PETERS TOWNSHIP SCHOOL DISTRICT

CORE BODY OF KNOWLEDGE

LIBRARY MEDIA
THIRD GRADE

For each of the sections that follow, students may be required to understand, apply, analyze, evaluate or create the particular concepts being taught.

 COURSE DESCRIPTION:
Third Grade's Library Media curriculum is based on finding information, using information, sharing information, and enjoying literature. Instruction is organized into six units: Library Orientation, Literature Motivation and Appreciation, Access Information, Internet Safety, Ethical Use of Information, and Analyze, Identify and Evaluate Resources. The foundation is laid for developing research skills and appreciating literature. Students will also utilize the Super 3 research process (*Plan, do, review*) which leads them to become 21st century learners.

STUDY SKILLS:

- Inquire, think critically, and gain knowledge
- Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
- Share knowledge and participate ethically and productively as members of our democratic society
- Pursue personal and aesthetic growth.

UNIT THEMES:

- **LIBRARY ORIENTATION**
  - Put first things first and locate books in the LMC independently.
  - Have a plan to successfully check out, carry, and return books to the LMC on time.
  - Describe the career path of a library media specialist.
  - Think win win and describe appropriate uses of the LMC.
  - Seek first to understand and demonstrate respect for library materials and others in the LMC with please and thank-you's.
  - Recognize LMC staff, parent volunteers.
  - Exhibit appropriate behavior in LMC.
  - Use shelf markers while browsing.
  - Turn pages appropriately.
  - Have a plan to protect library books and keep them safe at home.
  - Put into practice Super 3 Behaviors.

- **LITERATURE APPRECIATION AND MOTIVATION**

- Use the OPAC to locate books within a specific genre, subject, or by author in the library
- Put first things first and select an appropriate book for personalized reading and have a plan to read (for at least 20 minutes or as appropriate) each day.
- Respond to teacher-librarian questions to clarify understanding before, during, and after reading.
- Use technology and other information tools to analyze and organize information
- Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
- Identify and compare/contrast characters, settings, and problems in stories that are read aloud and independently.
- Retell a story with a beginning, middle, and end.
- Distinguish between fantasy and reality within a story.
- Use the Five-Finger Tip Method when selecting books.
- Give examples of at least 5 Caldecott winners.
- Judge their favorite PA Young Reader's nominee

- **ACCESS INFORMATION**
  - Access the LMC OPAC and find resources by visual icons or by author, title, subject
  - Interpret search results
  - Use technology and other information tools to analyze and organize information
  - Locate within the Library Media Center, the OPAC, picture books, nonfiction, fiction books, audiovisual materials, periodicals, and general reference with help from the CAT slip.
  - Differentiate between fiction and nonfiction call numbers.
  - Recognize type of media and availability of items from using the OPAC.
  - Complete a CAT slip
  - Interpret the Dewey call numbers to locate non-fiction books of interest.
  - Explain that nonfiction books in a library are organized under Dewey's 10 major topics and are shelved in numerical order.
  - Locate beginning and end of lmc's fiction section/E neighboorhoods/Book Nook series
  - Locate beginning and end of lmc's nonfiction books (000's-900's).
  - Locate bookmarked webpages online
  - Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

- **INTERNET SAFETY**
  - Login to personal H Drive
  - Interpret online bullying behaviors and evaluate why these behaviors create problems offline as well.

- Seek first to understand what it would feel like to be bullied online and respect the feelings of others.
- Know when to get help from a trusted adult if they are feeling unsafe online.
- Adhere to the school district's Acceptable Use Policy.
- Discuss rules for respecting the "work/property" of others online.

- **ETHICAL USE OF INFORMATION**
  - Use information technology safely, honestly, and responsibly.
  - Identify a copyright symbol.
  - Summarize in their own words to avoid plagiarizing.

- **ANALYZE, IDENTIFY AND EVALUATE RESOURCES**
  - **Put first things first**, and make connections to prior knowledge
  - **Select** resources in a variety of formats.
  - **Differentiate** between fact and opinion.
  - **Compare/Contrast** a fiction or nonfiction book by the call number on the spine label.
  - **Determine** the parts of a nonfiction book such as table of contents, index, glossary.
  - **Summarize** important information in note format.
  - **Utilize** a graphic organizer for notes.
  - **Judge** between "good" information and "bad" information with the understanding that the Internet lacks organization, standards, governance, quality control, and reliability

MATERIALS: Print and digital resources

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