Library Media Center, Grade K

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

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.

Kindergarten	Scope & Sequence	Pacing
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
    - Allow errors in speaking
    - Rephrase questions, directions, and explanations
    - Provide extended time to complete tasks
    - Accept even minimal participation
- At-risk
    - Provide extended time to complete tasks
    - Consult with classroom teacher(s)/Guidance Counselor
    - Implement appropriate modifications/accommodations per IEP, if applicable
    - Provide rewards as necessary

- 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) Link to the Lesson and Materials	Read, "Three Little Pigs" fairytale. • Discuss Fiction/Nonfiction and parts of the book. • Have students identify the problem in story. • Ask students what they think is needed to build a strong house. • 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?	• Students will identify the problem in story.	X	
2	IMAGINE (Brainstorm Solutions)	• Divide class into three groups • Introduce the "Three Little Pigs" Design Challenge: Can your team design and build a house that a big, bad wolf can't blow down? • Explain the requirements. • Show students the "Big, Bad Wolf" so they know the	• Students will brainstorm solutions to the challenge.	X	

		force of the wind (Huffing and puffing".			
3-4	PLAN (Select/Plan Solution)	• Hand out paper for students to sketch their house.	• Students will work as a team to sketch their house.	X	
5-7	CREATE (Prototype Solution)	• Hand out each team's assigned material to use.	• Students build their house.	X	
8	IMPROVE (Test Solution)	• Have students bring their house to the "testing zone". • Note: Their house can face any direction, but the wind must always come from the same place. • If the house is still standing after 20 seconds, success! • Give students time to reflect and discuss with team: 1. What material worked the best? 2. Why do you think some materials were more effective than others? 3. Was your house able to withstand the huffing and huffing of the big	• Students bring their house to the "testing zone". • If the house is still standing after 20 seconds, success! • Students will reflect and answer refection questions.	X	

		bad wolf? 4. How could you improve your design? *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?			

Assessments:

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

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    - Provide rewards as necessary
- 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

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

- Introduce the student to the computer keyboard's letters and numbers by navigating several virtual environments
    - dance mat typing https://www.dancemattypingguide.com/dance-mat-typing-level-1/
    - abcya.com Keyboarding Zoo http://www.abcya.com/keyboarding_practice.htm
    - abcya.com Cup Stacking http://www.abcya.com/cup_stack_typing_game.htm
    - abcya.com Typing Rocket Junior http://www.abcya.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:

- Formative
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- Summative/Benchmark
    - Teacher-created Tests, Maker Projects
- Alternative
    - Oral Presentations, Slideshow Presentations, Research Reports, Student Portfolios, Comic Strips, Timelines, Student Podcasts, Green Screen Newscasts

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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
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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 are 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 awarness 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

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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.

Assessments:

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