Library Skills Curriculum: Outcomes for P1-P6

Essential Questions:
Each of these questions can be answered by each milepost by the end of the year. The extent and depth of understanding will vary by milepost.

What is the importance of the Library Media Center?
How does understanding a text's structure help me better understand its meaning?
Why does a library media center have a system of organization?
Why do people from different cultures sometimes say, write and do things differently than I do them?
How does literature enrich your life?
How do I choose which technological tools to use and when it is appropriate to use them?
Why conduct research?

Milepost 1 – Primary 1

Term 1

- Basic Introductions to the library: Meet and identify library staff, become familiar with library layout, including checkout desk, book drop, story time area, etc.
- Introduce library rules and procedures.
- To introduce the use of appropriate reading behaviours e.g. to track text in the right order page by page, left to right, top to bottom, using illustrations to gain information.
- To use signs and labels to explore basic library organization; to explore basic library organization: that shelves go from left to right, bay by bay.
- To know how to look after a book - e.g. turning pages carefully, returning a book to its 'home' with cover/spine facing out.
- To explore various popular children's fiction authors and illustrators, award winners, etc.
- **What is the importance of the Library Media Center?**
- **Why does a library media center have a system of organization?**

Term 2

- To begin to understand the difference between fiction and non-fiction areas in the library and the types of books available.
- To begin to locate information by page numbers, e.g. using Table of Contents (Based on reading ability?)
- To locate words by initial letters and alphabetical order, e.g. using indexes and simple dictionaries.
- **How does understanding a text's structure help me better understand its meaning?**
- **How doe**s **literature enrich your life?**

Term 3

- To recognize that non-fiction books on similar themes can give different information and present similar information in different ways.
- To choose an appropriate book to satisfy needs using cover picture, title and blurb.
- To locate and use parts of text that give particular information, including labelled diagrams and charts, captions to pictures; relate to identifying/writing and answering simple questions, e.g. as

- lists, a completed chart, extended captions for display.
- To conduct simple research using pre-selected online sources (databases, internet)
- **Why conduct research?**
- **Why do people from different cultures sometimes say, write and do things differently than I do them?**
- **How do I choose which technological tools to use and when it is appropriate to use them?**

Milepost 1 – Primary 2

Term 1

- Basic Introductions to the library: Meet and identify library staff, become familiar with library layout, including checkout desk, book drop, story time area, etc.
- Introduce library rules and procedures.
- Review appropriate reading behaviours.
- To explore various popular children's fiction authors and illustrators, award winners, etc.
- To use first-hand experience and simple information sources to answer questions
- To use the library to locate a book: using initial letters to find a fiction text, using the library catalogue and wall index, shelf labels and book label to find a text on a specific subject
- To be able to choose the most appropriate book from a limited selection by considering level of difficulty of the text versus their own reading ability.
- **What is the importance of the Library Media Center?**
- **Why does a library media center have a system of organization?**

Term 2

- To begin to explore how non-fiction books are arranged in subjects and labelled with a Dewey number.
- To explore the variety of ways information is presented, including online sources, e.g. illustrations, diagrams, charts, DVD
- To use alphabetically ordered texts - dictionaries, indexes, glossaries - to locate words and information, by using the initial letter and discuss when to use.
- **How does understanding a text's structure help me better understand its meaning?**
- **How doe**s **literature enrich your life?**

Term 3

- To use key elements of non-fiction texts (contents, index, heading, sub-headings) to find information; make simple notes, to use in subsequent writing.
- To pose questions prior to reading; to skim –read title, contents page, illustrations, etc. to speculate what the book is about. Scan the text to find specific sections.
- To be able to make appropriate choices in terms of level of difficulty, content, interest level, etc.
- To conduct simple research using pre-selected online sources (databases, internet)
- **Why conduct research?**
- **Why do people from different cultures sometimes say, write and do things differently than I do them?**
- **How do I choose which technological tools to use and when it is appropriate to use them?**

Milepost 2 – Primary 3

Term 1

- Review Basic Introductions to the library: Meet and identify library staff, become familiar with library layout, including checkout desk, book drop, story time area, etc.
- Introduce library rules and procedures.
- Review appropriate reading behaviours.
- To review the basic purpose and organization of the fiction and non-fiction sections of the library
- To revise how to use contents pages, indexes, headings, sub-headings and page numbers to locate information and gain the main points or gist of a text.
- To compare the way information is presented, e.g. by comparing a variety of information texts including online sources.
- To explore various popular children's fiction authors and illustrators, award winners, etc.
- **What is the importance of the Library Media Center?**
- **Why does a library media center have a system of organization?**

Term 2

- To begin to understand the difference between fiction and non-fiction areas in the library and to review that the library catalogue/wall index tells you what the library has got and where to find it.
- To introduce and explore different genres: poetry, plays, biography, historical fiction, etc.
- To be able use alphabetical order - first and second letters - to find books.
- To understand the purpose of note-taking and be able to make notes for an intended audience i.e. self or others: identifying key words, phrases or sentences; making simple charts to capture key points.
- **How does understanding a text's structure help me better understand its meaning?**
- **How does literature enrich your life?**

