

Amanda H. Woodruff


MEDT 6466



Two-Year Media Program Plan

March 27, 2014

FIRST YEAR PROGRAMS

PROGRAM	GRADE/SUBJECT	STANDARDS	DESCRIPTION OF PROGRAM	TIMELINE
<p>Library Orientation Month: Media Center Scavenger Hunt</p>	<p>Kindergarten-5th grade (Entire school)</p>	<p>Common Core GPS:</p> <p>ELACCKRL5: Recognize common types of texts (e.g., storybooks, poems).</p> <p>ELACCKRI5: Identify the front cover, back cover, and title page of a book.</p> <p>ELACC1RL5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>AASL Standards:</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing</p>	<p>The LMS will design a media center scavenger hunt for students of various grades. The purpose of this scavenger hunt is to familiarize students with the media center and its programs/resources, rules, procedures, etc. The LMS will schedule each class to attend a 60 minute session. During this session, the LMS will present a brief PowerPoint on the media center, its programs, its resources, how to locate books, how to conduct a search on the catalog, etc. After presenting this information, students will participate in a scavenger hunt. The scavenger hunt will consist of a variety of questions, and the difficulty of the questions will depend upon the students' grade levels. Some questions may include the following: Where are the fiction books located? Where are the non-fiction books located? What is the media clerk's name? List three of our magazine titles.</p> <p>Fourth grade and fifth grade students will complete a QR code scavenger hunt using the media center's iPods. The students will work in groups of two to complete this assignment. Each QR code will contain an instruction or question, and students must respond appropriately to each instruction.</p>	<p>Begin planning in early May. Implement throughout August.</p>

		<p>questions and ideas during group discussions.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p>	 <p>PR: Emails sent to teachers. Announce over the running announcements and on the school's morning news channel. "Welcome Back" banner displayed directly outside of the media center. Back to school book displays. Students will be given bookmarks for successfully completing the scavenger hunt.</p>	
<p>Around the World: Celebrating Diversity</p>	<p>Kindergarten-5th grade (Entire school, physical education, special needs students, gifted students, drama, and social studies)</p>	<p>AASL Standards:</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>3.1.2 Participate and</p>	<p><u>Entire School:</u> Students will participate in a school-wide "read-a-thon." Each student will be required to read a total of five multicultural books before the assigned deadline. The school media specialist will design a display for these books, and the display will contain a wide range of books based on the different grade levels. The English/Language Arts teachers will be asked to help monitor this event.</p> <p>In order to kick-off this program, a guest speaker (such as an author of a multicultural book) will address the students on the topics of diversity and multiculturalism. The speaker should discuss the importance of embracing other cultures, too. A "Q&A" session will follow this presentation, and students should be encouraged to ask questions regarding the themes of diversity and multiculturalism.</p>	<p>Begin planning in January. Implement throughout February.</p>

		<p>collaborate as members of a social and intellectual network of learners.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>1.3.5 Use information technology responsibly.</p>	 <p><u>Physical Education Class:</u> The physical education teacher will present a lesson on diversity and multiculturalism in terms of sports. The PE teacher should select grade appropriate books that address the school-wide reading program’s theme. After reading the book with the class, the teacher should lead a discussion about diversity and why it is important to accept everyone (regardless of their ethnicities). Then, the class could play the game discussed in the book (such as playing baseball after reading and discussing Ken Mochizuki’s <i>Baseball Saved Us</i>).</p>  <p><u>Special Needs Students:</u> Special needs students will be provided with ample opportunities to read a variety of books about diversity. The teachers will allow these students to read outside (if the weather permits).</p>	
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Additionally, special education teachers should lead several arts and crafts based on the selected books. These projects will be displayed in the school's media center.

Gifted Students:

Gifted students will select a variety of books about diversity and read/discuss these books with lower grade levels. Additionally, these students will help the younger students create crafts that correlate with the book(s).

Students will design posters about their selected books, and these posters will be displayed around the school and in the media center.



Students will create their family trees and write brief narratives about their families and cultures. These projects will be displayed in the media center.

Drama:

Students will create a dramatic interpretation about a selected book. This interpretation will be shown to the entire school via

the school's broadcast channel. This performance can be shown at the monthly PTA meeting, too.




Social Studies:

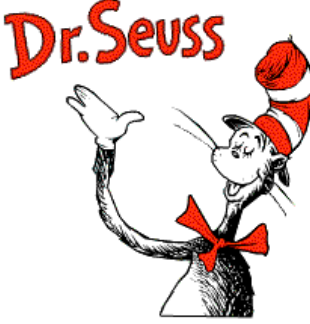

Students will participate in a living history museum. Teachers will assign each student a famous person from around the world (including Mexico, Germany, Italy, England, Africa, etc.), and the student will be required to research this person (including their achievements, attire, childhood, etc.) Then, teachers will schedule a day for students to present their projects to other students in the format of a living history museum. Students will dress like their assigned people, and they may even bring in food that is unique to their countries.



