Library instruction designed to support core curriculum

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Abstract
The purpose of this project was to develop a library curriculum for grades 3 and 4 structured in accordance with AASL and Common Core State Standards to meet the teaching role of the teacher librarian as defined by the State of Iowa Department of Education guidelines for School Libraries (Iowa Department of Education, 2007). Due to local circumstances, only the third grade curriculum was developed as a prototype for curricula in other grades. Developing a library curriculum for third and fourth grades, structured in accordance with AASL and Core Curriculum State Standards responds to standards defined by the State of Iowa Department of Education guidelines for School Libraries and lessens the demands on classroom teachers to help students develop information skills they can use across all subject areas.

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LIBRARY INSTRUCTION DESIGNED

TO SUPPORT CORE CURRICULUM

A Graduate Research Project
Submitted to the
Division of School Library Studies
Department of Curriculum and Instruction
In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts
UNIVERSITY OF NORTHERN IOWA

by
Julie Courter
December 2013
This Research Project by: Julie Courter

Titled: LIBRARY CURRICULUM DESIGNED TO SUPPORT CORE CURRICULUM

has been approved as meeting the research requirement for the
Degree of Master of Arts.

Jean Donham

12/12/2013
Date Approved

Graduate Faculty Reader

Jill M. Uhlenberg

12/16/13
Date Approved

Head, Department of Curriculum and Instruction
ABSTRACT

The purpose of this project was to develop a library curriculum for grades 3 and 4 structured in accordance with AASL and Common Core State Standards to meet the teaching role of the teacher librarian as defined by the State of Iowa Department of Education guidelines for School Libraries (Iowa Department of Education, 2007). Due to local circumstances, only the third grade curriculum was developed as a prototype for curricula in other grades. Developing a library curriculum for third and fourth grades, structured in accordance with AASL and Core Curriculum State Standards responds to standards defined by the State of Iowa Department of Education guidelines for School Libraries and lessens the demands on classroom teachers to help students develop information skills they can use across all subject areas.
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CHAPTER 1

INTRODUCTION

It’s time. Here they come, the class is heading down the hallway toward the school library for their class visit. For the next 30 minutes the library will house 20-25 students, some eager and some not as eager to be there. The possibilities for class visit content are numerous. Is it a time for students to find their next book to checkout with the teacher librarian offering reader’s advisory upon request? Does the teacher librarian share quality literature or video book trailers with the students? Perhaps students learn about electronic research databases they have not seen before? Variables for class instruction will include available staffing, space and available technology.

Problem Statement

Two types of library instruction scheduling exist in elementary schools, fixed and flexible scheduling, as well as combined schedules that include both flexible and fixed scheduling for instruction. The American Association of School Librarians (AASL, 2011) states in its position on flexible scheduling that flexible scheduling is preferred as it allows the classroom teacher and the teacher librarian to develop lessons collaboratively that will extend classroom learning. In many school districts, however, the teacher librarian and other specials teachers (art, physical education and music), provide contractual preparation time for classroom teachers, and therefore teacher librarians teach on a fixed schedule, seeing students at a set time each week or cycle. (Ludmer, 2008).

Classroom teachers are under more pressure each year to teach and assess students, meet benchmarks and Common Core State Standards as well as administer state standardized tests. The AASL recognizes the vital role the teacher librarian holds in helping students to develop
critical thinking, technology and information literacy skills. As stated in the AASL’s (2010) Position Statement on Common Core College-and Career-Readiness Standards:

As students strive to meet the rigor of the standards, certified school librarians will play an essential part in ensuring that 21st-century information literacy skills, dispositions, responsibilities and assessments are integrated throughout all curriculum areas. AASL leads the way in addressing information literacy through the Standards for the 21st-Century Learner, and the Standards for the 21st-Century Learner in Action provide a coherent framework of development from pre-kindergarten to 12th grade. With the integration of these standards to the Common Core Standards, students have the opportunity to be well prepared as life-long learners facing the challenges of college and careers.

According to research in Student Learning Through Wisconsin School Library Media Centers: Library Media Specialist Survey Report:

Students in better-staffed programs scored as much as 22 percent higher on standardized English tests and as much as 17 percent higher on standardized reading tests compared to students in schools where library programs had less staff and fewer hours. (Smith, 2006)

The AASL’s (2010) Position Statement on the Role of the School Library Program states that teacher librarians

...provide(s) leadership in the use of information technologies and instruction for both students and staff in how to use them constructively, ethically, and safely. The school librarian offers expertise in accessing and evaluating information, using information technologies, and collections of quality physical and virtual resources. In addition, the school librarian possesses dispositions that encourage broad and deep exploration of ideas as well as responsible use of information technologies. These attributes add value to the school community.

The lack of a library curriculum structured in accordance with the AASL and Common Core State Standards precludes a teacher librarian meeting the guideline as stated.

Purpose

The purpose of this project began with the intention to develop a library curriculum for grades 3 and 4 structured in accordance with AASL and Common Core State Standards to meet the teaching role of the teacher librarian as defined by the State of Iowa Department of Education.
guidelines for School Libraries (Iowa Department of Education, 2007). Well-structured curriculum will also enhance student learning and lessen the demands on classroom teachers.

**Research Questions**

This project engaged the author in the following research questions related to curriculum designed for a fixed-schedule context:

1. How might a library curriculum best be organized to meet the library instruction schedule?

2. How might a library curriculum be designed to provide opportunities for application of library instruction in the context of curricular projects?

3. How might the library curriculum be shared with other educators in the school in order to encourage application and practice beyond library classes?

**Assumptions**

Several assumptions surround the undertaking of this project. First, many school libraries still need a current curriculum structured in accordance with AASL or Common Core State Standards due to recent updates in such standards. To carry out such an articulated curriculum, the school district must have a fulltime Teacher Librarian to provide instruction. Finally, to enact the prescribed teacher role, a school library needs support personnel to perform daily circulation duties freeing the teacher librarian for instruction.

**Limitations**

This project resulted in a library curriculum in alignment with AASL and Common Core State Standards for third grade only for implementation in the researcher's school. The K-8 Library serves approximately 650 of the district's 900 students and is on a fixed schedule for
preschool through 5th grade classes with visits once per six day cycle for 30 minutes and flexible schedule for grades 6-8.
CHAPTER 2

LITERATURE REVIEW

The purpose of this project was to develop a library curriculum for third and fourth grades, structured in accordance with AASL and Common Core State Standards to enhance student learning, lessening the demands on classroom teachers. Research gathered for this project can be divided into three categories: Common Core State and AASL standards, and organization of curriculum and building teacher partnerships.

