

COURSE OF STUDY UNIT PLANNING GUIDE FOR: ELEMENTARY MEDIA SKILLS

GRADE LEVEL: K

PREPARED BY: VANESSA ABBADESSA

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**DUMONT PUBLIC SCHOOLS
DUMONT, NEW JERSEY**

[Born date: August 24, 2017]

ALIGNED TO THE NJSLS AND B.O.E. ADOPTED AUGUST 22, 2019

Course Name – Grades K– Full Year

**Course Philosophy or Description
For
Elementary Media Skills**

The school library media center is a vital and integral hub of the school. In an age of information, acquiring information literacy skills and a commitment to lifelong reading and learning become paramount. In the school library media center, students develop critical thinking, problem solving, and communication skills as they use a variety of resources to meet the demands of today's curriculum.

UNIT 1

UNIT TITLE: Library Orientation: Being an Engaged Library Learner

CHAPTERS/TOPIC COVERED:

UNIT LENGTH: 2 lessons

Performance Indicators (Standards and Objectives)

NJSLS:

NJ: 2016 SLS: English Language Arts

NJ: Kindergarten

Reading: Literature

Range of Reading and Level of Text Complexity

- NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.

Speaking and Listening

Comprehension and Collaboration

- NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.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).
- NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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.
- NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Presentation of Knowledge and Ideas
- NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language

Conventions of Standard English

- NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Objectives:

- Students will know the location of the library.

	<ul style="list-style-type: none"> • Students will know the name of the librarian and library clerk. • Students will know the rules of the library. • Students will demonstrate an understanding of the library rules. • Students will understand how to care properly for library materials.
Interdisciplinary Standards	<p>AASL (National) Inquire, think critically, and gain knowledge.</p> <ul style="list-style-type: none"> • 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry. <p>Dispositions in Action</p> <ul style="list-style-type: none"> • 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. <p>Self-Assessment Strategies</p> <ul style="list-style-type: none"> • 1.4.4 Seek appropriate help when it is needed. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. • 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. <p>Pursue personal and aesthetic growth.</p> <ul style="list-style-type: none"> • 4.1.1 Read, view, and listen for pleasure and personal growth.
Essential Questions	<ol style="list-style-type: none"> 1. Why do we go to the library? 2. What is a good library behavior? 3. Why do we need to take care of library materials?
Activities (Approximate Time Frame)	<p>2 lessons, one per 45 minute class period</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • recognize librarian and library aide. • discuss what they observe in the library. • raise hands to comment on library rules. • make connections to a read aloud text. • sit quietly and follow listening rules in the story corner. • restate rules.
Strategies/ Methods/ Vocabulary	<p>Strategies:</p> <ul style="list-style-type: none"> • Whole group review at tables • Teacher facilitated smart board activity • Vocabulary discussion • Questioning • Assisting with book selection and automated check out procedures • Vocabulary: Sound effects, animation, repetitive text, highlighted text <p>Vocabulary: Check Out Call Number Circulation</p>

	Biography Database Fiction and Nonfiction Librarian Book Return Circulation Desk Reference
Resources (Including Digital Tools)	<ul style="list-style-type: none"> ● Follet Destiny Online Card Catalog (BELS) ● Various picture books ● Teacher selected workbooks and websites
21st Century Standards	<p>Career Ready Practices: 9.1 21st-Century Life & Career Skills 9.1 21st-Century Life & 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. A. Critical Thinking and Problem Solving 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. B. Creativity and Innovation 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>Personal Financial Literacy: 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. 9.1.4.A.2 Identify potential sources of income</p>
Differentiation/ Accommodations/ Modifications	<p>Gifted and Talented: Conduct research and provide presentation of cultural topics; Design surveys to generate and analyze data to be used in discussion; Debate topics of interest / cultural importance; Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>English Language Learners: Modified Assignments; Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary); Extended time for assignment completion as needed; Highlight key vocabulary; Use graphic organizers</p> <p>Students with Disabilities: Pair visual prompts with verbal presentations; Ask students to restate information, directions, and assignments; Repetition and practice; Model skills / techniques to be mastered; Extended time to complete class work; Provide copy of class notes; Preferential seating to be mutually determined by the student and teacher; Student may request to use a computer to complete assignments; Establish expectations for correct spelling on assignments.</p> <p>Students at Risk of School Failure: Pair visual prompts with verbal presentations; Ask students to restate information, directions, and assignments; Repetition and practice; Model skills / techniques to be mastered; Extended time to complete class work; Provide copy of class notes; Preferential seating to be mutually determined by the student and teacher.</p>
Technology Standards	<p>All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.</p> <p>8.1.2.A.2 Use technology terms in daily practice. 8.1.2.A.5 Demonstrate the ability to navigate in developmentally appropriate virtual environments.</p>
Assessments	<p>Formative</p> <ul style="list-style-type: none"> ● Exit tickets

