

Greenville County Suggested Pacing Guide

K5

- Library rules and routines
- Check out procedures
- Library organization
- ABC order
- Book Care
- Book selection
- book parts and features (cover, pages, author, illustrator)
- illustrations
- classifying fiction and informational text
- main idea/summarizing/retelling
- book award programs (SC Picture Book, Caldecott),
- text features
- listening for information
- Identify characters, setting and major events
- Cause/effect
- Compare and contrast informational text
- Compare and contrast fictional text
- predicting
- choral reading/readers theater
- narrator tells the story
- Genres (storybook, poetry, information text)
- Confirm understanding of oral information
- Ask and answer questions
- Genre study: nursery rhymes, ABC/Number books, shape books, color books

Technology:

- Computer introduction: mouse, keyboard, CPU (brain), icons,
- Log on and off
- Understanding that web content is not private
- ebooks

Long-Range Plan Support Document for Elementary Media Specialists

1st

- Library rules and routines
- Check out procedures
- Library organization
- ABC order
- Book Care
- Book selection independently
- book parts and features (cover, pages, author, illustrator) : review
- illustrations for key ideas
- classifying fiction and informational text
- main idea/summarizing/retelling
- book award programs (SC Picture Book, Caldecott),
- text features of informational text (heading, table of contents, glossary, icons, electronic menus
- identify character feelings and sensory words
- listening for information
- Describe characters, setting and major events
- Describe connections between individuals, events, or ideas (cause/effect, prediction, sequencing)
- Compare and contrast informational text
- Compare and contrast adventures and experiences of characters in stories
- Introduce literature from diverse cultures, time frames and genre
- identify the narrator
- Confirm understanding of oral information
- Ask and answer questions
- note taking/graphic organizers
- using information to create a product
- Begin to evaluate author's validity
- Possible Author Study:
- Genre Study: cumulative stories (add on stories), realistic fiction, fantasy

Technology:

- Identify, use and model proper care of age appropriate computer equipment.
- Use teacher selected classroom/network resources to locate information
- internet basics; search engines,
- Open, navigate and close age appropriate curriculum based software programs.
- basic keyboarding introduction
- Understanding the use of passwords to protect privacy.
- ebooks
- Word

Long-Range Plan Support Document for Elementary Media Specialists

2nd

- Library rules and routines
- Check out procedures
- Library organization
- ABC order to the 2 and 3 letter
- Book Care
- Begin to locate books independently using OPAC
- book parts and features (contents, glossary, index, title page, copyright, publisher)
- genre identification (fables, folktales from diverse cultures and stories, poems, drama and myths)
- reference material use (dictionary, encyclopedia, DISCUS)
- note taking key facts
- Describe how characters in a story respond to major events and challenges.
- Story structure: beginning, middle, end
- Point of view
- book award programs (SC Picture Book, Caldecott),
- text features (subheadings, captions and bold print, diagrams)
- Identify the author's purpose (pursued, entertain and inform)
- create a product using informational text
- presenting a product for feedback
- Poetry: rhythm, rhyme, repetition, alliteration
- Genre studies: biographies, poetry, picture books based on real events (historical fiction), fairy tale characteristics and variants.

Technology:

- internet search skills with in DISCUS
- Word
- PowerPoint
- Photostory
- basic keyboarding introduction
- eBooks

Oakview Media Center

LONG RANGE PLAN

FROM A LIBRARY MEDIA CENTER TO A LEARNING COMMONS

What is a Learning Commons?

A learning commons is a "place of teaching and learning group work, collaboration, creativity, change, inquiry, communication, and community" ASLC

The learning commons model places a greater view on students, accessibility, project-based learning, knowledge seeking, and exploration.

KEY ACTION STEPS

- Increase student accessibility and flexibility of space
- Expand programming and student input
- Create a collaborative classroom space

INCREASE STUDENT ACCESSIBILITY AND FLEXIBILITY OF SPACE

E-books and E-readers

- Expand and promote e-books and e-readers to the library collection
- Increase knowledge and accessibility to e-books (Overdrive) to students and staff
- Purchase non-web based e-readers
- Encourage teachers to promote e-books and e-readers to students
- Develop a check out policy for students

Long-Range Plan Support Document for Elementary Media Specialists

Create and install a Tablet/Ipad bar

- Utilized for independent study and classroom use
- Rearrange shelves to provide space for mini tablet/ipad station

EXPAND PROGRAMMING AND STUDENT INPUT

Establish a student advisory board

- Recruit students and conduct monthly meetings to inform of programming ideas

Integrate programming into the school day

- Student art exhibits correlating with books in the media center
- Book groups
- Book trailer swap between classes
- Invite classes in to view end-products of other classes