

# Library Media Center, Grade K

Content Area: **Library/Media**  
Course(s): **Library/Media Gr. K**  
Time Period: **Sept-June**  
Length: **180 Days**  
Status: **Published**

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Belleville Public Schools

**Department of Curriculum and Instruction**



## **Library Media Center, Grade K: Curriculum Guide**

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## **Kindergarten / Library Media Center**

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The library is a place that promotes a love of reading, research, and technology. Students acquire critical thinking skills that help build life-long learners.

Kindergarten students will visit the library media center every week and participate in teacher-planned lessons and activities. Programs of participation include Read Across America, Author Visits, and the Summer Reading Challenge.

<b>Kindergarten</b>	<b>Scope &amp; Sequence</b>	<b>Pacing</b>
Unit 1	Introduction to the Library Media Center	2 Sessions / 15 Days
Unit 2	Literature Appreciation	7 Sessions / 50 Days
Unit 3	MAKER Challenge (House Construction): The Three Little Pigs	7 Sessions / 50 Days
Unit 4	Introduction to Computers	5 Sessions / 35 Days
Unit 5	Poetry Appreciation	2 Sessions / 15 Days
Unit 6	Concepts about Print / Nonprint Resources	2 Sessions / 15 Days

### **Kindergarten Unit 1: Introduction to the Library Media Center**

#### **Unit 1 Standards:**

- AASL
  - III.D.1 Seeking interactions with a range of learners.
  - III.C.1 Soliciting and responding to feedback from others.
  - LA.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Career Ready Practices
  - CRP1. Act as a responsible and contributing citizen and employee.
- 21st Century Themes & Skills
  - Collaboration
  - Communication
- NJSLS Technology
  - 8.1.2.A.1
  - 8.1.2.A.6
- Interdisciplinary Connections
  - SOC.6.1.4.A.1

**Essential Questions:**

- How does my understanding of library/media organization affect how I assess, evaluate, and use information?
- How does information and digital literacy help me become an independent, lifelong learner?
- How can I utilize the Books Without Boundaries initiative?
- How do I select a "just right" book?

**Enduring Understandings:**

- Understanding of library/media organization empowers me to locate necessary materials sought.

**Instructional Targets & Objectives:**

- Demonstrate the importance of using the Library Media Center to satisfy the learners' research needs.

**Suggested Activities:**

- Consider read-alouds that introduce learners to the library (e.g. Wild About Books, Goldie Socks and the Three Libearians, Library Mouse, The Boy Who Was Raised by Librarians)
- Brainstorm, discuss, and stamp/create an anchor chart around how to best utilize the Library Media Center (consider The Library Lion)
- Practice/positively reinforce established library media/book care procedures

**Assessments:**

- Formative
  - Teacher Observation Data, Teacher-created (Quizzes, Rubrics), Graphic Organizers, Exit Tickets, Maker Projects
- Summative/Benchmark
  - Teacher-created Tests, Maker Projects
- Alternative
  - Oral Presentations, Slideshow Presentations, Research Reports, Student Portfolios, Comic Strips, Timelines, Student Podcasts, Green Screen Newscasts

**Differentiation:**

- Students with Special Needs/504 Plans
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Provide extended time to complete tasks
  - Accept even minimal participation
  - Consult with Case Managers and implement IEP/504 plans
  - Consult with classroom teacher(s)/Guidance Counselor
  - Provide rewards as necessary
- English language learners
  - Assign a buddy
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- At-risk
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  - Implement appropriate modifications/accommodations per IEP, if applicable
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- Gifted & Talented
  - Access to high-level reading area
  - Provide extension activities

#### **Core Instructional and Supplemental Materials/Technology Integration:**

- Teacher-created content aligned to lesson activities
- Chromebooks, SMART TV, Google Apps
- Makerspace materials
- eBook software: Mackin, Hoopla
- OPALs circulation software
- District-funded databases

#### **Kindergarten Unit 2: Literature Appreciation**

##### **Unit 2 Standards:**

- AASL
  - II.D.2 Demonstrating interest in other perspectives during learning activities.
  - LA.RL.K.10 Actively engage in group reading activities with purpose and understanding.
  - LA.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
  - V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance
- Career Ready Practices
  - CRP2. Apply appropriate academic and technical skills.
- 21st Century Themes & Skills
  - Critical Thinking
- NJSLS Technology
  - 8.1.2.A.2
- Interdisciplinary Connections
  - WL.7.1.NM.A.C.1 - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.