Common Core State and AASL standards

Many of the language arts Common Core Standards and the AASL standards are closely related and can be aligned to serve as a framework for library instruction. Katsuko Hara (1997) of Chiba University set out to answer the question, “Are there significant differences in the mean scores of each skill between information skills and no-information skills instruction at the fourth, fifth and sixth grade levels?” (p.116). Hara gathered data by conducting a study of 300 students, in fourth, fifth and sixth grades, in the Toronto area. Of the 300 students, 200 had received formal instruction and 100 students had received no formal instruction for information skills. The groups were given a standardized test entitled The School Library Media Skills Test developed by M.A. Hyland and published by Libraries Unlimited in 1986. The test covered five skill categories:

- **Organization skill**: Library citizenship, Dewey Decimal system and arrangement and alphabetical order.
- **Selection skill**: Kinds of media available for use, parts of catalog card, use of card catalog, choosing type and level of materials and periodical guides.
- **Utilization skill**: Use of reference books, parts of books, government documents, use of equipment and use of other sources.
- **Comprehension skill**: Reading skills, listening and viewing, study and work Skills, study of research process, classifying and synthesizing information, judgment in use of newspapers, periodicals, and indexes.
Production skill: Mastering bibliographic form, speaking and writing skills to communicate, production of graphics and other media. Hyland 1986 (as cited in Hara, 1997).

The results of the testing showed substantial differences in the mean scores between the instruction or no instruction among these fourth, fifth and sixth graders. Sixth grade students that had received information skill instruction showed significantly higher mean scores than those that had received no information skill instruction in all five of the test categories. Fifth graders showed significantly higher scores in three of the categories and fourth graders in one skill category.

A major limitation of Hara’s (1997) study was the potentially out-dated 1986 test that may not have included current tools and technology and instead referenced card catalog cards and periodical guides. Results of this study indicated, “giving information skills instruction at the elementary school age would nurture the students in becoming better information users” (p.119).

Common Core State Standards are being adopted by states across America as a way of making sure students have the same learning standards no matter where they are living. Jaeger (2012) tells readers in her explanation of Common Core State Standards that “you will see that College and Career Readiness standards are highlighted as the anchor standards. Inquiry language is embedded in all of the anchor standards” (p. 3). This is a natural fit for teacher librarians to begin designing curriculum to help classroom teachers with student learning. Anchor standards that would also be easily represented in a school library curriculum include Common Core State Standards in the areas of writing, speaking and listening and research to build and present knowledge (as cited in Jaeger, 2012, p. 3). Jaeger suggested after familiarizing oneself with the Common Core State Standards that professional development opportunities be
held to help other staff members to begin to see clearly how the library and the classroom learning can partner to benefit students and staff.

**Organization of Curriculum**

Teacher librarians, teachers and students have different perceptions of what information literacy skills encompass. It is important in developing and organizing curriculum that the perimeters of information literacy are clearly defined.

A study conducted among high school students, teachers and teacher librarians of three Australian high schools discovered opinions and ideas of information literacy, its value and carryover into other subject areas. Herring (2011) reported that a total of 75 students completed diaries detailing the research processes used while completing a history project during third term. After completing a different assignment (subjects varied) in fourth term the same student completed questionnaires about the research process completed for that assignment. In addition to this, 12 of the students, four teachers and the teacher librarian from each of the schools were interviewed about the practices they used (students) or saw being used (staff), the value they saw in said practices and whether or not carryover existed.

The results disclosed, only a very small percentage, less than 5%, did not see the value in using research practices taught. Between 80-85% of students saw value but depending heavily on the teacher or teacher librarian prompts rather than individual initiative while the remaining students valued the practices and were proactive about carrying over the practices into other subject areas. (Herring, 2011, p. 34)

Based on the findings, Herring (2011) recommended:

- Teacher librarians and teachers revise the way they teach, encourage and reinforce information literacy practices across the school.
- Teacher librarians and teacher initiate a discussion of the transfer of knowledge, skills and practices across the school, particularly in reaction to information literacy.
School senior management explore the ways in which a culture of transfer might be created in the school, taking both a top-down and bottom-up approach. Teacher librarians and teachers seek the views of students across all school levels on developing and transferring information literacy practices. (Herring, 2011, p.36)

A missing element of this study was the type, amount or frequency of information skill instruction the students received prior to undergoing diary recording, questionnaire and/or interview.

Scott and Plourde (2007) designed a curriculum to enhance and increase student learning of information skills at the elementary level. Such a curriculum would make library visits an extension of the classroom curriculum while increasing skill mastery. First, researchers analyzed state standards as well as AASL standards and then identified with classroom teachers which information skills would be taught in the library. The design format was organized and included "big ideas, enduring questions and assessment possibilities" (p. 42). The last step in the process of organizing the curriculum was designing learning experiences. Student assessment was then monitored to see if modifying or adjusting needed to occur.

Researchers concluded that establishing a standards based curriculum improved the reputation of the library program in the eyes of classroom teachers, administrators and students. The teacher librarian was considered part of the instructional team. The hope was that student achievement would reflect the new curriculum in the future.

With an increase in technology in many courses today, Kirkscey (2012) posed the question, “How do secondary school instructors perceive their effectiveness at delivering course content and teaching the use of computer technology with more stable technology, increased availability of dedicated pedagogical applications and the accessibility to efficient technological support?” (p. 18). To do this he managed a survey of teachers from a Texas secondary school of 310 students. The survey included questions covering Teaching Technology; Instructional
Training and Preparation; ICT Professional Support and Attitudes and Beliefs. All of the teachers selected were certified by the Texas State Board of Education and also had access to two full time technology staff members. Each teacher had access to any of five computer labs throughout the school. Of the 36 teachers asked to participate in the survey, 75% returned their completed surveys.

Results of the surveys indicated that the responding staff members felt they had an inadequate amount of time in class to teach both class content along with computer technology. They also reported inadequate preparation time to learn and implement new technology into classroom. Most teachers felt they received adequate support and training from the technical support that was in place and yet did not feel they had enough time to practice and the implement it with their students. Therefore, time and budget need to be allowed to help staff members learn, practice and implement new technology to students to provide interdisciplinary opportunities.

**Building Teacher Partnerships**

AASL’s (2009) Empowering Learners; Guidelines for School library programs explains, “For such rich learning environments to flourish, the school librarian must collaborate with administrators, classroom teachers, students and other members of the learning community to develop the policies that guide the school” (p.10).

Researchers Muronaga and Harada (1999) identified a need for building such teacher partnerships in the school library in order to enhance student learning across the curriculum. Rather than teaching stand-alone information skills that are not practiced right away by students, they wanted to tie skills taught into other areas of the curriculum so students could utilize the
new skills immediately. They employed an action research strategy to monitor implementation of their collaborative approach.

Muronaga, Lincoln Elementary’s teacher librarian, set out to establish teacher partnerships with the staff at Lincoln Elementary. The school has a K-6 population of 539 students, and staff including twenty-three classroom teachers, a technology coordinator and eight other support staff positions. The administration team at the school was comprised of two administrators and a school counselor. Muronaga felt she had been successful at making herself approachable to the staff and maintained a strong presence in the school community since beginning at the school nineteen years prior.