	<ul style="list-style-type: none"> ● Librarian/Media Specialist observation of student library use ● Class participation <p>Summative</p> <ul style="list-style-type: none"> ● Librarian/Media Specialist created assignments. ● Rubrics ● Presentations ● Projects
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<p>UNIT 2</p> <p>UNIT TITLE: Books: Developing an Appreciation for Literature</p> <p>CHAPTERS/TOPIC COVERED:</p> <p>UNIT LENGTH: 2 classes</p>	
<p>Performance Indicators (Standards and Objectives)</p>	<p>NJSLS:</p> <p>NJ: Kindergarten Reading: Literature Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> ● NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. ● RL.K.10. Actively engage in group reading activities with purpose and understanding. <p>Speaking and Listening Comprehension and Collaboration</p> <ul style="list-style-type: none"> ● NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. ● SL.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). ● NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ● 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. ● NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. ● SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. ● Presentation of Knowledge and Ideas ● NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. ● SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. ● NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. ● SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. ● NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English

	<p>when indicated or appropriate.</p> <ul style="list-style-type: none"> • SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly <p>Objectives:</p> <ul style="list-style-type: none"> • Students will understand how to properly use a shelf marker. • Students will identify where books appropriate to them are located. • Students will understand the concept that the library contains shared materials that are borrowed and then returned. • Students will know the proper procedure for checking out a book, and returning a book. • Students will utilize strategies such as taking a picture walk to identify books that may appeal to them.
<p>Interdisciplinary Standards</p>	<p>AASL (National) Inquire, think critically, and gain knowledge.</p> <p>Skills</p> <ul style="list-style-type: none"> • 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. • 1.1.9 Collaborate with others to broaden and deepen understanding. <p>Dispositions in Action</p> <ul style="list-style-type: none"> • 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. • 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. <p>Responsibilities</p> <ul style="list-style-type: none"> • 1.3.5 Use information technology responsibly. <p>Self-Assessment Strategies</p> <ul style="list-style-type: none"> • 1.4.4 Seek appropriate help when it is needed. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. <p>Skills</p> <ul style="list-style-type: none"> • 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations. • 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. Share knowledge and participate ethically and productively as members of our democratic society. <p>Dispositions in Action</p> <ul style="list-style-type: none"> • 4.2.1 Display curiosity by pursuing interests through multiple resources. Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. <p>Responsibilities</p> <ul style="list-style-type: none"> • 4.3.2 Recognize that resources are created for a variety of purposes.
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. How can we borrow library materials? 2. What kinds of books can be found in the library? 3. How can I use what I know (schema) to help me understand the story? 4. How can I get an idea of what a book is about?

Activities (Approximate Time Frame)	<p>2 lessons, 45 minutes in length</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Whole group review at tables • Teacher facilitated smart board activity • Vocabulary discussion • Questioning • Assisting with book selection and automated check out procedures • Vocabulary: Sound effects, animation, repetitive text, highlighted text <p>Activities:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • select appropriate books based on age, reading level, and personal interest using both print and digital resources. • recognize cultural diversity while reading and discussing stories in various genres. • be aware of the Caldecott medal and the writing styles of various authors and illustrators. • understand the basic elements of story structure.
Strategies/ Methods/ Vocabulary	<p>Fiction Non-fiction Genre Library Catalog Cover Table of Contents Title Author Illustrator Spine Spine Label Call Number Barcode Title Page Illustrations Chapters Characters Theme Problem Solution Setting</p>
Resources (Including Digital Tools)	<ul style="list-style-type: none"> • Various author and storytelling websites • Picture books in various genres • Nonfiction/ informational texts
21st Century	<p>Career Ready Practices:</p>

