

Swedesboro-Woolwich School District



**Cultural Media Arts Literacy**

**Grade: 1**

**Unit 1: Library Orientation & Story Elements**

**Number of Days: Trimester 1 (12 Days)**

**Unit Overview**

Introduction to the Library Media Center. Students will learn proper behavioral techniques for selecting books, listening to stories, conversing with others, and viewing the librarian as their teacher and a valuable resource. Students will be presented with opportunities to understand, analyze, evaluate, synthesize, and apply information effectively as they connect with literary resources. All students will partake in activities that show them how literature comes in various forms, helps us to connect with the world, and encourages us to use our imaginations.

**Critical Knowledge and Skills**

**Objectives:**

- I can understand the basic organizational pattern of the library
- I can demonstrate proper library citizenship
- I can recognize the parts of a book including the title page, front cover, back cover, spine, etc.
- I can explain the difference between the author and illustrator.
- I can determine the difference between selections of fiction and non-fiction.
- I can identify characters, setting, and the plot of a story and make connections from my personal life with them.
- I can ask questions that spark my curiosity and make me want to research more.

**Essential Questions**

- How can reading promote personal growth and enjoyment?
- How can the Library Media Center and the Librarian support my curiosity and hopes to learn?
- What reading skills can allow me to connect with literature?
- How can I use technology to access and use information and Resources?

**Enduring Understandings:**

- Responsible users of the library respect library materials and the rights of others to use them.
- Reading can lead to new adventures and inquiries.
- Reading allows me to explore many topics.
- I am learning to read so that I can read more to learn.
- Technology provides different sources of media to help me connect and learn about the world.

**Resources**

- Displays and posters for active listening.
- Demonstration activities for properly finding and checking out books.
- Whole group Read Alouds with selections such as:
  - Mr. Wiggle's Book by Paula Craig .
  - No David by David Shannon
  - Walter's Magic Wand by Eric Houghton
  - We're Going on a Book Hunt by Toni Buzzeo
  - The Leaf Thief by Alice Hemming
  - Read It, Don't Eat It by Pat Miller
  - Pete the Cat: Falling for Autumn
  - Hello Autumn! By Shelly Rotner
  - Seed, Sprout, Pumpkin Pie by National Geographic for Kids
- Shelf Markers
- Leaf Pattern Drawings
- National Geographic Kids website: Whacky Weekend Pumpkin Party
- Anchor Chart for Fiction and Nonfiction
- Book Sort Buckets – Fiction vs. Nonfiction
- ELL Resources
  - Display words in native languages around the library
  - Show videos with conversational library skills in native language
  - Incorporate books and discussions about cultural traditions and holidays
  - Teach digital literacy skills – including how to navigate online resources for language learning

**Main Activities & Assessments**

Formative Assessments

Summative Assessments

Performance Assessments

Major Activities/Assignments

<ul style="list-style-type: none"> <li>● Teacher observation w/anecdotal notes</li> <li>● Turn and Talk</li> <li>● Self-Evaluations</li> <li>● Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Trimester Assessment</li> <li>● Exit Tickets</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Observations</li> <li>● Teacher Checklist of expected behaviors</li> </ul>	<ul style="list-style-type: none"> <li>● Embedded through possible resources as listed above</li> </ul>
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Possible Assessment and Instructional Modifications			
<u>Special Education</u>	<u>At-Risk (Math Strategies and ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p><b>Possible Modifications/Accommodations</b></p> <ul style="list-style-type: none"> <li>● Provide visual aids and anchor charts</li> <li>● Highlight key directions</li> <li>● Preview content and concepts</li> <li>● Highlight text or modeled writing</li> <li>● Preferential seating</li> <li>● Small group setting</li> <li>● Alternative assessments</li> <li>● Guided Reading</li> <li>● Varying organizers for instructions</li> <li>● Flexible groupings</li> <li>● Student choice in activities</li> <li>● Consult with OT</li> <li>● Teacher modeling</li> <li>● Extended time</li> </ul>	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Reduction of distractions</li> <li>● Answers to be dictated</li> <li>● Use a consistent routine</li> <li>● Modify instructional strategies such as guided reading, small group opportunities, peer support</li> <li>● Additional visuals</li> <li>● No penalty for spelling errors or sloppy handwriting</li> </ul>	<ul style="list-style-type: none"> <li>● Asking questions which prompt students to think about their own thinking process, (successes and challenges). Provide choice of activity, presentation, and groups among appropriate projects.</li> <li>● Extend activities as appropriate.</li> <li>● Extend readings by offering varying and different text, including nonfiction, that is on a student's Lexile Level.</li> <li>● Offer additional opportunities for synthesis - Asking questions that encourage students to create new information from existing information.</li> <li>● Increase connections - Asking students questions that ensure the ability to apply new learning to their lives.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue practicing vocabulary</li> <li>● Choice of test format (multiple-choice, essay, true-false)</li> <li>● Vary test formats</li> <li>● Read directions to student</li> <li>● Provide study guides prior to tests</li> <li>● Clarify test directions, read test questions</li> <li>● Read test passages aloud (for comprehension assessment)</li> </ul>

## Interdisciplinary Connections

### Life Literacies and Key Skills Standards:

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

### Theater Standards:

- 1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.5.Cr2b: Participate and identify defined responsibilities required to present a drama/theater work informally to peers/audience and participate in the process.

