

# Branchburg Township Public Schools

Office of Curriculum and Instruction

Kindergarten Media Center Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2016 New Jersey Student Learning Standards in English Language Arts Literacy

### Curriculum Scope and Sequence

<b>Content Area</b>	Library Media Center	<b>Course Title/Grade Level:</b>	Kindergarten
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	<b>Topic/Unit Name</b>	<b>Suggested Pacing (Days/Weeks)</b>
<a href="#"><u>Topic/Unit #1</u></a>	Library Procedures and Basic Library Skills	Duration of First Trimester
<a href="#"><u>Topic/Unit #2</u></a>	Essential Locations of the Various Types of Books	Duration of Second Trimester
<a href="#"><u>Topic/Unit #3</u></a>	Fiction vs. Nonfiction	Duration of Third Trimester

Topic/Unit 1 Title	Library Procedures and Basic Library Skills	Approximate Pacing	Duration of First Trimester
<b>STANDARDS</b>			
<b>NJSLS</b>			
<p><b>NJSLS ENGLISH LANGUAGE ARTS</b></p> <p><b>RL.K.1.</b> With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p><b>RL.K.3.</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.7.</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>AASL Standards:</b></p> <p><b>1.1.1.3</b> Develop and refine a range of questions to frame the search for new understanding.</p> <p><b>3.1.2</b> Participate and collaborate as members of a social and intellectual network of learners.</p>			
<b>Interdisciplinary Connections:</b>		<b>Career Readiness, Life Literacies, and Key Skills NJSLS:</b>	
<p><b>LITERACY:</b> Inspires and supports the reading lives of both students and teachers. Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.</p> <p><b>CURRICULUM, INSTRUCTION, AND ASSESSMENT:</b> Empowers Students as Creators. Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.</p>		<ul style="list-style-type: none"> <li>• <b>9.1.2.CR.1:</b> Recognize ways to volunteer in the classroom, school and community.</li> </ul> <p>(During the first visits to the library, students will learn their are different jobs in the library that they can help with)</p>	
<b>Computer Science and Design Thinking NJSLS Standards:</b>			

<p><b>8.1.2.AP.4: Break down a task into a sequence of steps.</b></p> <p><b>(Students will learn the steps for checking out a book)</b></p>	
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are the rules and procedures of the library?</li> <li>2. How do I care for/use library materials?</li> </ol> <p><b>Enduring Understandings:</b></p> <p>The Library has many kinds of books.  The books are on the shelves in alphabetical or numerical order.  Using a shelf marker helps keep the books in their correct shelf order.</p>	
<b>STUDENT LEARNING OBJECTIVES</b>	
<b>Key Knowledge</b>	<b>Process/Skills/Procedures/Application of Key Knowledge</b>
<p><i>Students will know:</i></p> <ol style="list-style-type: none"> <li>1. <i>How to use a shelf marker</i></li> <li>2. <i>How to take a book/ put a book on the shelf</i></li> <li>3. <i>How to check out a book</i></li> <li>4. <i>How to return a book</i></li> </ol>	<p><i>With guidance and support from adults, students will be able to show:</i></p> <ul style="list-style-type: none"> <li>• <i>How individual staff members help students</i></li> <li>• <i>Appropriate use of library space and materials</i></li> <li>• <i>Borrowing and return procedures</i></li> </ul>
<b>ASSESSMENT OF LEARNING</b>	
<p><b>Summative Assessment</b>  (Assessment at the end of the learning period)</p>	<p><b>Student behavior demonstrates understanding.</b></p>
<p><b>Formative Assessments</b>  (Ongoing assessments during the learning period to inform instruction)</p>	<p><b>Partner work</b>  <b>Think, Pair, Share</b>  <b>Kahoot! Quiz</b></p>
<p><b>Alternative Assessments</b> (Any learning activity or assessment)</p>	<p><b>Modeling steps to use a shelf marker</b>  <b>Modeling steps to check out a book</b></p>

that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<b>Modeling steps to return a book</b>
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<b>Verbal quiz and demonstration of:</b> <b>shelf marker skills</b> <b>book check out</b> <b>book return</b>