PR: Emails sent to teachers. Announce over the running announcements and on the school's morning news channel. Student designed and created posters/flyers. "Celebrating


			<p>Diversity” banner displayed directly outside of the media center during the entire month of February. Book displays containing various multicultural books and other resources. “Celebrating Diversity” bookmarks for students (which will be located at the circulation desk and given to students by their teachers).</p>	
<p>D.E.A.R. Day (Drop Everything and Read)</p>	<p>Kindergarten-5th grade (Entire school)</p>	<p>AASL Standards:</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.3.4 Contribute to the exchange of ideas within the learning community.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.</p>	<p>D.E.A.R. programs are held nationwide on April 12th in honor of Beverly Cleary’s birthday. During the first week of April, students in every class will read a book of their choice for fifteen minutes each day— immediately following the morning announcements. At the conclusion of this week, teachers will provide students with coloring utensils and paper. Students will draw pictures to represent their chosen books, and the LMS will select a variety of drawings to be displayed throughout the school and in the media center.</p> <p>Also, each classroom will invite guest readers (such as parents, grandparents, etc.) to read selected books to the class during this week. The LMS will design a book display with a variety of selections for this program.</p>  <p>PR: Event will be advertised on</p>	<p>Begin planning in March. Implement during the first week of April.</p>

		<p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>Common Core GPS:</p> <p>CC.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CC.3.R.L.2 Key Ideas and Details: 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.</p>	<p>the school's website. T-shirts will be designed by a student and sold to students and teachers. Student designed and created posters/flyers will be placed throughout the school and in the media center. The following flyer will be placed in the teachers' mailboxes, and they will be asked to display these flyers in their classrooms. (http://dropeverythingandread.com/resources/DEARFlyer_FINAL.pdf)</p>	
<p>National Read Across America Day (Dr. Seuss Day)</p>	<p>Kindergarten-5th grade (Entire school)</p>	<p>AASL Standards:</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p>	<p>Students will participate in a Dr. Seuss parade after the morning announcements. Prior to this parade, students will create Dr. Seuss hats to wear in the parade. Also, students are encouraged to "dress up" for this parade, and parents will be invited to watch their children parade around the school grounds in celebration of Dr. Seuss and his contributions to the world of literature. After the parade, teachers will read a Dr. Seuss book to their students in their respective classrooms.</p> <p>Dr. Seuss will make a guest appearance before the parade begins.</p>	<p>Begin planning in February. Implement on March 2nd.</p>


			 <p>PR: Emails sent to teachers. Announce over the running announcements and on the school's morning news channel. Student designed and created posters/flyers. "Read Across America" banner displayed directly outside of the media center. Dr. Seuss book display in the media center.</p>	
<p>Internet Safety</p>	<p>4th grade-5th grade</p>	<p>AASL Standards:</p> <p>1.3.5 Use information technology responsibly.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.8 Demonstrate mastery of technology tools to access information and</p>	<p>Students will visit the media center, and the LMS will present a PowerPoint presentation on internet safety and using the internet in a safe and secure manner. After this presentation, students will complete a brief quiz about internet safety. Then, students will be asked to complete several games about internet safety using the media center's computers. Lastly, students will work in groups of four to create posters about the importance of internet safety. These posters will be displayed in the media center and throughout the school. This will be a contest.</p> 	<p>Begin planning in September. Implement throughout October.</p>

		<p>pursue inquiry.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.3.4 Contribute to the exchange of ideas within the learning community.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>1.4.4 Seek appropriate help when needed.</p> <p>3.3.4 Create products that apply to authentic, real-world contexts.</p> <p>ISTE Standards:</p> <p>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>Students apply digital tools to gather, evaluate, and use information.</p>	<p>PR: Emails sent to teachers. Announce over the running announcements and on the school's morning news channel. Student designed and created posters/flyers.</p>	
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SECOND YEAR PROGRAMS

PROGRAM	GRADE/SUBJECT	STANDARDS	DESCRIPTION OF PROGRAM	TIMELINE
<p>Six Flags Read to Succeed</p>	<p>Kindergarten-5th grade (Entire school)</p>	<p>AASL Standards:</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>Common Core GPS:</p> <p>CC.K.R.F.4 Read emergent-reader texts with purpose and understanding.</p> <p>CC.K.R.I.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.</p> <p>CC.1.R.F.4.a Read grade-level text with purpose and understanding.</p> <p>CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text.</p> <p>CC.1.R.I.3 Key Ideas and</p>	<p>In order to encourage students to read, Six Flags offers one free admission ticket to each student who completes six hours (360 minutes) of reading. Students are allowed to select their own books for this program. The reading log is located at the following web address: http://static.sixflags.com/readtosucceed/Y20132014/ReadToSucceed_Student_Reading_Log_20132014.pdf. Teachers will be given copies of this reading log, and the LMS will also have copies available in the media center.</p> <div style="text-align: center;">  </div> <p>PR: Emails sent to teachers. Announce over the running announcements and on the school's morning news channel. Student designed and created posters/flyers. Book displays with various books for students to read in order to achieve the six hours target.</p>	<p>Begin planning in January. Implement throughout February. Deadline is March 3rd.</p>

