MOUNT HOLLY TOWNSHIP PUBLIC SCHOOL DISTRICT
LIBRARY CURRICULUM
GRADE 2

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

OBJECTIVES:
Students will demonstrate effective use of libraries as places of learning by
- Exhibiting appropriate behavior.
- Follow agreed upon rules for discussion and participation.
- Utilizing circulation procedures efficiently and effectively.
- Utilizing librarian as a teacher and resource person.
- Properly caring for materials.
- Using various resources to access literature and information.
- Becoming familiar with arrangement of library materials (call number).
- Participate in collaborative conversations with diverse partners about 2\textsuperscript{nd} grade topics and texts.
- Understand the layout and organization of the LMC.
- Identify on a map the E, F, and non-fiction sections of the LMC.
- What do we do at the Circulation Desk.

COMMON CORE STANDARDS:
RF.2.4; SL.2.1; RL.2.1

AASL STANDARDS FOR THE 21\textsuperscript{ST} CENTURY LEARNER:
1.1.4, 1.1.6; 1.1.8, 1.3.4; 1.4.2; 2.1.5, 3.1.6, 4.1.4, 4.1.7

VOCABULARY:
- Check-Out, Check-In
- Circulation Desk
- Browsing
- Respect
- Spine Label
- Fairness
- Shelf-Marker
- Return
- Renew
- Call Number

SUGGESTED RESOURCES:
- \textit{What Happened to Marion’s Book?} by Brook Berg,
- A selection of fiction and non-fiction books available in the LMC
- LCD projector
- Document camera
- iPads
- a “damaged” book
ESSENTIAL QUESTIONS:
· Why do people come to the library?
· How should a library sound? look? feel? (quiet, neat, safe)
· How should the people using a library walk? talk? sit?
· Why is it important to follow the rules?
· Why is it important to treat all materials carefully?

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

ASSESSMENT:
Ongoing formative assessment through observation, conferencing and class discussion; summative assessment included in final Benchmark Assessment.

II. Awareness of and Interaction with Literature
Students will practice good reading behaviors, including metacognitive strategies, to pursue personal and aesthetic growth.

OBJECTIVES:
· Listen to and discuss (or otherwise respond to) read-aloud selections.
· Select a variety of literature based on interest, need, and appropriateness.
· Understand that fiction and nonfiction may be used for recreational reading, class assignments, and research.
· Understand that all libraries provide a diverse collection of information presenting many viewpoints.
· Practice metacognitive strategies when reading, listening, and discussing.
· Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.

COMMON CORE STANDARDS:
RL.2.1; RL.2.2; RL.2.7; RL.2.9; RL.2.10;

AASL STANDARDS FOR THE 21ST CENTURY LEARNER:
4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, 4.3.3, 4.4.1, 4.4.6

VOCABULARY:
· Author
· Illustrator
· Genre
· Point-of-View, Who is telling the story
· Visualizing
· Text-to-Text/Text-to-Self/Text-to-World Connections
· Fable / Folktale
· Prior Knowledge
· Fiction
· Nonfiction
· Biography
· Poetry
· Just-Right Books
· Lesson / Moral
SUGGESTED RESOURCES:
- Various fiction and non-fiction books in the ECS LMC
- Author/illustrator websites
- Video streaming sites
- LCD projector
- Document camera
- iPads

ESSENTIAL QUESTIONS:
- Why do we read?
- What connections can I make to myself, other books, or the world?
- Why is it good to select a “just-right” book?
- Why share my response to what I read?

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

BENCHMARK ASSESSMENT:
In addition to observation and conferencing, each student will complete at least one “You Should Read…” (student recommendations) sheet by the end of the third marking period. (see attachment 1)

III. INFORMATION LITERACY
Students will begin to use an information search process model (Plan, Do, Review) as an aid to inquire, think critically, and gain knowledge.

OBJECTIVES:
Students will
- Practice formulating questions and identifying keywords (“Plan”).
- “What Might We Want To Learn About ______________.”
- Understand fact v. opinion.
- Identify, locate, and utilize parts of a book to locate information (including Title, Table of Contents, and Chapter headings) (“Do”).
- Create simple citations (“Do”) (Title).
- Use the library’s electronic catalog to locate books (“Do”).
- Share new knowledge through writing, speaking, and/or web-based technology tools (“Do”).
- Reflect on own work and respond to others’ (“Review”).
- Ask and answer who, what, when, where, why and how to demonstrate key details in text.
- Locate a nonfiction book in the LMC by the first two numbers of the Dewey Decimal System (Difficult to do without computers.)

COMMON CORE STANDARDS:
R1.2.1; R1.2.2; R1.2.5; R1.2.10
AASL STANDARDS FOR THE 21ST CENTURY LEARNER:
1.1.1, 1.1.3, 1.1.4, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.3.1, 1.4.2, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.3.1, 2.4.1, 2.4.2, 3.1.1, 3.1.2, 4.4.2

VOCABULARY:
- Dictionary
- Encyclopedia
- Catalog
- Destiny
- Table of Contents
- Index
- Alphabetical order (ABC order)
- Fact
- Opinion
- Publisher
- Author
- Illustrator
- Copyright
- Citation
- “Super 3 – Plan, Do, Review”
SUGGESTED RESOURCES:
- Various Library Resources
- Dictionary
- Dictionary.com
- Children’s Atlases
- Destiny (Online Catalog)
- Selection of Nonfiction Texts
- Computers
- LCD Projector

ESSENTIAL QUESTIONS:
- Why do we research?
- How will I solve an information problem?
- Why is it important to plan my project? Review it?
- What is a citation, and why do I need it? What happens if I don’t do it?
- Why is it important to include my opinion when I share what I’ve learned?

ASSESSMENTS:
In addition to observation and conferencing, Grade 2 Benchmark Assessment (checklist) is to be completed by end of school year.
(Your Name Here)

Says You should Read

(Title of book)

by ____________________________

(Author)

Because

(Tell what you liked about the book!)

(Draw a picture of your favorite part!)

Call #: ____________________________

(It's on the spine label.)