



# **LIBRARY - KINDERGARTEN**

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: DECEMBER 14, 2023

## COURSE OVERVIEW

<b>Title:</b>	Elementary Library
<b>Grade Level:</b>	Kindergarten
<b>Level:</b>	N/A
<b>Length:</b>	45 minutes
<b>Duration:</b>	29 cycles
<b>Frequency:</b>	Once every 6-day cycle
<b>Pre-Requisites:</b>	None
<b>Credit:</b>	N/A
<b>Description:</b>	Students develop a love of reading through exploration of children's books. Students learn how to care for books, and how to follow basic library procedures.

## COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	Library Citizenship	<ul style="list-style-type: none"><li>• Rules and procedures</li><li>• Book care</li></ul>	4 Days
2	Location and Access	<ul style="list-style-type: none"><li>• Sections of the library</li><li>• Book arrangement</li></ul>	6 Days
3	Effective Reading and Listening	<ul style="list-style-type: none"><li>• Story elements</li><li>• Main idea and details</li><li>• Compare and contrast</li><li>• Reading connections</li><li>• Author and illustrator studies</li></ul>	9 Days
4	Information Sources	<ul style="list-style-type: none"><li>• Book parts</li></ul>	2 Days
5	Digital Citizenship	<ul style="list-style-type: none"><li>• Care of technology</li><li>• Internet safety</li></ul>	1 Day
6	Literature Appreciation	<ul style="list-style-type: none"><li>• Author appreciation</li><li>• Literary awards</li></ul>	7 Days

## DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY SKILLS/PRACTICE	DESCRIPTION
Inquire	Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.
Include	Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
Explore	Learners work effectively with others to broaden perspectives and work toward common goals.
Collaborate	Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.
Curate	Learners read, discover, and innovate with a growth mindset developed through experience and reflection.
Engage	Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

## UNIT 1

<b>Unit Title</b>	Library Citizenship		
<b>Unit Description</b>	Students will understand the expectations and procedures of using a library and participate ethically and productively as members of a library community.		
<b>Unit Assessment</b>	Common Unit Assessments		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How do I check out a book?  <b>2 Days</b>	<input type="checkbox"/> Check-in and check-out books. <input type="checkbox"/> Select nonfiction and fiction texts.	<b>Vocabulary:</b> check-in, check-out, circulation desk	AASL V.A Learners develop and satisfy personal curiosity by: <ol style="list-style-type: none"> <li>1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</li> <li>2. Reflecting and questioning assumptions and possible misconceptions.</li> <li>3. Engaging in inquiry-based processes for personal growth.</li> </ol>
How do I care for library materials?  <b>2 Days</b>	<input type="checkbox"/> Behave as a responsible library citizen. <input type="checkbox"/> Practice safe, ethical behavior.	<b>Content:</b> -prevent book damage and demonstrate responsibility for materials	AASL III.D.2 Learners actively participate with others in learning situations by recognizing learning as a social responsibility.

## UNIT 2

<b>Unit Title</b>	Location and Access		
<b>Unit Description</b>	Students will apply skills to locate and access library materials.		
<b>Unit Assessment</b>	Common Unit Assessments		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
Where is the Everyone/Easy section in the library?  <b>1 Day</b>	<input type="checkbox"/> Identify the Everyone/Easy section of the library and its location.	<b>Content:</b> -arrangement of the library	AASL V.A Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.
What is ABC Order?  <b>1 Day</b>	<input type="checkbox"/> Understand that library books are arranged in alphabetical order.	<b>Content:</b> -alphabetical order	AASL V.A Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.

<p>What is fiction?</p> <p><b>2 Days</b></p>	<p><input type="checkbox"/> Identify fictional elements in a text.</p>	<p><b>Vocabulary:</b> fiction</p>	<p>AASL I.A.2 Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.</p>
<p>What is nonfiction?</p> <p><b>2 Days</b></p>	<p><input type="checkbox"/> Identify nonfiction elements and the differences between fiction and nonfiction texts.</p>	<p><b>Vocabulary:</b> nonfiction</p>	<p>AASL I.A.2 Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.</p>

## UNIT 3

<b>Unit Title</b>	Effective Reading and Listening		
<b>Unit Description</b>	Students will develop and utilize effective reading and listening strategies.		
<b>Unit Assessment</b>	Common Unit Assessments		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
What is the setting of a story?  <b>1 Day</b>	<input type="checkbox"/> Identify settings in the story and understand their impact.	<b>Vocabulary:</b> settings	AASL I.B.1 Learners engage with new knowledge by following a process that include using evidence to investigate questions.
Who are the main characters of a story?  <b>1 Day</b>	<input type="checkbox"/> Identify characters in the story.	<b>Vocabulary:</b> characters	AASL I.B.1 Learners engage with new knowledge by following a process that include using evidence to investigate questions.
What are the most important events of the story?  <b>1 Day</b>	<input type="checkbox"/> Place key ideas from a text in sequential order. <input type="checkbox"/> Identify events that occur in the beginning, middle, and end of a story.		AASL I.B.1 Learners engage with new knowledge by following a process that include using evidence to investigate questions.



