



West Windsor-Plainsboro Regional School District
Media Center/ Library: Kindergarten

Media Center/ Library: Kindergarten

Content Area: Media Center / Library

Course & Grade Level: Media Center / Library, K

Summary and Rationale

The K-12 media center program will provide the school community with relevant, current, varied, and accessible resources to support information literacy in a flexible learning center that can adjust to the diverse instructional and literacy needs of the students.

The vision of the Kindergarten Media Center curriculum is to develop a lifelong love of literature and reading. Reading and listening are valuable means of enjoying and learning from stories.

With increasing emphasis on the skills needed for life and learning in the 21st Century, media specialists play a central role in the educational process. A collaborative approach between the media specialists, building administration, and the classroom teachers allows for authentic teaching of literacy and information skills and strategies with technology infused throughout. The Media program supports and promotes cross-curricular, social, emotional, and behavioral skills.

Literacy, information, and technology skills required for independent and lifelong learning follow a coherent developmentally appropriate continuum of instruction and practice throughout kindergarten. This enables all of our children to succeed in our ever expanding information rich world.

Recommended Pacing

40 days

[American Association of School Library \(AASL\) Standards](#)

AASL I: Inquire

“The skills needed to effectively Inquire power curiosity and questioning for learners of all ages. Although individuals may not always consciously reflect on their inquiry process, the process of asking questions, gathering information, making sense of the information, making decisions, and sharing results is something we all do every day. Learners who harness their prior knowledge to bring new meaning to the answers to their questions take a first step toward

- Addressing their knowledge gaps;
- Building collective knowledge; and
- Strengthening intellectual tools to sustain an inquiry process.” ([AASL](#))

AASL II: Include

“When learners’ community includes members with diverse experiences, they are aware of a range of viewpoints and anticipate the challenges often encountered in reaching consensus. Learners who include other perspectives in their understanding

- Build balanced perspectives and develop skills that allow these learners to articulate ideas;
- Develop comprehensive and authentic knowledge products;
- Exhibit tolerance for differing viewpoints; and
- Reflect on their perspectives and the perspectives of others.

Learners who master Include are productive when working with others.” ([AASL](#))

AASL III: Collaborate

“Collaborative learning involves groups of learners working together to solve a problem, complete a task, or create a product (Smith and MacGregor 1992). When learners Collaborate, they

- Broaden their ideas and achieve common goals, often in new and innovative ways;
- Think critically to solve problems they would not be able to solve independently;
- Negotiate new and shared meanings;
- Solicit and respond to feedback from others; and
- Adapt their thinking to new ideas and situations.” ([AASL](#))

AASL IV: Curate

“Curating resources involves the collection, organization, description, and sharing of resources to make meaning for the learner and others. Learners who Curate

- Evaluate information;
- Describe resources so that they may be found and understood by others;
- Integrate new information into their existing knowledge;
- Share knowledge with others; and
- Integrate resources into larger learning networks.” ([AASL](#))

AASL V: Explore

“When learners Explore, they consider their existing knowledge, formulate authentic questions, experiment with physical and intellectual pursuits, collaboratively investigate answers, self-assess progress, and openly receive constructive feedback to strengthen their skills. As a result of investigating new ideas through authentic exploration learners can

- Engage in learning in deeper ways;
- Do more complex thinking;
- Conceptualize ideas; and
- Understand issues in greater depth.” ([AASL](#))

AASL VI: Engage

“Engagement is the degree of attention, curiosity, interest, optimism, and passion that learners show when they are learning or being taught (Abbott 2016). When learners Engage, they

- Develop dispositions that allow them to participate ethically and respectfully in communities of practice;
- Produce materials based on valid information;
- Act ethically and responsibly in their sharing of information; and
- Extend learning by personalizing their use of information.” ([AASL](#))

Unit 1: Library Skills

Content Area: Media Center / Library

Course & Grade Level: Media Center / Library, K

Summary and Rationale

Unit 1 introduces the students to the Media Center and the Media Specialist. Students will learn how to use the media center as a resource for their learning. As the year progresses, students will develop book selection strategies including how to choose age appropriate books, how to use shelf markers to select books, and the importance of maintaining the order of the collection. Book care will be introduced. The skills in this unit are foundational to becoming lifelong learners.