SOC.6.1.4.D.CS3 - Personal, family, and community history is a source of information for individuals about the people and places around them.

##### **Essential Questions:**

- How can literature help me to understand my place in the world?
- How does literature affect my personal growth?

##### **Enduring Understandings:**

- Reading for pleasure or information has life-long applications.

- Reading is a process by which we construct meaning about the information being communicated by an author.
- Understanding of text features, structures, and characteristics facilitate the learners' meaning of text.
- The Library Media Center provides access to many different kinds of literature at all reading levels.

#### **Instructional Targets & Objectives:**

- Identify the characteristics of fiction and nonfiction
- Differentiate between various genres
- Distinguish and detect books by the same author/illustrator

#### **Suggested Activities:**

- Listen to stories with attentive and purposeful listening and viewing skills
- Identify the title, author, illustrator, and publisher
- Identify and classify fiction and nonfiction books using characteristics of each
- Identify the characters, setting, and events of the story
- Identify the various artistic styles used in creating illustrations for Caldecott Medal winning books.
- Recognize books of favorite authors and illustrators and listen to short video clips of favorite authors and illustrators.

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### **Grade K, Unit 3: MAKER Challenge (House Construction): The Three Little Pigs**

#### **Summary:**

In this STEAM lesson, students will work in teams to build houses that will (hopefully) withstand the huff and puff of the big, bad wolf.

#### **Unit 3 Standards:**

- AASL
  - I.B.3
- Career Ready Practices
  - 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 21st Century Themes & Skills
  - Communication and Collaboration
  - Media Literacy
- NJSLS Technology
  - 8.2.2.C.1: Brainstorm ideas on how to solve a problem or build a product.
  - 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- Interdisciplinary Connections
  - ELA
  - Science
  - Art

#### **Essential Questions:**

- What are different jobs that are needed in order to build a house?

**Enduring Understandings:**

- Understand the interdisciplinary nature of STEAM in the design of a house.

Instructional Scope & Sequence				Assessment Strategy	
Session #	Design Process Steps:	Teacher Moves:	Student Moves:	Performance Expectation	Rubric for Measuring Achievement
1	ASK (Identify Problem)  <a href="#">Link to the Lesson and Materials</a>	Read, “Three Little Pigs” fairytale. <ul style="list-style-type: none"><li>• Discuss Fiction/Nonfiction and parts of the book.</li><li>• Have students identify the problem in story.</li><li>• Ask students what they think is needed to build a strong house.</li><li>• Consider linking this to different weather conditions-what would you need if you live in a windy climate? A hot climate? A snowy and cold climate?</li></ul>	<ul style="list-style-type: none"><li>• Students will identify the problem in story.</li></ul>	X	
2	IMAGINE (Brainstorm Solutions)	<ul style="list-style-type: none"><li>• Divide class into three groups</li><li>• Introduce the “Three Little Pigs” Design Challenge: Can your team design and build a house that a big, bad wolf can’t blow down?</li><li>• Explain the requirements.</li><li>• Show students the “Big, Bad Wolf” so they know the</li></ul>	<ul style="list-style-type: none"><li>• Students will brainstorm solutions to the challenge.</li></ul>	X	