She began by working toward a simple collaboration where she would link her lessons to classroom topics she knew were currently being discussed. Once teachers discovered the relationship between the library lessons and their classroom lessons they were more likely to see her willingness to help the classroom teachers meet their teaching goals. The end result was as desired; Muronaga participated in all grade level meetings to discuss upcoming curriculum projects and priorities. She stated that occasionally lessons were not linked to the classroom curriculum but results state “90 percent of the current instruction involving the library media center reflects more detailed cooperative planning and implementation” (Muronaga & Harada, 1999, p. 4).

This study concluded while there are a wide variety of variables that need to be considered for successful teacher partnerships with the school library, (willingness of individual staff members, library scheduling, collaboration planning time to name a few) such partnerships are ideal for developing interdisciplinary curriculum plans. All staff members bring to the
process different strengths and pools of knowledge that can increase student learning across the curriculum.

Library Power, an initiative by American Library Association in 1994, was designed to increase collaboration efforts between staff and teacher librarians in elementary and middle schools. Webb and Doll (1999) were case study researchers for two unidentified schools of the 400 that partook in ALA’s Library Power initiative. They identified similarities and differences in the collaboration logs (a required Library Power program tool) from both schools. In the first school, Webb and Doll noted collaboration was not well developed, most likely because the principal and the teacher librarian were both new to the district that year said school began participating in Library Power. Primarily the collaborating in this school was in collection development not in lesson development. While this was a step in the right direction, it was only a portion of the partnership a teacher librarian can have with classroom teachers to establish successful student learning.

In the second school Webb and Doll reported the principal was a strong advocate of the Library Power program. Grade level staff met once a month for a half day to plan how to meet curriculum goals and the teacher librarian was able to join each grade level team as well. Not only did the teacher librarian provide resources available and receive collection development suggestions, but contributed to lesson planning as well.

Webb & Doll (1999) concluded that in both case studies, Library Power was successful in making collaboration occur between the teacher librarian and classroom teachers, although at different levels. The researchers stated that of the lessons that were reported through the collaboration logs, “80% of the activities reported were at Level 3, defined by the author as Coordinated—Teachers and librarian coordinate a division of labor and responsibilities for
instructional activities in one location such as the library” (p. 4). Partnerships appeared in these studies to be significant in carrying out an effective library curriculum.

Williamson, Archibald and McGregor (2010) studied the results of a two-year project entitled *The Smart Information Use* project. The focus of the project was to help students learn to avoid plagiarism yet it unleashed valuable information about teacher and teacher librarian collaborations during the process. Students from four Australian high schools were instructed in strategies to avoid plagiarizing and then given opportunities to put these practices to use.

Though collaboration was not the focus of this study, researchers noted immediately content was taught and practice exercises given by teachers while the information literacy components were researched and taught by the teacher librarians. According to the author, past collaborative efforts initiated by the teacher librarian had not been successful in the past in the schools involved in this project. After participating staff was interviewed, findings showed more positive collaborating because the teachers and the teacher librarian could all see value in it for the students. Also found was that a shared vision, support from administration for budgetary and meeting time, and strong communication are also needed for successful collaborating between teacher librarians and teachers.

**Summary**

Studies examined here suggest that library instruction that coincides with Common Core State and AASL standards is an asset to student lifetime learning. There are different ways to design such a curriculum, but a vital attribute is building teacher partnerships where teachers and teacher librarians can bring their areas of expertise to the table and develop the most beneficial lessons for students. Creating such partnerships will be beneficial to students as well as classroom teachers who are faced with more demands of their classroom teaching time by state
testing, assessments, district benchmarks and Core Curriculum demands. Developing a library
curriculum structured in accordance with AASL and Core Curriculum State Standards can help
to meet standards defined by the State of Iowa Department of Education guidelines for School
Libraries as well lessen the demands on classroom teachers to help students develop information
skills they can use across all subject areas.
CHAPTER 3

PROCEDURES

Research suggests that a strong school library curriculum teaching information skills can have a positive effect on student achievement. The purpose of this project initially was to develop a library curriculum for grades 3 and 4 structured in accordance with AASL and Core Curriculum State Standards to meet the teaching role of the teacher librarian as defined by the State of Iowa Department of Education guidelines for School Libraries. Such a curriculum may also enhance student learning and lessen demands on classroom teachers.

Grades 3 and 4 were chosen initially because these students generally have basic reading skills mastered and are not reading for entertainment purposes only. Demands have increased for students in regular classroom learning, standardized testing and Core Curriculum requirements and these can be addressed with an articulated library curriculum designed to meet such demands. Constructing a curriculum for students in grades 3 and 4 would then lay a foundation for increased information skills for grades 5 and 6.

Project Description

This project was to result in a set of lessons for a complete school year for grades 3 and 4 that could be utilized by the teacher librarian with visits set on a fixed six-day cycle. However, only the grade 3 curriculum was written. The intention was to coordinate library and classroom curriculum. However, local circumstances precluded collaboration with the fourth grade teachers to establish those connections. Development of library curriculum at additional grade levels sits as a goal for the future. However, the completed third grade curriculum will serve as a prototype.

Students meet with the teacher librarian for 30 minutes. Lessons from this project will be taught at the beginning of the time allotted, with browsing and checkout time taking
approximately the last five minutes of the class period. The project included curriculum
organization, teacher input and lesson plan construction.

**Curriculum Organization**

Sources examined for curriculum alignment included the AASL’s *Empowering Learners;
Guidelines for School Library Programs*, the AASL’s *Standards for the 21st-Century Learner*,
as well as the Iowa Department of Education’s website, specifically Common Core State
Standards for K-6 language arts and literacy. Sources utilized for lesson ideas to meet the AASL
and Common Core State Standards included the AASL Online Lesson Database accessible at
http://aasl.jesandco.org as well as the Common Sense Media Curriculum accessible at
http://www.commonsensemedia.org/educators/curriculum, and the Iowa City (IA) Library

**Teacher Input**

The teacher librarian met with members of the third grade teaching team and identified
potential library lessons to complement their language arts curriculum for the school year.
Lessons were organized by theme to allow for flexibility. If all sections of the grade are not on
the same teaching calendar then library lessons can be rearranged to meet the needs of the
sections.

**Lesson Plan Construction**

Sources used for ideas for lesson plans included in print or online curriculum lessons
from other school districts as well as the following commercial library lesson books:
LibrarySparks Library Lessons (Findlay, 2010) and Stretchy Library Lessons (Miller, 2003).
Any ideas borrowed from any of said sources were cited properly.
Procedure

The teacher librarian began by examining available sources for lesson ideas. Resources included but were not limited to the AASL Online Lesson Database accessible at http://aasl.jesandco.org as well as the Common Sense Media Curriculum accessible at http://www.commonsensemedia.org/educators/curriculum, and the Iowa City (IA) Library Curriculum accessible at http://www.iccsd.k12.ia.us/library/Curriculum.htm. The AASL Crosswalk relating AASL Standards for 21st Century Learners with the Common Core State Standards accessible at http://www.ala.org/aasl/guidelinesandstandards/commoncorecrosswalk, served as an organizing reference as well. After identifying and organizing the AASL and Common Core State Standards that complement one another, a meeting was set up to meet with the grade level team.

