might have, and what habitat the pet needs to live comfortably and safely.

You and your classmates should prepare a chart, explaining the information needed to select and to care for the pet. You should gather information and opinions drawn from facts from current, reliable sources in the library. As a class, you need to agree on which of the pets you identify as possibilities might be most appropriate for your classroom and present your recommendation supported by your specific reasons to your teacher, principal, and school nurse.

Performance Task Rubric: Selecting a Pet for the Classroom
English Language Arts Standard, Suggested Grades 1-2

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information; Effective research requires the use of varied resources to gain or expand knowledge.

Library Information Concept: Evaluating Sources; Effective Inquiry

Criteria for Success

Levels of Achievement	Consulting Sources	Gathering Information	Making a Recommendation
3 Proficient	Uses several current, authoritative sources appropriate to gather facts about pets.	Gathers specific and accurate information appropriate for considering all factors for pet recommendation.	Presents specific and realistic reasons to support selection of one pet based on all factors to consider.
2 Developing	Uses only one current, authoritative source appropriate to gather facts about pets.	Gathers general information appropriate for considering some of the factors for pet recommendation.	Presents general reasons to support selection of one pet based on most factors to consider.
1 Needs Improving	Uses a source that is not authoritative and/or is not appropriate to gather facts about pets.	Gathers scant information and/or inaccurate information that is not appropriate for considering factors for pet recommendation.	Provided vague and/or inappropriate reasons to support selection of pet.

Stage 3 Learning Plan: WHERETO

Performance Task: Selecting a Pet for the Classroom

Suggested Grades: 1-2

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“To persuade others, you need to support your opinions with research-based facts.”

Hook and Hold to Engage

“Have you ever asked your parents for something you didn't get? Why do you think you didn't get it?”

Explore, Experience, Enable, Equip

Read selected fiction text to class and ask students to brainstorm considerations and limitations for choosing an appropriate pet for the classroom; read and analyze sample informational texts on caring for various pets; demonstrate how to locate information within a text; create a chart or a graphic organizer to record research-based facts in support of the suggested pets.

Rethink, Revise, Rehearse, Refine

Review rubric with students; share and peer review research findings; revisit list of considerations to make sure all considerations are accounted for; provide opportunities to rehearse the presentations of their recommendation with an adult at home and/or with a classroom teacher and use feedback to revise or refine.

Evaluate Work and Progress

Revisit hook: “What could you have done differently to get what you asked for? How might you present your argument or ask differently now?”

Ask students to reflect by answering the question: “Did the panel select my recommendation? Why or why not?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Provide a graphic organizer; increase or decrease number and/or type of required sources; provide sources if needed; allow students work independently or collaboratively in pairs or in small groups.

Organize and Sequence for Optimal Effectiveness

Collaborate with classroom teachers to correlate with classroom instruction (e.g., writers' workshop).

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Selecting a Pet for the Classroom

Suggested Grades: 1-2

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skills:

- Differentiating between fact and opinion
- Developing research skills and strategies (e.g., locating sources, recording and reporting, citing sources)
- Building vocabulary

Instructional Strategies:

- Provide direct instruction for developing research skills and strategies
- Guide small-group and whole-class discussion of sample informational texts
- Model using read-alouds
- Model positive and appropriate feedback
- Demonstrating using inquiry-based problem solving skills (constructivist learning)
- Scaffold research skills using the gradual-release technique (i.e., I do, we do, you do)
- Encourage groups to peer-evaluate

Student Learning Experiences:

- Generate list of factors for consideration when selecting a classroom pet
- Listen to read-alouds of sample texts and discuss/analyze fact-based support for reasoning
- Apply search strategies to locate, evaluate, and select appropriate sources for research
- Interpret and record research-based facts on a chart/graphic organizer
- Revise and/or peer-review pet recommendations
- Practice self- and peer-reflection

Sequencing:

- **Prior Knowledge Assessment:** Differences between fiction and nonfiction texts; identifying main idea and supporting details
- **Timeframe:** Mid-range

Potential Collaboration:

- Classroom teachers

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Selecting a Classroom Pet

Suggested Grades: 1-2

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<p>Fiction:</p> <ul style="list-style-type: none"> ▪ Bennett, Kelly. <i>Not Norman: A Goldfish Story</i>. Somerville, MA: Candlewick Press, 2008. ▪ Buzzeo, Tony. <i>One Cool Friend</i>. Dial, 2012. ▪ Dodd, Emma. <i>What Pet To Get?</i> New York: Scholastic, Inc., 2008. ▪ Dubosarsky, Ursula. <i>Rex</i>. New York: Roaring Brook Press, 2006. ▪ Grambling, Lois G. <i>Can I Have a Stegosaurus, Mom? Can I? Please!?</i> Mahwah, NJ: Troll Communications, 1998. ▪ Kellogg, Steven. <i>The Mysterious Tadpole</i>. New York: Puffin, 2004. ▪ Orloff, Karen Kaufman. <i>I Wanna Iguana</i>. New York: Putnam, 2004. ▪ Palatini, Margie. <i>Perfect Pet</i>. New York: HarperCollins, 2003. ▪ Robertson, Fiona. <i>Wanted: The Perfect Pet</i>. New York: Putnam, 2010. ▪ Robinson, Fay. <i>Faucet Fish</i>. New York: Penguin Group, 2005. ▪ Schmid, Paul. <i>A Pet for Petunia</i>. New York: Harper, 2011. <p>Nonfiction:</p> <ul style="list-style-type: none"> ▪ Various Authors. <i>First Facts: Caring for Your...</i> Series. Mankato, MN: Capstone Press. ▪ Blackaby, Susan. <i>A Dog for You</i>. Mankato, MN: Picture Window Books, 2003. ▪ _____. <i>A Bird for You</i>. Mankato, MN: Picture Window Books, 2003. ▪ _____. <i>A Cat for You</i>. Mankato, MN: Picture Window Books, 2003. ▪ Bozzo, Linda. <i>My First Bird</i>. Berkeley Heights, NJ: Enslow Elementary, 2008. ▪ _____. <i>My First Dog</i>. Berkeley Heights, NJ: Enslow Elementary, 2008. ▪ _____. <i>My First Guinea Pig and Other Small Pets</i>. Berkeley Heights, NJ: Enslow Elementary, 2008.
Websites & Databases	<ul style="list-style-type: none"> ▪ “Choosing a Pet.” <i>Wood Green: The Animals Charity</i>. < http://www.woodgreen.org.uk/rehome/choosing_a_pet> ▪ “Other Small Animal Care.” <i>American Animal Hospital Association</i>. <http://www.aaha.org/pet_owner/pet_health_library/other/default.aspx> ▪ Print and/or Digital Encyclopedia (e.g., <i>World Book</i>, <i>Britannica</i>, <i>Heinemann</i>) ▪ <i>PebbleGo</i>
Community/Human Resources	<ul style="list-style-type: none"> ▪ Veterinary assistant; animal shelter assistant; pet supply store worker; nurse

Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Big Idea: Responsible citizens use information ethically and productively in a global society.

Library Information Concept: : Using Digital Media; Producing and Publishing with Technology (Grades K-2)

Stage 1: Desired Outcome

Established Goals (English Language Arts Standards):

CC.1.4.K.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

CC.1.4.1-2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

15.4.PK-2.K With help and support, identify similarities and differences between text, graphics, audio, animation, and video.

Understandings (Students will understand that...):

- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Responsible citizens use information ethically and productively in a global society.

Competencies (Students will know/be able to...):

- With guidance and support, use digital tools to produce and publish writing in collaboration with peers.
- With help and support, identify similarities and differences among text, graphics, audio, animation and video.

What understandings/competencies will be assessed through this task?

In collaboration with peers, select the appropriate tools for publishing.

Stage 2: Assessment Evidence

Performance Task: Preparing a Digital Presentation on Fire Prevention

Suggested Grade: 2

Fire Prevention Week is sponsored each October by the National Fire Prevention Association and it offers special information for children and their families (<http://www.nfpa.org/safety-information/fire-prevention-week/for-kids-and-families>). As a way to highlight fire safety, your principal, in cooperation with the fire department in your community, is preparing a list of five tips for staying safe during a fire emergency and will post the illustrated list of tips on the school website for parents and students to consult. The fire chief and principal have provided sources that will help you to create tips for your list. You and your classmates will create the visual displays that will illustrate your list of tips.

You and your classmates will determine which visual display best clarifies the meaning of each of the tips. As one of the artists for your class, your task is to illustrate one of the five tips and to narrate the presentation of the tip as an audio recording. You should identify yourself as the creator of the visual display that you use to clarify your tip.