Standards	<p>9.1 21st-Century Life & Career Skills 9.1 21st-Century Life & 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. A. Critical Thinking and Problem Solving 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. B. Creativity and Innovation 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>Personal Financial Literacy: 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. 9.1.4.A.2 Identify potential sources of income</p>
Differentiation/ Accommodations/ Modifications	<p>Gifted and Talented: Provide extension activities related to the topic being discussed. English Language Learners: Provide bilingual subtitles and vocabulary introduction mini-lessons. Students with Disabilities: Adhere to IEP/504s and provide extra time, guided practice/ notes. Students at Risk of School Failure: Pair visual prompts with verbal presentations; Ask students to restate information, directions, and assignments; Repetition and practice; Model skills / techniques to be mastered; Extended time to complete class work; Provide copy of class notes; Preferential seating to be mutually determined by the student and teacher.</p>
Technology Standards	<p>All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge. 8.I.2.A.2 Use technology terms in daily practice. 8.1.2.A.5 Demonstrate the ability to navigate in developmentally appropriate virtual environments.</p>
Assessments	<p>Formative</p> <ul style="list-style-type: none"> ● Exit tickets ● Librarian/Media Specialist observation of student library use ● Class participation <p>Summative</p> <ul style="list-style-type: none"> ● Librarian/Media Specialist created assignments. ● Rubrics ● Presentations ● Projects

UNIT 3 **UNIT TITLE: Fiction/ Non-Fiction**
CHAPTERS/TOPIC COVERED:
UNIT LENGTH: 2 lessons

Performance Indicators (Standards and Objectives)

NJSLS:

NJ: 2016 SLS: English Language Arts

NJ: Kindergarten

Reading: Literature

Range of Reading and Level of Text Complexity

- NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.

Speaking and Listening

Comprehension and Collaboration

- NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.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).
- NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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.
- NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Presentation of Knowledge and Ideas
- NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language

Conventions of Standard English

- NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Objectives:

- Students will know the location of the easy and nonfiction sections of the library.
- Students will define fiction and non-fiction.

	<ul style="list-style-type: none"> ● Students will sort books as fiction or non-fiction. ● Students will select appropriate non-fiction books through the use of identifying stickers. ● Students will use the book's title and cover illustration and call number to identify the book as fiction or non-fiction. ● Students will use prior knowledge and experiences to help them understand a story. ● Students will understand that non-fiction books are written in a different format and are not read in the same way as a fiction book.
<p>Interdisciplinary Standards</p>	<p>AASL (National) Inquire, think critically, and gain knowledge.</p> <ul style="list-style-type: none"> ● 1.1.9 Collaborate with others to broaden and deepen understanding. <p>Dispositions in Action</p> <ul style="list-style-type: none"> ● 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. <p>Self-Assessment Strategies</p> <ul style="list-style-type: none"> ● 1.4.4 Seek appropriate help when it is needed. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. <p>Skills</p> <ul style="list-style-type: none"> ● 2.1.2 Organize knowledge so that it is useful. <p>Dispositions in Action</p> <ul style="list-style-type: none"> ● 2.2.4 Demonstrate personal productivity by completing products to express learning. <p>Responsibilities</p> <ul style="list-style-type: none"> ● 2.3.1 Connect understanding to the real world. <p>Skills</p> <ul style="list-style-type: none"> ● 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. <p>Responsibilities</p> <ul style="list-style-type: none"> ● 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. Pursue personal and aesthetic growth. <p>Skills</p> <ul style="list-style-type: none"> ● 4.1.1 Read, view, and listen for pleasure and personal growth. <p>Self-Assessment Strategies</p> <ul style="list-style-type: none"> ● 4.4.1 Identify own areas of interest.
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. What kinds of books can be found in the library? 2. How can I get an idea of what a book is about? 3. How can I use what I know (schema) to help me understand the story? 4. What library materials do I want or need? 5. How do I know what I want or need? 6. Where do I find what I want or need? 7. Why are there different types of books? 8. Why are books important sources of information? 9. Do I read all books the same way?

