



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

Unit 1: Library Skills**Content Area: Media Center / Library****Course & Grade Level: Media Center / Library, Pre-K****Summary and Rationale**

The vision of the Special Needs Pre-Kindergarten Media Center curriculum is to develop a lifelong love of literature and reading. A collaborative approach between the Media Specialist, building administration, and the classroom teachers allows for authentic teaching of literature and information fluency skills and strategies. The Media Center is a reinforcement tool for pre-literacy, social, emotional, and behavioral skills. Reading and listening are valuable means of enjoying and learning from stories. Media Center instruction based on IEP needs to learn essential content and to construct new meaning. Instruction, designed around a literacy infused thematic framework, generates active learning and the formation of new understandings.

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

Recommended Pacing

40 days

[NJ PreSchool Standards](#)

CPI #	Cumulative Progress Indicator (CPI)
R.L.PK.K.L.PK.1G	Understands and can follow simple multi-step directions.
R.L.PK.K.L.PK.4A	With guidance and support generate words that are similar in meaning (e.g. rock stone happy glad).
R.L.PK.K.L.PK.5A	Begin to sort familiar objects (e.g. sort a collection of plastic animals into groups dogs tigers and bears).
R.L.PK.K.L.PK.5B	Begin to understand opposites of simple and familiar words.
R.L.PK.K.L.PK.5C	Identify real-life connections between words and their use (e.g. Tell me the name of a place in the classroom that is noisy or quiet.).
R.L.PK.K.L.PK.6	Use words and phrases acquired through conversations, activities and read alouds.
R.RF.PK.K.RF.PK. 3C	Recognize their name in print as well as other familiar print in the environment.
R.RF.PK.K.RF.PK. 4	Begin to engage in a variety of texts with purpose and understanding.
R.RI.PK.K.RI.PK.1	With prompting and support ask and answer questions about key elements in a familiar text.
R.RI.PK.K.RI.PK.1 0	Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.
R.RI.PK.K.RI.PK.2	With prompting and support recall important facts from a familiar text.
R.RI.PK.K.RI.PK.3	With prompting and support make a connection between pieces of essential information in a familiar text.
R.RI.PK.K.RI.PK.4	With prompting and support ask and answer questions about unfamiliar words in informational text.
R.RI.PK.K.RI.PK.5	Identify the front and back cover of a book.

R.RI.PK.K.RI.PK.6	With prompting and support identify the role of author and illustrator in presenting ideas in informational text.
R.RI.PK.K.RI.PK.7	With prompting and support tell how the illustrations support the text (information or topic) in informational text.
R.RL.PK.K.RL.PK.1	With prompting and support ask and answer key elements in a familiar story or poem.
R.RL.PK.K.RL.PK.10	Actively participate in read aloud experiences using age appropriate literature in individual small and large groups.
R.RL.PK.K.RL.PK.2	With prompting and support retell familiar stories or poems.
R.RL.PK.K.RL.PK.3	With prompting and support identify characters settings and major events in a familiar story.
R.RL.PK.K.RL.PK.4	With prompting and support ask and answer questions about unfamiliar words in a story or poem read aloud.
R.RL.PK.K.RL.PK.5	Recognize common types of literature (storybooks and poetry books).
R.RL.PK.K.RL.PK.6	With prompting and support identify the role of author and illustrator in telling the story.
R.RL.PK.K.RL.PK.7	With prompting and support using a familiar storybook tell how the illustrations support the story.
R.RL.PK.K.RL.PK.9	With prompting and support using a familiar storybook tell how adventures and experiences of characters are alike and how they are different.
R.SL.PK.K.SL.PK.1A	Follow-agreed upon rules for discussions during group interactions.
R.SL.PK.K.SL.PK.1B	Continue a conversation through several back and forth exchanges.
R.SL.PK.K.SL.PK.2	Ask and answer questions about a text or other information read aloud or presented orally.
R.SL.PK.K.SL.PK.3	Ask and answer questions to seek help, get information, or follow directions.
R.SL.PK.K.SL.PK.4	Begin to describe familiar people, places, things and events and sometimes with detail.
R.SL.PK.K.SL.PK.5	Use drawings or visual displays to add to descriptions to provide additional detail.
R.SL.PK.K.SL.PK.6	With guidance and support speak audibly and express thoughts, feelings and ideas.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
CPI #	Cumulative Progress Indicator (CPI)
N/A	N/A
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)

N/A	N/A
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
N/A	N/A
Interdisciplinary Standards (fill-in Science, or SS, or Math, etc..)	
N/A	N/A
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Media Center rules are necessary to help it function more efficiently and safely. ● We read stories for enjoyment and learning. ● Libraries have numerous resources that are used for recreation and education. ● The Media Center is a fun safe place that belongs to everybody in the school and we are all responsible for taking care of it. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How can I be a responsible citizen in the Media Center? ● Why do we go to the Media Center? ● How do I use the Media Center and its resources appropriately? 	
Objectives	
<p>We are learning to/that:</p> <ul style="list-style-type: none"> ● The Media Center is a part of the school. ● The name and function of the school librarian. ● There are rules specific to the Media Center that help us: ● Transition successfully between locations. ● Enjoy listening to stories. ● Make responsible choices. ● Build independence. ● There are various resources that can be used for recreation and learning. ● There are routines and procedures that help us use the Media Center responsibly and effectively. ● There are proper procedures for checking out, returning and/or renewing Media Center materials. <p>Students will able to:</p> <ul style="list-style-type: none"> ● Engage in Media Center lessons that support individual student IEP goals and objectives and district preschool curriculum. ● Follow Media Center rules and routines to make appropriate choices. ● Develop skills necessary to become effective library users and lifelong learners. Transfer skills to the outside world. ● Check out, return and/or renew library materials on a weekly basis. ● Verbalize wants and needs in the library. ● Listen, respond, and share personal experiences and connections to stories. ● Use manipulatives to communicate, retell, and show evidence of understanding of concepts and storylines. ● Use creativity and imagination to develop pre-literacy skills. ● Use kinesthetic activities such as role play/acting out to imprint understanding. ● Develop fine motor skills through story extensions such as craft and manipulative activities. 	
Evidence of Learning	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, self-assessments, and performance tasks. During each formative and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Resources

Core Text:

- Suggested Themes such as
 - School - School Bus, Apples, Shapes
 - Animals - Bears, Pets, Birds, Dinosaurs, Caterpillar to Butterfly
 - Nature - Rain, Picnic/Ants, Beach/Ocean, Fireflies
 - Health/Self Care - Vegetables, Clothes, Night/Bedtime, Sick Day, Healthy Teeth
 - Transportation
 - Sports/Field Day
 - Seasons/Holidays - Leaves, Pumpkins, Bats, Being Thankful, Turkeys, Gingerbread, Winter Holidays, Penguins, Mittens, Snow, Groundhog's Day, Chinese New Year, Valentine's Day, Dr. Seuss, Eggs/Chicks, Earth Day, Mother's/Father's Day, Memorial Day
 - Special Events such as Read Across America Day, Author Visit, Book Fair
- [District Preschool Curriculum](#)
- Student IEP documents for specific needs
- [Preschool Storytime Library Handbook](#)
- I'm a Little Teapot! Presenting Preschool Storytime by Jane Cobb
- Hand Rhymes by Marc Brown
- CDs - Songs Kids Love to Sing, Songs Kids Really Love to Sing, Raffi, Laurie Berkner