Performance Task: Preparing a Digital Presentation on Fire Prevention

English Language Arts Standard, Suggested Grade: 2

Big Idea: Effective speakers prepare and communicate messages to address the audience and purpose; Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques; Effective speakers prepare and communicate messages to address the audience and purpose; Responsible citizens use information ethically and productively in a global society.

Library Information Concept: Preparing Multimedia Presentations; Using Digital Media; Producing and Publishing with Technology

Criteria for Success

Levels of Achievement	Creating Visual Display	Preparing Audio Recording
3 Proficient	Creates appropriate visual display that correlates specifically with the content of the tip.	Narrates tip with appropriate content and in a clear, audible voice with expression.
2 Developing	Creates visual display related to the content of the tip.	Narrates tip with general content and with an audible voice but little expression.
1 Needs Improving	Creates an inappropriate visual display that has no correlation with the content of the tip.	Narrates tip with vague content in a hesitant and/or inaudible voice and/or with no expression.

Stage 3 Learning Plan: WHERETO

Performance Task: Preparing a Digital Presentation on Fire Prevention

Suggested Grade: 2

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“The right information can make you safer.”

Hook and Hold to Engage

“Examine these pictures of firefighting tools and tell me who uses these tools.”

Show video “All About Fire Engines” (http://www.sparky.org/tv/about_fire_engies.asp) and ask students: “What do you know about firefighters?”

Explore, Experience, Enable, Equip

After the classroom teacher introduces fire safety, demonstrate finding tips in pre-selected sources and ask students to brainstorm and refine tips about fire prevention that will be mounted on the school website. Reinforce tips with selected read-alouds. Demonstrate public speaking techniques. Collaboratively select with the students an appropriate tool for posting the tips on the school website.

Rethink, Revise, Rehearse, Refine

Review rubric with students; ask students to brainstorm tips and to refine list based on feedback. Preview presentations and encourage students to offer peer feedback so that students can revise and refine their presentations. Provide students with the opportunity to rehearse narrating the tip(s) in a clear and audible voice.

Evaluate Work and Progress

Ask students to reflect by answering these questions:

- “What else could I have said and drawn to explain these tips?”
- “Can you think of ways to improve your narration and your visual display?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Allow students to create drawings or locate appropriate images (e.g., online, clip art, digital pictures taken by students); expand or limit the number of images; provide presentation scripts written by teacher, librarian, or students; allow students to work independently, in pairs, or in small groups; increase or decrease the required number and/or types of images to complete the presentation; cooperate with a local fire station to organize a field trip to visit with local firefighters.

Organize and Sequence for Optimal Effectiveness

Collaborate with classroom teachers to correlate with classroom instruction.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Preparing a Digital Presentation on Fire Prevention

Suggested Grade: 2

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skills:

- Determining appropriate images that correlate to a specific concept
- Creating images (digital or hand-drawn) that reflect a specific concept
- Narrating a presentation using appropriate public speaking skills
- Selecting and using digital publication tools (e.g., Voicethread, PhotoStory, Animoto, iMovie, Audacity)

Instructional Strategies:

- Demonstrate public speaking skills to provide narration for a presentation
- Model creating digital images
- Model using a variety of presentation tools
- Model techniques for recording narration using a digital tool
- Guide practice with feedback and encourage peer collaboration
- Encourage self- and peer-reflection

Student Learning Experiences:

- Identify a concept related to a specific topic
- Create a visual representation of a concept
- Use a digital recording tool, with support
- Record narration for a presentation, with support
- Insert images into digital presentation tools, with support
- Engage in self- and peer-reflection

Sequencing:

- **Prior Knowledge Assessment:** Fire safety; parts of a computer; basic computer skills
- **Timeframe:** Mid-range

Potential Collaboration:

- Classroom teachers, Art teacher

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Preparing a Digital Presentation on Fire Prevention **Suggested Grade: 2**