Activities (Approximate Time Frame)	<p>2 lessons, 45 minutes per lesson</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● select appropriate resources based on age, reading level, and personal interest. ● be introduced to reference materials and research skills to support their classroom units of study ● identify features of a nonfiction book ● identify the title page, table of contents page, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons. ● begin to understand that there are various platforms in which to gain information, such as databases, websites, books and reference materials. can be used for gathering information.
Strategies/ Methods/ Vocabulary	<p>Strategies:</p> <ul style="list-style-type: none"> ● Whole group discussion ● Read aloud ● Individual help with book selection and the checking out process ● Teacher led library tours and activities <p>Vocabulary</p> <p>Index Glossary Text Box Captions Photos Charts Tables Maps Graphs Headings Sub-Headings Title Author Illustrator Library Catalog Biography Autobiography Dewey Decimal System Call Number Fact Opinion</p>
Resources (Including Digital Tools)	<ul style="list-style-type: none"> ● Nonfiction/ informational texts ● Various websites to support curricula
21st Century	<p>Career Ready Practices:</p>

<p>Standards</p>	<p>9.1 21st-Century Life & Career Skills 9.1 21st-Century Life & 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. A. Critical Thinking and Problem Solving 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. B. Creativity and Innovation 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>Personal Financial Literacy: 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. 9.1.4.A.2 Identify potential sources of income</p>
<p>Differentiation/ Accommodations/ Modifications</p>	<p>Gifted and Talented: Conduct research and provide presentation of cultural topics; Design surveys to generate and analyze data to be used in discussion; Debate topics of interest / cultural importance; Authentic listening and reading sources that provide data and support for speaking and writing prompts. English Language Learners: Modified Assignments; Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary); Extended time for assignment completion as needed; Highlight key vocabulary; Use graphic organizers Students with Disabilities: Pair visual prompts with verbal presentations; Ask students to restate information, directions, and assignments; Repetition and practice; Model skills / techniques to be mastered; Extended time to complete class work; Provide copy of class notes; Preferential seating to be mutually determined by the student and teacher; Student may request to use a computer to complete assignments; Establish expectations for correct spelling on assignments. Students at Risk of School Failure: Pair visual prompts with verbal presentations; Ask students to restate information, directions, and assignments; Repetition and practice; Model skills / techniques to be mastered; Extended time to complete class work; Provide copy of class notes; Preferential seating to be mutually determined by the student and teacher.</p>
<p>Technology Standards</p>	<p>All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge. 8.1.2.A.2 Use technology terms in daily practice. 8.1.2.A.5 Demonstrate the ability to navigate in developmentally appropriate virtual environments.</p>
<p>Assessments</p>	<p>Formative</p> <ul style="list-style-type: none"> ● Exit tickets ● Librarian/Media Specialist observation of student library use ● Class participation <p>Summative</p> <ul style="list-style-type: none"> ● Librarian/Media Specialist created assignments. ● Rubrics ● Presentations ● Projects

UNIT 4

UNIT TITLE: Poetry/ Nursery Rhymes

CHAPTERS/TOPIC COVERED:

UNIT LENGTH: 1 class

**Performance Indicators
(Standards and
Objectives)**

NJSLS: NJ: 2016 SLS: English Language Arts

NJ: Kindergarten

Reading: Literature

Range of Reading and Level of Text Complexity

- NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.

Speaking and Listening

Comprehension and Collaboration

- NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.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).
- NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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.
- NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Presentation of Knowledge and Ideas
- NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language

Conventions of Standard English

- NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Objectives:

- Students will be able to identify rhymes and near rhymes.
- Students will be able to identify and recite some Mother Goose rhymes.