		force of the wind (Huffing and puffing”.			
3-4	PLAN (Select/Plan Solution)	<ul style="list-style-type: none"> <li>• Hand out paper for students to sketch their house.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will work as a team to sketch their house.</li> </ul>	X	
5-7	CREATE (Prototype Solution)	<ul style="list-style-type: none"> <li>• Hand out each team’s assigned material to use.</li> </ul>	<ul style="list-style-type: none"> <li>• Students build their house.</li> </ul>	X	
8	IMPROVE (Test Solution)	<ul style="list-style-type: none"> <li>• Have students bring their house to the “testing zone”.</li> <li>• Note: Their house can face any direction, but the wind must always come from the same place.</li> <li>• If the house is still standing after 20 seconds, success!</li> <li>• Give students time to reflect and discuss with team:</li> </ul> <ol style="list-style-type: none"> <li>1. What material worked the best?</li> <li>2. Why do you think some materials were more effective than others?</li> <li>3. Was your house able to withstand the huffing and puffing of the big</li> </ol>	<ul style="list-style-type: none"> <li>• Students bring their house to the “testing zone”.</li> <li>• If the house is still standing after 20 seconds, success!</li> <li>• Students will reflect and answer reflection questions.</li> </ul>	X	



		<p>bad wolf?</p> <p>4. How could you improve your design?</p> <p>*Extension: what are all of the different jobs that are needed in order to build a house (make a list on the whiteboard)? How many of those jobs require an understanding of science, technology, engineering, and/or math (place a star next to these jobs)? In what ways?</p>			
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#### Assessments:

- Formative
  - Teacher Observation Data
- Summative/Benchmark
  - Maker Project
- Alternative
  - Oral Presentations, Student Podcasts

**Differentiation:**

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**Core Instructional and Supplemental Materials/Technology Integration:**

- Teacher-created content aligned to lesson activities

**Kindergarten Unit 4: Introduction to Computers****Unit 4 Standards:**

- AASL
  - VI.A.2 Understanding the ethical use of information, technology, and media.
  - LA.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
  - VI.A.1 Responsibly applying information, technology, and media to learning.
- Career Ready Practices
  - CRP11. Use technology to enhance productivity
- 21st Century Themes & Skills
  - Technology Literacy
- NJSLS Technology
  - 8.1.P.C.1

- 8.1.2.C.1

- Interdisciplinary Connections
  - SOC.6.3.4.CS4 Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.

**Essential Questions:**

- How can the use of technology enhance understanding?
- In what ways can technology enhance expression and communication? In what ways might technology hinder it?
- What do you have to remember vs. what you can just look up?
- What makes information "true"?
- Is some information better than other information on the same topic? How do we judge?
- How can key words affect the number of results you get in a search?
- How do I use technology properly?
- How do I choose which technological tools to use and when it is appropriate to use them?
- What are my responsibilities as a user of information?
- In a world of constant technological changes, what skills should we learn?
- We must determine that not all information found in a book or online is accurate information
- How can the computer be used as a tool?
- How and when can technology enhance problem solving?

**Enduring Understandings:**

- Technology may be used to enhance the acquisition of information.
- Technology enables students to solve real-world problems.

**Instructional Targets & Objectives:**

- Distinguish and construct safe, ethical, and responsible use of technological resources.
- Formulate an understanding of digital citizenship, safety on the Internet, the evaluation of digital information, cyberbullying, online privacy, etc.
- Investigate that Digital Citizens responsibly locate, evaluate, and ethically use information from a variety of digital sources.
- Design and generate carefully crafted activities using the computer as a tool.

**Suggested Activities:**

- Enlighten students through discussion about the Computer Rules, Responsibilities, and Internet Safety through a variety of videos, e-books, etc. at <http://www.netsmartzkids.org>
- Students will be able to identify and use components of the computer:
  - on/off keys, space bar, letters, shift key, number keys
- Read If You Give a Mouse a Cookie, by Laura Numeroff and discuss the difference between the mouse in the story and both a computer mouse and laptop mouse pad. Demonstrate the various computer mouse.
- To acquaint the student with using a computer Mouse/Mouse pad; the following websites are helpful in learning these skills: <http://mrststechnologyemporium.weebly.com/mouse-practice.html>, <http://tvokids.com/preschool/games/bees-and-honey>
- To familiarize the learner with navigating through a website the learner will practice using <http://www.starfall.com> or [abcya.com](http://www.abcya.com)

