

DELAWARE VALLEY SCHOOL DISTRICT

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Library and Information Literacy**

**Grade Level:** Kindergarten

**Date of Board Approval:** 2019

## Planned Instruction

**Title of Planned Instruction:** Library and Information Literacy

**Subject Area:** Library Skills

**Grade(s):** Kindergarten

**Course Description:** This course is designed to ensure that students become information literate. Instruction is provided to foster competence in finding, evaluating, and using information in a variety of formats. This program also seeks to stimulate an interest in reading for both pleasure and information.

**Time/Credit for the Course:** 18 class periods (9 Hrs)

**Curriculum Writing Committee:** Rachel Goldstein and Heather Haupt

## Curriculum Map

### 1. Marking Period One -Overview with time range in days:

Book, eReader, & Technology Handling Skills -3 days

Identifying Text Features – 1 day

Selecting Literary Fiction – 2 day

Internet Safety – 1 day

Describing Key Ideas and Details – 2 days

#### Marking Period One –Goals:

##### Understanding of:

- Proper book and electronic book reader handling
- Proper use of new technology hardware and software
- Parts of a book
- Selecting literary fiction
- Proper technology etiquette
- Proper care of technology and equipment
- Key details

### 2. Marking Period Two -Overview with time range in days:

Research Process – 2 days

Evaluating Diverse Media – 1 day

Evaluating Arguments – 1 day

Selecting Informational Text & Literary Non-Fiction – 2 days

Identifying Author and Illustrator Roles – 2 days

Explaining Different Types of Text – 1 day

Identifying Literary Elements – 2 days

#### Marking Period Two -Goals:

##### Understanding of:

- Relationships between illustrations and text
- Author point of view
- Fiction and non-fiction
- Author and Illustrator roles
- Author details
- Character, setting, and events in a story

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## UNIT: Basic Library Skills, Manners, and Safety

**Big Idea # 1: Effective research requires the use of varied resources to gain or expand knowledge.**

**Essential Questions:**

- What does a reader look for and how can s/he find it?
- How does a reader know a source can be trusted?
- How does one organize and synthesize information from various sources?
- How does one best present findings?

**Concepts:**

- Book, eReader, and Technology Handling Skills

**Competencies:**

- Demonstrate proper book handling skills and correct procedures for using eReader devices (e.g. how to turn devices on and off, turn pages, protect screen).

**Big Idea # 2: Effective readers use appropriate strategies to construct meaning.**

**Essential Questions:**

- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- How do readers know what to believe?
- How do what readers read influence how they should read it?
- How does a reader's purpose influence how text should be read?

**Concepts:**

- Identifying Parts of a Book
- Selecting Literary Fiction

**Competencies:**

- Identify parts of a book (e.g. title, author) and parts of text (e.g. beginning, end, details).
- With assistance, select grade-level-appropriate literature.

**Big Idea # 3: Responsible citizens use information ethically and productively in a global society.**

**Essential Questions:**

- How do responsible citizens use information ethically?
- How do responsible citizens use information productively in a global society?

**Concepts:**

- Demonstrating Technology Etiquette & Safety
- Behaving as a Digital Citizen
- Using Digital Media

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### Competencies:

- With prompting and support, demonstrate proper etiquette while using and handling technology (e.g., technology basic care).
- With prompting and support, answer questions about importance of safe, legal and responsible use of technology.
- Demonstrate proper care of technology and equipment.
- With help and support, identify similarities and differences among text graphics, audio, animation and video.

## UNIT: Effective Readers

**Big Idea # 1: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.**

### Essential Questions:

- What do good listeners do?
- How do active listeners make meaning?
- How do active listeners know what to believe in what they hear?

### Concepts:

- Describing Key Ideas and Details

### Competencies:

- Ask and answer questions about key details in text read aloud or presented orally.

**Big Idea # 2: Effective readers use appropriate strategies to construct meaning.**

### Essential Questions:

- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- How do readers know what to believe?
- How does what readers read influence how they should read it?
- How does a reader's purpose influence how text should be read?

### Concepts:

- Evaluating Diverse Media
- Evaluating Arguments
- Selecting Informational Texts & Literary Non-Fiction
- Identifying Author and Illustrator Roles
- Explaining Different Types of Text
- Identifying Literary Elements

### Competencies:

- Describe relationships between illustrations and text.
- With support, identify why author uses certain details to support points in text.

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- Engage in reading activities related to non-fiction with purpose and understanding.
- Define roles of author and illustrator.
- Compare and contrast differences between fiction and non-fiction.
- Find connections between words and illustrations in book read aloud or read alone.
- Identify character in familiar stories.
- Identify similarities and differences among characters from different stories.