	<ul style="list-style-type: none"> • Students will be able to locate the Mother Goose section (398.8)of the library. • Students will be able to locate the poetry section of the library (811).
Interdisciplinary Standards	<p>AASL (National) Inquire, think critically, and gain knowledge.</p> <ul style="list-style-type: none"> • 1.1.9 Collaborate with others to broaden and deepen understanding. <p>Dispositions in Action</p> <ul style="list-style-type: none"> • 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. <p>Self-Assessment Strategies</p> <ul style="list-style-type: none"> • 1.4.4 Seek appropriate help when it is needed. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. <p>Skills</p> <ul style="list-style-type: none"> • 2.1.2 Organize knowledge so that it is useful. <p>Dispositions in Action</p> <ul style="list-style-type: none"> • 2.2.4 Demonstrate personal productivity by completing products to express learning. <p>Responsibilities</p> <ul style="list-style-type: none"> • 2.3.1 Connect understanding to the real world. <p>Skills</p> <ul style="list-style-type: none"> • 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. <p>Responsibilities</p> <ul style="list-style-type: none"> • 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. Pursue personal and aesthetic growth. <p>Skills</p> <ul style="list-style-type: none"> • 4.1.1 Read, view, and listen for pleasure and personal growth. <p>Self-Assessment Strategies</p> <ul style="list-style-type: none"> • 4.4.1 Identify own areas of interest.
Essential Questions	<ol style="list-style-type: none"> 1. What kinds of books can be found in a library? 2. Who are some well-known authors and illustrators of children's books? 3. How can I use what I know (schema) to understand the story? 4. How do I find the information I need?
Activities (Approximate Time Frame)	<p>2 lessons, 45 minutes per lesson</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • identify rhymes and near rhymes. • identify and recite some Mother Goose rhymes. • listen to and recite simple poems. • produce rhymes. • illustrate a line from a poem • Contribute to and independently read a class poem

	<ul style="list-style-type: none"> locate the poetry section of the library (811).
Strategies/ Methods/ Vocabulary	<p>Strategies:</p> <ul style="list-style-type: none"> Whole group review at tables Teacher facilitated smart board activity Vocabulary discussion Questioning Assisting with book selection and automated check out procedures Vocabulary: Sound effects, animation, repetitive text, highlighted text <p>Vocabulary: rhyme verse poem poet</p>
Resources (Including Digital Tools)	<ul style="list-style-type: none"> Follet Destiny Online Card Catalog (BELS) Various picture books Teacher selected workbooks and websites
21st Century Standards	<p>Career Ready Practices: 9.1 21st-Century Life & Career Skills 9.1 21st-Century Life & 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. A. Critical Thinking and Problem Solving 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. B. Creativity and Innovation 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>Personal Financial Literacy: 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. 9.1.4.A.2 Identify potential sources of income</p>
Differentiation/ Accommodations/ Modifications	<p>Gifted and Talented: Provide extension activities related to the topic being discussed. English Language Learners: Provide bilingual subtitles and vocabulary introduction mini-lessons. Students with Disabilities: Adhere to IEP/504s and provide extra time, guided practice/ notes. Students at Risk of School Failure: Pair visual prompts with verbal presentations; Ask students to restate information, directions, and assignments; Repetition and practice; Model skills / techniques to be mastered; Extended time to complete class work; Provide copy of class notes; Preferential seating to be mutually determined by the student and teacher.</p>
Technology Standards	<p>All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge. 8.I.2.A.2 Use technology terms in daily practice. 8.1.2.A.5 Demonstrate the ability to navigate in developmentally appropriate virtual environments.</p>
Assessments	<p>Formative</p>

- Exit tickets
- Librarian/Media Specialist observation of student library use
- Class participation

Summative

- Librarian/Media Specialist created assignments.
- Rubrics
- Presentations
- Projects

UNIT 5

UNIT TITLE: Folktales

CHAPTERS/TOPIC COVERED:

UNIT LENGTH: 1 class

Performance Indicators (Standards and Objectives)

NJSLS: NJ: Kindergarten

Reading: Literature

Range of Reading and Level of Text Complexity

- NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.

Speaking and Listening

Comprehension and Collaboration

- NJLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.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).
- NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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.
- NJLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Presentation of Knowledge and Ideas
- NJLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- NJLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- NJLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English