### ELA Standards:

- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- SL.1.6. Produce complete sentences when appropriate to task and situation.
- RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

### World Language Standards

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and test support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.PRSNT.2. Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.



Curriculum To Include Instruction On...						
World Language	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law	LBGT Law	Asian Pacific Islander
<p>Review basic words and phrases in Spanish for things such as the alphabet, numbers, days of the week, seasons, etc. Practice physical actions or hand gestures to simple oral directions. Discuss holidays around the world in December. Introduce different cultures around the world and their heritage through books. For example Halloween, Chinese New Year, etc.</p>	<p>Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for each Topic area.</p> <p>8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world. (Grades K-2)</p>	<p>Students will be exposed to articles, books, and information from around the world as it relates to climate change. In addition, they will learn how to research using some of the resources provided by the state.</p> <ul style="list-style-type: none"> <li>● NASA Climate Kids (Science)</li> </ul>	<p>Students may check out or research books and authors of African American cultures including, but not limited to:</p> <ul style="list-style-type: none"> <li>● Sulwe by Lupita Nyong'o</li> <li>● Hair Love by Matthew A. Cherry</li> <li>● Ruby Bridges Goes to School: My True Story by Ruby Bridges</li> <li>● Dancing in the Wings by Debbie Allen</li> <li>● Rosa by Nikki Giovanni</li> <li>● He's Got the Whole World in His Hands by Kadir Nelson</li> </ul>	<p>Students may check out or research books and authors of Jewish cultures including, but not limited to:</p> <ul style="list-style-type: none"> <li>● The Tree in the Courtyard: Looking Through Anne Frank's Window by Jeff Gottesfeld</li> <li>● I Will Come Back For You: A Family in Hiding During World War II by Marisabina Russo</li> <li>● Hanna's Suitcase: The Quest to Solve the Holocaust Mystery by Karen Levine</li> <li>● I Am A Star by</li> </ul>	<p>Students may check out or research books which promote positive gender identities and authors who are part of the LGBTQ+ community including, but not limited to:</p> <ul style="list-style-type: none"> <li>● 1,2,3: A Family Counting Book by Bonnie Combs</li> <li>● 10,000 Dresses by Marcus Ewert</li> <li>● And Tango Makes Three by Justin Richardson and Peter Parnell</li> <li>● Best Best Colors: Los</li> </ul>	<p>Students may check out or research books and authors of Asian Pacific Islander cultures (ie: Chinese, Japanese, Indian, Hawaiian, South East Asian, and Muslim) including, but not limited to:</p> <ul style="list-style-type: none"> <li>● Hot Pot Night by Vincent Chen</li> <li>● Eyes That Kiss in the Corners by Joanna Ho</li> <li>● Natsumi by Susan Lendroth</li> <li>● Gibberish by Young Vo</li> <li>● Friends are Friends Forever by</li> </ul>

			<ul style="list-style-type: none"> <li>● Aunt Harriet’s Underground Railroad in the Sky by Faith Ringold</li> <li>● Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly</li> </ul> <p>In addition, students will learn about various cultures throughout the year and be exposed to language, holidays, and many more.</p>	<p>Inge Auerbacher</p> <ul style="list-style-type: none"> <li>● When Hitler Stole Pink Rabbit by Judith Kerr</li> <li>● Jewish Authors including (Judith Kerr, Judy Blume, Louis Sacher, Francesca Simon, and more)</li> </ul> <p>In addition, students will learn about various cultures throughout the year and be exposed to language, holidays, and many more.</p>	<p>Mejores Colores by Eric Hoffman</p> <ul style="list-style-type: none"> <li>● Call Me Tree/Llamame arbol by Maya Christina Gonzalez</li> <li>● This Day in June by Gayle E. Pitman</li> <li>● Families by Susan Kuklin</li> </ul> <p>During the World Language unit, students will learn about how every culture has different and unique family upbringings and cultural traditions.</p>	<p>Dane Liu</p> <ul style="list-style-type: none"> <li>● Ten Blocks to the Big Wok: A Chinatown Counting Book by Ying-Hwa Hu</li> <li>● ‘Ohana Means Family by Llima Loomis</li> <li>● Bilal Cooks Daal by Aisha Saeed</li> <li>● The Katha Chest by Radhiah Chowhurdy</li> <li>● Priya Dreams of Marigolds and Masala by Meenal Patel</li> </ul> <p>In addition, students will learn about various cultures throughout the year and be exposed to language, holidays, and many more.</p>
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