

Curriculum Map: 3rd Grade Library

Course: Library3 Sub-topic: General

Grade(s): 3

Course Description: In this course, students will learn the basic, foundational skills necessary in order to properly navigate the library, the internet, and other essential materials. Students will learn the significance and importance of diversity, as well as display elements of collaboration, teamwork, and respect for others throughout the school year. In this course, students will help to create a student-centered environment, where there is a balance of small group, independent, and one-on-one learning taking place. Students will deepen their understanding of literature, research, and technology, as well as advance their collaboration skills with the help of their classmates.

Unit: Unit 1: Library Rules/Book Care

Timeline: Week 1 to 3

Unit

Description: In this unit, students will be able to demonstrate the importance of teamwork, diversity, and collaboration in a library setting, all while developing the necessary skills to utilize materials appropriate, help to maintain a safe learning environment for all, and create a space that is both respectful and empathetic to each child's unique/diverse needs. Students will help to create the expectations of the library's learning environment, as well as master the skills need to independently locate and utilize materials safely in the classroom. Ultimately, this unit will create the foundation for the expectations and rules to be followed throughout the entirety of the school year.

Unit Essential Questions:

How Do Learners...

become informed and committed to the concept of diversity?

gain perspective, recognize, and represent diverse points of view?

reflect on their own range of perspectives and develop awareness, inclusion of, and empathy for others?

Unit Big Ideas: II. Include: Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Unit Materials:

Google Slides Presentation

Google Classroom

Google Docs/Paper Worksheets

Chromebooks

Library System (Follett Software)

Books

Unit**Assignments:**

Complete a Diversity Activity

Complete a Worksheet on Rules/Expectations/Proper Etiquette in the Library

Formulate Teams/Complete Team Building Exercises

Establish a Library Community Name

Display Understanding of Location of Books by Making Independent Selections

Unit Key**Terminology
& Definitions:**

Developing Self-Awareness and Self-Management

Developing Social Problem-Solving Skills

Engaging in a Learning Community

Communicating to Establish & Sustain Relationships

Selecting and Reading Literary Fiction, Nonfiction, & Informational Texts

Topic: Unit 1 - Lesson 1: Library Rules Review

Minutes for Topic: 45

Topic: Unit 1 - Lesson 2: Book Care/Book Selection Review

Minutes for Topic: 45

Topic: Unit 1 - Lesson 3: Using the Library System

Minutes for Topic: 45

Unit: Unit 2: Researching 101

Timeline: Week 4 to 9

Unit**Description:**

In this unit, students will learn, understand, and apply researching skills into creating an animal habitat project. Students will identify the standards for appropriate websites. Students will demonstrate proper note-taking skills from information websites. Additionally, students will complete a Google Doc on research questions they create, as well as research questions already established. The purpose of this research is to supply students with knowledge and information so that they can create a 3-D animal habitat in order to present/display their research to their classmates.

Unit Essential**Questions:**

How do learners...

follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media?

use valid information and reasoned conclusions to make ethical decisions in creating new knowledge?

their use of information and information technologies?

display curiosity and initiative?

engage with and create meaning from information and text?

participate in an inquiry-based process?

Unit Big Ideas: VI. Engage: Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

I. Inquire: Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.

Unit Materials: Google Classroom

Internet

Endangered Animal Websites

Rubric for Endangered Animal Habitat Project

Students -- Materials at home to create 3D Habitat Project

Google Slides -- Internet Safety & Appropriate Websites

Google Doc -- Endangered Animal Research

Unit Assignments: Quiz -- Appropriate Websites and Internet Safety

Google Docs -- Endangered Animal Research

Project -- Endangered Animal Habitat Project

Unit Key Terminology & Definitions: Using Information & Technology Safely & Responsibly

Using & Presenting Information in Different Media Formats

Constructing Questions for Research & Inquiry

Using Information in Research & Inquiry Processes

Topic: Unit 2 - Lesson 1: Internet Safety/Identifying Appropriate Websites

Minutes for Topic: 45

Topic: Unit 2 - Lesson 2: Note-taking in Informational Texts

Minutes for Topic: 45

Topic: Unit 2 - Lesson 3: Developing Research Questions

Minutes for Topic: 45

Topic: Unit 2 - Lesson 4: Animal Habitat Research

Minutes for Topic: 120

Unit: Unit 3: Non-Fiction in Depth

Timeline: Week 10 to 13

Unit Description: In this unit, students will look at author's purpose in informational texts. Students will gain knowledge and strategies in order to analyze informational/non-fiction texts in depth. Students will be able to question and synthesize information in order to answer questions. Students will learn how to support opinions/ideas with facts and information from texts.

Unit Essential Questions: How do learners...

gather information appropriate to the task?

demonstrate understanding of author's point of view?

support opinions using facts from informational texts?

develop and utilize reading strategies for informational texts?

Unit Big Ideas: V. Explore: Learners read, discover and innovate with a growth mindset developed through experience and reflection.