Recommended Pacing

7 Days	
<u>AASL Standards</u>	
1.A.1	Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
1.A.2	Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
1.D.1	Learners participate in an ongoing inquiry-based process by continually seeking knowledge.
1.D.3	Learners participate in an ongoing inquiry-based process by enacting new understanding through real-world connections.
1.D.4	Learners participate in an ongoing inquiry-based process by using reflection to guide informed decisions.
3.D.1	Learners actively participate with others and learning situations by actively contributing to group discussions.
3.D.2	Learners actively participate with others and learning situations by recognizing learning as a social responsibility.
4.A.2	Learners act on an information need by identifying possible sources of information.
4.A.3	Learners act on an information need by making critical choices about the information sources to use.
5.A.1	Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
5.C.1	Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.
5.D.2	Learners developed through experience and reflection by recognizing capabilities and skills that can be developed, improved, and expanded.
5.D.3	Learners developed through experience and reflection by open-mindedly accepting feedback for positive and constructive growth.
NJSLA	
RL.K.10	Actively engage in group reading activities with purpose and understanding.
RF.K.1.A	Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Interdisciplinary Connections	
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
6.3.4.A.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
Instructional Focus	
Enduring Understandings	
<ul style="list-style-type: none"> ● The Media Center belongs to everybody in the school and we are all responsible for taking care of it. ● Libraries have various resources that are used for recreation and information. ● Reading developmentally appropriate books allows students to become successful learners. ● All libraries work under the same principles and methods for book selections. ● Children from around the world have differing access to books. 	
Essential Questions	

- How can I be a responsible citizen in the Media Center?
- How can the Media Center help me?
- How do I use the Media Center and its resources?
- How and why do I choose an appropriate book?
- How do I take care of library books?

Objectives

Students will know:

- Library procedures are essential for a safe and productive learning environment.
- There are various resources that can be used for recreation and learning.
- Materials checkout, return, and renewal procedures.
- That library books are in a specific order on the shelves and a specific location in the library.
- That library materials need to be cared for because they belong to the school community.

Students will able to:

- Make responsible choices in the Media Center.
- Develop skills necessary to become effective library users and lifelong learners.
- Check out, return and/or renew library materials on a weekly basis.
- Care for borrowed books.
- Select books that are age and interest appropriate.
- Utilize shelf markers appropriately when selecting books.

Evidence of Learning

Assessment

- Formative
 - Informal observation of student behaviors and application of media center procedures.
 - Informal observation of student behaviors using shelf markers appropriately.
 - Informal observation of students working through Kindergarten strategies for choosing an appropriate book.
- Summative
 - Circulation records will indicate regular checkout and timely return of library materials.

Competencies for 21st Century Learners

X	Globally Aware, Active, & Responsible Student/Citizen	X	Flexible & Self-Directed Learner
X	Innovative & Practical Problem Solver	X	Effective Communicator

Resources

Suggested Resources:

- Various picture books such as: Mr. Wiggles’ Book; Best Place to Read; Best Book to Read, Reading Is Fun.etc.
- Teach My Alligator Library Manners taken from <https://www.youtube.com/watch?v=aq8miL6gtWk&t=119s> (1.17 min.)
- Judy Freeman’s “No! No! Never! Never!” bag.
- Sammy the Shelf Marker video <https://www.youtube.com/watch?v=zROtGjMrqSQ&t=5s>
- Various Picture books, including What Happened to Marion’s Book, Stella Louella and the Runaway Book, We’re Going on a Book Hunt, Book! Book! Book! Wild About Books, Best Book to Read, Rosie’s Walk

