# Unit 5- Concepts About Print/Nonprint Resources

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## Title Section

### Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# LIBRARY MEDIA, KINDERGARTEN

# CONCEPTS ABOUT PRINT/NONPRINT RESOURCES

**Belleville Board of Education**

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## Unit Overview

Unit Overview for Kindergarten, Unit 5 - Concepts about Print/Nonprint Resources major focus is for students to recognize that reading occurs from left to right.  They will become familiar and begin to identify parts of a book (cover, pages, title, illustrations, spine, spine label of a book).  They will also learn about the different role of an author or illustrator play in the creation of writing a book.  They will become an author/illustrator themselves, when they create their ***Bear Book*** and ***My Mother Goose Nursery Rhyme Book***.  They will be able to point out where you would find the name of an author on the cover of a book or ebook.  Students will be introduced to resources that are available in a school library or public library, like a Picture Dictionary.  They will understand that a dictionary contains words and definitions.  The student will also be introduced to an Atlas and will recognize that they contain maps that represent an area. They will learn how to do a Google search when looking for words or images.  The student will also be introduced to utilizing Mapquest-or Google Maps online as a resource.

## Enduring Understanding

# Enduring understandings:

- **Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.**
- **Designing and creating from the appropriate types of media for a specific purpose enhances learning.**
- **Acquisition, evaluation, and use of materials should meet a specific need.**
- **Skills learned and mastered at the school library can be used at the public library.**
- **Exploring a variety of print/nonprint material will help students learn how the physical features of books and other resources contribute to meaning.**

# Essential Questions

**Essential Questions are:**

- **How do you recognize parts of a book?**
- **Why is it important to understand how to use the resources in a book and online?**
- **What features of a book help you decide if you would like to read it or if it has the information you are seeking?**
- **Who is responsible for producing a book?**
- **What are some of the reasons for choosing to read a fiction book?**
- **What are some of the reasons for choosing to read a nonfiction book?**
- **How can you determine which sources have the best information for your specific needs?**
- **How can you use the organizational structure of a source to access information?**

# Exit Skills

**By the end of Kindergarten, Unit 5 - Concepts about Print/Nonprint Resources, the student should be able to:**

- **Verbally demonstrate knowledge of Unit 5 Vocabulary.**
- **Identify and locate Parts of a Book (Cover, pages, title, illustrations, spine, and spine label of a book).**
- **Identify and explain the roles of the author and illustrator.**
- **Beginning knowledge of Print/Nonprint Resources (Dictionaries and Atlas) available in the school library/public library.**
- **Recognition of determining factors in choosing a book that meets their needs.**

## New Jersey Student Learning Standards (NJSLS-S)

New Jersey Student Learning Standards <u>applicable</u> to Kindergarten, Unit 5 - Concepts About Print/Nonprint Resources include:

| | |
|---|---|
| LA.W.K.7 | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). |
| LA.W.K.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| LA.RF.K.1 | Demonstrate understanding of the organization and basic features of print. |
| LA.RF.K.1.A | Follow words from left to right, top to bottom, and page by page. |
| LA.RF.K.1.B | Recognize that spoken words are represented in written language by specific sequences of letters. |
| LA.RF.K.1.C | Understand that words are separated by spaces in print. |
| LA.RF.K.1.D | Recognize and name all upper- and lowercase letters of the alphabet. |
| LA.RI.K.1 | With prompting and support, ask and answer questions about key details in a text. |
| LA.RI.K.5 | Identify the front cover, back cover, and title page of a book. |
| LA.RI.K.6 | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
| LA.RI.K.7 | With prompting and support, describe the relationship between illustrations and the text |

| | |
|---|---|
| | in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |
| LA.RI.K.8 | With prompting and support, identify the reasons an author gives to support points in a text. |
| LA.RI.K.9 | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| LA.RL.K.5 | Recognize common types of texts (e.g., storybooks, poems). |
| LA.RL.K.6 | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |
| LA.RL.K.7 | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
| LA.SL.K.1 | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. |
| LA.SL.K.1.A | Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). |
| LA.SL.K.2 | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| LA.SL.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| LA.SL.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| SOC.6.1.4.B.1 | Compare and contrast information that can be found on different types of maps and determine how the information may be useful. |
| SOC.6.1.4.B.3 | Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. |
| SOC.6.1.4.B.CS1 | Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. |
| AAAA.K-12.1.1.1 | Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life. |
| AAAA.K-12.1.4.2 | Use interaction with and feedback from teachers and peers to guide own inquiry process. |
| AAAA.K-12.1.4.4 | Seek appropriate help when it is needed. |
| AAAA.K-12.2.1.1 | Continue an inquiry- based research process by applying critical- thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. |
| AAAA.K-12.2.1.3 | Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations. |
| AAAA.K-12.2.2.4 | Demonstrate personal productivity by completing products to express learning. |
| AAAA.K-12.3.1.3 | Use writing and speaking skills to communicate new understandings effectively. |
| AAAA.K-12.4.1.4 | Seek information for personal learning in a variety of formats and genres. |
| AAAA.K-12.4.3.3 | Seek opportunities for pursuing personal and aesthetic growth. |