Term 3

- To understand the organization of the non-fiction AND fiction books in the library and to locate books using the classification scheme in the school library. (ie dewey, siso, alphabet).
- To understand what sources can be used to answer questions – first-hand experience, people, libraries, and the internet - and to know the differences and when it's appropriate to use each one.
- To 'scan' indexes, and online sources, etc. to locate relevant information quickly and accurately.
- To introduce literature in other languages/ cultures through dual-language texts, traditional stories.
- **Why conduct research?**
- **Why do people from different cultures sometimes say, write and do things differently than I do them?**
- **How do I choose which technological tools to use and when it is appropriate to use them?**

Milepost 2 – Primary 4

Term 1

- Review Basic Introductions to the library: Meet and identify library staff, become familiar with library layout, including checkout desk, book drop, story time area, etc.
- Introduce library rules and procedures.
- To use the library to find a range of genre and forms, including plays, poetry, newspapers/magazines, historical fiction, anthologies.
- To understand that not all sources give accurate information, that some sources offer opinion rather than fact (biases).
- To explore various popular children's fiction authors and illustrators, award winners, etc.
- **What is the importance of the Library Media Center?**
- **Why does a library media center have a system of organization?**

Term 2

- To evaluate a non-fiction book for its contents and usefulness by scanning headings, contents list, etc.
- To scan texts on print or screen to locate key words or phrases, useful headings or key sentences and to use these as a tool for summarizing text.
- To be able to make notes from a variety of sources and present appropriately e.g. wall chart, labelled diagram, oral presentation.
- To explore the concept of reading for pleasure – selecting genres and styles which are appealing to you personally.
- **How does understanding a text's structure help me better understand its meaning?**
- **How doe**s **literature enrich your life?**

Term 3

- To understand that some subjects in the library have more than one classification number
- To understand the value of choosing relevant key words when using a subject index, including using collective nouns and synonyms, e.g. birds for robin, fire for heat.
- To recognize and understand bias in fiction & non-fiction texts.
- To introduce literature in other languages/ cultures through dual-language texts, traditional stories.
- **Why conduct research?**
- **Why do people from different cultures sometimes say, write and do things differently than I do them?**
- **How do I choose which technological tools to use and when it is appropriate to use them?**

Milepost 3 – Primary 5

Term 1

- Review Basic Introductions to the library: Meet and identify library staff, become familiar with library layout, including checkout desk, book drop, story time area, etc.
- Introduce library rules and procedures.

- To investigate significant authors and ways of locating quality fiction – award winners, classics.
- To use a range of texts to discuss the purpose of note-taking and to consider the different techniques of recording key information, e.g. producing a mind map, noting key points as a record of what has been read, listing point form cues for a speech.
- **What is the importance of the Library Media Center?**
- **Why does a library media center have a system of organization?**

Term 2

- To evaluate texts critically by comparing how different sources treat the same information; relate this to identifying what is already known and what needs to be found out.
- To locate information confidently and effectively through:
  - using contents, indexes, sections, headings
  - skimming to gain overall sense of text
  - scanning to locate specific information
  - close reading to aid understanding
  - text-marking
  - using online sources (subscription based and the internet)
- To understand the importance of cross-referencing.
- To explore the concept of reading for pleasure – selecting genres and styles which are appealing to you personally.
- **How does understanding a text's structure help me better understand its meaning?**
- **How does literature enrich your life?**

Term 3

- To be able to formulate questions on a particular subject and to locate and use a range of sources to gain answers.
- To use notes to produce persuasive writing that puts a point of view; present the case to the class or group; evaluate its effectiveness.
- To introduce literature in other languages/ cultures through dual-language texts, traditional stories.
- **Why conduct research?**
- **Why do people from different cultures sometimes say, write and do things differently than I do them?**
- **How do I choose which technological tools to use and when it is appropriate to use them?**

Milepost 3 – Primary 6

Term 1

- Review Basic Introductions to the library: Meet and identify library staff, become familiar with library layout, including checkout desk, book drop, story time area, etc.
- Introduce library rules and procedures.
- To use a range of strategies to select texts for reading for enjoyment;
- To locate and read a range of texts by a familiar author, know what is special about their work and explain preferences in terms of the author's style and themes.
- To revise skimming and scanning and being able to locate information efficiently.
- **What is the importance of the Library Media Center?**
- **Why does a library media center have a system of organization?**

Term 2
• To use the library classification system and catalogue to find a range of information sources on a chosen subject, extract and record relevant information; • To use online sources/internet to find examples of official documents (e.g. notices, public information documents) and to understand their characteristic features e.g. formal language, footnotes, appendices, headings, appendices and asterisks. • To read extended texts and respond to a range of different types of questions. • **How does understanding a text's structure help me better understand its meaning?** • **How doe**s **literature enrich your life?**

Term 3
• To appraise text quickly and effectively; retrieve information from it; to find information quickly and evaluate its value. • To secure the skills of skimming, scanning and efficient reading so that research is fast and effective. • To use library skills and information retrieval skills to gather information in order to produce a piece of work in an appropriate style and form to suit purpose and audience. • To introduce literature in other languages/ cultures through dual-language texts, traditional stories. • **Why conduct research?** • **Why do people from different cultures sometimes say, write and do things differently than I do them?** • **How do I choose which technological tools to use and when it is appropriate to use them?**

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