

Unit 1: Orientation to the Library Media Center

Content Area: **Library/Media**
Course(s): **Library/Media Gr. K**
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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

LIBRARY/MEDIA, KINDERGARTEN ORIENTATION TO THE LIBRARY MEDIA CENTER

Belleville Board of Education

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Unit Overview

The library is a place that promotes a love of reading and supports students in their personal reading and research needs.

Students acquire critical thinking and independent learning skills that will foster life-long learners. Additionally, the library plays a role in guiding student's knowledge and insight to an array of different topics and genres. Unit 1 will provide a basic introduction to the Library Media Center. The learner will learn and understand the expected library behavior, library procedures, proper care of library materials, and the organization of the Library Media Center.

Enduring Understanding

Enduring understandings:

- Understanding of the expected behavior and rules of the Library Media Center.
- Responsible users of the library respect library materials and the rights of others to use them.
- Understanding of library organization helps the learner locate necessary materials sought.
- Recognize the library media specialist as a teacher and resource person.

Essential Questions

Essential Questions are:

- What is the importance of the Library Media Center?
- What are the rules of the Library?
- What are my behavior expectations when using the library media center?
- Why is it important for me to show "respect" for materials in the library?
- How does taking care of books affect the school community?
- How can I become an effective user of the library?
- How can the library impact my personal reading growth?
- How does information literacy help me become an independent, lifelong learner?
- How does my understanding of library organization affect how I assess, evaluate, and use information?
- What is the role of the Library Media Specialist?
- How do I seek help from the Library Media Specialist?

Exit Skills

By the end of Kindergarten, Library Media Unit 1, the student should be able to:

- Explain how the Library Media Center is used for their personal growth.
- Demonstrate the appropriate library behavior and explain the rules of the Library Media Center.
- Understand the importance of taking care of their library books and how it affects the school community.
- Demonstrate proper care of library books and materials.
- Explain the role of the Library Media Specialist as a resource person.

New Jersey Student Learning Standards (NJSLS-S)

LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
AAAA.K-12.1.1.2	Use prior and background knowledge as context for new learning.
AAAA.K-12.1.1.6	Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
AAAA.K-12.1.4.4	Seek appropriate help when it is needed.
AAAA.K-12.2.3.2	Consider diverse and global perspectives in drawing conclusions.

AAAA.K-12.4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Interdisciplinary Connections

Interdisciplinary Connections used in Unit 1 include:

- 21st Century Life and Careers
- Social Studies
- English, Reading, and Language Arts

American Association of School Librarians-Standards for the 21st Century Learner include:

- AAAA.K-12.1.1.2 Use prior and background knowledge as context for new learning.
- AAAA.K-12.1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- AAAA.K-12.1.4.4 Seek appropriate help when it is needed.
- AAAA.K-12.3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
- AAAA.K-12.4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Learning Objectives

After completing Unit 1-Orientation to the Library Media Center, students will be able to:

- **Formulate** and **conclude** the importance of utilizing the Library Media Center to satisfy the learners research needs.
- **Develop** and **produce** behavior expectation of the Library Media Center.
- **Identify** and **construct** proper book care procedures.
- **Determine** and **utilize** the Library Media Specialist as a resource person.

Suggested Activities & Best Practices

Guidelines for Suggested Activities:

- Read picture books that introduce the learner to the library (i.e. *Wild About Books/Welcome to the Library-Scholastic Bookflix*, *Goldie Socks and the Three Libearians*, *Library Mouse*, *The Boy who was Raised by Librarians*, etc.)
- Brainstorm, Create a chart, and discuss appropriate Library Media Center behavior (i.e. *The Library Lion*)
- Follow established library procedures with attentive and purposeful listening and viewing skills.
- Read a picture book that explains proper book care procedure (i.e. <http://crisscrossapplesauce.typepad.com/files/forest-friends>)
- Create a Library Bear Book that demonstrates and explains proper library book care procedures

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

Scholastic Bookflix- Families and Communities <http://bkflix.grolier.com/>

(#60-Wild About Books/Welcome to the Library).

(#39-The Librarian from the Black Lagoon/A Day with Librarians)

(#17-Do Unto Otters/We are Citizens)

(#19-Each Kindness/Kindness and Generosity It Starts with Me!)

(#7-Chrysanthemum/We Help Out at School)

(#9-Crazy Hair Day/Let's Be Friends)

Online book about proper book care - <http://crisscrossapplesauce.typepad.com/files/forest-friends> .

Storylineonline-Library Lion <http://www.storylineonline.net/books/library-lion/>

Online book about proper book care - <http://crisscrossapplesauce.typepad.com/files/forest-friends>

Student created My Bear Book - proper book care procedures.

Ancillary Resources

Ancillary Resources included in this Unit:

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- Families and Communities <http://bkflix.grolier.com/>

(#60-Wild About Books/Welcome to the Library).

(#39-The Librarian from the Black Lagoon/A Day with Librarians)

(#17-Do Unto Otters/We are Citizens)

(#19-Each Kindness/Kindness and Generosity It Starts with Me!)

(#7-Chrysanthemum/We Help Out at School)

(#9-Crazy Hair Day/Let's Be Friends)

- Online book about proper book care - <http://crisscrossapplesauce.typepad.com/files/forest-friends> .
- Storylineonline-Library Lion <http://www.storylineonline.net/books/library-lion/>

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/IPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

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

Ted Talks
Record Voice Pen



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

Please list only the **21st Century Skills** that will be incorporated into this unit will be chosen from the following:

- 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/Interdisciplinary Theme

21st Century/Interdisciplinary Theme that will be incorporated into this unit will be chosen from the following:

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations used in Unit 1 will be selected from the following:

- 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 used in Unit 1 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 work presented 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:

- 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:

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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

Sample Lesson for Unit 1:

Unit Name: Mr. Bear Library Book Care Booklet/Community Members-Fireman

NJSLS:

- LA.K.RL.K.10 Actively engaged in group reading activities with purpose and understanding
- LA.K.RL.K.5 Recognize common types of text (e.g. storybooks, poems)
- SOC.6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

AASL STANDARDS FOR THE 21st-CENTURY LEARNER (4 Items)

- 1.1.6 Read, view, and listen for information presented in any format
- 4.1.1 Read, view, and listen for pleasure and personal growth
- 4.1.2 Read widely and fluently to make connections to self, the world, and previous reading

Interdisciplinary Connection: ELA, Community Members-Fireman

Statement of Objective: After reviewing the library book care rules, students will be able to elaborate on the acceptable book care procedures by discussing and completing the Bear Book WS page with 90% accuracy.

Anticipatory Set/Do Now:

- Quick Video
- Word of the Day

Learning Activity:

- Students will review the previous book care rules of a library book and introduced to the new book care rule.
- Introduce Community Members-Fireman-
- Bookflix-View *Dot the Fire Dog* and read the nonfiction component *The Very Busy Firehouse*
- Students will understand the importance of using a bookmark to save their place while reading
- *Complete Bear Book worksheet-*

Student Assessment/CFU's:

- Running Records
- Teacher-student conferences

Materials:

- Bookflix-Dot the Fire Dog/The Very Busy Firehouse
- Bear Book

21st Century Themes and Skills:

- Civic Literacy
- Life and Career Skills
- Media Literacy

Differentiation/Modifications:

- computer or electronic devices utilizes
- simplified directions
- visual presentation

Integration of Technology: Utilization of the Smart TV to view a short e-book video using the Scholastic Bookflix webpage.