

Library Science Curriculum - Kindergarten

Content: Library and Information Literacy

BIG IDEA: Effective readers use appropriate strategies to construct meaning.

Effective Library Patrons will use appropriate strategies to find, select and care for library materials.

Major Objective:

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
CC.1.2.E (PreK-3) CC.1.2.L (PreK-12) CC.1.3.K (PreK-12) CC.1.3.E (PreK-1) CC1.2.G CC.1.2.H(K-2) CC1.3.D CC1.3.G CC 1.3.K			

Curriculum Standard

<i>Student Competencies</i>	Specific Content/Essential Questions	Assessment	Resources / Materials
Identifying Text Features <ul style="list-style-type: none"> Identifying parts of book (e.g. Title, author) and parts of text (e.g. beginning, end, details) 	<ul style="list-style-type: none"> How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text 	Observation, questioning	Big Book of Non fiction elements Non fiction books on ants and pelicans Non Fiction book on Naked Mole Rat (Pebble GO) Brain Pop JR. Discovery Education Library Assistant Destiny JBLibraryBlog/Twitter Ipad Tiny Tap APP, Keynote APP

	<p>should be read?</p>		
<p>Selecting informational texts & literary non-fiction</p> <ul style="list-style-type: none"> Engage in group reading activities related to non-fiction with purpose and understanding 	<ul style="list-style-type: none"> How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read? 	<p>Observation, questioning, I wonder statements.....</p>	<p>Goldisocks and the Three Libearians Goldilocks and the Three Bears You Tube Richard Scary Goldilocks Pebble Go on line database Discovery Education Library Assistant JBLibraryBlog Ipad</p>
<p>Explaining Different Types of Text</p> <ul style="list-style-type: none"> Compare and contrast differences between fiction and non fiction 	<ul style="list-style-type: none"> How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what 	<p>Venn diagram</p>	<p>Naked Mole Rat Naked Mole Rat Gets Dressed Bran Pop JR. Discovery Education JBLibrary Blog Library Assistant Destiny</p>

	<p>to believe?</p> <ul style="list-style-type: none"> • How does what readers read influence how they should read it? • How does a reader's purpose influence how text should be read? 		Ipad
<p>Evaluating Diverse Media</p> <ul style="list-style-type: none"> • Describe relationships between illustrations and text 	<ul style="list-style-type: none"> • How do strategic readers create meaning from informational and literary text? • What is this text really about? • How do readers know what to believe? • How does what readers read influence how they should read it? • How does a reader's purpose influence how text should be read? 		<p>A New Ball for Daisy Library Assistant Ipad Chicka Chicka Boom Boom, The Big Hungry Bear and the Red Ripe Strawberry</p>
<p>Evaluating Arguments</p> <ul style="list-style-type: none"> • With support, identify why author uses certain details to support points in text 	<ul style="list-style-type: none"> • How do strategic readers create meaning from informational and literary text? • What is this text really about? • How do readers know what to believe? • How does what readers read influence how they should read it? • How does a reader's purpose influence how text 	Observation	Jan Brett texts, Laura Numeroff texts,

	should be read?		
<p>Identifying Author and Illustrator Roles</p> <ul style="list-style-type: none"> • Defines roles of author and illustrator 	<ul style="list-style-type: none"> • How do strategic readers create meaning from informational and literary text? • What is this text really about? • How do readers know what to believe? • How does what readers read influence how they should read it? • How does a reader's purpose influence how text should be read? 	<p>Published Student Treasures book Oxford Reading Club</p>	<p>Student Treasures writing piece Library Assistant</p>
<p>Identifying Literary Elements</p> <ul style="list-style-type: none"> • Identify similarities and differences among characters from different stories • Identify characters in familiar stories • Find connections between words and illustrations in books read aloud or read alone 	<ul style="list-style-type: none"> • How do strategic readers create meaning from informational and literary text? • What is this text really about? • How do readers know what to believe? • How does what readers read influence how they should read it? • How does a reader's purpose influence how text should be read? 	<p>Observations</p>	<p>Beatrice Doesn't Want To Compared to What Happened to Marion's Book? Library Assistant Pigeon Books (Mo Willems) Ipads</p>

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<p>Selecting Literary Fiction</p> <ul style="list-style-type: none"> • With assistance, select grade level appropriate literature. • Use illustrations and familiar words to create meaning from text by questioning, reflecting, responding, and evaluating 	<ul style="list-style-type: none"> • How do strategic readers create meaning from informational and literary text? • What is this text really about? • How do readers know what to believe? • How does what readers read influence how they should read it? • How does a reader's purpose influence how text should be read? 	<p>Color Respond sheet, Word Bank, Observation of book circulation, Destiny circulation statistics</p>	<p>Goldisocks and the Three Libearians Library Assistant Ipads</p>
<p>Vocabulary: title, author, illustrator, pictures, words, bold face print, labeling, text, point of view, characters, setting, select, retrieve, conections</p>			

Content: Library and Information Literacy

BIG IDEA: Active Listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

<p>ELA Standards 1._._ (Band)</p>	<p>Science Standards 3._._ (Band)</p>	<p>SS & H Standards 8._._ (Band)</p>	<p>BCIT Standards 15._._ (Band)</p>
<p>CC 1.5.B</p>			

