

Unit 1: K Informational Literacy

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

GOALS/PURPOSE

Goals: To help students develop a set of skills that will allow them to recognize when information is needed and to locate, evaluate, and use effectively and safely the needed information.

Specific Goals for Kindergarten:

- Introduction to the research process and how information is created
- Introduction to critical thinking and using information resources
- Introduction to accessing information safely

Purpose: Information literacy includes digital, visual, media, textual and technological information. Developing this set of skills will allow students to think critically and allow them to identify misinformation, and know where to find strong information sources.

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

INFORMATIONAL LITERACY STANDARDS

READ ALOUDS/TEXTS/EXCERPTS

- *Telephone*, Mac Barnett
 - It's time to fly home for dinner! In this witty picture book from award-winning and bestselling author Mac Barnett, a mother bird gives the bird next to her a message for little Peter. But passing messages on a telephone line isn't as simple as it sounds. Each subsequent bird understands Mama's message according to its own very particular hobbies. Will Peter ever get home for dinner?
 - This book is found in every school's SEL collection, and illustrates the needs for effective communication, as well as the negative sides of misinterpreting information.
- *Old MacDonald Had a Phone*, Jeanne Willis
 - Old Macdonald loves his phone: it helps him organize his farm. But when the animals each get one of their own, they are soon on their phones all day - "Here a tweet, there a chat, WhatsApping the farm cat" - and before they know it, no work is getting done! What can Old Macdonald do?
 - This book shows the negative effects of technology use and distraction.
 - Read Aloud [Link](#)
- *Lola at the Library*, Anna McQuinn
 - This gentle story of growing with books encourages little ones to discover the joy of reading as well as getting them ready and excited to visit the library.
 - This book is a great introduction to libraries as places of fun and for sources of information seeking.
 - See Faith Hvisdas for a copy.
 - Read Aloud [Link](#)
- *Pete the Cat Checks out the Library*, James Dean
 - It's Pete the Cat's first time at the library. He gets a fun tour of library and even reads a few super cool stories while he's there.
 - This book can introduce or extend the exploration of libraries.
 - See Faith Hvisdas for a copy.
 - Read Aloud [Link](#)
- *Chicken Clicking*, Jeanne Willis
 - *One night Chick hops onto the farmer's house and has a browse on his computer—CLICK—soon she's shopping online for the whole farm! But when she arranges to meet up with a friend she's made online, she discovers all is not as it seem*
 - This book introduces the ideas of safely using the internet as an information source.
 - Read Aloud [Link](#)

ARTICLES/VIDEOS

- *5 Internet Safety Tips for Kids* [Video](#), Commonsense Media
 - This video reviews basic internet safety tips.
- *Respect the Person* [Lesson and Video](#), Copyright and Creativity
 - This lesson from Copyright and Creativity introduces the idea of copyright and why it is important to give credit to creators.

WEBSITES/APPS/TOOLS/DATABASES

The following are helpful tools to teach and extend learning of information literacy concepts:

- [BookCreator](#)
 - This website will help students become creators. They can write and design their own book ideas to share.
- [Epic](#)
 - This website/app houses many reliable e-books, audiobooks, and videos. It is easy to use, so young students can learn how to research and navigate information.
- [Sora](#) (Collingswood students and staff only)
 - This website/app is a partnership between Collingswood Public Schools and the Collingswood Public Library. It houses numerous e-books and audiobooks. Students and staff sign in with their Collingswood email and can have access. This tool is similar to Epic, and is another way students can access reading material.
- [MackinVia](#) (Oaklyn students and staff only)
 - This works in the same way as Sora, but with no public library partnership. Additionally, several databases and research tools are included here. Teachers have the opportunity to

build collections.

- [Scratch Junior](#)
 - This website is another great tool to have students showcase their creativity and become creators. This one works by introducing concepts of coding.

PROFESSIONAL LEARNING

The following are helpful resources to extend professional learning:

- Commonsense Media for Families Youtube [Channel](#)
 - There are a number of helpful videos here that can be shared with students or families, to extend knowledge of various informational literacy concepts.
- [AASL](#) and [NJASL](#)
 - These are the websites for American Association of School Librarians and NJ Association of School Librarians. Lots of information pertaining to information literacy are found in both groups.

RELIABLE NEWS SOURCES
SAVED

RELIABLE NEWS SOURCES

Teaching students about misinformation and reliable news sources includes having reliable news sources:

- [Time for Kids](#)
- [NewsEla](#)

