

Stratford Public Schools
Library Media Curriculum
Instructional Technology Unit
Grade 3

Unit Name:

Instructional Technology

Synopsis:

Students will learn to use *Google Docs* and *Google Classroom* to share their work, as well as continue to learn technology skills to prepare them to effectively use 21st century skills as learning tools and for personal enrichment.

Enduring Understandings:

- Every student has his/her own *Google* account and it is important to use that account in school.
- Memorizing the keyboard will improve keyboarding skills.
- *Google Docs* and *Google Classroom* can be used to share work.

Essential Questions:

- How can I use technology to learn?
- How do I memorize the keyboard?
- How do I use *Google Docs* and *Google Classroom* to share my work?

Assessment Plan:

- Teacher observation of student using technology
- Teacher review of student work
- Demonstrate proper use of technology
- Typing Pal reports
- Pre and post test

Learning Objectives:

- Recognize when an application or device is not working properly
- Access and explore preselected websites independently
- Navigate websites using menu choices and toolbar
- Relaunch applications as a troubleshooting measure
- Launch, use and quit applications
- Work independently on the computer or with a partner
- Demonstrate proper care of equipment
- Log onto individual Typing Pal account

- Access, navigate and use Typing Pal
- Recognize proper finger placement on the keyboard
- Practice proper keyboarding
- Use Google Docs to share work
- Title Google Docs
- Locate saved documents in Google Drive
- Access, navigate and use Google Classroom

Content/Topics:

- Log onto individual Google and Typing Pal accounts
- Understand and practice proper finger placement on the keyboard
- Access, navigate and use Google Docs and Google Classroom to share work

Differentiation Strategies:

- Collaborate in small groups or pairs
- Work with students individually
- Modify assignments
- Model proper finger placement

Key Vocabulary:

- Cursor
- Spacebar
- Shift key
- Home row
- Backspace
- Toolbar
- Typing Pal
- Google Docs
- Google Classroom
- Google Drive

Learning Plan Components (Resources)

Core:

- Chromebooks
- Typing Pal
- Google Docs
- Google Classroom

Choice:

- Nearpod - Technology Applications - S3L3 - Keyboard Posture
- PebbleGo

- ABCYA.com
- RoomRecess.com
- Desktop computers
- SmartBoard
- Document camera

21st Century Skills:

- Develop proficiency with the tools of technology
- Use technology as a tool to research, organize, evaluate and communicate information
- Think and work creatively in both digital and nondigital environments to develop unique and useful solutions

Common Core Standards:

- W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- W.3.7 Conduct short research projects that build knowledge about a topic.
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Information Literacy and Technology Standards:

- ISTE-1d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

Stratford Public Schools
Library Media Curriculum
Lifelong Reading Unit
Grade 3

Unit Name:
Lifelong Reading

Synopsis:
Students will listen to and enjoy books individually and in a group setting while gaining an understanding of how to find deeper meaning in the story and characters, as well as learn about and explore different genres.

Enduring Understandings:

- Reading is for fun and for learning.
- Fiction stories can help us better understand other people and the world around us.
- Nonfiction books provide facts and information for school work and personal interest.
- Books can be read in print or digital formats.
- Exploring and understanding different genres can help develop new interests.

Essential Questions:

- How can I find library books I will enjoy?
- How does exploring different genres benefit a reader?
- How can I listen to and understand fiction and nonfiction books?
- How is reading digital books different from reading print books?

Assessment Plan:

- Read and discuss books in a group
- Destiny circulation statistics
- Teacher observation of students locating and checking out books
- Discussion of books among students and teacher

Learning Objectives:

- Select books according to interests and reading level
- Locate fiction and nonfiction books in the library
- Understand different genres
- Develop a deeper understanding of a story

- Identify characters, setting and major events in a story
- Understand nonfiction text can be used to pursue personal interests
- Develop reading independence and stamina
- Select and evaluate age-appropriate literature
- Share information about age-appropriate literature
- Understand connection between reading and personal interests
- Demonstrate a respect for library space and materials

Content/Topics:

- Select books of personal interest
- Explore and learn about different genres
- Understand the differences between fiction and nonfiction books
- Understand books can be read in print and digital formats

Differentiation Strategies:

- Work with students individually
- Work with classroom teacher
- Model thinking aloud when reading
- Model correct use of Destiny

Key Vocabulary:

- Fiction
- Nonfiction
- Chapter book
- Picture book
- Genre
- Biography
- Historical fiction
- Realistic fiction
- Fantasy
- Mystery
- Humor
- Science fiction
- Comic book
- Graphic novel
- Renew
- Overdue

Learning Plan Components (Resources)

Core:

- Destiny
- Fiction books
- Nonfiction books
- Books of various genres
- Read aloud stories
- PebbleGo

Choice:

- Destiny Quest
- SmartBoard
- Document camera
- MyOn
- Uniteforliteracy.com

21st Century Skills:

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

Common Core Standards:

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

- RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Information Literacy and Technology Standards:

- AASL-5a.1 Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
- AASL-5c.1 Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.