When meeting with the third grade teaching team the teacher librarian explained the purpose of the project and the benefits for all involved, students and staff. Together the teachers and the teacher librarian examined the current curriculum for the grade level’s language arts.

The teaching team had already had prepared a prioritized list of the Common Core standards they would be focusing on for the administration, entitled ELA Essential Standards (Appendix A) and then shared this document with the teacher librarian for this project. This provided a framework to follow for constructing library lessons.

Once resources were examined and teacher input gathered, an outline of the teachers’ essential Common Core standards that also met AASL standards was compiled. Exploration of existing lessons from available resources online and in print then began. AASL and Common Core State Standards addressed in each lesson were noted in the actual lesson plan as well as
individual lesson goal(s), necessary materials and assessment method (Appendix C). Any outside materials (books, props, posters, equipment, etc.) necessary for each lesson are listed at the beginning of the lesson plan so such articles are purchased, collected or prepared in ample time to teach the lesson.

To respond to the research question “How might the library curriculum be shared with other educators in the school in order to encourage application and practice beyond library classes?” a binder containing the completed lesson plans will be composed for the third grade, a copy will be kept by the teacher librarian and also be given to the district’s curriculum director, the third grade teaching team, and the building principal. An electronic and print copy will be retained by the teacher librarian and reviewed annually to make changes or updates as necessary.

**Limitations**

The library curriculum created in the context of this project aligns with AASL and Common Core State Standards for third grade for implementation in the teacher librarian’s school.
CHAPTER 4

THE PROJECT

The completed library curriculum in alignment with AASL and Common Core State Standards for third grade is included as a separate bound volume.
CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Problem and Purpose

Classroom teachers are under more pressure each year to teach and assess students, meet benchmarks and Common Core State Standards as well as administer state standardized tests. The AASL recognizes the vital role the teacher librarian holds in helping students to develop critical thinking, technology and information literacy skills.

The purpose of this project was to develop a library curriculum for grades 3 and 4 structured in accordance with AASL and Common Core State Standards to meet the teaching role of the teacher librarian as defined by the State of Iowa Department of Education guidelines for School Libraries (Iowa Department of Education, 2007). Well-structured curriculum will also enhance student learning and lessen the demands on classroom teachers.

Project Summary and Adjustments

The final product of this project is a curriculum for grade 3 designed to meet AASL and Common Core State Standards. The curriculum contains 20 lessons that meet those standards. The lessons are organized by themes: Information Searching, Literacy, and Organization of Information (Appendix B). There are also lessons specific to this school library that will be used in addition to the 20 lessons for the approximately 30 scheduled visits for the school calendar year. These additional lesson topics include: Library procedures, Book Fair previews, Character Counts! and Veteran’s Day and a variety of celebrated holiday lessons as well as Summer Reading collaboration with the Public Library.

While the intent was to provide a curriculum for grades 3 and 4, the teacher librarian found that the available meeting time was limited with the grade 4 teachers. Consequently, adequate lesson planning was not possible. While there was enthusiasm for the project by
teachers, requirements to provide two additional small group daily lessons prohibited collaboration time with the teacher librarian. Having a grade 4 curriculum in place would serve as a valuable resource before students move onto the district’s middle school.

In this project, one question posed was "How might a library curriculum be designed to provide opportunities for application of library instruction in the context of curricular questions?" As a result of this project, third-grade students will learn skills to help them find and organize information they will use for oral presentations on rainforest animals and planets during third grade. They will also sharpen their reading skills, especially drawing inferences and understanding point of view, for all reading that occurs in and out of the classroom. The curriculum developed will help the third grade students develop and strengthen critical thinking and research skills that classroom teachers will be able to expand upon during classroom instruction. This will be beneficial for students as educational demands in reading, writing and research increase as they progress in school. The classroom teachers may benefit from this curriculum as well because they will most likely be able to address standards they did not have the time to address in the classroom previously, due to time constraints, and will now have reinforcement of other standards they have taught by the new library curriculum.

In response to the research question asking how a library curriculum might best be organized, this curriculum lay out is not in a particular order. For the sake of flexibility to fit the curriculum, lessons can be identified by the themes and adjusted in the calendar year as needed to match the third grade team’s calendar and reading and language arts series progression.
Recommendations

The teacher librarian should teach this curriculum with class visits for the next school year bearing in mind that actual implementation may result in changes necessary due to time, space and/or equipment restraints. Communication will need to continue between third grade staff and the teacher librarian to arrange the lessons in an order that aligns with the classroom calendar as well as to discuss any adjustments, additions or omissions that should take place in the lesson plans.

Ideally the fourth grade curriculum would next be analyzed and lessons structured to resemble a similar structure as the third grade curriculum. This will build on and advance the skills taught in the third grade curriculum strengthening critical thinking skills before students advance to fifth grade that is on the district’s middle school schedule, limiting regular library lesson time.
REFERENCES


APPENDIX A

Tipton Community Schools: ELA Essential Standards: 3rd grade

School Year 2013-2014

Literature

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Informational text

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur)

Foundational skills

RF.3.4.e: Read on-level text with purpose and understanding.

RF.3.4.g: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.3.1.b: Provide reasons to support the opinion.

W.3.2.e: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.3.a: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
Speaking and Listening

SL.3.1.b: Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1.c: Ask questions to check understanding of information presented to stay on topic, and link their comments to the remarks of others.
APPENDIX B

Tipton Elementary
Grade 3
Library Lesson Themes

Information Searching
Online Resources (2)
Reference Tools.
Table of Contents I
Table of Contents II

Literacy
Caldecott Award
Choral Reading (2)
Compare and Contrast
Fable, Folktales, Myths I (2)
Fable, Folktales, Myths II
Inferences
Point of View (2)
Series Compare and Contrast
Story Connecting

Organization of Information
KWL Charting
Popplet I
Popplet II

(Note: Lessons with (2) following title indicate this lesson will take two 25-minute sessions with students to complete.)
### APPENDIX C

#### LESSON PLAN TEMPLATE

<table>
<thead>
<tr>
<th>Lesson Title: _______________________________</th>
<th>Grade ______</th>
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<table>
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<th>Lesson Description:</th>
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<th>Learning Goal:</th>
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<tr>
<th>Common Core Standard(s):</th>
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<th>AASL Standard(s):</th>
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Template adapted from: Illinois School Library Media Association