IV. Curate: Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.

Unit Materials: Google Classroom

Non-fiction texts

Internet

Projector Screen

Google Slides Presentation -- Point of View/Informational Text Reading Strategies

Google Docs -- Supporting Opinions with Facts Activity Sheet

Unit Assignments: Google Doc -- Supporting Opinions with Facts from Informational Texts

Quiz -- Information Text Reading Strategies and Author's Point of View

Unit Key Terminology & Definitions: Evaluating Information Sources

Examining Perspectives and Points of View

Locating Nonfiction and Informational Texts

Topic: Unit 3 - Lesson 1: Identifying Author's Purpose

Minutes for Topic: 45

Topic: Unit 3 - Lesson 2: Evaluating Informational Texts

Minutes for Topic: 45

Topic: Unit 3 - Lesson 3: Non-fiction text study

Minutes for Topic: 90

Unit: Unit 4: Fiction in Depth

Timeline: Week 15 to 18

Unit Description: In this unit, students will look at fictional texts in depth. Students will tell a fictional story using prior knowledge of plot and personal experiences. Students will study characters and demonstrate their understanding of character emotion, a story's moral, and conflict through their own stories.

Unit Essential Questions: How do students...

Use personal experiences in order to tell a story?

Collaborate with classmates in peer review sessions?

gather information appropriate to the task?

Unit Big Ideas: IV. Curate: Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.

Unit Materials: Google Slides

Chromebooks

Google Classroom

Google Docs

Plot Outline Activity Sheet

Unit Plot Outline Activity Sheet
Assignments: Google docs -- Final Story Draft

Unit Key Terminology & Definitions: Creating Multimedia to Demonstrate Learning
Story Moral
Plot
Characters
Peer Review
Developing Digital Skills

Topic: Unit 4 - Lesson 1: Plot/Character Review
Minutes for Topic: 45

Topic: Unit 4 - Lesson 2: Applying Reading Strategies in Fiction
Minutes for Topic: 45

Topic: Unit 4 - Lesson 3: Recalling Past Experiences to Tell a Fictional Story
Minutes for Topic: 90

Unit: Unit 5: Developing an Argument

Timeline: Week 24 to 27

Unit Description: In this unit, students will develop a personal opinion on a topic. Students will gather details and information in order to support their opinions/develop an argument. Students will analyze an author's point of view/argument and determine details that support the author's point of view/argument. Students will present their arguments to their classmates in a mini debate.

Unit Essential Questions: How do learners...
develop and support an argument?
determine facts that support an author's argument/point of view?

Unit Big Ideas: II. Include: Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

III. Collaborate: Learners work effectively with others to broaden perspectives and work toward common goals.

Unit Materials: Chromebooks
Non-fiction texts
Google Slides Presentation -- Creating an Argument
Google Docs -- Supporting an Argument Activity

Unit Assignments: Google Doc -- Supporting an Argument Activity
Mini Class Debate

Unit Key Argument

Terminology &**Definitions:**

Supporting details

Facts & Opinions

Point of View

Using & Synthesizing Information

Topic: Unit 5 - Lesson 1: The Art of an Argument

Minutes for Topic: 45

Topic: Unit 5 - Lesson 2: Evaluating an Author's Point of View

Minutes for Topic: 45

Topic: Unit 5 - Lesson 3: Supporting an Argument with Facts/Reasoning

Minutes for Topic: 90

Unit: Unit 6: Poetry

Timeline: Week 32 to 39

Unit

In this unit, students will study various poems. Students will develop their own poem and use digital media in order to produce/publish their poems. Students will record their poems using a screencasting website.

Description:**Unit Essential**

How do learners...

Questions:

express their thoughts, emotions, and feelings through poetry?

produce a poem using various forms of digital media?

Unit Big Ideas: VI. Engage: Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

Unit Materials: Poems on Google Docs

Chromebooks

Screencast-o-matic website

Google Slides

Unit**Assignments:**

Rough Draft of Poem -- Google Docs

Poetry Analysis -- Google Docs

Poem Recording using Screencast and Google Slides

Unit Key**Terminology &
Definitions:**

Mood

Tone

Cinquain

Haiku

Prose Poetry

Creating Multimedia to Demonstrate Learning

Using & Presenting Information in Different Media Formats

Topic: Unit 6 - Lesson 1: Types of Poems Review

Minutes for Topic: 45

Topic: Unit 6 - Lesson 2: Poetry Comparison using Venn Diagram

Minutes for Topic: 45

Topic: Unit 6 - Lesson 3: Developing a Poem

Minutes for Topic: 90

Topic: Unit 6 - Lesson 4: Publishing a Poem Using Screencast-O-Matic and Google Slides

Minutes for Topic: 180

Unit: Unit 7: Interpreting Informational Texts

Timeline: Week 38 to 42

Unit

In this unit, students will analyze informational texts, develop skills and tools to draw

Description:

personal conclusions from texts, and revisit author's point of view in informational texts. Students will compare and contrast literary fiction and non-fiction.

Unit Essential

How do learners...

Questions:

draw conclusions from informational texts?

find supporting details within an informational text?

compare fiction and non-fiction using graphic organizers?

Unit Big Ideas:

I. Inquire: Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.

Unit Materials:

Non-fiction texts

Google Docs

Google Slides Presentation -- Finding Supporting Details in Informational Texts

Unit

Venn Diagram -- Comparing and Contrasting Fiction and Non-fiction

Assignments:

Google Docs -- Supporting Details/Author's Point of View Activity Sheet

Unit Key

Drawing Evidence from Literature & Nonfiction

Terminology &

Definitions:

Identifying and Using Text Features

Using & Synthesizing Information

Evaluating Information Sources

Topic: Unit 7 - Lesson 1: Drawing Conclusions from a Text

Minutes for Topic: 90

Topic: Unit 7 - Lesson 2: Fiction/Non-fiction Comparison

Minutes for Topic: 45

Topic: Unit 7 - Lesson 3: Supporting an Author's Viewpoint with Other Texts/Supporting Details

Minutes for Topic: 90