Unit 2: Fiction

Content Area: Media Center / Library	
Course & Grade Level: Media Center / Library, K	
Summary and Rationale	
Unit 2 introduces the concept of Fiction. Students will be exposed to various types of fiction books, their elements and location of fiction (Everybody) section in the Media Center.	
Recommended Pacing	
5 days	
<u>AASL Standards</u>	
1.A.2	Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
1.B.3	Learners engage with new knowledge by following a process that includes generating products that illustrate learning.
1.D.3	Learners participate in an ongoing inquiry-based process by enacting new understanding through real-world connections.
2.B.1	Learners adjust their awareness of the Global Learning Community by interacting with learners who reflect a range of perspectives.
2.B.2	Learners adjust their awareness of the Global Learning Community by evaluating a variety of perspectives during learning activities.
3.D.1	Learners actively participate with others and learning situations by actively contributing to group discussions.
4.B.4.	Learners gather information appropriate to the task by organizing information by priority, topic, or other systematic scheme.
5.C.1	Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.
NJSLA	
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.10	Actively engage in group reading activities with purpose and understanding.
RI.K.5	Identify the front cover, back cover, and title page of a book.
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.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
Interdisciplinary Connections	
1.3.2.C.1	Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
1.3.2.D.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
Instructional Focus	
Enduring Understandings	
<ul style="list-style-type: none"> Fiction stories are made up stories from the author's imagination. 	

<ul style="list-style-type: none"> ● Fiction books have specific parts. ● Fiction stories have specific elements. ● Fiction books are located in a specific section in the media center. 			
Essential Questions			
<ul style="list-style-type: none"> ● What is fiction? ● What are the parts of a fiction book? ● What are the elements of a fiction story? ● Where is the fiction section located in the Media Center? 			
Objectives			
Students will know:			
<ul style="list-style-type: none"> ● The term fiction means stories are made up. ● The role of the author and illustrator. ● That fiction books have specific parts (title, author, illustrator, cover and spine). ● That fiction books have specific elements (setting, main character, problem and solution). ● That fiction books are located in a specific place in the Media Center (Everybody section). 			
Students will be able to:			
<ul style="list-style-type: none"> ● Define the term fiction. ● Identify title, author, illustrator, cover and spine of book. ● Identify the main character, setting, problem, and solution. ● Locate the Everybody section in the media center. 			
Evidence of Learning			
Assessment			
<ul style="list-style-type: none"> ● Formative <ul style="list-style-type: none"> ○ Student discussion of fiction using related vocabulary. ○ Observation of students accessing materials from appropriate locations. ● Summative <ul style="list-style-type: none"> ○ Student drawing or labeling of parts of a book and/or story elements. 			
Competencies for 21st Century Learners			
X	Flexible & Self-Directed Learner	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen		
X	Innovative & Practical Problem Solver		
Resources			
Suggested Resources:			
<ul style="list-style-type: none"> ● Various Picture Books, such as Parts by Tedd Arnold and Rosie’s Walk. ● Choose a specific author for an author study (Visiting Author, Laura Numeroff, Frank Asch, Eric Carle, Mo Willems, etc.) ● Epic, TumbleBooks, Barnes and Noble, and other websites. 			

Unit 3: Coding & Problem Solving	
Content Area: Media Center / Library	

Course & Grade Level: Media Center / Library, K	
Summary and Rationale	
Unit 3 introduces the concept of Coding. In the 21st century, coding is a part of how most electronics in our lives operate. It is important that students understand that people create the programs/apps that allow these devices to function. Within this unit, students will perform problem solving challenges that develop planning, resilience, and logical thinking skills. Research indicates that children who code expand their creativity and mathematical reasoning.	
Recommended Pacing	
3 days	
<u>AASL Standards</u>	
1.C.3	Learners adapt, communicate, and exchange learning products with others in a cycle that includes acting on feedback to improve.
3.A.2	Learners identify collaborative opportunities by developing new understandings through engagement and a learning group.
3.A.3	Learners identify collaborative opportunities by deciding to solve problems informed by group interaction.
3.B.2	Learners participate in personal, social, and intellectual networks by establishing connections with other learners to build on their own prior knowledge and create new knowledge.
5.B.1	Learners construct new knowledge by problem solving through cycles of design, implementation, and reflection.
5.B.2	Learners construct new knowledge by persisting through self-directed pursuits by tinkering and making.
5.C.3	Learners engage with the learning community by collaboratively identifying innovative solutions to a challenge or problem.
5.D.1	Learners develop through experience and reflection by iteratively responding to challenges.
5.D.2	Learners develop through experience and reflection by recognizing capabilities and skills that can be developed, improved, and expanded.
5.D.3	Learners develop through experience and reflection by open-mindedly accepting feedback for positive and constructive growth.
NJSLA Standards	
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Interdisciplinary Connections	
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.E.5	Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).
8.2.2.E.1	List and demonstrate the steps to an everyday task.
Instructional Focus	