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	Fiction: <ul style="list-style-type: none"> ▪ Bridwell, Norman. <i>Clifford, the Firehouse Dog</i>. New York: Scholastic, 2010. ▪ Cuyler, Margery. <i>Stop, Drop, and Roll</i>. New York: Simon & Schuster Books for Young Readers, 2001. ▪ Miller, Edward. <i>Fireboy to the Rescue: A Fire Safety Book</i>. New York: Holiday House, 2010. ▪ Pendziwol, Jean. <i>No Dragons for Tea: Fire Safety for Kids (and Dragons)</i>. Toronto: Kids Can Press, 1999. Nonfiction: <ul style="list-style-type: none"> ▪ Gibbons, Gail. <i>Fire! Fire!</i> New York: Harper Collins, 1987.
Video	<ul style="list-style-type: none"> ▪ "About Fire Engines." <i>Sparky TV</i>. <http://www.sparky.org/tv/about_fire_engies.asp> ▪ <i>Audacity</i>. <http://www.audacity.sourceforge.net> (sound recording tool) ▪ <i>Shadow Puppets</i>. <http://www.get-puppet.co/edu/> ▪ <i>Sparky Videos</i>. <http://www.sparky.org/tv/video.asp> ▪ <i>Videolicious. Talk Market</i>. <https://www.videolicious.com> (video making and editing tool)
Community/Human Resources	<ul style="list-style-type: none"> ▪ Local fire station/firefighters

Suggested Resources for Background/Further Study for Teachers and Students

Format	Resource
Apps	<ul style="list-style-type: none"> ▪ "GarageBand." <i>Apple</i>. <http://www.apple.com/ios/garageband/?cid=wwa-us-kwg-features-com>
Websites	<ul style="list-style-type: none"> ▪ "Fire Safety Made Fun!" <i>Fire Safe Kids!</i> <http://www.firesafekids.org/index.html> ▪ "NFPA Fire Safety." <i>Scholastic</i>. <http://www.scholastic.com/firesafety/> ▪ "Sparky the Fire Dog." <i>Sparky.org</i>. <http://www.sparky.org/>
Music/Songs	<ul style="list-style-type: none"> ▪ <i>Sesame Street</i>. <http://www.sesamestreet.org/parents/topicsandactivities/toolkits/ready/cd>
Video	<ul style="list-style-type: none"> ▪ "Get Out, Stay Out." <i>Sesame Street</i>. <http://www.sesamestreet.org/play#media/video_4f53c193-31df-11dd-a782-335275be4d09>

Big Idea: Effective readers use appropriate strategies to construct meaning.

**Library Information Concept: Selecting Informational Texts & Literary Nonfiction
Grade Band PK-2**

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Understandings (*Students will understand that...*):
Effective readers use appropriate strategies to construct meaning.

Competencies (*Students will know/be able to...*):

- Independently locate and select literary nonfiction on grade level.
- Independently locate and select literary nonfiction and information texts on grade level.
- With support, use library index to locate nonfiction and informational texts.

What understandings/competencies will be assessed through this task?

Locate and select literary nonfiction and informational text with assistance.

Stage 2: Assessment Evidence

**Performance Task: Selecting Literary Nonfiction and Informational Texts to Find Information about Planets
Suggested Grade: 2**

The National Aeronautics and Space Administration (NASA) of the United States government is responsible for exploring the solar system (<http://www.nasa.gov/audience/forstudents/k-4/stories/what-is-nasa-k4.html>). As the captain of a team of astronauts, you are asked by your commander to prepare a report on a possible planet in the solar system to explore in an upcoming mission. Your task is to find information about one of the planets in the solar system using library sources and provide your commander with the appropriate information and sources about the planet you select and your reasons why you think it should be explored.

Using the library's catalog, you'll identify informational texts on your selected planet and then locate these texts on the shelves. You should choose books on your reading level to ensure your success in gathering facts to present to your NASA commander. After evaluating the information in these literary nonfiction and informational texts, you'll narrow your selection to three sources that describe the planet and its environment most effectively and identify the author and title of each source you choose. You'll prepare a lab report that describes the planet's environment and its location in solar system and provides your reasons why you selected this planet.

Performance Task: Selecting Literary Nonfiction and Informational Texts to Find Information about Planets

English Language Arts Standard, Suggested Grade: 2

**Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Selecting Informational Texts & Literary Nonfiction**

Criteria for Success

Levels of Achievement	Selecting Sources	Reporting Information	Citing Sources
3 Proficient	Locates and identifies at least three reliable informational texts	Reports all information concisely and describes the planet, its environment, and its location in the solar system accurately and specifically.	Identifies the author and title correctly for all sources used.
2 Developing	Locates and identifies at least two sources that describe the planet, description, environment, and location in the solar system.	Reports information that generally describes the planet, its environment, and its location in the solar system accurately.	Identifies the author and title correctly for at least two sources used
1 Needs Improving	Locates and identifies one source that describes the planet, description, environment, and location in the solar system and/or uses sources that are not informational texts	Reports information that generally describes the planet, its environment, and its location in the solar system and/or reports on only one aspect.	Doesn't identify sources and/or doesn't identify authors and titles correctly.