**RESOURCES**

**Core instructional materials:**

**Storytimes.**

**Fingerplays.**

**Practices of appropriate behavior entering and exiting Library, at tables and in story corner.**

**“Spine fine line parade” demonstrating careful handling of books.**

**Wordless book use, including turning pages and sharing information with other students.**

**Introduction to stuffed book character and puppet use.**

**Information sharing from book author/illustrator notes and websites**

**Bookmark activity.**

**Borrowing and returning books.**

**Reactions to stories, such as choosing to be a character, setting or action from the text with other students**

**identifying from a verbal or safe action clue.**

**Then sequencing, by students reseating on the top row of the story corner in order of the story or information.**

**Supplemental materials:**

**Shelf marker video**

**Classroom news.**

**Suggested books: Whistle for Willie by Ezra Jack Keats (and others, from the same neighborhood, by Keats)**

**Book characters.**

**Author and/or illustrator websites.**

Online searches, i.e. fingerplays.  
Bookmarks.  
Imagination and creative thinking.  
[Trimester Holiday/Special Events](#)

**Modifications for Learners**

See [appendix](#)

Topic/Unit 2 Title	Essential Locations of the Various Types of Books	Approximate Pacing	Duration of Second Trimester
<b>STANDARDS</b>			
<b>NJSLS</b>			
<p><b>NJSLS ENGLISH LANGUAGE ARTS</b></p> <p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p style="padding-left: 40px;">1. Recognize and produce rhyming words.</p> <p><b>AASL</b></p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>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.</p>			
<b>Interdisciplinary Connections:</b>		<b>Career Readiness, Life Literacies, and Key Skills NJSLS:</b>	
<p><b>LITERACY:</b> Inspires and supports the reading lives of both students and teachers.</p> <p>Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.</p> <p><b>CURRICULUM, INSTRUCTION, AND ASSESSMENT:</b> Empowers Students as Creators.</p> <p>Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.</p>		<p><b>9.1.2.RM.1:</b> Describe how valuable items might be damaged or lost and ways to protect them.</p> <p>(Students will learn library organization and why it is important to put materials back where they belong.)</p>	
<b>Computer Science and Design Thinking NJSLS Standards:</b>			

<p><b>8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.</b></p> <p>(Students will hear the read aloud <i>This Is How We Do It: One Day in the Lives of Seven Kids from around the World</i> by Matt Lamothe)</p>	
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
<ol style="list-style-type: none"> <li>1. Where do I find books that interest me?</li> <li>2. Where are the 398.8 books?</li> <li>3. Where are nonfiction books?</li> <li>4. What do authors and illustrators do?</li> <li>5. What are the basic parts of the book?</li> </ol>	
<b>STUDENT LEARNING OBJECTIVES</b>	
<b>Key Knowledge</b>	<b>Process/Skills/Procedures/Application of Key Knowledge</b>
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> <li>• <i>Books are organized by type- fiction/nonfiction</i></li> <li>• <i>Authors and illustrators create books</i></li> <li>• <i>Parts of a book</i></li> </ul>	<p><i>With guidance and support from adults, students will be able to show:</i></p> <ul style="list-style-type: none"> <li>• <i>Locations of various books</i></li> <li>• <i>Role of authors and illustrators in a book, and their ownership of the work.</i></li> <li>• <i>Identification of information on covers and title page.</i></li> </ul>
<b>ASSESSMENT OF LEARNING</b>	
<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<p>Student can locate two different types of books- fiction and nonfiction</p>
<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<p>Finding materials. Returning materials to their correct location. Locating title, author, illustrator information.</p>
<p><b>Alternative Assessments</b> (Any learning activity or assessment)</p>	<p>Locating title, author, illustrator information by pointing to it on the book or poster of a book</p>