<p>How are the books alike? How are the books different?</p> <p><b>1 Day</b></p>	<input type="checkbox"/> Compare and contrast various elements of a text.	<p><b>Vocabulary:</b> compare, contrast</p>	<p>AASL I.C.1 Learners adapt, communicate, and exchange learning products with others in a cycle that includes interacting with content presented by others.</p>
<p>What connections can I make to the story?</p> <p><b>1 Day</b></p>	<input type="checkbox"/> Recall information from past experiences or information provided to answer questions.	<p><b>Content:</b> -text to self, text to world, text to text</p>	<p>AASL I.C.1 Learners adapt, communicate, and exchange learning products with others in a cycle that includes interacting with content presented by others.</p>
<p>What does an author do?</p> <p><b>2 Days</b></p>	<input type="checkbox"/> Understand an author’s role in creating a book.	<p><b>Vocabulary:</b> author</p>	<p>AASL I.A Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.</p>
<p>What does an illustrator do?</p> <p><b>2 Days</b></p>	<input type="checkbox"/> Understand an illustrator’s role in creating a book.	<p><b>Vocabulary:</b> illustrator</p>	<p>AASL I.A Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.</p>

## UNIT 4

<b>Unit Title</b>	Information Sources		
<b>Unit Description</b>	Students will use text features to locate information in print sources.		
<b>Unit Assessment</b>	Common Unit Assessments		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
What are the parts of a book?  <b>2 Days</b>	<input type="checkbox"/> Identify the various parts of a book.	<b>Content:</b> -title, author, illustrator, front cover, back cover, spine, title page, call number	AASL IV.A.2 Learners act on an information need by identifying possible sources of information.

## UNIT 5

<b>Unit Title</b>	Digital Citizenship		
<b>Unit Description</b>	Students will practice positive digital citizenship by making responsible, safe, and respectful choices.		
<b>Unit Assessment</b>	Common Unit Assessments		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
<p>What are some ways we take care of our technology and stay safe online?</p> <p><b>1 Day</b></p>	<input type="checkbox"/> Understand online etiquette and safety.	<p><b>Content:</b> -identify kind and safe online behavior, i.e., asking an adult to go online, only going to sites that you have permission</p>	<p>AASL VI.A.2 Learners follow ethical and legal guidelines for gathering and using information by understanding the ethical use of information, technology, and media.</p>

## UNIT 6

<b>Unit Title</b>	Literature Appreciation		
<b>Unit Description</b>	Students pursue personal growth and enjoyment of reading.		
<b>Unit Assessment</b>	N/A		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
Who are some popular authors?  <b>2 Days (ongoing)</b>	<input type="checkbox"/> Know popular authors, illustrators, and books. <input type="checkbox"/> Evaluate books based on interest.	<b>Vocabulary:</b> author, illustrator	AASL V.A Learners develop and satisfy personal curiosity by: <ol style="list-style-type: none"> <li>1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</li> <li>2. Reflecting and questioning assumptions and possible misconceptions.</li> <li>3. Engaging in inquiry-based processes for personal growth.</li> </ol>

<p>What is the Caldecott Medal?</p> <p><b>2 Days</b></p>	<p><input type="checkbox"/> Recognize and learn about award-winning illustrators and books.</p>	<p><b>Vocabulary:</b> Caldecott Medal</p>	<p>AASL V.A Learners develop and satisfy personal curiosity by:</p> <ol style="list-style-type: none"> <li>1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</li> <li>2. Reflecting and questioning assumptions and possible misconceptions.</li> <li>3. Engaging in inquiry-based processes for personal growth.</li> </ol>
<p>What is the Pennsylvania Young Readers Choice Award?</p> <p><b>2 Days (ongoing)</b></p>	<p><input type="checkbox"/> Participate in the Pennsylvania Young Reader’s Choice Award program.</p>	<p><b>Vocabulary:</b> PA Young Reader’s Choice Award</p>	<p>AASL V.A Learners develop and satisfy personal curiosity by:</p> <ol style="list-style-type: none"> <li>1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</li> <li>2. Reflecting and questioning assumptions and possible misconceptions.</li> <li>3. Engaging in inquiry-based processes for personal growth.</li> </ol>

<p>How do I grow as a reader over the summer?</p> <p><b>1 Day</b></p>	<p><input type="checkbox"/> Know how to access and check out books over the summer.</p>		<p>AASL V.A</p> <p>Learners develop and satisfy personal curiosity by:</p> <ol style="list-style-type: none"> <li>1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</li> <li>2. Reflecting and questioning assumptions and possible misconceptions.</li> <li>3. Engaging in inquiry-based processes for personal growth.</li> </ol>
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## **ACCOMMODATIONS AND MODIFICATIONS**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print and/or audio materials
- Outlines and/or study sheets
- Manipulative learning materials
- Alternatives to writing (voice to text/calculator)