## Interdisciplinary Connections

**Interdisciplinary Connections/Cross-Curricular standards included in Kindergarten-Unit 5 - Concepts about Print/NonPrint**

**Resources are:**

- Language Arts
- Social Studies
- Technology

## Learning Objectives

**Effective Learning Objectives Used in Unit 5 - Concepts About Print/Nonprint Resources Lesson Planning include:**

- **Identify** and **Utilize** the parts of a book (cover, title page, spine, spine label, table of contents and publisher).
- **Develop** and **Produce** the work of an author and illustrator.
- **Compare** and **Select** Print and Nonprint resources

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |

| | | | | |
|---|---|---|---|---|
| Convert<br>Discuss<br>Estimate<br>Extrapolate<br>Generalize<br>Predict | Manipulate<br>Modify<br>Operate<br>Subtract | | | |
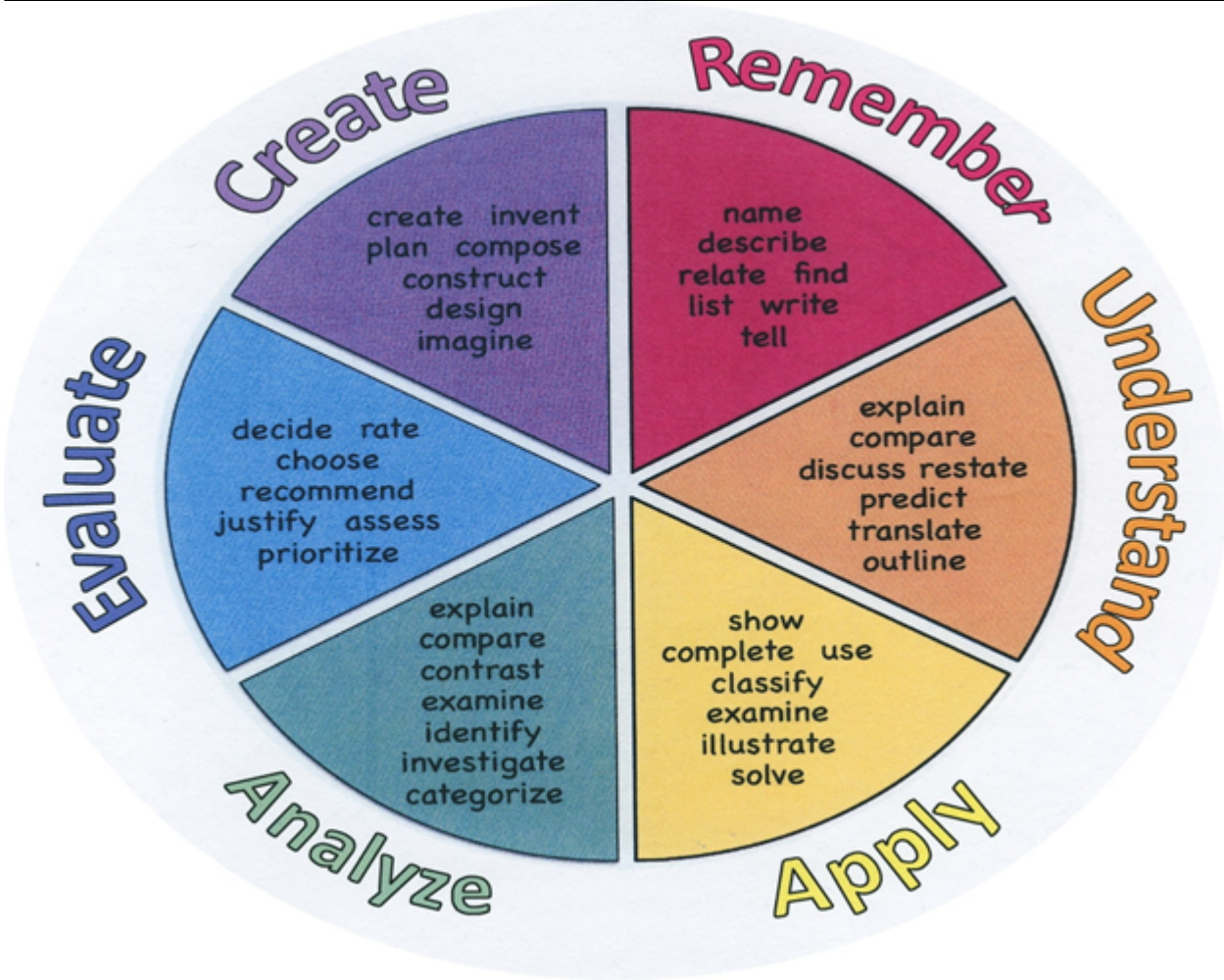


## Suggested Activities & Best Practices

**Guidelines for Suggested Activities:**

- Introduce Unit 5 Library Vocabulary.
- Introduce and continually review Parts of a Book when reading a story or nonfiction book.
- Students complete Parts of a Book activities to reinforce instruction.
- Familiarize the learner with the roles of the author/illustrator.
- Students view popular author/illustrator video clips on the process of writing/illustrating a book.
- Students practice being an author/illustrator with completion of *My Bear Book* and *Mother Goose Nursery Rhyme Book*
- Acquaint the learner with Print/Nonprint Resources (Dictionaries and Atlases) available in the school library/public library

and online.

