Glen Ridge Public Schools-Library/Media Curriculum

Course Title: Library/Media

Subject: Library

Grade Level: Kindergarten

Duration: Full Year

Prerequisite: N/A

Elective or Required: N/A

Mission Statement:
The mission of the Glen Ridge Public Schools Library/Media Program is to ensure that students are exposed to a variety of information sources and leisure reading materials in a manner that encourages their development into lifelong learners. The library program also strives to support the curriculum by providing resources to both teachers and students.

Course Description:
By the end of kindergarten students are expected to understand the purpose of a library, that the library is organized and that the library has many different types of materials. Students are introduced to library concepts and taught to be responsible library users. Students are exposed to award winning literature and encouraged to become independent library users. The skills developed in kindergarten will be built upon in future grades and extend to libraries everywhere.

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Library Media
Unit 1: Introduction to the library

Approximate # of weeks: 4 weeks

Essential Questions:
- What is a library?
- What is a librarian?
- How do we take care of our library books?
- How do I check out a library book?
- How do I behave in library?

Upon completion of this unit students will be able to:
- Check out a library book (RI.K.10, RL.K.10)
- Retell the rules of the library (RI.K.1, RI.K.10, RL.K.10)
- Use a shelf marker (RI.K.1, RI.K.10, RL.K.10)
- Explain the role of the librarian (RI.K.1, RI.K.10, RL.K.10)
- Correctly care for a library book (RI.K.10, RL.K.10)

Interdisciplinary Standards:
- Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:
- Make library cards
- Role play using a shelfmarker and a library card
- Play the “Oh, yes, Oh no” game for caring for library books
- Game: What does a librarian do?
- Create their own shelf elf
- Watch video on book care
- Reading stories

Enrichment Activities:
- Students can assist others with procedures once mastered

Methods of Assessments/Evaluation:
- Observation
- Role-playing
- Thumbs up/thumbs down
- Game
- Classwork
- Projects

**Resources/Online Resources:**
- Youtube/smartboard
- Smartboard lessons
- Worksheets
- Library cards
- Oh, Yes, Oh, No game
- Librarian flashcards
- Library books
Approximate # of Weeks: 6

**Essential Questions:**
- What is available in the library?
- How do I find what I’m looking for?

**Upon completion of this unit students will be able to:**
- Recognize and identify concept books (ABC, number, color, shape, wordless books) (RL.K.5, RL.K.10)
- Recognize and identify poetry books (RL.K.5, RL.K.10)
- Recognize and identify “E” books (RL.K.5, RL.K.10)
- Recognize and identify magazines (RL.K.5, RL.K.10)
- Use a spine to locate books (RI.K.5)

**Interdisciplinary Standards:**
- **Standard 9.1 21st Century Life and Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**Activities:**
- Create spine labels
- Treasure hunt for identified books
- Demonstration with document camera
- Worksheets
- Reading stories

**Enrichment Activities:**
- Identify books that are missing appropriate spine labels.

**Method of Assessments/Evaluation:**
- Thumbs up/thumbs down
- Observation
- Projects/worksheets
- Anecdotal notes
Resources/Online resources:
- Document camera
- Smartboard
- Library materials
- worksheets
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Unit 3: Author vs. Illustrator

Approximate # of Weeks: 6

Essential Questions:
● What is an author?
● What is an illustrator?

Upon completion of the unit students will be able to:
● Explain the author’s role in a book (RI.K.6, RL.K.6, W.K.3)
● Explain the illustrator’s role in a book (RI.K.6, RL.K.6, RL.K.7)
● Determine the difference between an author and an illustrator (RI.K.6, RL.K.6)

Interdisciplinary Standards:
● Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:
● Reading stories
● Reading wordless books
● Telling stories with pictures
● Writing and illustrating a class book
● Viewing author websites
● Author study
● Writing captions to go with illustrations

Enrichment Activities:
● Writing and illustrating their own book

Methods of Assessments/Evaluations:
● Projects
● Observation
● Creative writing
● Classwork
Resources/Online Resources:

- Smartboard
- Worksheets
- Library books
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Unit 4: Parts of a Book

Approximate # of Weeks: 6

Essential Questions:
● What information is available on the parts of a book?
● Why is this information important to the reader?

Upon completion of this unit students will be able to:
● Identify the parts of a book: front cover, back cover, front flap, back flap, title page, table of contents, spine. (RI.K.5)
● Recognize what information is on each part of the book (RI.K.2)

Interdisciplinary Standards:
● Standard 9.1 21st Century Life and Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:
● Read online book
● Make a book front cover
● Make a book spine
● Read a variety of stories
● Worksheets
● Observe parts of a book via document camera

Enrichment Activities:
● Create your own book with all book parts

Methods of Assessments/Evaluation:
● Projects
● Observation
● Classwork

Resources/Online Resources:
● Document camera
● Worksheets
● Library books
● Smartboard
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Unit 5: Award Winning Literature

Approximate # of Weeks: 4

Essential Questions:
● How do books win awards?
● What makes a book great?
● Why is literature important?

Upon completion of this unit students will be able to:
● Identify great works of children’s literature (RL.K.5, RL.K.6, RL.K.10)
● Recognize award winning authors (RL.K.5, RL.K.6, RL.K.10)
● Recognize award winning illustrations/illustrators (RL.K.5, RL.K.6, RL.K.7, RL.K.10)
● Evaluate books based on specific criteria (RL.K.5, RL.K.6, RL.K.7, RL.K.10)

Interdisciplinary Standards:
● Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:
● View smartboard presentation of Caldecott Medal criteria
● View poster of previous winners
● Write stories using only illustrations
● Add words to illustrations
● Read and evaluate previous Caldecott Medal winners according to criteria
● Review parts of a book in order to identify Caldecott criteria
• Read and evaluate Caldecott Medal winner contenders
• Participate in a mock Caldecott vote

Enrichment Activities:
• Explore award winning authors of interest on the Internet

Methods of Assessments/Evaluation:
• Classwork
• Projects
• Voting process
• Creative writing

Resources/Online Resources:
• Smartboard
• Past Caldecott winning books
• New books in running for Caldecott Medal
• Caldecott poster
• Ballot boxes
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Unit 6: Fiction vs. Nonfiction

Approximate # of Weeks: 6

Essential Questions:
- Why do authors write nonfiction?
- Why is reading nonfiction important?
- How does the structure of nonfiction differ from fiction?

Upon completion of this unit students will be able to:
- Explain the difference between fiction and nonfiction and support their ideas with information from the text (SL.K.1, SL.K.2, SL.K.5)
- Identify nonfiction as factual, true, informational (RI.K.1, RI.K.2, RI.K.8, RI.K.10, RL.K.5, W.K.2, W.K.8)
- Recognize that nonfiction can be read for fun as well as information (RI.K.10)

Interdisciplinary Standards:
- Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:
- Read a variety of nonfiction books
- Compare nonfiction text features to fiction
- Identify facts learned from nonfiction texts
- Nonfiction writing
- Discuss how to recognize nonfiction

Enrichment:
- Be a team leader for fiction vs. nonfiction discussions

Methods of Assessments/Evaluation:
- Observation
- Thumbs up/thumbs down
- Discussion
- Writing projects
Resources/Online Resources:

- Nonfiction books
- Document camera
- Worksheets