- Introduce the student to the computer keyboard's letters and numbers by navigating several virtual environments
  - dance mat typing <https://www.dancematttypingguide.com/dance-mat-typing-level-1/>
  - abcy.com Keyboarding Zoo [http://www.abcy.com/keyboarding\\_practice.htm](http://www.abcy.com/keyboarding_practice.htm)
  - abcy.com Cup Stacking [http://www.abcy.com/cup\\_stack\\_typing\\_game.htm](http://www.abcy.com/cup_stack_typing_game.htm)
  - abcy.com Typing Rocket Junior [http://www.abcy.com/typing\\_rocket\\_junior.htm](http://www.abcy.com/typing_rocket_junior.htm)
- Participate in The Hour of Code during Computer Science Education Week(First week in December)
- <https://code.org/educate/curriculum/elementary-school>
- American Library Association - Great Technology and Mathematics Websites for Kids <http://gws.ala.org/category/mathematics-computers>

#### **Assessments:**

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#### **Core Instructional and Supplemental Materials/Technology Integration:**

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## **Kindergarten Unit 5: Poetry Appreciation**

### **Unit 5 Standards:**

- AASL
  - III.D.1 Actively contributing to group discussions.
  - LA.RL.K.10 Actively engage in group reading activities with purpose and understanding.
  - LA.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.
  - I.D.3 Enacting new understanding through real-world connections.
  - LA.RF.K.2.A Recognize and produce rhyming words.
  - LA.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- Career Ready Practices
  - CRP2. Apply appropriate academic and technical skills.
- 21st Century Themes & Skills
  - Creativity
- NJSLS Technology
  - n/a
- Interdisciplinary Connections
  - RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

### **Essential Questions:**

- ☐ What makes a poem great?
  - ☐ How do I tell if the sounds are the same or different?
  - ☐ How do I tell if words are the same or different?
  - ☐ How do you identify beginning, middle and ending sounds in words?
  - ☐ How do you map letters to sounds fluently?
  - ☐ How do we incorporate story elements to gain a deeper level of understanding text and fluency of reading?
  - ☐ How does activating prior knowledge to make connections to text affect fluency?
  - ☐ What does fluent reading sound like?
  - ☐ How do you transfer sounds to symbols, words, and express meaning in writing fluently?
  - ☐ How can I identify syllables in words?
  - ☐ How can I identify words in a sentence?

### **Enduring Understandings:**

- Poetry and repetition of rhymes teach children the language development.
  - ☐ Nursery rhymes preserve a culture that spans generations and participates in a long tradition.
  - ☐ children really see the connection between movement, rhythm and words.
  - ☐ Learning rhymes are fun to say and build confidence and social development through singing,

dancing and performing.

- ☐ Rhymes are patterns that make easy recall and memorization.
- ☐ Poetry and rhymes tell a story with a beginning, a middle and an end.
- ☐ Cognitive development teaches children that events happen in sequence and how to understand stories.
- ☐ Physical development helps the mouth and tongue muscles while movement provides with coordination.

#### **Instructional Targets & Objectives:**

- ☐ Identify rhyming words
- ☐ Differentiate an awareness of the genre of nursery rhymes.
- ☐ Recite, roleplay, and dramatize the poem through fingerplays.
- ☐ Categorize and distinguish the sequence of events in the nursery rhyme.

#### **Suggested Activities:**

- Introduce a new nursery rhyme/show short video of Nursery Rhyme.
  - ☐ Introduce students to a finger play if available.
  - ☐ Students will listen and coral read the rhyme and try the finger play if available.
  - ☐ Students will circle rhyming words
  - ☐ Complete the Nursery Rhyme Activity
  - ☐ Dr. Jean's Take Home Nursery Rhyme booklets
  - ☐ Add Nursery Rhyme activity to the learner's My Mother Goose Nursery Rhymes Book

#### **Assessments:**

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#### **Kindergarten Unit 6: Concepts about Print / Nonprint Resources**

##### Unit 6 Standards:

- AASL
  - IV.A.2 Identifying possible sources of information.
  - LA.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Career Ready Practices
  - CRP4. Communicate clearly and effectively and with reason.
- 21st Century Themes & Skills
  - Information Literacy
- NJSLS Technology
  - 8.1.5.A.1
- Interdisciplinary Connections
  - ELA

##### Essential Questions:

- 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?

#### 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.

#### Instructional Targets & Objectives:

- 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

#### 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.

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