		<p>Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CC.3.R.L.9 Integration of Knowledge and Ideas: 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).</p> <p>CC.4.R.I.3 Key Ideas and Details: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>		
<p>Summer Reading Program</p>	<p>Kindergarten-5th grade (Entire school)</p>	<p>AASL Standards:</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.3.5 Contribute to the exchange of ideas within</p>	<p>The LMS will collaborate with the local children’s librarian at the public library. The LMS will encourage students to participate in the public library’s summer reading program. Students who complete this program will be invited by the LMS to attend a “Popsicles on the Playground” event during the first week of school. The public librarian will provide students with verification for completing the summer reading program, and students will submit this form to the LMS during the first week of school. Then, the LMS will send out invitations to eligible students to attend the celebration party on the playground.</p>	<p>Begin planning in early May. Implement throughout the months of June-August.</p>

		and beyond the learning community.	 <p>PR: Collaboration with local public library. Emails sent to teachers. Announce over the running announcements and on the school's morning news channel. Summertime book display located in the children's department of the public library. Students will be given bookmarks and popsicles for successfully completing the summer reading program and various other prizes given by the public library system.</p>	
Around the World: Celebrating Diversity	(No changes)	(No changes)	A different guest speaker will present at the opening ceremony.	(No changes)
Library Orientation Month: Media Center Scavenger Hunt	(No changes)	(No changes)	The scavenger hunt questions will vary slightly.	(No changes)
National Read Across America Day (Dr. Seuss Day)	(No changes)	(No changes)	Invite guest speakers to read Dr. Seuss' books on the school's broadcast.	(No changes)

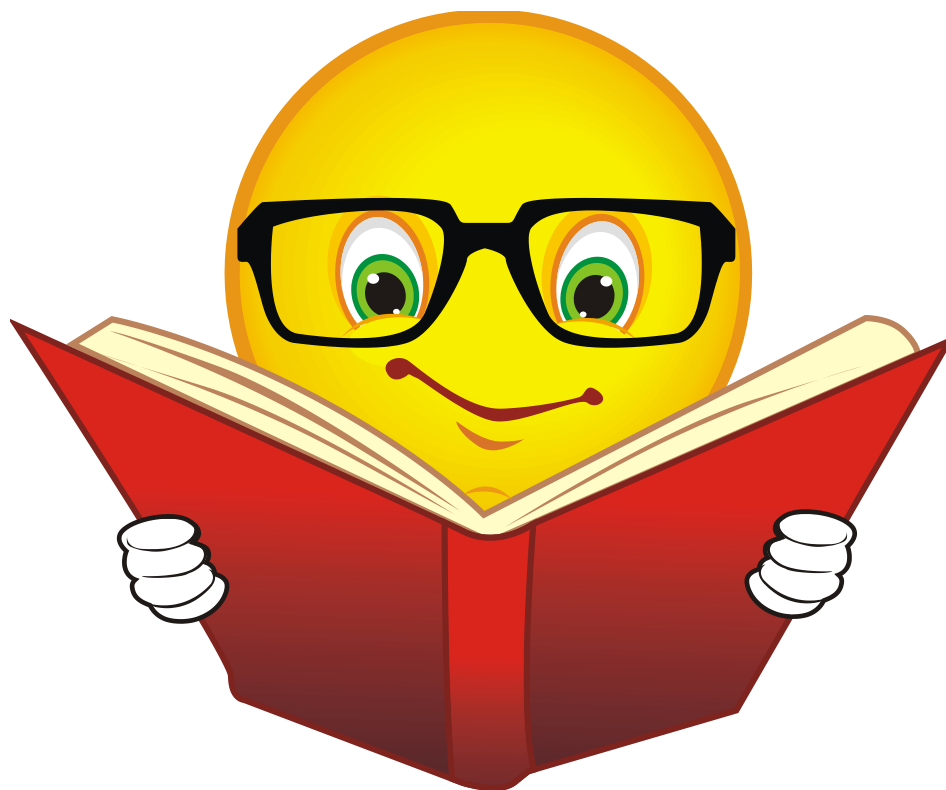
Note: All clipart is borrowed from Microsoft Office.

Around the World: Celebrating Diversity



**JOIN THE MEDIA CENTER AND LEARN
ABOUT DIFFERENT CULTURES
THROUGHOUT FEBRUARY!**

D.E.A.R.
**“DROP EVERYTHING
AND READ”**



**LET'S MAKE READING A
DAILY ACTIVITY!**

**READ ACROSS AMERICA
ON
MARCH 2ND**

Dr. Seuss



LET'S CELEBRATE DR. SEUSS!

SIX FLAGS READ TO SUCCEED



**360 MINUTES OF READING = 1 FREE
ADMISSION TICKET TO SIX FLAGS**

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