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## Curriculum Plan

**Unit:** Basic Library Skills, Manners, and Safety

**Time Range in Days:** 9 days

**Standard(s):**

PA Core Standards for English Language Arts  
Business, Computer and Information Technology Standards

**Standards Addressed:**

CC.1.1A, CC.1.2.E, CC.1.3.K,  
15.3.M, 15.3.T, 15.4.B, 15.4.K

**Overview:** Students will learn skills to enhance their library experience.

**Focus Question(s):**

1. How do you properly care for books?
2. What is the proper way of locating books in a library?
3. What is acceptable behavior and manners to be used in the library?
4. How do you be safe online?

**Goals:** Students will learn the layout of the library and proper library and technology behavior and etiquette.

**Objectives:**

1. Students will be able to locate and show where to find a specific book. (DOK 1 and DOK 2)
2. Students will be able to critique proper library manners. (DOK 4)
3. Students will be able to apply school rules in the library. (DOK 4)
4. Students will be able to distinguish appropriate library behavior from inappropriate library behavior. (DOK 2)
5. Students will be able to tell the difference between proper and improper book care. (DOK 1)
6. Students will be able to relate to using internet and technology safely. (DOK 2)
7. Students will be able to use basic functions of a computer and web browser. (DOK 1)
8. Students will be able to use basic functions of new technology (i.e. Z-space, Google Cardboard, etc.). (DOK 1)

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### Core Activities and Corresponding Instructional Methods:

1. Direct instruction on proper book care:
  - a. Removing and replacing books on the shelf
  - b. Possible ways books can be damaged
  - c. Return policy
2. Direct discussion with students on appropriate behavior in the school and the library.
3. Discussion of being polite to others in the library.
4. Discussion of respecting the materials and equipment in the library.
5. Direct instruction on the three main risk of using technology. (inappropriate contact, content, and conduct)
6. Students will watch "Faux Paw's Adventures in the Internet" video followed by teacher led discussion on the concepts presented in the video.
7. Direct instruction on various parts of the computer and its uses. (cursor, desktop, various keys on the keyboard, how to navigate the computer, mouse)
8. Direct instruction on the basic use of a web browser and searching with keywords.
9. Direct instruction on the use of an iPad. (on/off, apps, volume, closing apps, etc)

### Assessments:

**Diagnostic:** observation and questions

**Formative:** questions and answers during direct instruction

**Summative:** verbal questions from librarian

### Extensions:

1. As a group, list unacceptable library behavior.

### Correctives:

1. Teacher reminder to individuals on correct manners and book care.

**Materials and Resources:** whiteboard/chalkboard, examples of damaged books, internet, "Faux Paw's Adventures in the Internet", ikeepsafe.org, SmartBoard, www.literacycenter.net, [www.meddybemps.com](http://www.meddybemps.com), [www.learningplanet.com](http://www.learningplanet.com)



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## Curriculum Plan

**Unit:** Effective Readers

**Time Range in Days:** 9 days

**Standard(s):**

PA Core Standards for English Language Arts

**Standards Addressed:**

CC.1.5.B, CC.1.2.G, CC.1.2.H, CC.1.2.L, CC. 1.3.D, CC.1.3.E, CC.1.3.G, CC.1.3.H

**Overview:** Students will learn about a variety of genres and various authors.

**Focus Question(s):**

1. What are the differences between fiction and non-fiction?
2. What is the difference between an author and an illustrator?
3. What are characters of a story?

**Goals:** Students will develop an appreciation of various authors and a variety of genres.

**Objectives:**

1. Students will be able to differentiate between fiction and non-fiction. (DOK 3)
2. Students will be able to compare the writing styles of various authors. (DOK 3)
3. Students will be able to recognize different authors appropriate for their grade level. (DOK 1)
4. Students will be able to investigate and analyze works of various authors and illustrators. (DOK 3 and DOK 4)
5. Students will be able to compare stories to classroom concepts. (DOK 2)

**Core Activities and Corresponding Instructional Methods:**

1. Direct instruction of the difference between fiction and non-fiction. Examples of various titles and the classification of fiction or non-fiction with the class.
2. Emphasis and review the physical arrangement of fiction and non-fiction by the difference in call number.
3. Read titles by author in a variety of formats (online, audio, and traditional text).
4. Teacher led discussion of concepts and topics studied in the classroom and relate them to the stories discussed in the library.

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### Assessments:

**Diagnostic:** Observation and question/answers of prior knowledge

**Formative:** teacher observation, student check out

**Summative:** students locating books according to spine label, student paragraph on author.

### Extensions:

1. Make a class game of locating fiction or non-fiction books by a topic.
2. Students will write a paragraph about their favorite author.

### Correctives:

1. Students can work in pairs to view and find information on various books.

**Materials and Resources:** SmartBoard, internet, various fiction and non-fiction books, various books by popular children's authors, stories on video (Bookflix, Tumblebooks, Teachertube, Youtube)