Enduring Understandings			
<ul style="list-style-type: none"> • Electronic devices only act as they are programmed: they do not think or act on their own. • Coding is written in a language that devices can execute. • Items that require code are part of our everyday lives. • Problem solving requires creativity, determination, and collaboration. 			
Essential Questions			
<ul style="list-style-type: none"> • Can a device think or act on its own? • How are programs created? • Where do we find programs in our everyday lives? • What skills are needed to solve problems? 			
Objectives			
Students will know:			
<ul style="list-style-type: none"> • That devices act only as instructed. • Humans write code as a set of instructions called an algorithm that devices use to know what to do. • Instructions may need to be changed as errors are found or programs are improved. • Coding is an authentic real life problem solving skill. • Vocabulary terms: device, code, program, programmer, algorithm 			
Students will be able to:			
<ul style="list-style-type: none"> • Identify a problem. • Problem solve through communication and collaboration. • Design and execute an algorithm. • Reflect on the effectiveness and efficiency of their algorithm and revise as needed. 			
Evidence of Learning			
Assessment			
<ul style="list-style-type: none"> • Formative <ul style="list-style-type: none"> ○ Informal observation of students creating and revising algorithms and using vocabulary successfully. 			
Competencies for 21st Century Learners			
X	Collaborative Team Member	X	Effective Communicator
X	Innovative & Practical Problem Solver	X	Flexible & Self-Directed Learner
Resources			
Suggested Resources:			
<ul style="list-style-type: none"> • Unplugged <ul style="list-style-type: none"> ○ Coding cards ○ Coding a Human • Electronic <ul style="list-style-type: none"> ○ iPad - Coding Safari 			

Unit 4: Non-Fiction	
Content Area: Media Center / Library	
Course & Grade Level: Media Center / Library, K	

Summary and Rationale	
Unit 4 introduces the concept of non-fiction. Students will be exposed to the elements and different formats of non-fiction. Students will be introduced to research skills and will present their findings.	
Recommended Pacing	
6 days	
<u>AASL Standards</u>	
1.A.1	Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
1.B.3	Learners engage with new knowledge by following a process that includes generating products that illustrate learning.
1.C.1	Learners adapt, communicate, and exchange learning products with others in a cycle that includes interacting with content presented by others.
1.C.2	Learners adapt, communicate, and exchange learning products with others in a cycle that includes providing constructive feedback.
1.C.3	Learners adapt, communicate, and exchange learning products with others in a cycle that includes acting on feedback to improve.
1.C.4	Learners adapt, communicate, and exchange learning products with others in a cycle that includes sharing products with an authentic audience.
3.A.1	Learners identify collaborative opportunities by demonstrating their desire to broaden and deepen understandings.
3.A.2	Learners identify collaborative opportunities by developing new understandings through engagement and a learning group.
3.C.1	Learners work productively with others to solve problems by soliciting and responding to feedback from others.
3.D.1	Learners actively participate with others and learning situations by actively contributing to group discussions.
4.A.1	Learners act on an information need by determining the need to gather information.
5.C.1	Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.
5.D.3	Learners develop through experience and reflection by open-mindedly accepting feedback for positive and constructive growth.
NJSLA Standards	
RI.K.5	Identify the front cover, back cover, and title page of a book.
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.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Interdisciplinary Connections	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.2.2.B.1	Identify how technology impacts or improves life.		
1.2-4.2.1.DCI-2	Asking questions, making observations, and gathering information are helpful in thinking about problems.		
M.MATH.12.A.MP7	Look for and make use of structure.		
Instructional Focus			
Enduring Understandings			
<ul style="list-style-type: none"> ● Non-fiction provides information about real things. ● Non-fiction is formatted differently than fiction. ● Non-fiction can be accessed in both print and digital resources. ● Research is the process of gathering, selecting, and using information. 			
Essential Questions			
<ul style="list-style-type: none"> ● What is non-fiction? ● Why do we need it / use it? ● How can we tell the difference between fiction and non-fiction? ● In what ways can we access non-fiction information? ● What is research and how do we conduct research? 			
Objectives			
Students will know:			
<ul style="list-style-type: none"> ● That non-fiction text is created to educate and inform. ● That non-fiction helps us learn more about subjects that interest us. ● Non-fiction text and graphics are arranged to help you find information. ● How to use non-fiction resources in the media center for research. 			
Students will be able to:			
<ul style="list-style-type: none"> ● Describe the purpose of non-fiction books. ● Determine whether a book is fiction or non-fiction. ● Articulate how fiction and non-fiction books are different. ● Use technology appropriately to access information. ● Create a research-based product to demonstrate their learning. 			
Evidence of Learning			
Assessment			
<ul style="list-style-type: none"> ● Formative <ul style="list-style-type: none"> ○ Informal observation of students following technology use protocol. ○ Informal observation of student responses during class discussions about non-fiction. ○ Informal observation of student sorting of fiction and non-fiction titles. ● Summative <ul style="list-style-type: none"> ○ Digital database research project and presentation. 			
Competencies for 21st Century Learners			
X	Collaborative Team Member	X	Effective Communicator
		X	Information Literate Researcher
		X	Flexible & Self-Directed Learner
Resources			
Suggested Resources:			
<ul style="list-style-type: none"> ● Non-fiction and fiction books ● TumbleBooks, PebbleGo 			