- Suggest various factors reader use when choosing a book for their research needs.

## Evidence of Student Learning - Checking for Understanding (CFU)

**Evidence of Student Learning with Checking for Understanding (CFU) techniques used during the lesson and/or for Closure (Madeline Hunter), will be chosen from the following list:**

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light

- Self- assessments

- Socratic Seminar

- Study Guide

- Teacher Observation Checklist

- Think, Pair, Share

- Think, Write, Pair, Share

- Top 10 List

- Unit tests


## Primary Resources & Materials


**District-provided Primary Resources & Materials and/or those outside it that that are accessed with district resources include:**


*The Complete Library Skills Grades K-2-*McGraw-Hill Children's Publishing.


*LiBEARy Skills (Kindergarten through Grade Three)* **T.S. Denison and Company, Inc.**


*Stretchy Library Lessons-***Library Skills**
*Stretchy Library Lessons-***Multicultural Activities**
*Stretchy Library Lessons-***Research Skills**


*What Do Authors Do?* by Eileen Christelow

*What Do Illustrators Do?* by Eileen Christelow


**Scholastic Bookflix Author/Illustrator biographies and author/illustrator websites and interview links**
 **http://bkflix.grolier.com/**

**Categories-**

- **Animals and Nature**
- **Earth and Sky**
- **People and Places**
- **ABC's and 123's**
- **Family and Community**
- **Music and Rhyme**
- **Adventure**
- **Celebrations**
- **Imagination**

**American Library Association - Great Literature and Languages Websites for Kids (includes Author/Illustrator's websites) - http://gws.ala.org/category/literature-languages**

**Scholastic Website for Librarians (Virtual Field Trips-Author/Illustrator Interviews-etc.) - http://www.scholastic.com/teacher/videos/teacher-videos.htm#3194413933001/3250436379001**

## Ancillary Resources

**Ancillary Resources used:**

## Technology Infusion

**Technology Infusion and/or strategies that are integrated into this unit to enhance learning include:**

**Utilization of the Smart TV to view the following websites:**

- **Scholastic Bookflix - [http://bkflix.grolier.com/](http://bkflix.grolier.com/)**
- **Youtube-Author/Illustrator interviews [https://www.youtube.com/](https://www.youtube.com/)**
- **American Library Association - Great Literature and Languages Websites for Kids - [http://gws.ala.org/category/literature-languages](http://gws.ala.org/category/literature-languages)**

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel          Office 365
Flipboard         Nova Mindmapping

Ted Talks
Record Voice Pen

## Activities

Podcasts    Texts
Digital Stories    Apps
Notebooks    Movies
Surveys    Music
Presentations
Websites
Animations
Paintings

Blog Journal
Diagraming
Bing Search  Documenting
Mind mapping
Commenting
Word processing
Social Networking
Recounting

Manipulate
Drawing
Diagraming
Animating
Journals
Photography
Movie Making
Music Making
Story Telling
Scrapbooks

Graphing          Voting
Mindmapping   Reading comprehension
Peer Assessment   Judging   Spreadsheets
Surveying   Summarising   Listening
Mapping   Comparing

Blogging
Commenting
Voting
Surveys
Quizzes
Peer assessment
Self Assessment
Debating
Collaging

## Action Verbs

Transform    Recognise
Imagine  Teach    Describe  Identify
Design  Construct    Infer    Retrieve
Rearrange    Match    Locate
Invent    List
Rate    Understand
Opinion    Create
Critique    Evaluate    Apply
Collaborate
Assess  Debate    Analyse
Justify    Survey    Deduce
Prioritise    Infer    Differentiate
Sequence
Contrast    Examine
Outline    Compare

Use    Demo
Teach    Record
Share    Draw
Simulate
Create
Construct

# Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

# 21st Century Skills

**21st Century skills that will be incorporated into this unit include:**

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

# 21st Century Skills/Interdisciplinary Themes

**21st Century/ Interdisciplinary Themes** that will be incorporated into this unit include:

- Civic Literacy

- Environmental Literacy

- Financial, Economic, Business and Entrepreneurial Literacy

- Global Awareness

- Health Literacy

## Differentiation

**Differentiations for this unit will be chosen from the following:**

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations

- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

# Intervention Strategies

**Intervention Strategies employed in this unit will be chosen from the following:**

- allowing students to correct errors (looking for understanding)

- teaching key aspects of a topic.  Eliminate nonessential information

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

- allowing students to select from given choices

- allowing the use of note cards or open-book during testing

- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to

reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.

- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Special Education Learning

**Special Education Learning** adaptations that will be employed in Unit 1 will be chosen from the following list:

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments

- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

**English Language Learning adaptations that will be employed in Unit 1 will be chosen from the following list:**

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: