Unit 01: Orientation to the School Library Media Center

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **3-5 sessions**
Status: **Published**

Brief Summary of Unit

Kindergarten students will be introduced to the library media center and its media specialist. Procedures and behavioral expectations of the kindergarten students when visiting the school library media center will be introduced, modeled, and practiced. The goal is to help students feel comfortable in the library while learning basic expectations and discovering that the library is a place for reading, learning, creating, and exploring.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: July 2026

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

Information Literacy: This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
LA.RI.K.10	Actively engage in group reading activities with purpose and understanding.
LA.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
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.
RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
RI.CI.K.2	With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
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.
RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.TS.K.4	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RI.PP.K.5	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RL.MF.K.6	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).
SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.II.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.
SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
I.A.2	Recalling prior and background knowledge as context for new meaning.
I.C.3	Acting on feedback to improve.
I.D.1	Continually seeking knowledge.
V.A.3	Engaging in inquiry-based processes for personal growth.
V.C.1	Expressing curiosity about a topic of personal interest or curricular relevance

IV.A.1	Determining the need to gather information.
IV.A.2	Identifying possible sources of information.
IV.A.3	Making critical choices about information sources to use.
VI.D.1	Personalizing their use of information and information technologies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
III.A.2	Developing new understandings through engagement in a learning group.
III.B.2	Establishing connections with other learners to build on their own prior knowledge and create new knowledge
III.C.1	Soliciting and responding to feedback from others.
TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.2.E.CS1	Plan strategies to guide inquiry
TECH.8.2.2.A.CS2	The core concepts of technology.

Essential Questions

- How can I choose informational resources in the library media center?
- How can I become an effective user of the library media center?
- How can the library media center impact my personal reading growth?
- How is the library media center a resource within our school for learning and discovery?
- What are behavioral expectations for students while using the school library media center?
- What is a school library, and how can it help me learn and grow?

Students Will Know/Student Will Be Skilled At

- Answering the essential questions.
- Borrowing and returning library resources appropriately.
- Describing what a library media center is.
- Following procedures and behavioral expectations for kindergarten students.
- Practice safe and respectful library behaviors.
- Recognizing the different sections of the library media center.
- Selecting a book appropriate for their need of interest.
- Shelf markers keep the library collection organized.

- Students select books based on interest, reading ability, and need for information.
- That a library media center exists as part of their school.
- There are varied resources to borrow from the library media center.
- Understand that everyone shares and cares for library books.
- Utilizing shelf markers when selecting and replacing books during searches.
- What behaviors are expected within the school library media center.
- What routines to follow within the school library media center.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in media is evidenced through benchmark assessments as part of the media specialist's Student Growth Objective (SGO). Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

- Benchmark/Alternative-Students will be able to circle or color pictures that show good library behavior or how to take care of a book.
- Benchmark/Alternative-Students will be able to explain one purpose of a library media center.
- Benchmark/Alternative-Students will be able to participate appropriately in a read-aloud and checkout routine.
- Benchmark/Alternative-Students will locate proper materials independently within a given time period.
- Formative-Demonstrate acceptable behavior for a library media center.
- Formative-Students will be able to point to the checkout desk. the book return bin. a picture book. the story area, the librarian.
- Formative-Students will be able to tell one thing that they learned about the library.
- Formative-Students will return materials on a regular basis.
- Formative-Students will self-assessment their performance.
- Summative-Role play skills taught in unit (how to locate a book, book checkout, and proper use of a book)

Learning Plan

Media Specialist may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or

cultural backgrounds of individual students.

Media Specialists at the elementary level design their own unique lesson plans in order to incorporate the essential questions provided in this unit. The order in which this information is presented is dependent upon the variables specific to each elementary school community. For example, students may be called to the carpet for a lesson followed by guided practice, then independent practice. After the lesson, students will check out books. Library Media time ends with an electronic story so that the media specialist can assist and model proper checkout procedures with students.

Kindergarten students will be introduced to the library media center and its media specialist. Procedures and behavioral expectations of the kindergarten students when visiting the school library media center will be introduced, modeled, and practiced. Students will learn about the different sections of library books and how books are arranged. Students will learn how to use a shelf marker and the procedures for checking out a book from the library media center. Suggested activites are listed below for this unit:

- At the beginning of each year, provide an orientation to the library that includes procedures and behavior expectations .
- Communicate with parents using an orientation letter and if needed, overdue notices
- Introduce key vocabulary: library, library media center, media specialist, librarian, makerspace centers, books, checkout, check in, returning books, renew, bookmark, Chromebook, mouse, computer, tablet, call number, and shelf marker.
- Mini Lessons may include: Tour of library media center, How to use a shelf marker to choose a book, How to pick an age appropriate book and check it out, Expected behaviors within the library media center, Where fiction and nonfiction books are located in the library, and What is the difference between fiction and nonfiction books.
- Model library procedures including how to properly search for a book, how to check out a book, how to return a book .
- Preview the essential questions and connect to learning throughout the unit.
- Read relevant fiction and nonfiction books.

Materials

The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Suggested Supplemental Resources:

Kindergarten Media Google Folder

A Library Book For Bear (Becker)

I Took My Frog to the Library (Kimmel)

We're Going On a Book Hunt (Miller)The Library Doors (Miller)

The Library Gingerbread Man (Enderle)

Library Rules (Knudsen)

Pigeon Goes to School (Willems)

Wild About Books (Sierra)

Do Not Bring your Dragon to the Library (Walnut Capstone ebooks)

(Brain Pop Jr). The Library

(You Tube) Sammy the Shelf Marker

(Google Slides) Slides to introduce the library media specialist to students, library rules

Library Rules with Mr. Potato Head (Google)

Would You Rather-Library

Get to Know the Librarian Slides (Google)

Sample Lessons:

First Library Class- Welcome students into the library media center and have students come to the rug. Use Get To Know the Librarian Google Slides to introduce yourself and let the students know some things about you. Read The Pigeon Has to Go to School. Go over library Rules using Mr. Potato Head toy and poster (poster in Google Drive). Give a brief tour of the library. Read Wild About Books. Practice lining up.

Week 2: What is a library? Review Rules from the previous week. Discuss what is a library, what we will be doing in library class, take a tour of the library, Play I Spy Library version (important places in the library that students need to know-librarian, checkout desk, Easy picture book section, nonfiction section, story time carpet, smart panel, etc)-. Introduce makerspace stations and go over rules.

- Age appropriate online databases (PebbleGo and Capstone)
- Age appropriate websites (Library Homepage/Symbaloo)
- Computers/Chromebooks/ipads/tablets
- Interactive board technology (Smart Panel)
- Library Rules
- Media specialist produced interactive materials/presentations/visual aids

- Presentation software
- Quality library media center collection of print and nonprint relevant resources
- Student made shelf markers

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.