<p>that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p><b>Verbal quiz and demonstration of:</b>  <b>Book parts identification</b>  <b>Location of Nonfiction section</b>  <b>Location of Fiction Section</b></p>
<b>RESOURCES</b>	
<p><b>Core instructional materials:</b></p> <p><b>Booktalks.</b>  <b>Storytime demonstrations.</b>  <b>Comparing books by the same author, e.g. Ezra Jack Keats, Susanna Gretz, Shirley Hughes, Pat Hutchins.</b>  <b>Group activities locating title, author, illustrator information and genres. Directions to follow may be verbal as in “Simon Says” or written as a word on a bookmark.</b>  <b>Shelf marker practice.</b>  <b>Activity to teach author’s ownership</b></p>	
<p><b>Supplemental materials:</b></p> <p><b>The book collection.</b>  <b>Stories/information online, i.e. Ezra Jack Keats website and “Snowy Day” game.</b>  <b>“Author writes the book” recorded by Judy Freeman.</b>  <b>Treasure hunts.</b>  <b>“My Creative Work” lesson, Common sense education, K2</b>  <a href="#">Trimester Holiday/Special Events</a></p>	
<b>Modifications for Learners</b>	
<p>See <a href="#">appendix</a></p>	

Topic/Unit 3 Title	Fiction vs. Nonfiction	Approximate Pacing	Duration of Third Trimester
<b>STANDARDS</b>			
<b>NJSLS</b>			
<p><b>NJSLS ENGLISH LANGUAGE ARTS</b>  <b>RI.K.9. With prompting and support, identify basic similarities in and differences between the two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</b></p> <p><b>AASL</b>  <b>1.3.4 Contribute to the exchange of ideas within the learning community.</b>  <b>4.3.2 Recognize that resources are created for a variety of purposes.</b></p>			
<b>Interdisciplinary Connections:</b>		<b>Career Readiness, Life Literacies, and Key Skills NJSLS:</b>	
<p><b>LITERACY: Inspires and supports the reading lives of both students and teachers.</b>  <b>Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.</b></p> <p><b>CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators.</b>  <b>Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.</b></p>		<p><b>9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.</b></p> <p><b>(Students will learn how to search for fiction and nonfiction in the online library catalog).</b></p>	
<b>Computer Science and Design Thinking NJSLS Standards:</b>			
<p><b>• 8.2.2.ED.1: Communicate the function of a product or device.</b></p> <p><b>(Students will learn the purpose of the online library catalog).</b></p>			

<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
<p><b>Essential Questions:</b>  1. How can I identify fiction vs. nonfiction?  2. What in the book did I like/not like? Why?</p> <p><b>Enduring Understandings:</b>  Stories can be fiction or nonfiction. Nonfiction is true.  Learning includes thinking about what we see/hear/experience and forming an opinion about what was seen/heard/experienced.</p>	
<b>STUDENT LEARNING OBJECTIVES</b>	
<b>Key Knowledge</b>	<b>Process/Skills/Procedures/Application of Key Knowledge</b>
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> <li>● <i>Characteristics of nonfiction and fiction</i></li> <li>● <i>To express their opinions about resources used</i></li> </ul>	<p><i>With guidance and support from adults, students will be able to show:</i></p> <ul style="list-style-type: none"> <li>● <i>How to retell a fiction story by using a five finger retell</i></li> <li>● <i>Recite a nonfiction fact they learned</i></li> <li>● <i>Talk about a book they like</i></li> <li>● <i>Talk about a book they didn't like</i></li> </ul>
<b>ASSESSMENT OF LEARNING</b>	
<b>Summative Assessment</b> (Assessment at the end of the learning period)	<p>Students provide reasons why text and/or illustrations are fiction or nonfiction.  Students sharing opinions of materials used.</p>
<b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)	<p>Do a five finger retell  Use a graphic organizer to show nonfiction facts on a book we read</p>
<b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to	<p>Retelling a story with props  Looking at a pile of pre-selected books and deciding if they are fiction and nonfiction</p>

demonstrate their knowledge, understanding and proficiency)	
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<b>Is the book we read fiction or nonfiction? How do you know? Anchor chart exit slips</b>
<b>RESOURCES</b>	
<b>Core instructional materials:</b>	
Using story corner books as well as books borrowed, students, in small groups as well as individually, identify fiction or nonfiction in text or illustration. “Post Office” category delivery.	
<b>Supplemental materials:</b>	
Books/databases, e.g. Sammy and the Dinosaurs and PebbleGo! Dinosaurs Kamishibai (Japanese paper theater); The Bicycle Man by Allen Say PebbleGo! <a href="#">Trimester Holiday/Special Events</a>	
<b>Modifications for Learners</b>	
See <a href="#">appendix</a>	