

**Wilson Area School District
Planned Course Guide**

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 Cosslett
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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

Bella Learns about Fiction and Nonfiction

Garland, Michael

Miss Smith's Incredible Story Book, Miss Smith Reads Again, Miss Smith and the Haunted Library

Teacher Resources:

“Information Literacy for Life-Long Learning.” Pittsburgh Public Schools Library Services
K-12 Scope and Sequence.

PittsburghPublicSchools.2009.<<http://www.pps.k12.pa.us>

American Association of School Librarians. *Standards for the 21st-Century Learner*.
American

Library Association, 2007. Web. 25 June 2010.

<http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf

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)

Curriculum Scope & Sequence

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 roll 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

Curriculum Scope & Sequence

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