

FIRST GRADE DISCLOSURE STATEMENT

PHILOSOPHY: The primary purpose of our Cosgriff library program is teach students to access, evaluate, and apply information. We want to encourage reading for information, enrichment, pleasure, and to aid students in making informed choices of consumers of media.

The following curriculum corresponds to the Utah State Office of Education Library Media Core Curriculum:

FIRST GRADE:

- Identify information found in text, pictures, and numbers
- List words that name broad or narrow topics, e.g., trees vs. oak, toys vs. dolls
- List the steps needed to complete a task
- Identify general references, e.g., primary encyclopedias, picture atlases, dictionaries, maps, globes
- Identify general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials
- Identify community resources, e.g., libraries, museums, zoos
- Recognize and use electronic resources, e.g., CD-ROM, Pioneer, the Internet, Fact Monster
- Select informational resources that are understandable and available
- Explain that information is based on fact or opinion
- Select resources in a variety of formats
- Locate the school library media center, circulation desk, computer workstations, picture books, informational and fictional books, audiovisual materials, and periodicals
- Demonstrate knowledge of school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, how to use shelf markers
- Locate picture books in alphabetical order by author's last name
- Access information within print resources, e.g., posters, illustrations in books, title pages, videos
- Demonstrate knowledge of operational procedures for accessing information in electronic resources
- Identify appropriate interview techniques and prepare effective questions that relate to the topic
- Find the main idea in informational text
- Seek information from illustrations, maps, and charts
- Explain how people can have expertise and be a source of information
- Select information that is understandable, available, and relevant to topics
- Record information, e.g., illustrations, notes
- Summarize information
- Name information sources

- Describe how text conveys meaning through letters, words, sentences, and pages in a variety of books
- Locate and define the parts of a book, e.g., cover, spine, title, title page, author and illustrator names
- Identify the role of the author and illustrator
- Identify the elements of “story”, e.g., character, setting
- Recall the sequence of stories, i.e., beginning, middle, end
- Categorize the settings of stories as “real” or “make believe”
- Listen to and begin to read various types of literature, e.g., fables, poetry, realistic fiction, folktales, fairy tales
- Listen to and begin to read informational works, e.g., science, art, “how-to” books, picture dictionaries
- Listen to and begin to read quality literature, e.g., award books, classics, “notable” or “best” books, works of distinguished authors and illustrators
- Share ideas, concepts, and information after reading, e.g., ideas and information from favorite fictional characters and people from cultures past and present
- Develop empathy and perspective through interaction with a story’s characters or setting
- Discuss the meaning of media
- Identify and discuss a variety of media, e.g., television, books, newspapers, billboards, bumper stickers, radio, computer, clothing with messages
- Identify information and experiences gained through media
- Share experiences gained through media
- Recognize symbols of copyright and trademarks
- Recognize examples of advertising targeted at young viewers, e.g., advertisements for toys, games, cereal and snacks, clothing with logos
- Identify persuasive techniques in advertising, e.g., celebrity endorsement, jingles, slogans
- Identify media messages for ethics and values, e.g., “The Golden Rule”, sharing, kindness, honesty, respect, trust

CLASSROOM DISCIPLINE POLICY: In order for our library to be a safe and positive learning environment, the students are expected to be on task, to work quietly, and listen attentively at appropriate times. Positive reinforcement is emphasized to teach these behaviors.

ESSENTIAL AGREEMENTS:

- Follow directions the first time they are given
- Be respectful to oneself, to your neighbors, and to our library materials
- Raise your hand and wait for permission to speak

CONSEQUENCES:

- The first time you break one of the essential agreements, you will get a warning.

- If the undesired behavior persists, then the second time you are told to please stop, you will have to go to a time out chair and reflect upon your behavior.
- If the undesired behavior persists, then you will be sent back to the classroom unless the behavior warrants a referral sheet and then you will be sent to Mrs. Hunt with the referral sheet and your parents will be called.

First grade students are allowed to check out two library books for a period of 1 week. They are expected to return the library books the following week during library time. If a student loses a book, they will be expected to pay for the lost book and else buy an exact copy of the book to replace the one that they lost.

Please sign below stating that you have read the disclosure statement.

(Parental signature)

(Student signature)