MOUNT HOLLY TOWNSHIP PUBLIC SCHOOL DISTRICT
LIBRARY CURRICULUM
GRADE 1

I. LIBRARY ORIENTATION
Students will demonstrate effective use of libraries as places of learning.

OBJECTIVES:
Students will
- Exhibit appropriate library behavior; quiet learning and reading place, walking, raising hand, using shelf markers.
- Utilize circulation procedures efficiently; check-out position, returning books on time.
- Use the librarian as a resource to access materials.
- Take proper care of library materials.
- Use various library materials to access literature and information.
- Locate the fiction and non-fiction section of the library.
- Self Select books on teacher based criteria or personal preferences.
- Raising hand, waiting turn, staying on topic.

COMMON CORE STANDARDS:
1.SL.1; RL.1.1; RL1.10

AASL STANDARDS FOR THE 21ST CENTURY LEARNER:
1.1.6; 1.1.9; 2.1.2, 3.1.6, 4.1.3

VOCABULARY:
- Barcode
- Check-in, check-out
- Circulation Desk
- Return
- Renew
- Shelf marker

SUGGESTED RESOURCES:
- *Stella Louella’s Runaway Book* by Lisa Campbell Ernst; (I Took My Frog To The Library)
- Document camera
- LCD projector

ESSENTIAL QUESTIONS:
- Why do we go to a library?
- How can we borrow library materials?
- What is good library behavior?
- Why do we need to take good care of library materials? (Being A Good Library Citizen. “Book Care Pledge”)

MODIFICATION STRATEGIES/ACTIVITIES:
IEP/504 modifications as needed.
II. AWARENESS OF AND INTERACTION WITH LITERATURE

Students will practice good reading behaviors, including metacognitive strategies, to pursue personal and aesthetic growth.

OBJECTIVES:
Students will

- Listen to and discuss read-aloud selections.
- Select a variety of literature based on interest, need and appropriateness.
- Understand that fiction and non-fiction are different kinds of library materials.
- Explore favorite authors, titles and subjects.
- Use schema to think about the story – Assessing b/g knowledge.
- Predict what might happen next in the story.
- Use picture clues to help with understanding the story.
- Make connections with text to enhance understanding (text to text, text to self, text to world) (Author Studies/Scenes Study, Personal/Reader Response. “Think of a time when you ….”).

COMMON CORE STANDARDS:
R.1.1; RI1.9: RL.1.3; RL.1.4; RL.1.5; RL.1.7: RL.1.10

AASL STANDARDS FOR THE 21ST CENTURY LEARNER:
1.1.3; 3.3.1; 4.1.1, 4.1.3; 4.1.4, 4.1.5, 4.3.2;4.3.3

VOCABULARY:
- Fiction
- Non-fiction
- Prior Knowledge
- Contents
- Index
- Author
- Title
- Illustrator
- Caldecott Medal winners
- Everybody books
- Shelves

SUGGESTED RESOURCES:
- Various fiction and non-fiction titles, including Caldecott Medal books.
- LCD projector
- Document camera
- iPads
- Websites or apps as needed

ESSENTIAL QUESTIONS:
- Does the library have different kinds of books?
- How are they different?
- Do you have a favorite book title? Author? Illustrator? Subject?
- Do authors write more than one book?
- How can I get an idea of what a book is about?

MODIFICATION STRATEGIES/ACTIVITIES:
IEP/504 modifications as needed.
III. INFORMATION LITERACY
Students will use an information literacy model to inquire, think critically and gain knowledge.

OBJECTIVES:
Students will be able to plan for book checkout by thinking about the kind of book they want (Non-fiction text features; Informational Text / All About Books).
- Ask and answer questions about key details in a text.
- Identify the main topic and retail details of a text (“What is this book about? What did we learn about ______?”).
- Browse the shelves and find the books they want and present the book showing the barcode at the checkout desk.
- Return the book to a designated place if they change their mind.
- Plan for book checkout by thinking about the kind of book they want (Fiction or Non-Fiction? What subject? What author?).

COMMON CORE STANDARDS:
RI.1; RI.3; RI.1.9

AASL STANDARDS FOR THE 21ST CENTURY LEARNER:
1.1.6; 1.1.7; 2.1.1

VOCABULARY:
- Chapters
- Glossary
- Index
- Fiction
- Non-Fiction
- Biography
- Renew
SUGGESTED RESOURCES:
- Various fiction and non-fiction titles, including Caldecott Medal books.
- LCD Projector
- Document Camera
- iPads
- Websites or Apps as needed

ESSENTIAL QUESTIONS:
- What library materials do I want or need?
- Where can I find the library materials I want or need?
- Is the material I chose what I want or need?
- Who can help me find what I want or need?
- What do I use computers for in the library? (center w/catalog; computer (rotate); weeks I am there – iPads would work for this best.)

MODIFICATION STRATEGIES/ACTIVITIES:
IEP/504 modifications as needed.

SUGGESTED ASSESSMENTS:
- Graphic Organizers
- Group Discussions
- Modeling
- Observation