- https://www.youtube.com/watch?v=GK8S_WzuL3k

Unit 5: Author's Purpose

Content Area: Media Center / Library

Course & Grade Level: Media Center / Library, K

Summary and Rationale

Unit 5 introduces the concept of author's purpose. Students will be exposed to various types of text found in the non-fiction section of the Media Center including folktales, fairy tales, poetry, and biographies, and their purpose.

Recommended Pacing

6 days

AASL Standards

1.A.2	Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
2.C.1	Learners exhibit empathy with and tolerance for diverse ideas by engaging in informed conversation and active debate.
2.C.2	Learners exhibit empathy with and tolerance for diverse ideas by contributing to discussions in which multiple viewpoints on a topic are expressed.
3.D.1	Learners actively participate with others and learning situations by actively contributing to group discussions.
5.A.1	Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

NJSLA Standards

NJLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.10	Actively engage in group reading activities with purpose and understanding.
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.

Interdisciplinary Connections

1.4.2.A.02	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
1.3.2.D.02	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

Instructional Focus

Enduring Understandings

- Folktales are made up stories that teach a life lesson, incorporating the cultural origins of the story.
- Fairy tales are similar to folktales, but also incorporate magical elements.
- Biographies teach us about real people who exist now or in the past.
- Poetry is a form of writing that creates an image and evokes emotion.
- Poetry is structured differently than other types of fiction/nonfiction.

Essential Questions

- What is a folktale?
- What is a fairy tale?
- What is a biography?
- What is poetry?

Objectives

Students will know:

- That folktales/fairy tales originate in different cultures and countries, and teach us important life lessons.
- Folktales/fairy tales have specific elements (problem, solution, life lesson).
- Biographies teach us about regular people who accomplished exceptional achievements in their life.
- Differences between poems and stories.
- That poems are written to give us images and evoke emotion.

Students will be able to:

- Describe the purpose of a folktale, fairy tale, biography, and poem.
- Understand that folktales/fairy tales come from different countries.
- Make a connection between themselves and a biography subject as a child.
- Demonstrate the ability to explain or draw visualizations of poems they read or hear.
- Describe how a poem makes them feel.

Evidence of Learning

Assessment

- Formative
 - Informal observation of student responses during class discussions about folktales, fairy tales, biographies, and poetry.
- Summative
 - Students will draw visualizations of poems they read or hear
 - Students will verbally describe how a poem makes them feel.

