

Grade 1 Library Curriculum - Information Literacy

Pennsylvania Standards	Topics/Performance Objectives	Activities/Resources	Assessment Strategy	Scope and Sequence	Info Power
<p>1.8.3 A Select a topic for research</p> <p>1.8.3 B Locate information using appropriate sources and strategies</p>	<p>Determine Information Needs:</p> <p>Topic Resource Need -Recognizes need for Information</p> <p>Develop Information Seeking Strategies: Information Provider School Library -Locates appropriate books of interest & challenging reading (easy & non-fiction).</p> <p>Utilizes Public Library</p> <p>Search Strategies -Identifies parts of a book -Develops library vocabulary -Becomes familiar with basic computer terms -Demonstrates ability to locate materials in the easy section using alphabetical order</p>	<p>Introduce search strategy</p> <p>Introduce call numbers</p> <p>Introduce resources Public Library card signup Collaborate with Bethlehem Area Public Library – Youth Services rkochmaruk@bapl.org</p> <p>Introduce strategy Nonfiction books Fiction books</p> <p>Introduce operations Continue alphabetical order</p>	<p>Statement of topic</p> <p>Observation</p> <p>Observation</p> <p>Completion of Project</p> <p>Observation</p>	<p>I/R</p> <p>I/R</p> <p>I/R</p> <p>I/R</p> <p>I</p>	<p>1.1, 1.2, 3.2, 4.1</p> <p>1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 4.1, 5.2, 6.1, 6.2, 7.1, 7.2, 8.3</p>

<p>3.7.4 C Identify basic computer operations and concepts</p>	<p>Locates & Acquires Information -Electronic Catalog -Non-fiction Books</p>	<p>Use OPAC with librarian or teacher Format of nonfiction books</p>	<p>Observation Completion of project</p>	<p>I/R I/R</p>	
<p>1.1.3 A Identify the purposes and types of text before reading</p>	<p>Recognize Quality and Craftsmanship</p> <p>Establish Clear Information Goals -Continues to locate & select books of interest -Reads books of interest</p>	<p>Facilitate book selection Independent reading</p>	<p>Observe circulation Student participation</p>	<p>I/R I/R</p>	
<p>1.3.3 A Read and understand works of literature</p>	<p>Literature Appreciation -Becomes acquainted with & shows interest in various books, authors, & illustrators -Develops good listening & discrimination skills -Develops retelling skills -Develops awareness of culturally diverse literature -Demonstrates appreciation of literature through creative responses</p>	<p>Read examples to students - author/illustrator study - author/illustrator website information study - author visits</p>	<p>Student participation</p>		<p>5.1</p>
<p>1.3.3 F Read and respond to nonfiction and fiction including poetry and drama</p>	<p>Genres -Develops appreciation for various genre & verbalizes preference -Continues to distinguish between fact and fiction</p>	<p>Read examples to students - compare and contrast fiction /non-fiction - discuss simple elements of various genres</p>	<p>Discussion Observe circulation Completion of project</p>	<p>I</p>	<p>3.2, 3.4, 5.1, 5.2, 5.3</p>

<p>3.6.4 B Know that information technologies involve receiving, storing, retrieving and decoding.</p> <p>3.8.4 A Know that people select, create and use technology and that they are limited by social and physical restraints.</p> <p>1.8.3 C Organize, summarize and present the main ideas from (the) research</p> <p>1.6.3A Listen to others</p>	<p>Demonstrate Social Responsibility:</p> <p>Equitable Access -Follows the established circulation procedures</p> <p>Ethical Behavior Intellectual property rights -Uses information technology properly -Produces original work</p> <p>Acceptable Use -Cares for books & all media -Understands the concept of borrowing books -Understands the responsibility for books borrowed & consequences of losing books</p> <p>Member of Learning Group -Develops appropriate listening, speaking & discussion skills -Shows respect for everyone including one's self -Shares knowledge gained from resources -Works & communicates appropriately with others</p>	<p>Introduce procedures - question and answer</p> <p>Introduce policy and procedures - discussion - question and answer</p> <p>Introduce guidelines of working in groups</p>	<p>Observation</p> <p>Observation</p> <p>Observation</p>	<p>I/R</p> <p>I/R</p> <p>I/R</p>	<p>2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, 4.2, 5.3, 6.1, 6.2, 8.2, 8.3</p> <p>9.1, 9.2</p>
--	--	--	--	----------------------------------	--