Unit 04: Becoming a Responsible Library Citizen

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

Brief Summary of Unit

Kindergarten students will understand that libraries provide a diverse collection of materials and there are responsible ways to take care of these materials.

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.

Information Literacy for Elementary Educators

L.RF.K.1	Demonstrate understanding of the organization and basic features of print.

LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
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).
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.
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).
RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
RI.IT.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
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).
RI.MF.K.6	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).
RI.AA.K.7	With prompting and support, identify the reasons an author gives to support points in a text.
RL.CT.K.8	With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
RI.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
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.PE.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).

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.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
I	Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
I.A.2	Recalling prior and background knowledge as context for new meaning.
I.C.1	Interacting with content presented by others.
I.C.3	Acting on feedback to improve.
I.D.1	Continually seeking knowledge.
V	Explore: Discover and innovate in a growth mindset developed through experience and reflection.
V.A.3	Engaging in inquiry-based processes for personal growth.
V.C.3	Collaboratively identifying innovative solutions to a challenge or problem
V.D.1	Iteratively responding to challenges.
IV.A.1	Determining the need to gather information.
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.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
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.
III.D.1	Actively contributing to group discussions.
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 become an effective user of the library media center?
- How can we take care of library books so everyone can enjoy them?
- What can I do to keep books safe and clean?
- What should I do if a library book gets damaged?
- Why are patrons responsible for any materials they borrow from a library?
- Why does a library media centers provide a diverse collection of materials to its patrons?
- Why is it important to demonstrate good library citizenship?
- Why is it important to take care of books?

Students Will Know/Student Will Be Skilled At

- To ask assistance from the media specialist if they find a book needs repair.
- A bookmark is used instead of folding pages.
- Answering the essential questions.
- Borrowing and returning library resources appropriately.
- Demonstrating and describing proper ways to care for materials and books.
- Describe the types of materials that can be found in a library media center.
- Food and drinks can damage books. Most of the books returned damaged are from water bottle leaks.
- Taking care of books helps everyone enjoy reading.
- There are many types of materials that can be found in a library media center.
- There are responsible ways to care for books and materials that are borrowed from a library media center.
- There are right and wrong ways to treat books.
- Understand that everyone shares and cares for library books.

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 can Identify whether a picture shows good or poor book care.
- Benchmark/Alternative-Students will create a bookmark showing proper book care rules.
- Formative-Students can explain one way to keep books safe.
- Formative-Students will identify good and poor book care.
- Formative-Students will identify good and poor book care.
- Formative-Students will return materials on a regular basis.
- Formative-Students will self-assessment their performance.
- Formative-Students will use books in a proper manner.
- Formative-Through discussion, students will describe the various materials that can be found in a library media center.
- Summative-Students can demonstrate how to hold a correctly, turning one page at a time carefully, and
- Summative-Students can role play appropriate library citizenship based on skills related to acceptable ways to take care of library materials.
- Summative-Students can say one book Care rule.

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 understand that libraries provide a diverse collection of materials and there are responsible ways to take care of these materials. Lessons will focus on book care and proper use of technology devices. Suggested activites are listed below for this unit:

- Create a bookmark to encourage proper book care.
- Introduce key vocabulary: book care, bookmark, spine, bookshelf, book cart, patron, and technology devices.
- Mini lesson may include: proper book care using examples of mistreated books, demonstrating proper handling skills for print (e.g., how to open and hold properly, turn pages correctly, using bookmarks, and

returning materials to proper place), demonstrating proper handling of technology devices.

- Model proper handling skills for print (e.g., how to open and hold properly, turn pages correctly, use bookmarks, and return materials to proper place).
- 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:

Select this link to view the Kindergarten Google Folder under media in the Grades K-5 folder.

Mr. Wiggles Book (Craig)

Read It, Don't Eat It (Schoenherr)

Stella Louella's Runaway Library Book (Ernst)

Where Are My Books? (Ohi)

(YouTube) Book Care Commercial-Water Bottle

(YouTube) Book Care Commercial-Writing or highlighting books

(YouTube) Book Care Commercial-Food around books

(YouTube) Book Care Commercial-Weather and the Elements

(Youtube) Take Care of Your Computer

(Youtube) Mr Ginger Takes Care of Library Books

(Youtube) Don't Let The Pigeon Touch The Books at St. Catherine's School

(Youtube) Don't Let the Pigeon Touch the Books by Windsor Public Library

(Website) Three Books a Night-Website

(GoogleDoc) Don't Let the Pigeon Ruin the Book

(Google Slides) Mr. Wiggle's Book

(Google Slides) Chromebook Basics

(Google Slides) Perfectly Messed up Story (Ryan & Craig Read Aloud)

(Google Slides) Maybe A Bear Ate It

(Google Slides) Book Hog

Week 1-Book Care Don't Let the Pigeon Touch the Books! Watch a YouTube video of Don't Let the Pigeon Touch the Books. Read Don't Let the Pigeon Ruin the Books. Review Book Care. Review Makerspace center rules. Role play how to pick a book and checkout in the library. Students check out for the first time.

Week 2-Book Care Review how to take care of our books. Watch Ryan & Craig Read Aloud of a Perfectly Messed Up Story. Talk about the #1 cause of Book Loss at Walnut is leaking water bottles in backpacks.. Talk about water damage to books (Watch YouTube Book Care Commercial on Water Damage about water bottles leaking)

Week 3- Finding a safe place to keep our library book.- Read Maybe a Bear Ate It-finding a safe spot at home to keep our library books so we can return library books back to school.

Week 4- Why we need to return library books- Read Book Hog.

- Age appropriate websites
- Examples of books that have been mistreated
- Interactive board technology (Smart Panel)
- Media specialist produced interactive materials/presentations/visual aids
- Presentation software
- Quality LMC collection of print and nonprint relevant resources
- Student created bookmarks

Suggested Strategies for Accommodations 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.