	<p>when indicated or appropriate.</p> <ul style="list-style-type: none"> • SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. <p>Objectives:</p> <ul style="list-style-type: none"> • Students will understand that folktales are fictional stories from all around the world. • Students will identify where the folktale section of the library is located. • Students will see the folktale section as a place where they can peruse made up stories from around the world. • Students will come to understand that folktales can be very old and are "shared" stories. • Students will understand how folktales may teach a lesson (moral). • Students will share in a retelling of a well-known folktale, using their own words to communicate the story elements. • Students will listen- and respond to several folktales and their fractured folktale versions, comparing and contrasting them. • Students will identify fairytales as a type of folktale that has specific elements (good, evil, magic, "happily ever after").
<p>Interdisciplinary Standards</p>	<p>AASL (National) Inquire, think critically, and gain knowledge.</p> <ul style="list-style-type: none"> • 1.1.9 Collaborate with others to broaden and deepen understanding. <p>Dispositions in Action</p> <ul style="list-style-type: none"> • 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. <p>Self-Assessment Strategies</p> <ul style="list-style-type: none"> • 1.4.4 Seek appropriate help when it is needed. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. <p>Skills</p> <ul style="list-style-type: none"> • 2.1.2 Organize knowledge so that it is useful. <p>Dispositions in Action</p> <ul style="list-style-type: none"> • 2.2.4 Demonstrate personal productivity by completing products to express learning. <p>Responsibilities</p> <ul style="list-style-type: none"> • 2.3.1 Connect understanding to the real world. <p>Skills</p> <ul style="list-style-type: none"> • 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. <p>Responsibilities</p> <ul style="list-style-type: none"> • 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. Pursue personal and aesthetic growth. <p>Skills</p> <ul style="list-style-type: none"> • 4.1.1 Read, view, and listen for pleasure and personal growth. <p>Self-Assessment Strategies</p> <ul style="list-style-type: none"> • 4.4.1 Identify own areas of interest.
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. What are folktales (definition, history, etc.)? 2. How are folktales the same/different, in appearance, content, etc. than what you would find in the Easy fiction section of the library? 3. What are the names of some well-known folktales? 4. What is a "retelling?"

	<p>5. What is a "moral" or a lesson that is learned? 6. What are some characteristics of fairytales? 7. Where do folktales come from/who made them up?</p>
<p>Activities (Approximate Time Frame)</p>	<p>1 lesson, 45 minutes per lesson</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● recognize the call numbers of books. ● identify easy readers, fiction, nonfiction and biography books from their call numbers and their location in the library. ● demonstrate knowledge of the parts of a book. ● demonstrate knowledge of folktales ● view and respond to an audio book and its corresponding print version. ● make predictions about a story from the title and illustration on the front cover. ● use shelf markers to identify the appropriate place for a book on a shelf. ● demonstrate appropriate library checkout behaviors.
<p>Strategies/ Methods/ Vocabulary</p>	<p>Strategies:</p> <ul style="list-style-type: none"> ● Whole group review at tables ● Teacher facilitated smart board activity ● Vocabulary discussion ● Questioning ● Assisting with book selection and automated check out procedures ● Vocabulary: Sound effects, animation, repetitive text, highlighted text <p>Vocabulary: fairytale myth story plot lesson moral</p>
<p>Resources (Including Digital Tools)</p>	<ul style="list-style-type: none"> ● Follet Destiny Online Card Catalog (BELS) ● Various picture books ● Teacher selected workbooks and websites
<p>21st Century Standards</p>	<p>Career Ready Practices: 9.1 21st-Century Life & Career Skills 9.1 21st-Century Life & 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. A. Critical Thinking and Problem Solving 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. B. Creativity and Innovation 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p>

	<p>Personal Financial Literacy: 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. 9.1.4.A.2 Identify potential sources of income</p>
<p>Differentiation/ Accommodations/ Modifications</p>	<p>Gifted and Talented: Provide extension activities related to the topic being discussed. English Language Learners: Provide bilingual subtitles and vocabulary introduction mini-lessons. Students with Disabilities: Adhere to IEP/504s and provide extra time, guided practice/ notes. Students at Risk of School Failure: Pair visual prompts with verbal presentations; Ask students to restate information, directions, and assignments; Repetition and practice; Model skills / techniques to be mastered; Extended time to complete class work; Provide copy of class notes; Preferential seating to be mutually determined by the student and teacher.</p>
<p>Technology Standards</p>	<p>All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge. 8.1.2.A.2 Use technology terms in daily practice. 8.1.2.A.5 Demonstrate the ability to navigate in developmentally appropriate virtual environments.</p>
<p>Assessments</p>	<p>Formative</p> <ul style="list-style-type: none"> ● Exit tickets ● Librarian/Media Specialist observation of student library use ● Class participation <p>Summative</p> <ul style="list-style-type: none"> ● Librarian/Media Specialist created assignments. ● Rubrics ● Presentations ● Projects

UNIT 6

UNIT TITLE: Author Study

CHAPTERS/TOPIC COVERED:

UNIT LENGTH: 2 classes

Performance Indicators (Standards and Objectives)

NJSLS: NJ: Kindergarten

Reading: Literature

Range of Reading and Level of Text Complexity

- NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.