<http://www.islma.org/linkingforlearning.htm>
Tipton Elementary

Library Curriculum: Third Grade

Julie Courter

University of Northern Iowa

December 2013
These lessons were prepared with input from the third grade teaching staff to complement the 2013-2014 Language Arts curriculum. The lessons meet Common Core standards as indicated on the table that follows as well as AASL standards. The lessons can be arranged and taught in any order, with the exception of those with Roman numerals, which should be taught in succession. Lessons with (2) following title indicate that lesson will take two 20-minute sessions with students to complete. Lesson template adapted from: Illinois School Library Media Association <http://www.islma.org/linkingforlearning.htm>
<table>
<thead>
<tr>
<th><strong>LIBRARY LESSON⇒</strong></th>
<th>Caldecott Award</th>
<th>Choral Reading</th>
<th>Compare and Contrast</th>
<th>Fables, Folktales, Myths I</th>
<th>Fables, Folktales, Myths II</th>
<th>Inferences</th>
<th>KWL Charting</th>
<th>Online Research</th>
<th>Point of View</th>
<th>Popplet I</th>
<th>Popplet II</th>
<th>Reference Tools</th>
<th>Series Compare and Contrast</th>
<th>Story Connecting</th>
<th>Story of Contents I</th>
<th>Table of Contents II</th>
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<tr>
<td><strong>How the lessons meet the Tipton Elementary--3rd grade Essential Common Core Standards</strong></td>
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<td>RL.3.2 : Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.</td>
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<td>RL.3.3 : Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
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<td>RL.3.2 : Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
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<td>RI.3.7 : Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</td>
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<td>RF.3.4.e: Read on-level text with purpose and understanding.</td>
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<td>RF.3.4.g: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
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<td>W.3.1.b Provide reasons to support the opinion.</td>
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<td>W.3.2.e Introduce a topic and group related information together; include illustrations when useful to aid comprehension.</td>
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<td>W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
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<td>SL.3.1.b Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)</td>
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<td>SL.3.1.c Ask questions to check understanding of information presented to stay on topic, and link their comments to the remarks of others.</td>
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Lesson Title: Online Research

Lesson Description:
Students will be introduced to online databases for research.

**This lesson will take two-20 minute visits to complete.

Learning Goal:
Students will be introduced to Britannica Online Encyclopedia they can use for their 3rd grade research project.

Common Core Standard(s):
CC.3.W.7 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

AASL Standard(s):
1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.
1.1.4 Find, evaluate and select appropriate sources to answer questions.
1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.

Materials/Resources Needed:
- Data video projector
- Internet access
- AEA database commercial handouts—provided by the AEA

Lesson Activity:
(This lesson will be done after the library KWL lessons. The teacher will then have students access the databases during their classroom lab time and work on note-taking.)

- Tell students today you will show them some online resources they may find useful for their animal research project they are doing in class.
- Show students how to access the online databases provided by AEA—going through the school website, explaining they can use these at school or at home.
- Briefly show the different AEA databases: TrueFlix, CultureGrams and Britannica Encyclopedia-- and what kinds of information they can find on each.
- Demonstrate searching on Britannica Online for specific animals students suggest as their topics.
- Show students a sample article and the text features they might see: photo; illustrations; captions; words in bold text and links to more information.
- Handout AEA database information, students will fill in user name and password provided by teacher librarian explaining these databases are reliable and safe for students to use.

Assessment/Closure: Students will complete an exit slip answering the following question: Here is something I still need to find out:
and I plan to look for the answer in this source::
### Lesson Title: Reference Tools

#### Grade 3

<table>
<thead>
<tr>
<th>Lesson Description:</th>
<th>Reference books provide users with certain types of information to answer questions.</th>
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<tr>
<th>Learning Goal:</th>
<th>Students will be able to choose which book &quot;tool&quot; (between two) gives the best information for questions asked.</th>
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<tr>
<th>Common Core Standard(s):</th>
<th>CC.3.R.1.5 Use text features and search tools to locate information relevant to a given topic efficiently.</th>
</tr>
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</table>

| AASL Standard(s): | 1.1.4 Find, evaluate, and select appropriate sources to answer questions.  
|-------------------| 1.1.6 Read, view and listen for information presented in any format (textual, media, digital) in order to make inferences and gather meanings. |

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<th>Materials/Resources Needed:</th>
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| • Tool box/belt with hammer, screwdriver, pliers, tape measure  
| • Map (Atlas)  
| • Encyclopedia  
| • Dictionary |

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| • Begin by unpacking a few tools from the tool box/belt and ask the students which tool you should choose to put a nail into a board. (hammer) Question why the hammer, ask why you can't use a pair of pliers. (that is not going to be strong enough; not what it is for) Repeat this with another scenario: Which tool to remove a screw?  
| • Explain that there are books that are also TOOLS to help you answer questions.  
| • Share the books and ask students which book would give them facts about bridges and how they know that. (Non fiction book/call number; index, glossary)  
| • Break students into 4 groups and give each group one of the other book "tools" and ask them to look through the book together and decide what kind of questions this book "tool" would help with.  
| • Come back together as a whole group and have each group tell what kind of information their book "tool" gives and when someone may need to use it. |

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<th>Assessment/Closure:</th>
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| Ask the following whole group questions and have students verbally choose answer between two book "tools":  
| 1. Which book would you use to find out where Stanwood, Iowa is located? (Show atlas and encyclopedia)  
| 2. Which book would you use to find what parts of the world most elephants live in? (Show an atlas and an encyclopedia)  
| 3. Which book would you use to find out what the word ARGUE means? (Show dictionary and encyclopedia) |
Lesson Title: Table of Contents I

Grade 3

Lesson Description:
Students will learn where the table of contents is located and why it is helpful tool.

Learning Goal:
Students will learn where to find a table of contents and use it to answer specific questions about the text.

Common Core Standard(s):
CC.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

AASL Standard(s):
1.1.3 Develop and refine a range of questions to frame search for new understanding.
1.1.6 Read, view and listen for information presented in any format (textual, visual, media, digital) in order to make inferences and gather meaning.

Materials/Resources Needed:
• A non-fiction book (with a table of contents) about an animal.
• Data video projector
• Internet access for BookFlix site
• Laptop

Lesson Activity:
• Hold up book about animals.
• Ask students what they think they will learn just by the cover if they read that book and why they think that.
• Explain that it is a non-fiction book about ________ and they will find true facts about that animal if they read that book.
• Ask if any students know the name of the tool in the front of the book that will help you find an answer to a question about this animal quickly. (table of contents)
• Explain WHY the table of contents is helpful. (don't need to read all of text to find specific information)
• Identify the table of contents in the book and show students how a table of contents is arranged and what information it will give the reader.
• Share the entries in the table of contents from this book aloud.
• Tell students you are going to show them a different non-fiction title on the projector.
• Go to the AEA BookFlix site and display the cover of Stars.
• Ask students what they think they will learn about if they were to read this book. (stars)
• Ask them how they know they will probably learn about stars in the sky rather than movie or music stars. (by the illustration of space; cover)
• Open to the table of contents in the book on the screen.
• Share an entry in the table of contents aloud and ask what kinds of things might be in that chapter. Continue with other entries.
• Point out that the numbers on the LEFT are the Chapter and the number on the far right is what page number on which the chapter will begin.
• Ask individual students on what page a specific chapter will begin.
Assessment/Closure:
Informal assessment will take place by the group answering questions about what page(s) specific chapters of the shown book will begin.

Lesson Source(s)/Additional Resources to Consult:
ADAPTED FROM:
http://www.iccsd.k12.ia.us/library/Curriculum/Lessons/PartsBook/L-NonfictionElements-3-4.pdf
Lesson Title: Table of Contents II

Lesson Description:
Students will learn where the table of contents is located and answer questions using the table of contents.