Stage 3 Learning Plan: WHERETO

Performance Task: Selecting Literary Nonfiction & Informational Texts to Find Information about Planets **Suggested Grade: 2**

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“You can find out about your world from the books at your library.”

Hook and Hold to Engage

View scene or screenshot from *Star Wars: A New Hope* showing Luke Skywalker watching dual sunsets on planet Tatooine.

Discuss: “What do you notice about the planet Tatooine? How would you describe it? How is it different from our planet, Earth?”

Alternative hook: Read a picture book about planets (e.g., fiction, nonfiction, or poetry) to generate introductory discussion.

Explore, Experience, Enable, Equip

Introduce or review strategies for using the library catalog; using call numbers, model locating books on planets; introduce or review characteristics/features of literary nonfiction and informational texts; introduce how to record information; preview with the students a variety of nonfiction texts about planets to select a planet for research; model how to evaluate sources and record findings about the planet on a lab report graphic organizer.

Rethink, Revise, Rehearse, Refine

Review rubric with students; ask students to share the title and author of their selected book(s); facilitate students sharing and peer-reviewing drafts of lab reports in pairs or small groups; encourage students to add any additional facts.

Evaluate Work and Progress

Ask students to self-reflect: “How did I decide that my selected sources were the most useful? What other sources could I use to learn more about this topic in the future?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Incorporate digital sources in addition to print sources (e.g., online encyclopedia); vary the number of facts required for the lab report; increase or decrease required number of sources; allow students to work independently, in pairs, or in small groups.

Organize and Sequence for Optimal Effectiveness

Collaborate with classroom teachers to correlate with classroom instruction (e.g., book report).

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Selecting Literary Nonfiction & Informational Texts to Find Information about Planets **Suggested Grade: 2**

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content:

- Searching the library catalog
- Using recording and reporting strategies to gather and present information
- Evaluating sources

Instructional Strategies:

- Demonstrate how to use library catalog
- Model how to evaluate a source and record information from the source
- Guide independent practice with feedback on locating and searching sources and recording information
- Demonstrate how to peer-review
- Encourage self- and peer-reflection

Student Learning Experiences:

- Preview informational texts and literary nonfiction
- Use library catalog to locate books about planets
- Evaluate sources for currency and accuracy
- Record title and author of sources used
- Record facts on lab report graphic organizer
- Peer review and revise or refine lab report
- Practice self-reflection

Sequencing:

- **Prior Knowledge Assessment:** Parts of a book; characteristics of fiction and nonfiction; nonfiction text features
- **Timeframe:** Mid-range

Potential Collaboration:

- Classroom teacher to correlate instruction with classroom study

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Selecting Literary Nonfiction & Informational Texts to Find Information about Planets Suggested Grade: 2

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	Fiction: <ul style="list-style-type: none"> ▪ McNamara, Margaret. <i>The Three Little Aliens and the Big Bad Robot</i>. New York: Schwartz & Wade Books, 2011. ▪ Schachner, Judith. <i>Skippyjon Jones: Lost in Space</i>. New York: Dutton Children's Books, 2009. Poetry: <ul style="list-style-type: none"> ▪ Florian, Douglas. <i>Comets, Stars, the Moon, and Mars</i>. New York: Harcourt, 2007. Nonfiction: <ul style="list-style-type: none"> ▪ "Blastoff! Readers" Series. Minneapolis: Bellwether Media. ▪ "Exploring the Galaxy" Series. Mankato, MN: Capstone Publishers. ▪ Michaels, Alexander G. <i>The Solar System! A Kids Book about the Solar System - Fun Facts & Pictures About Space, Planets & More</i>. Houston: Ebookskids, 2013.
Video	<ul style="list-style-type: none"> ▪ <i>Star Wars, Episode IV: A New Hope</i>. Dir. George Lucas. 20th Century Fox, 1977. DVD.

Suggested Resources for Background/Further Study for Teachers and Students

Format	Resource
Websites	<ul style="list-style-type: none"> ▪ <i>Astronomy for Kids</i>. < http://www.kidsastronomy.com/solar_system.html > ▪ "NASA Education." NASA. <http://www.nasa.gov/audience/forstudents/k-4/stories/what-is-nasa-k4.html>