Stratford Public Schools
Library Media Curriculum
Information Literacy Unit
Grade 3

Unit Name:
Information Literacy

Synopsis:
Students will practice locating information in print and digital sources, using nonfiction components to efficiently locate information and using Destiny to locate books for school work and personal interest.

Enduring Understandings:

- Destiny can be used to locate books for school work and personal interest.
- Nonfiction information can be found in books and on the computer.
- Using components of fiction and nonfiction books can help the reader better understand the information.
- Information should be located in multiple sources to be complete and accurate.

Essential Questions:

- How can I use fiction and nonfiction components to better understand information?
- Where can I find information?
- How can I use Destiny to locate books for school work and personal interest?

Assessment Plan:

- Teacher review of student work
- Teacher observation of students in the library
- Classroom discussions
- Demonstrate locating information and using text components
- Pre and post test

Learning Objectives:

- Understand the purpose of Stratford's online catalog Destiny
- Use different search strategies to locate books using Destiny
- Identify and use the components of nonfiction text
- Use the table of contents and index of nonfiction text

- Locate nonfiction information in multiple sources
- Identify author, title, illustrator, publisher and copyright date
- Recognize information can be found in books and on the computer
- Use keyword searching to locate information in databases
- Identify and use the components of fiction text
- Work collaboratively to locate and share information

Content/Topics:

- Use Destiny to locate books for school work and personal interest
- Recognize basic components of books and the differences between fiction and nonfiction books
- Understand nonfiction text features can be used to accurately and efficiently locate information
- Use print and digital resources to locate information

Differentiation Strategies:

- Collaborate in small groups or pairs
- Work with students individually
- Modify assignments

Key Vocabulary:

- Destiny
- Subject
- Keyword
- Series
- Fiction
- Nonfiction
- Digital
- Table of contents
- Index
- Glossary
- Caption
- Label
- Diagram
- Heading
- Chart
- Graph
- Table

Learning Plan Components (Resources)

Core:

- Destiny
- Destiny Quest
- Chromebooks
- Nonfiction books
- PebbleGo

Choice:

- *But I Read it on The Internet* by Toni Buzzeo
- *Pirates of Plagiarism* by Lisa Downey
- SmartBoard
- Document camera
- Britannica Online
- MyOn
- Uniteforliteracy.com
- Enchantedlearning.com

21st Century Skills:

- Develop proficiency with the tools of technology
- Think and work creatively in both digital and nondigital environments to develop unique and useful solutions
- Manage, analyze, and synthesize multiple streams of simultaneously presented information
- Create, critique, analyze, and evaluate multimedia texts

Common Core Standards:

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6 Distinguish their own point of view from that of the author of a text.
- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Information Literacy and Technology Standards:

- ISTE-3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE-3b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Stratford Public Schools
Library Media Curriculum
Digital Citizenship Unit
Grade 3

Unit Name:
Digital Citizenship

Synopsis:
Students will understand the characteristics that make someone a good digital citizen, as well as the importance of protecting their identity by not sharing private information online.

Enduring Understandings:

- Good digital citizens are responsible and respectful when online.
- There are characteristics that make someone a good digital citizen.
- It is important to protect yourself and your identity by not to sharing private information when online.
- Some online dilemmas require adult intervention to resolve.

Essential Questions:

- What kinds of responsibilities do good digital citizens have?
- How can we help others to be good digital citizens?
- How can I protect my identity when online?

Assessment Plan:

- Classroom and individual discussions
- Teacher review of student work
- Nearpod reports and quizzes

Learning Objectives:

- Recognize and follow school technology rules
- Demonstrate appropriate actions when using technology
- Use critical thinking skills to understand:
 - the importance of privacy when using the Internet
 - concerns and issues that require adult intervention
 - the importance of protecting your identity online
 - how to protect your identity online
 - effects and consequences of cyberbullying
 - good digital citizens are responsible and respectful

Content/Topics:

- Understand what makes someone a good digital citizen and the importance of being responsible and respectful online
- Understand how to protect your identity by not sharing private information online

Differentiation Strategies:

- Collaborate in small groups or pairs
- Work with students individually
- Modify assignments

Key Vocabulary:

- Responsible
- Respectful
- Community
- Digital citizen
- Private
- Cyberbullying
- Identity

Learning Plan Components (Resources)

Core:

- Nearpod - Common Sense Lesson 1-1 - Rings of Responsibility
- Nearpod - Common Sense Lesson 3-2 - Super Digital Citizen
- Chromebooks

Choice:

- Nearpod - Common Sense Lesson 3.3 - Privacy Rules
- Nearpod - Common Sense Lesson 2.2 - Digital Citizenship Pledge
- http://www.abcya.com/cyber_five_internet_safety.htm
- <http://www.netsmartz.org/NetSmartzKids>
- PebbleGo - Internet Safety
- *Once Upon a Time Online* by David Bedford
- *Technology Tail: A Digital Footprint Story* by Julia Cook
- SmartBoard
- Document camera

21st Century Skills:

- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.

Common Core Standards:

- SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Information Literacy and Technology Standards:

- ISTE-2b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- ISTE-2d Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.