Learning Goal:
Students will learn where to find a table of contents and use it to answer specific questions about the text.

Common Core Standard(s):
CC.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

AASL Standard(s):
1.1.4 Find, evaluate, and select appropriate sources to answer questions.

Materials/Resources Needed:
• A non-fiction book (with a table of contents) about an animal.
• Projector
• Laptop
• Internet access for AEA BookFlix site
• Variety of books (state series or series with a similar format)
• ½ page assessment pages, 1 per pair of students
• Pencils

Lesson Activity:
• Review with students the table of contents discussion from previous lesson.
• Show the BookFlix site and display the cover of Stars that was used in previous lesson.
• Open to the table of contents in the book on the screen.
• Remind students that if there is a table of contents it will be in the beginning of a book.
• Point out that the numbers on the LEFT are the Chapter and the number on the far right is what page number on which the chapter will begin.
• Ask individual students on what page a specific chapter will begin.

Assessment/Closure:
• Student pairs will observe a book at the table and answer the questions on the ½ sheet of paper together using the book they are observing.
(What page does chapter 4 begin on?______)
What page would you find information about XXXX in this book?______)
These sheets would be specific to the type of books being used by student pairs.
• Students should write one WHERE OR WHAT question on the back of their paper that the table of contents might be able to help them answer in that book.
Lesson Title: Caldecott Award

Lesson Description:
Students are introduced to books that have been given the Caldecott Award for exquisite illustrations and how they help tell a story.

Learning Goal:
The students will understand what the Caldecott Award is given for and will recognize the Caldecott Award winning books in the collection.

Common Core Standard(s):
CC.3.R.L.7 Integration of Knowledge and Ideas: explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (create mood, emphasize aspects of a character or setting).

AASL Standard(s):
4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Materials/Resources Needed:
- Sports trophy
- First and second place ribbons
- Several Caldecott award winning books from collection

Lesson Activity:
- Show students the sports trophy and ask what they think the trophy was given for and how that made the person feel.
- Explain that often trophies are given for winning a sporting event or a contest and picture books have a contest for illustrators and their work in children's books.
- Give basic information about when the Caldecott award was started (1938) and how to do the math with the students to figure out how many years it has been given so far.
- Explain there are also Caldecott honor awards given, comparing this to getting a second place ribbon, using the ribbons to help students visualize.
- Share a Caldecott award-winning story aloud with the students.
- Show students how to identify an award winner in collection. (Spine label has “Caldecott Winner” attached)

Assessment/Closure:
Ask students to explore the E section of the library and look for a Caldecott sticker on the spine and stand by it until Teacher, Librarian or associate comes to check. Student is then asked what the Caldecott awarded for (illustrations)

Lesson Source(s)/Additional Resources to Consult:
http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal
Lesson Title: Choral Reading

Lesson Description:
Students will learn about choral reading and present a partner reading to share with class.
**This lesson will take two 20 minute visits to complete.**

Learning Goal:
Students will select, practice and record an audio presentation of themselves reading with a partner.

Common Core Standard(s):
CC.3.SL.5 Presentation of Knowledge and Ideas: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts of details.
CC.3.R.F.4.g :Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.3.R.F.4e Read on-level text with purpose and understanding.

AASL Standard(s):
3.1.3 Use writing and speaking skills to communicate new understandings effectively.
3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use and assess.
3.2.3 Demonstrate teamwork by working productively with others.

Materials/Resources Needed:
• Pre-determined partner groups selected by classroom teacher.
• Variety of poems for students to choose from.
• A premade recording of teacher and TL doing a partner read.
• Pre-made "title cards" for student pair poems-students make in classroom-for 2nd visit.

Lesson Activity:
• Explain to students they will hear a poem read it twice. (first time read with no expression; too fast, too slow; vary volume, the second time read with proper expression, clearly and fluently)
• Ask which way the poem was easiest to understand and enjoy and the reasons why.
• Share with students the recording of teacher and TL doing a partner read.
• Tell students they will be making a similar recording with a partner.
• Students are partnered and given a choice of three poems to choose from.
• Remind students to discuss with their partner the mood of the poem, what kind of expression should be used and if they will take turns reading by stanza or read it at the same time.
• Explain that they will practice for the rest of today's session and then record during the next library visit. They will be able to take their poems (copies of them) back to class to practice in between visits. When students return, review the important parts of reading aloud and allow additional practice time for partners. Students will have brought with them a "title page" showing the name and author of their poem (made in classroom) to use in the recording.
• Student pairs will be recorded using iMovie (by TL and teacher) while other pairs are practicing.

Assessment/Closure:
The classroom teacher will share the choral reading on classroom's school blog.
Lesson Title: Compare and Contrast

Lesson Description:
Students will compare two non-fiction books on same topic.

Learning Goal:
Students will identify main ideas and supporting ideas as well as any conflicting information from two different texts on the same topic.

Common Core Standard(s):
CC.3.R.1.9 Integration of Knowledge and Ideas: Compare and contrast the most important point and key details presented in two texts on the same topic.

AASL Standard(s):
1.1.6 Read, view and listen for information presented in any format (textual, visual, media, digital) in order to make inferences and gather meaning.
1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Materials/Resources Needed:
- 2 non-fiction books about elephants.
- White board
- White board marker
- Paper for exit slips
- Pencils

Lesson Activity:
- Explain to students that even non-fiction books about the same subject can have different information in them.
- Write on the white board: COMPARE and CONTRAST.
- Ask for ideas about what this term means.
- Clarify that comparing and contrasting means looking for things that are alike and different.
- Tell students you are going to share two books with them, both about the same subject, elephants and they need to listen for facts about elephants and raise their hand when they hear a fact.
- Add facts to the white board in a column.
- Repeat the same process for the second book, writing facts in another column.
- Ask students to identify facts that were in both books and circle in each column.
- Explain that all of the facts on the board are true, even though some are not in both books, the author of these books just chose to share some facts that were the same and some that were different.
- Share that when students are looking for information they can use this strategy in their note taking to decide what kinds of facts they want to share in their writing.

Assessment/Closure:
- Exit slip: students will state one difference they recall between the two books.
Lesson Title: Fables and Folktales and Myths, Oh My!  Part I

Lesson Description: Students will learn characteristics of a fable and of a folktale and note the similarities and differences in different types of literature.

**This lesson will take two 20 minute visits to complete.**

Learning Goal:
Students will list the features in a fable and a folktale.

