2nd Quarter - RESOURCES TOOLS	Kindergarten	SCS Library Curriculum

Library Target Skills	Essential Questions and Learning Outcomes	Suggested Resources	AASL Standards	TN Academic Standards
1. Arrange words in alphabetical order by the first letter 2. Recognize that nonfiction and informational texts are sources of information 3. Utilize a print and/or digital dictionary to: ● Understand a dictionary is organized in alphabetical order ● Understand a dictionary explains unknown words 4. Realize the internet is a source of information but must be used carefully when looking for information 5. Understand that one function of the Internet is as a source of information that must be used carefully with appropriate supervision 6. Define and explore genres; compare and contrast texts to distinguish between genres: ● Fairy Tales ● Tall Tales ● Folk Tales	What is the alphabet? ● I can recognize and name all letters of the alphabet. Why is the alphabet important? ● I can explain how alphabetical order is used to organize a library. How do you organize words in the order of the alphabet? ● I can arrange words in alphabetical order. What is a dictionary? ● I can explain what a dictionary is. How is a dictionary organized? ● I can understand that a dictionary is used for a variety of tasks: to locate and define unfamiliar words, find correct spelling of words, understand and use guide words. What is the difference between digital and print resources? ● I can describe the difference between digital and print resources. What is the internet? ● I can understand what the internet is. What is internet safety? ● I can use the internet to safely locate information. What is cyberbullying? ● I can explain what cyberbullying is.	**PRINT RESOURCES** **Trade Books** ▪ The Mixed-up Alphabet by Steve Metzger ▪ AlphaOops!: The Day Z Went First by Alethea Kontis ▪ Noah Webster and His Words by Jeri Chase Ferris ▪ The Great Dictionary Caper by Judy Sierra ▪ But I Read It on the Internet! by Toni Buzzeo and Sachiko Yoshikawa ▪ Troll Stinks by Jeanne Willis ●*Chicken Clicking Paperback* by Jeanne Willis ●*Once Upon a Time... Online: Happily, Ever After Is Only a Click Away!* by David Bedford ●*Bully* by Patricia Polacco *Online database of Print Trade books titles *with ability to search by genre, age, and etc.* *http://www.bookworm4kids.com/index.html* **Professional Books** ● *Stretchy Library Lessons: Research Skills* by Pat Miller ● *Stretchy Library Lessons: More Library Skills* by Pat Miller ● *Complete Library Skills, Grades K-2* by Sara Bierling (Editor) ● Introduction to Nonfiction by Liza Charlesworth ● Library Sparks Library Lessons by Diane Findlay ● Standards-Based Lesson Plans for the Busy Elementary School Librarian by Joyce Keeling ● The Common Core in Action: Ready-to-Use Lesson Plans for K–6 Librarians by Deborah J Jesseman	**I - INQUIRE** ● I.A.1 Formulating questions about a personal interest or a curricular topic ● I.A.2 Recalling prior and background knowledge as context for new meaning ● I.B.1 Using evidence to investigate questions ● I.B.3 Generating products that illustrate learning ● I.D.1 Continually seeking knowledge ● I.D.3 Enacting new understanding through real-world connections **II - INCLUDE** ● II.C.1 Engaging in informed conversation and active debate ● II.D.1 Actively contributing to group discussions **III - COLLABORATE** ● III.A.1 Demonstrating their desire to broaden and deepen understandings ● III.A.2 Developing new understandings through engagement in a learning group ● III.B.2 Establishing connections with other learners to build on their own prior knowledge and create new knowledge ● III.D.1 Actively contributing to group discussions **IV - CURATE** ● IV.A.1 Determine the need to gather information ● IV.A.2 Identify possible sources of information ● IV.A.3 Making critical choices about information sources to use ● IV.B.1 Seeking a variety of sources ● IV.B.2 Devising and implementing a plan to fill knowledge gaps ● IV.B.3 Systematically questioning and assessing the validity and	**READING LITERACY** ● K.RL.CS.5 Recognize common types of texts ● K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear. **READING INFORMATION TEXT** ● K.RI.CS.5 Know various text features ● K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear. **WRITING** ● K.W. RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them. ● K.W. RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **FOUNDATIONAL** ● K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. ○ a. Write uppercase and lowercase manuscript letters from memory. ○ g. Print many upper and lowercase letter.

● This curriculum is flexible based on the needs and schedules of each school.

Library Target Skills	Essential Questions and Learning Outcomes	Suggested Resources	AASL Standards	TN Academic Standards
	How do I identify, define, and differentiate different types of literature? ● I can identify and explain the differences between Fairy Tales, Folk, Tall Tales, and Folk Tales. ● I can retell the stories heard and read in Fairy Tales, Folk Tales, and Tall Tales. ● I can answer text-based questions about the stories heard and read in Fairy Tales, Folk Tales, and Tall Tales.	**DIGITAL RESOURCES** EL Kindergarten Modules- https://curriculum.eleducation.org/curriculum/ela/grade-K TN Electronic Library Kids Page- http://www.tel4u.org/ Online Database of E-Books: https://www.getepic.com/educators Alphabet Order- Mixed up Alphabet Read-Aloud https://www.youtube.com/watch?v=SF4auNwLNZk Alphabet Order http://www.roomrecess.com/mobile/ABCOrder/play.html Alphabet Order http://interactivesites.weebly.com/alphabetical-order.html Alphabet Order https://www.spellingcity.com/games/alphabetize.html Alphabet Order https://www.roythezebra.com/reading-games.html Geography Games- http://www.sheppardsoftware.com/Geography.htm (pair with an atlas) National Geographic Map Skills https://www.nationalgeographic.org/education/map-skills-elementary-students/ Dictionary Skills Video- https://www.youtube.com/watch?v=Fo2cSioY6wI	accuracy of information ● IV.B.4 Organizing information by priority, topic, or other systematic scheme ● IV.C.1 Assessing and evaluating collaboratively constructed information sites ● IV.D.1 Continually seeking knowledge **V - EXPLORE** V.A.2 Reflecting and questioning assumptions and possible misconceptions V.A.3 Engaging in inquiry-based processes for personal growth V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance **VI - ENGAGE** ● VI.A.1 Demonstrating their desire to broaden and deepen understandings ● VI.A.2 Developing new understandings through engagement in a learning group ● VI.A.3 Making critical choices about information sources to use ● IV.D.1 Continually seeking knowledge	

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		Internet Safety/ Cyberbullying http://isafe.org/ https://www.commonsensemedia.org/ **LITERARY EVENTS** • Read for the Record (October) • Picture Book Month(November) • Native American Heritage month (November) • National Family Literacy Day (November) • International Games Week (November)		

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