Grade level: _____ 3 _____  
Course Title: Library  
Topic/Concept: Demonstrate Social Responsibility  
Unit Sequence: ____ 1

Time Allotment: 2 sessions-ongoing

Major Concepts to be learned:

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<tbody>
<tr>
<td>1.</td>
<td>Acceptable use of the library</td>
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Expected Skills to be demonstrated:

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<tbody>
<tr>
<td>1.</td>
<td>Demonstrate acceptable use of resources</td>
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<tr>
<td>2.</td>
<td>Demonstrate acceptable use of equipment</td>
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<tr>
<td>3.</td>
<td>Demonstrate responsible care of facility</td>
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</table>

PA Standards/Anchors:  
R3.1.8

Eligible Content:  
PSL – R3.1.8.3C

Instructional Strategies:  
Model acceptable use of resources  
Model acceptable use of equipment  
Model responsible care of facility  
Activity sheets

Assessments:  
- Class discussion  
- Participation  
- Observation  
- Tests
Grade level: 3  
Course Title: Library  
Topic/Concept: Recognize Quality & Craftsmanship  
Time Allotment: 3 sessions-ongoing  
Unit Sequence: 2  

Major Concepts to be learned:

1. Establish clear information goals

Expected Skills to be demonstrated:

1. Select books of interest
2. Select books on appropriate level

PA Standards/Anchors:  
R3.1.1

Eligible Content:  
PSL – R3.1.1.3A

Instructional Strategies:

- Provide a variety of genre books
- Read aloud a variety of genre books
- Provide appropriate leveled books
- Display a variety of leveled books and genre

Assessments:

- Observation
- Student participation
- Selection of books
Grade level: 3  
Course Title: Library  
Topic/Concept: Determine Information Needs  
Time Allotment: 4 session-ongoing  
Unit Sequence: 3

Major Concepts to be learned:

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<tr>
<td>1.</td>
<td>Reference need</td>
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Expected Skills to be demonstrated:

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</table>
| 1. | Articulate reference need  
| 2. | Identify information needed |

PA Standards/Anchors:

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<td>R3.1.8</td>
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Eligible Content:

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<tr>
<td>PSL – R3.1.8.3A</td>
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Instructional Strategies:

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| Encourage students to choose appropriate leveled books  
| Encourage students to choose books of interest  
| Encourage students to choose information needed  
| Activity sheets |   |

Assessments:

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| Book selection  
| Class discussion  
| Tests |   |
Grade level: 3  
Course Title: Library  
Topic/Concept: Utilize the library  
Unit Sequence: 4  
Time Allotment: 8 sessions-ongoing  

Major Concepts to be learned:

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<td>1.</td>
<td>Search strategies</td>
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Expected Skills to be demonstrated:

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<tbody>
<tr>
<td>1.</td>
<td>Locate title page of a book</td>
</tr>
<tr>
<td>2.</td>
<td>Utilize table of contents</td>
</tr>
<tr>
<td>3.</td>
<td>Utilize glossary</td>
</tr>
<tr>
<td>4.</td>
<td>Utilize index</td>
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PA Standards/Anchors:

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<td>R3.1.8</td>
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Eligible Content:

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<tr>
<td>PSL – R3.1.8.3B</td>
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Instructional Strategies:

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<tr>
<td>Provide examples of title page, table of contents, glossary and index</td>
<td></td>
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<tr>
<td>Activity sheets</td>
<td></td>
</tr>
<tr>
<td>When reading aloud, review title page, table of contents, glossary, and index</td>
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Assessments:

- Participation
- Class discussion
- Tests
Grade level: 3
Course Title: Library
Topic/Concept: Recognize Quality and Craftsmanship

Time Allotment: 1 session-ongoing
Unit Sequence: 5

Major Concepts to be learned:

1. Literature Appreciation

Expected Skills to be demonstrated:

1. Identify authors of interest
2. Identify illustrators of interest

PA Standards/Anchors:

R3.1.3

Eligible Content:

PSL – R3.1.3.3A

Instructional Strategies:

Read aloud a variety of well-known authors’ books
Provide examples of well-known illustrators’ works
Provide books by well known authors
Encourage students to choose.

Assessments:

• Selection of books
• Observation
• Class discussion
Grade level: 3  
Course Title: Library  
Topic/Concept: Recognize Quality and Craftsmanship  
Time Allotment: 4 sessions  
Unit Sequence: 6

Major Concepts to be learned:

| 1. Literature Appreciation |

Expected Skills to be demonstrated:

| 1. Define Caldecott and Newbery Awards  
2. Read literature by award winning authors  
3. Read and examine literature illustrated by award winning authors and illustrators |

PA Standards/Anchors:  
Eligible Content:

| R3.1.3  
PSL – R3.1.3.3F |

Instructional Strategies:  
Assessments:

| Read aloud Caldecott and Newbery books  
Provide Caldecott and Newbery books for selection  
Display posters with Caldecott and Newbery titles  
• Book selection  
• Observation  
• Tests |
Grade level: 3  
Course Title: Library  
Topic/Concept: Determine Information Need  
Time Allotment: 5 sessions  
Unit Sequence: 7  

Major Concepts to be learned:  
1. Develop Information Seeking Strategies

Expected Skills to be demonstrated:  
1. Recognize call numbers  
2. Identify the Dewey Decimal System

PA Standards/Anchors:  
R3.1.8

Eligible Content:  
PSL – R3.1.8.3B

Instructional Strategies:  
- Review call number  
- Introduce Dewey Decimal System  
- Activity sheets  
- Browse sections of the library to understand the Dewey Decimal System

Assessments:  
- Class discussions  
- Participation  
- Tests
Grade level: 3  
Course Title: Library  
Topic/Concept: Locate and Acquire Information  

Time Allotment: 5 sessions-ongoing  
Unit Sequence: 8

Major Concepts to be learned:

1. Utilize OPAC

Expected Skills to be demonstrated:

1. Perform author search  
2. Perform title search  
3. Perform subject search

PA Standards/Anchors:  
R3.1.8

Eligible Content:  
PSL – R3.1.8.3B

Instructional Strategies:  
Use smart board to facilitate use of OPAC  
Individual use of computers to search for printed material on OPAC  
Activity sheets

Assessments:  
- Participation  
- Observation  
- Independent use of OPAC  
- Tests
Grade level: 3  
Course Title: Library  
Topic/Concept: Oral Summary Book Report

Time Allotment: 4 sessions  
Unit Sequence: 9

### Major Concepts to be learned:

1. Distinguish between essential and non-essential information
2. Summarize information
3. Retell a story

### Expected Skills to be demonstrated:

1. Oral book talks

### PA Standards/Anchors:  

| R3.1.6  
| R3.1.8 |

### Eligible Content:

| PSL – R3.1.8.3C |

### Instructional Strategies:

- Model a summary of a story
- Provide a model using story cards to teach components of a story summary
- Provide support and encouragement for the learners’ communication skills

### Assessments:

- Book talks