Competencies for 21st Century Learners

X	Globally Aware, Active, & Responsible Student/Citizen	X	Effective Communicator
		X	Flexible & Self-Directed Learner

Resources

Suggested Resources:

- Folktales, such as Joseph Had a Little Overcoat, Two of Everything, The Enormous Turnip, Abiyoyo, Rabbit’s Gift.
- Fairy tales
- Biographies such as Me, Jane and The Watcher
- TumbleBooks.
- PebbleGo
- Funny Kids Poetry iOS app
- A Child’s Garden of Poetry (video)
- [Between the Lions poetry animation clips](#)
- Poetry books such as Shel Silverstein, Jack Prelutsky, Silver Seeds, Button Up, All the Small Poems, Hi Koo
- [Poetry illustration Google slides lesson](#) to go with [A Stick is an Excellent Thing](#)
- [“Green Giant” poem](#) by Jack Prelutsky

Unit 6: Special Events / Holidays	
Content Area: Media Center / Library	
Course & Grade Level: Media Center / Library, K	
Summary and Rationale	
This unit encourages students to understand and respect different cultures' holidays, traditions, and celebrations. The Media Center is a rich resource for learning about these holidays, traditions, and celebrations and participating in special learning events/experiences.	
Recommended Pacing	
5 days	
<u>AASL Standards</u>	
1.A.2	Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
1.B.3	Learners engage with new knowledge by following a process that includes generating products that illustrate learning.
2.A.1	Learners contribute a balanced perspective when participating in a learning community by articulating an awareness of the contributions of a range of learners.
2.B.1	Learners adjust their awareness of the Global Learning Community by interacting with learners who reflect a range of perspectives.
2.B.3	Learners adjust their awareness of the Global Learning Community by representing diverse perspectives during learning activities.
2.C.2	Learners exhibit empathy with and tolerance for diverse ideas by contributing to discussions in which multiple viewpoints on a topic are expressed.
2.D.2	Learners demonstrate empathy and equity in knowledge building within the Global Learning Community by demonstrating interest in other perspectives during learning activities.
2.D.3	Learners demonstrate empathy and equity in knowledge building within the Global Learning Community by reflecting on their own place within the global learning community.
3.A.1	Learners identify collaborative opportunities by demonstrating their desire to broaden and deepen understandings.
3.B.2	Learners participate in personal, social, and intellectual networks by establishing connections with other learners to build on their own prior knowledge and create new knowledge.
3.D.1	Learners actively participate with others and learning situations by actively contributing to group discussions.
4.B.2	Learners gather information appropriate to the task by collecting information representing diverse perspectives.
5.C.1	Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.
NJSLA Standards	
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RL.K.10	Actively engage in group reading activities with purpose and understanding.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Interdisciplinary Connections	
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Instructional Focus

Enduring Understandings

- Holidays are part of most cultures.
- It is important to understand and respect a wide variety of cultures, traditions, and celebrations.
- Learning about the holidays, celebrations, and experiences of different cultures makes us more globally-aware citizens.

Essential Questions

- Why do we celebrate holidays, traditions, and special events?
- How do we celebrate holidays, traditions, and special events?
- Where and how do we find resources about holidays, traditions, and special events?

Objectives

Students will know:

- That holidays and traditions are important to most cultures.
- That celebrations and special learning events/experiences of different cultures create acceptance and a sense of belonging within the school culture and community.
- That they can find information about holidays, traditions, celebrations, and special learning events/experiences using print and digital media.

Students will able to:

- Demonstrate awareness, understanding, and respect for a variety of holidays, traditions, and celebrations.
- Participate in special learning events/experiences.

Evidence of Learning

Assessment

- Formative
 - Informal observation of student understanding and respect for diverse holidays and traditions.
 - Informal observation of student engagement during special learning events/experiences.

