Title of planned course: Library

Subject Area:

Grade Level: Kindergarten

Course Description: Provide students with an introduction to the school library. Activities and experiences will emphasize library procedures, proper book care, and location and organization of age-appropriate books. Students will be exposed to various genres, authors, and illustrators.

Time/Credit for this Course: 30 minutes per week

Curriculum Writing Committee:

Anita Cossett
Laurren Kresge
Curriculum Map

August: Orienting Students to Use the Library and Library Procedures (review throughout year)

September:

October: Encouraging Reading and the Love of Literature (ongoing throughout year)

November:

December:

January: Library Organization and Accessing Information (review/ongoing throughout year)

February:

March:

April:

May:

June:
Wilson Area School District
Planned Course Materials

**Course Title:** K-4 Library Curriculum

**Textbook:** N/A

**Supplemental Books:**

Hopkins, Jackie Mim  
*Shelf Elf, Shelf Elf Helps Out, Shelf Elf Looks it Up, Joe Bright & the 7 Genre Dudes*

Thompson, Carol  
*Mr. Wiggle’s Book, Mr. Wiggle’s Library, Mr. Wiggle Looks for Answers*

Buzzeo, Toni  
*Library Doors, Great Dewey Hunt, Our Librarian Won’t Tell Us Anything*

Berg, Brook  
*What Marion Taught Willis, What Happened to Marion’s Book, When Marion Copied*

Ernst, Lisa Campbell  
*Stella Louella’s Runaway Book*

Enderle, Dotti  
*Library Gingerbread Man*

Weatherford, Carole Boston  
*Library Ghost*

Chapman, Susan Margaret  
*Too Much Noise in the Library*

Morton, Carlene  
*The Library Pages*

Sandy Bridget Donovan  
*Bob the Alien Discovers Dewey, Karl and Carolina Uncover the Parts of a Book, Bored*

Garland, Michael  
*Miss Smith’s Incredible Story Book, Miss Smith Reads Again, Miss Smith and the Haunted Library*
Teacher Resources:


Complete Library Skills (Children’s Publishing 2004) Volumes K-2, 3, 4, 5

Stretchy Library Lessons (Pat Miller, Upstart Books)
Library Skills (2003)
More Library Skills (2005)
Seasons and Celebrations (2004)
Research (2007)

Jumpstart Your Library (Judith Snyder) Levels A, B, and C

Dewey and the Decimals (Paige Taylor and Kent & Susan Brinkmeyer)

Duck, Duck, Dewey – Library Lesson Games (Upstart Books)
Planned Course: Library

Unit: Orienting Students to Use the Library and Library Procedures

Time frame: 6 classes

State Standards 1.1A; 5.1B,J; 5.2B,F; 6.5B

Essential content/objectives: At end of the unit, students will be able to:
- Identify the librarian and any helpers
- Identify the purposes and functions of a library
- Recognize and understand the role of the librarian
- Demonstrate appropriate behavior
  - Follow library rules and procedures
  - Select, borrow, and return materials
  - Demonstrate the appropriate care and handling of materials
- Locate, identify and utilize the sections of the library appropriate for kindergarten

Core Activities: Students will complete/participate in the following:
- Listen and respond to stories
- Tour library
- Practice and demonstrate proper use of shelf markers
- Practice and demonstrate proper use of library cards
- Class discussions regarding rules
- Create bookmarks, student books, posters to demonstrate understanding of library rules and proper book care
- Properly search for and choose appropriate book for check out
- Properly check out and return books

Instructional Methods:
- Demonstration
- Discussion
- Student activities
- Model and practice

Materials & Resources:
- Selected books about library (e.g. Mr. Wiggle’s Book, Library Doors)
- Shelf markers
- Library cards
- Book marks
- Activity sheets

Assessments:
- Teacher observation
- Student responses to discussion
Curriculum Scope & Sequence

**Planned Course:** Library

**Unit:** Encouraging Reading and the Love of Literature

**Time frame:** 25 classes

**State Standards**
- PDE: 1.1A,B,G; 1.3A,B,F; 1.4A,B; 1.6B,D
- AASL: 4.1.1, 4.1.2, 4.1.3, 4.1.5

**Anchor(s) or adopted anchor:**

**Essential content/objectives:** At end of the unit, students will be able to:
- Listen to story, following library procedures
- Identify the characteristics of both fiction and nonfiction books
- Select appropriate fiction and nonfiction books for recreational and personal enjoyment
- Identify and appreciate the various styles of illustration
- Identify the story elements (e.g. characters, setting, and story sequence), and be able to retell the story
- Respond to a story by drawing
- Apply comprehension skills to answer questions related to previously reviewed materials
- Identify those persons (author/illustrator) involved in the creation of a book
- Connect ideas in books to own interests, and previous knowledge and experiences
- Select, listen to and/or view, and begin to read literature for enjoyment

**Core Activities:** Students will complete/participate in the following:
- Listen and respond to stories
- Compare and contrast fiction and nonfiction books on the same topic (e.g. frogs, space)
- Complete activities to show understanding of fictional and nonfictional characters and story elements (print materials, mimeo activities)
- Share borrowed book and tell whether fiction or nonfiction
- Create puppets and participate in puppet shows to retell story
- Predict actions of character/outcomes of stories
- Illustrate and/or color events and/or characters from stories
- Listen to circle books (e.g. *If You Give a Mouse a Cookie*), class write and illustrate and class book
- Listen to cumulative books (e.g. *This is the House that Jack Built*, *Hattie and the Fox*, *The Napping House*, *This is the Hat*), complete sequencing activities
- Act out events of stories
- Check out books of own choosing, based on interests
Extensions:
• Collaborate with classroom teacher on subject areas and themes to reinforce classroom learning and library skills taught

Instructional Methods:
• Teacher read
• Discussion
• Activities related to book selection/theme

Materials & Resources:
• Selected books related to theme or concept
• Activity sheets

Assessments:
• Teacher observation
• Student responses to discussion
• Completion of activity sheets
Planned Course: Library

Unit: Library Organization and Accessing Information

Time frame: 4 classes

State Standards PDE: 1.5B AASL: 1.1.6; 2.1.3; 3.2.2

Essential content/objectives: At end of the unit, students will be able to:
- Begin to understand how library resources are arranged in order to select materials
- Explain that fiction books are arranged in alphabetical (ABC) order on the shelves
- Demonstrate an understanding of ABC order
- Understand that books have an address on the shelves and that address is found on the spine of the book

Core Activities: Students will complete/participate in the following:
- Listen to alphabet books and respond through discussion and activities (e.g. Old Black Fly, K is for Kangaroo, A Was Once an Apple Pie, etc.)
- Place “book” alphabet cards in ABC order
- Place themselves in ABC order by their first names
- Complete alphabet dot-to-dot activities related to the story or season
- Complete fill-in-the-blank alphabet worksheet with book spines

Extensions:
- Collaborate with classroom teacher on subject areas and themes to reinforce classroom learning and library skills taught

Remediation:
- Review of skills taught
- Partner students

Instructional Methods:
- Teacher read
- Discussion
- Student activities

Materials & Resources:
- Selected books appropriate for themes and activities
- Writing and coloring activities
- See Appendix for resources
Assessments:
- Teacher observation
- Student responses to discussion
- Completed student activities