Common Core Standard(s):
CC.3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

AASL Standard(s):
1.1.6 Read, view and listen for information presented in any format (textual, visual, media, digital) in order to make inferences and gather meaning.
4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Materials/Resources Needed:
- Fable: Boy Who Cried Wolf
- Folktale: Tikki Tikki Tembo
- White board with a two circle Venn diagram drawn similar to this:
- White board marker
- Fable characteristics poster
- Folktale characteristics poster

Lesson Activity:
- Share aloud the story The Boy Who Cried Wolf.
- Show students the characteristics of a fable poster.
- Ask how the story of The Boy Who Cried Wolf fits into the fable category according to the poster.
  *Meets all the criteria: short, has animals, lesson/moral*
- Share aloud the story of Tikki Tikki Tembo.
- Tell students the story they just heard is an example of a folktale.
- Show students the characteristics of a folktale poster.
- Ask students how the story Tikki Tikki Tembo fits the folktale category.
- Share where fable and folktales can be found in the library. (398s)
Assessment/Closure:
As a group, complete the Venn diagram with folk and fairy tale characteristics—showing similarities overlapping and differences in outer circle area.
Similarity examples should include: Long time ago; fiction
Differences examples should include: animals/no animal; short/long/; magic (talking animals)/people-no magic/another country/no setting named; lesson/why something is now the way it is.

Lesson Source(s)/Additional Resources to Consult:
Posters using fable and folktale characteristics:
www.vrml.k12.la.us/webloc
More detailed information on folktale features:
http://www.iowa-city.k12.ia.us/library/Curriculum/Lit/LitTypes/Folktales.htm
Lesson Title: Fables and Folktales and Myths, Oh My! II

Lesson Description: Students will review the characteristics of a fable and folktale and learn the characteristics of a myth.

Learning Goal:
Students will learn the characteristics of a myth.

Common Core Standard(s):
CC.3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text

AASL Standard(s):
1.1.6 Read, view and listen for information presented in any format (textual, visual, media, digital) in order to make inferences and gather meaning.
4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Materials/Resources Needed:
• White board with venn diagram from Fables and Folktales and Myths, Oh My!—Part 1
• Fable characteristics poster
• Folktale characteristics poster
• Myth characteristics poster
• Data video projector
• Laptop

Lesson Activity:
• Using the venn diagram from previous lesson, ask the students to recall the fable and the folktale shared last time they had library.
• On the white board ask for characteristics of either genre.
• Review where fable and folktales can be found in the library.
• Explain that today they will see a different kind of story, a myth.
• Share the myth characteristics poster.
• Tell them to watch/listen to the video for the characteristics in the story they will hear.
• Show students where myths can be found in the library. (398s)

Assessment/Closure:
As a group, ask for similarities or differences they saw/heard in the myth compared to the fable or folktale from prior lesson.

Lesson Source(s)/Additional Resources to Consult:
Posters using myth characteristics:
www.vrml.k12.la.us/webloc
Myth video to share, from Learn360:
http://www.learn360.com/ShowVideo.aspx?SearchText=myth&lid=6811835&GradeLevel=3360057&Subject=9331362&player=12&TagID=7402835&ID=227526
### Lesson Title: Inferences

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#### Lesson Description:
Students will hear Caldecott winner book (2011) and make inferences as a group.

#### Learning Goal:
Students will make inferences about the story read aloud, by using personal knowledge and information from the story.

#### Common Core Standard(s):
CC.3.R.L.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

#### AASL Standard(s):
1.1.2 Use prior and background knowledge as context for new learning.
1.1.6 Read, view and listen for information presented in any format (textual, visual, media, digital) in order to make inferences and gather meaning.

#### Materials/Resources Needed:
- Story: *Sick Day for Amos McGee* by Phillip McGee
- Exit slips
- Pencils

#### Lesson Activity:
- Share the cover of the book with the students, pointing out it was a Caldecott winner in 2011 and ask students to recall what a Caldecott award is given for. *(illustrations)*
- Tell students to pay special attention to what the story doesn't "say" in the words, by observing the illustrations also.
- While reading the story stop occasionally and ask students to infer what may happen next and also why certain animals do what they do for Amos and what information they used to make that inference.

#### Assessment/Closure:
- Exit slip: Each student complete the ½ sheet before leaving:
  The animals came to visit Amos at home because _________________________.
  (he was sick at home; they missed him; he was so nice to them, they loved/cared about him, etc.)
Lesson Title: Point of View

Lesson Description:
Students will hear examples of stories told from three different points of view.
**This lesson will take two 20 minute visits to complete.

Learning Goal:
Students will learn the difference between first and third point of view.

Common Core Standard(s):
CC.3.R.1.6 Craft and Structure: Distinguish their own point of view from that of the author of a text.
CC.3.R.1.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

AASL Standard(s):
1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Materials/Resources Needed:
- 3 Different stories told from first, second and third points of view.
- Magnetic alphabet letters to spell out pronouns: I, We, Me, My, He, She, They, You.
- Magnetic surface or magnetic board.
- 8 ½ x 11" printed passage cards (from below)

Lesson Activity:
- Explain that stories are normally told from two different points of view: 1st or 3rd and it is important to know what the point of view is because if it is in 1st person it might not be completely reliable.
- Put the words: I, Me, My/She, He, They, Them on the magnetic surface (set apart from each other in 2 groups indicated here).
- Explain that in a first person point of view story the person telling the story is IN the story so they will hear words that show that.
- Read a passage from the book written in the first point of view.
- Ask students which of the word/s on the board showed them it was from a first person point of view? (I, Me, My)
- Read an example of a second point of view passage.
- Explain to students that when a story is told in the third point of view, to think of the person telling the story watching what is happening and telling you about it.
- Read a passage from the book written in the third point of view.
- Ask students which word/s on the board showed them it was from a third person point of view? (She, He, They, Them)
Add that sometimes when a third point of view is used names of the characters might also be used.
- Show and read aloud 2 passages below (one in 1st, the other in 3rd point of view) and ask students to listen for the pronouns on the board to decide what point of view the passage you read is written.
- Ask what word/s gave them the clue on the point of view.
Passages for practice:
• I had to run to the store and get more chips for the party! My mom was starting to panic because we were running out. (1st)
• Jamie watched as the plane slowly went away. She was sure going to miss her grandma. Her visit with her was just too short. (3rd)

Passages for assessment:
• "What time is it?" my Dad asked. We were waiting for my mom to get home so we could go to the game. (1st)
• She jumped up on the stage and began to dance. The crowd went crazy! (3rd)
• My stomach was upset. My head was pounding. I wanted to throw up and I couldn't find the bathroom! (1st)
• Rachel made the cheer squad. She was so excited she did a backflip! (3rd)
• Franklin was a shy, quiet turtle. He lived with his mom, dad and baby sister. (3rd)

Assessment/Closure:
Ask students to hold up 1 or 3 fingers to indicate what point of view a passage is when you read it aloud.

Lesson Source(s)/Additional Resources to Consult:
http://www.kimskorner4teachertalk.com/readingliterature/literary_elements_devices/pov.htm
Lesson Title: Series Compare and Contrast

Grade 3

Lesson Description:
Students will be introduced to a series of books by Claudia Mills and compare/contract two of the stories and make a text to self connection.

Learning Goal:
Students will compare and contrast 2 stories in a series by the same author.

Common Core Standard(s):
CC.3.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (in books from a series).
CC.3.R.L.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

AASL Standard(s):
1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information and point of view or bias.