Speaking and Listening

Comprehension and Collaboration

- NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.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).
- NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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.
- NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Presentation of Knowledge and Ideas
- NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Objectives:

- Students will identify favorite authors and illustrators of children's books.
- Students will use the book's title and cover illustration to help decide what a book is about.
- Students will use prior knowledge and experiences to help them understand a story.
- Students will identify the style of writing and/or illustrating of certain authors.
- Students will list/identify authors whose specific audience is pre-K--Kindergarten.
- Students will be able to identify simple elements of story including main characters, setting, problem, and solution.

<p>Interdisciplinary Standards</p>	<p>AASL (National) Inquire, think critically, and gain knowledge.</p> <ul style="list-style-type: none"> 1.1.9 Collaborate with others to broaden and deepen understanding. <p>Dispositions in Action</p> <ul style="list-style-type: none"> 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. <p>Self-Assessment Strategies</p> <ul style="list-style-type: none"> 1.4.4 Seek appropriate help when it is needed. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. <p>Skills</p> <ul style="list-style-type: none"> 2.1.2 Organize knowledge so that it is useful. <p>Dispositions in Action</p> <ul style="list-style-type: none"> 2.2.4 Demonstrate personal productivity by completing products to express learning. <p>Responsibilities</p> <ul style="list-style-type: none"> 2.3.1 Connect understanding to the real world. <p>Skills</p> <ul style="list-style-type: none"> 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. <p>Responsibilities</p> <ul style="list-style-type: none"> 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. Pursue personal and aesthetic growth. <p>Skills</p> <ul style="list-style-type: none"> 4.1.1 Read, view, and listen for pleasure and personal growth. <p>Self-Assessment Strategies</p> <ul style="list-style-type: none"> 4.4.1 Identify own areas of interest.
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. Who are some well-known authors and illustrators of children's books? 2. Why do authors write and/or illustrate? 3. Do authors have a unique style of writing and/or illustrating?
<p>Activities (Approximate Time Frame)</p>	<p>2 lessons, 45 minutes per lesson</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> review the parts of a book. view and listen to a digital author reading of a book. Identify the ways in which the digital version is different from a teacher reading a print copy. identify the vocabulary words presented during the lesson. identify author's purpose. develop an understanding of the book writing process.
<p>Strategies/ Methods/ Vocabulary</p>	<p>Strategies:</p> <ul style="list-style-type: none"> Whole group review at tables Teacher facilitated smart board activity Vocabulary discussion Questioning

	<ul style="list-style-type: none"> • Assisting with book selection and automated check out procedures • Vocabulary: Sound effects, animation, repetitive text, highlighted text <p>Vocabulary: book author illustrator purpose cover title picture</p>
Resources (Including Digital Tools)	<ul style="list-style-type: none"> • Follet Destiny Online Card Catalog (BELS) • Various picture books • Teacher selected workbooks and websites
21st Century Standards	<p>Career Ready Practices: 9.1 21st-Century Life & Career Skills 9.1 21st-Century Life & 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. A. Critical Thinking and Problem Solving 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. B. Creativity and Innovation 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>Personal Financial Literacy: 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. 9.1.4.A.2 Identify potential sources of income</p>
Differentiation/ Accommodations/ Modifications	<p>Gifted and Talented: Provide extension activities related to the topic being discussed. English Language Learners: Provide bilingual subtitles and vocabulary introduction mini-lessons. Students with Disabilities: Adhere to IEP/504s and provide extra time, guided practice/ notes. Students at Risk of School Failure: Pair visual prompts with verbal presentations; Ask students to restate information, directions, and assignments; Repetition and practice; Model skills / techniques to be mastered; Extended time to complete class work; Provide copy of class notes; Preferential seating to be mutually determined by the student and teacher.</p>
Technology Standards	<p>All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge. 8.1.2.A.2 Use technology terms in daily practice. 8.1.2.A.5 Demonstrate the ability to navigate in developmentally appropriate virtual environments.</p>
Assessments	<p>Formative</p> <ul style="list-style-type: none"> • Exit tickets • Librarian/Media Specialist observation of student library use • Class participation

Summative

- Librarian/Media Specialist created assignments.
- Rubrics
- Presentations
- Projects