<p>Describing Key Ideas and Details</p> <ul style="list-style-type: none"> • Ask and Answer questions 	<ul style="list-style-type: none"> • What do good listeners do? • How do active listeners 	<p>Observation, I wonder statements....</p>	<p>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</p>
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about key details in text read aloud or presented orally	<p>make meaning?</p> <ul style="list-style-type: none"> • How do active listeners know what to believe in what they hear? 		
Vocabulary: details,			

Content: Library and Information Literacy

BIG IDEA: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
CC 1.4.I CC1.4.V			15.4.L

<p>Evaluating Sources</p> <ul style="list-style-type: none"> • Support opinion with reasons • With help and support, use web browser to locate content specific websites 	<ul style="list-style-type: none"> • How do readers know what to believe in what they read, hear, and view? • How does interaction with text provoke thinking and response? 	Observation	<p>Destiny Pebble Go Library Blog Library Assistant Ipads</p>
<p>Research Process: Developing Research Topic and Questions</p> <ul style="list-style-type: none"> • As part of grade level appropriate research choose topic with guidance 	<ul style="list-style-type: none"> • How do readers know what to believe in what they read, hear, and view? • How does interaction with text provoke thinking and response? 	Graphic Organizer	<p>Informational texts Pebble Go Destiny Library Blog Ipads</p>

Vocabulary: research, book care, responsibility, librarian, Mrs. Lewin, Mrs. King, circulation desk, shelf marker, opinion

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BIG IDEA: Effective research requires the use of varied resources to gain or expand knowledge.

Major Objective:

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
CC 1.1.A CC.1.4.V (PreK-12) CC.1.4.W (PreK-2)			15.4.L

<p>Book & eReader Handling Skills</p> <ul style="list-style-type: none"> Demonstrate proper book handling skills and correct procedures for using eReader devices (how to turn device on and off, turn pages, protect screen) 	<ul style="list-style-type: none"> What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings? 	<p>Data collection at EOY concerning lost, missing, damaged books Permission slips returned, Destiny Data</p>	<p>Manners in the Library by Carrie Finn YouTube Video: Can you teach my alligator Manners? Beatrice Doesn't Want to! By Laura Numeroff PBSKids.Org-Berenstain Bears What's wrong Game Arthur's Computer Disaster What Happened to Marion's Book? By Brook Berg You Tube Video: What Happens to your Library book When you take it home? You Tube Video: Don't let the Pigeon Touch the books Mr. Wiggles Book Complete Library Skills Watch your Paws Chester Library Assistant Discovery Education Destiny JBLibraryBlog Ipads</p>
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<p>Research Process: Effective Inquiry</p> <ul style="list-style-type: none"> Participate in individual or shared research 	<ul style="list-style-type: none"> What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings? 	<p>Graphic Organizer completion for Animal research Project</p>	<p>Naked Mole Rat Pebble Go Destiny JBLibraryBlog Ipads</p>
<p>Recalling Information</p> <ul style="list-style-type: none"> With help recall information from past experience or information provided to answer question 	<ul style="list-style-type: none"> What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings? 	<p>Observation</p>	<p>Dream Snow by Eric Carle Elf on the Shelf Library Assistant Destiny JBLibraryBlog ipads</p>
<p>Vocabulary: research, pre-write, draft, graphic organizer, text to self connection, non-fiction,</p>			

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BIG IDEA: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques.

<p>ELA Standards 1._._ (Band)</p>	<p>Science Standards 3._._ (Band)</p>	<p>SS & H Standards 8._._ (Band)</p>	<p>BCIT Standards 15._._ (Band)</p>
<p>CC1.4.U</p>			

<p>Producing and Publishing with Technology</p> <ul style="list-style-type: none"> With guidance and support, explore digital tools to 	<p>What makes clear and effective writing? Why do writers write? What is the purpose?</p>	<p>Exit Slips via digital application to recall information learned from previous lessons, Oxford reading Club Writing project</p>	<p>Variety of retelling apps: Sock Puppets, Chatter Pix, Tiny Tap, Audio Boom, Youtube channel, QR code reader, (APPS)</p>
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produce and publish writing in collaboration with peers	Who is the audience? What will work best for the audience?		Ipads Library Assistant, JBLibraryBlog
Vocabulary: author, illustrator, cover, audience,			

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BIG IDEA: Responsible citizens use information ethically and productively in a global society

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
			15.3.M 15.3.T 15.4.B 15.4.K

Demonstrating technology etiquette and safety <ul style="list-style-type: none"> With prompting and support demonstrate proper etiquette while using and handling technology (eg technology basic care) With prompting and support answer questions about importance of safe, legal and responsible use of technology 	<ul style="list-style-type: none"> How do responsible citizens use information ethically? How do responsible citizens use information productively in a global society? 	Observation	NetSmartz Kids Video, Ipads,, Library Assistant, Brain Pop Jr., Tiny Tap APP
Behaving as a digital citizen <ul style="list-style-type: none"> Demonstrate proper care of technology and equipment 	<ul style="list-style-type: none"> How do responsible citizens use information ethically? How do responsible citizens use information productively in a global 	Observation	NetsmartzKids Videos, Ipads, Library Assistant, Brain Pop Jr.,

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	society?		
<p>Using Digital Media</p> <ul style="list-style-type: none"> • With help and support, identify similarities and differences among text, graphics, audio, animation, and video 	<ul style="list-style-type: none"> • How do responsible citizens use information ethically? • How do responsible citizens use information productively in a global society? 	Observation	Kids Tube App, Tiny Tap App, Ipads, Library Assistant Brain Pop Jr.,
Vocabulary: illustrations, illustrator, pictures, print, evaluate,			