Materials/Resources Needed:
• 2 books by the same author; for this lesson using Claudia Mills’ Gus and Grandpa Ride the Train and Gus and Grandpa at Basketball
• Whiteboard
• Whiteboard marker
• Paper for exit slips
• Pencils

Lesson Activity:
• Explain to students that authors write many books about all different things and characters and some authors write books in a series, which have the same characters but different situations.
• Share with the students the two books by Mills and have them note the similarities and differences they see on the covers ONLY.
(Similarities: both characters on covers; same illustrator; hugging/touching each other; titles start out the same. Differences: Grandpas has hat on; Gus has a ball; titles end differently, profiles/front view of characters)
• Ask if they have a guess what the story will be about by the titles.
• Tell the students you are going to read them both stories and you want them to look for things that are the same and things that are different between the two stories.
• After sharing the stories, divide the whiteboard into two equal parts; one labeled SAME and the other labeled DIFFERENT.
• Ask for ideas to fill the two different columns on the board.
• After the list is completed ask the students which column had more items.
• Ask the students how they are like the character(s) in the stories they heard. (text to self)

Assessment/Closure:
• Exit slip: Students will write down one text-to-self connection they made from one of the stories.
Lesson Title: Story Connecting

Lesson Description:
Students will listen to a story and see what text connections they make.

Learning Goal:
Students will make an individual text connection after listening to a story shared aloud.

Common Core Standard(s):
CC.3.R.L.10 Range of Reading and Complexity of Test: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

AASL Standard(s):
1.1.2 Use prior and background knowledge as context for new learning.
4.1.1 Read, view and listen for pleasure and personal growth.
4.1.2 Read widely and fluently to make connections with own self, the world and previous reading.

Materials/Resources Needed:
- Enlarged poster of BUILD A CONNECTION poster.
- 3-8 ½ x 11” different colored mini posters: 1) SELF (red) 2) TEXT (blue) 3) WORLD (green)
- Story: Song and Dance Man by Karen Ackerman
- Sticky notes arranged in the text as stopping points
- Exit slips
- Pencils

Lesson Activity:
- Ask students if they have ever read or heard a story and said or thought “that reminds me.....”.
- Explain that if they have, they have already done story connections!
- Share the BUILD A CONNECTION poster with the students, explaining the three different story connections they might encounter when reading/hearing a story.
- Tell students they will hear a story now and should see if they make any connections they want to share when there is a stopping point (placed in advance with sticky notes by teacher).
- Hold up the colored mini posters to indicate which type of connection is given by a student.
- After reading the story, give an example of each type of connection if any of the three were not given.

Assessment/Closure:
Tell students that making story connections can help them understand better what they are reading and can also help them become better writers too. Exit slip: students will write down the three kinds of story connections on ½ sheet of paper before leaving, filling in the blanks: TEXT TO ____, TEXT TO ______, and TEXT TO ________.
Lesson Title: KWL Charting

Lesson Description:
After choosing an animal to research in the classroom, students will choose a book on that topic and complete the KWL chart.

Learning Goal:
Using the research topic that was chosen in the classroom, students will complete the first two columns of a KWL chart.

Common Core Standard(s):
CC.3.SL1.d Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion.

AASL Standard(s):
1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.
1.1.2 Use prior and background knowledge as context for new learning.
2.1.2 Organize knowledge so that it is useful.

Materials/Resources Needed:
- KWL charts
- pencils
- Browsing sticks
- White board
- White board marker
- (Students will arrive with a research topic that have chosen in their classroom)

Lesson Activity:
- Review with students HOW to use KWL chart they have learned about in the classroom: K: what they already know about their topic and W: what they want to learn about their topic. and L: what they have learned about topic after reading the book.
- Explain that today they will get to choose a book on their research topic to check out and begin their research.
- Allow students time to browse the library and find a book on their animal to checkout.
- Once the students have selected their book, they will begin to fill out the KWL chart with assistance from adults.
- Remind students that they will not fill out the 3rd column until after they have read the book.

Assessment/Closure:
- Explain to students that a KWL chart is helpful for research. It helps the reader organize ideas to see what information needs to be found to answer questions the reader still has.
- Students will have at least one thing written in the “K” and “W” columns upon leaving.

Lesson Source(s)/Additional Resources to Consult:

http://www.readwritethink.org/files/resources/interactives/kwl_creator/
Lesson Title: POPPLET I

Lesson Description:
Introduce students to the web tool POPPLET for organizing information.

Learning Goal:
Students will help create a group POPPLET with an opinion and three supporting reasons.

Common Core Standard(s):
CC.3.W.1.b Text Types and Purposes: Provide reasons that support the opinion.

AASL Standard(s):
2.1.2 Organize knowledge so that it is useful.
2.1.4 Use technology and other information tools to analyze and organize information.
3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Materials/Resources Needed:
• Internet access
• Data video projector

Lesson Activity:
• Explain to students that it is important when they write to have their ideas organized.
• Tell students you are going to show them a web tool they can use to organize their ideas when they are planning to write a story or a report.
• Pull up the web tool POPPLET.
• Talk through the steps as you begin the new POPPLET.
• Title the new project: AWESOME and then enter into the main box: Why Our School Library is Awesome.
• Tell students we need to have at least 3 reasons to support our opinion and ask for suggestions.
• Show students how to link chosen reasons to the main idea box.
• Ask students when looking at the ideas in this drawing, are they able to make sense of it?
• Show them other POPPLET examples and ask what kind of information they can learn from it.

Assessment/Closure:
Will assess at conclusion of part II of this lesson.

Lesson Source(s)/Additional Resources to Consult:
www.popplet.com
Lesson Title: POPPLET II

Lesson Description:
Students will organize information using POPPLET.

Learning Goal:
Students will create a POPPLET of their own with an opinion and three supporting reasons.

Common Core Standard(s):
CC.3.W.1.b Text Types and Purposes: Provide reasons that support the opinion.

AASL Standard(s):
2.1.2 Organize knowledge so that it is useful.
2.1.4 Use technology and other information tools to analyze and organize information.
3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Materials/Resources Needed:
- Internet access
- Data video projector
- Computers, 1 per student
(Students will come with a written opinion and three supporting reasons completed in their homeroom class)

Lesson Activity:
- Review and share with the students the POPPLET created as a group in previous lesson.
- Ask why this is a useful tool (for organizing information or ideas for writing)
- Show students how to sign up to use POPPLET using their school email account.
- Explain to students that they will use the opinion/reasons they brought with them to make their own POPPLET.
- Review the steps to create a main box and three supporting reason boxes.
- Allow students independent time to work on their own POPPLET.
- Students that complete their POPPLET should print a copy to turn in for assessment.
- Students that have not yet finished can save and finish in class to turn in later.
- Remind students they can log on and use this tool for organizing their ideas for writing.
- Students should print off a copy of their POPPLET to turn in to the Teacher Librarian.

Assessment/Closure:
- Finished POPPLET will serve as assessment.

Lesson Source(s)/Additional Resources to Consult:
www.popplet.com