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Flexible & Self-Directed Learner

Resources

Suggested Resources:

- Various picture books, such as:
 - (Halloween) The Bumpy Little Pumpkin, Chumpkin, Big Pumpkin, Crankenstein, The Little Old Lady Who Wasn't Afraid of Anything
 - (Thanksgiving) One is a Feast for a Mouse, Bear Says Thanks, I Know an Old Lady Who Swallowed a Pie, This is the Turkey, Balloons Over Broadway
 - (December) Dream Snow, How Santa Got His Job, Rabbit's Gift, The Hanukkah Mice
 - (January) Squirrel's New Year's Resolutions, Martin's Big Words, Young Martin Luther King
 - (Winter/Snow) Biggest Best Snowman, Snowmen at Night, All You Need for a Snowman, The Snowy Day, The Hat, The Mitten

- (February) The Substitute Groundhog, Who Will See Their Shadows This Year?, Lion Dancer: Ernie Wan’s Chinese New Year, The Runaway Wok, Young George Washington, Young Abraham Lincoln, Froggy’s First Kiss
- (100th Day) 100 School Days
- (Spring) Muncha! Muncha! Muncha!
- (Tooth Fairy) Tooth Fairy Wars, Tooth Fairy’s First Night
- Videos such as
 - [They Were the Pilgrims](#) (YouTube)
 - [Squirrel’s New Year’s Resolution](#) (YouTube)
 - [Oh Happy Kwanzaa](#) (start at .20)
 - [Sesame Street: Kwanzaa](#)
 - [Sesame Street-Telly Plays the Dreidel](#)
- Tumblebooks
- PebbleGo

Unit 7: Reading Celebrations	
Content Area: Media Center / Library	
Course & Grade Level: Media Center / Library, K	
Summary and Rationale	
Unit 7 addresses media center driven events that encourage a lifelong love of reading, such as Author Day, Read Across America Day and Book Fairs.	
Recommended Pacing	
8 days	
<u>AASL Standards</u>	
1.A.1	Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
1.A.2	Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
1.B.3	Learners engage with new knowledge by following a process that includes generating products that illustrate learning.
1.C.1	Learners adapt, communicate, and exchange learning products with others in a cycle that includes interacting with content presented by others.
2.B.1	Learners adjust their awareness of the Global Learning Community by interacting with learners who reflect a range of perspectives.
2.D.2	Learners demonstrate empathy and equity in knowledge building within the Global Learning Community by demonstrating interest in other perspectives during learning activities.
3.A.2	Learners identify collaborative opportunities by developing new understandings through engagement and a learning group.
3.B.2	Learners participate in personal, social, and intellectual networks by establishing connections with other learners to build on their own prior knowledge and create new knowledge.
3.D.1	Learners actively participate with others and learning situations by actively contributing to group discussions.
5.C.1	Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.

5.D.2	Learners develop through experience and reflection by recognizing capabilities and skills that can be developed, improved, and expanded.
5.D.3	Learners develop through experience and reflection by open-mindedly accepting feedback for positive and constructive growth.
NJSLA Standards	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
NJSLSA.R.9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RI.K.10	Actively engage in group reading activities with purpose and understanding.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
Interdisciplinary Connections	
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
Instructional Focus	
Enduring Understandings	
<ul style="list-style-type: none"> ● Reading is a fun, enjoyable, informative lifelong activity. ● Authors write the books that we read. 	
Essential Questions	
<ul style="list-style-type: none"> ● What is Author Day? ● What is a book fair? ● What is Read Across America Day? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> ● An author is a real person who goes through a process to create books. ● Authors visit us to share their knowledge and experience about the process of creating books and to introduce writing as an accessible profession. ● The book fair is a bookstore that visits the school and students may select and purchase books there. ● Read Across America Day is a celebration of important diverse contributions to children's literature. 	
Students will be able to:	
<ul style="list-style-type: none"> ● Describe how an author uses the writing process to create a book. ● Select and purchase books for their personal interests at the Book Fair, applying skills they have learned in the Media Center. ● State an opinion about what they like to read and why. ● Participate in school-wide reading celebrations and initiatives. 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> ● Formative 	

- Informal observation of students' engagement and participation in reading related activities and celebrations.
- Student discussions and feedback.
- Summative
 - Author Day projects that reflect student understandings of the visiting author's work.

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Flexible & Self-Directed Learner
X	Innovative & Practical Problem Solver		

Resources

Suggested Resources:

- Book Fair Day by Lynn Plourde
- Scholastic Book Fair DVD (from PTA Book Fair Chair), Scholastic Book Fair App.
- NJEA/NEA Read Across America resources.
- Barnes and Noble book fair materials
- Visiting author website and books.
- [Six Flags Read To Succeed Reading Challenge](#)