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| **Unit 1 (1-3 lessons)** | **Unit Topic: Library Procedures** | | | | | | | | | |
|  | **Big Idea:** Libraries have specific rules and procedures. | | | | | | | | | |
|  | **Question:** Why is it important to have rules and procedures in the library? | | | | | | | | | |
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| **What we want students to know:** | How to care for books | | | | | | | | | |
| Library procedures | | | | | | | | | |
| Awareness of Print (L-R, T-B, F-B, right side up) | | | | | | | | | |
| Parts of a Book (Spine label, title page, verso (ongoing) | | | | | | | | | |
| How to be safe using the computer (CIPA compliance) | | | | | | | | | |
| Teamwork skills (follow agreed upon rules for discussion, including taking turns, raising hands, and speaking one at a time). | | | | | | | | | |
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| **Assessment Strategies** | Observations, Participation rubrics, performance assessments (demonstration of understanding), “I Learned” statements (reflective assessment) | | | | | | | | | |
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| **Collaboration Opportunity** | Collaborate with the reading teacher to teach the parts of a book and print awareness. | | | | | | | | | |
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| **TEKS** | **Lesson Topics** | **Lesson Descriptions** | **Teacher** | | | | | | | |
|  | How to care for books | Basic book care |  |  |  |  |  |  |  |  |
|  | How to follow Library procedures | Library Procedures |  |  |  |  |  |  |  |  |
| ELAR 1 (G) | Awareness of Print | Left to Right, Top to Bottom, Front to Back |  |  |  |  |  |  |  |  |
| ELAR 1 (G) | Parts of a Book (ongoing) | (Spine label, verso, title page, front and back covers) |  |  |  |  |  |  |  |  |
| Federal Law <http://www.fcc.gov/guides/childrens-internet-protection-act> | How to be safe using the computer | CIPA Compliance Video (Found under the Staff Tab on the Denton ISD main webpage. Sign in to SchoolWires. Click on Staff Quick Links. Then Cisco Show and Share. Search for Student AUP video. |  |  |  |  |  |  |  |  |
| ELAR 21 (A)  ELAR 22 (A) | Teamwork skills | Follow agreed upon rules for discussion, including taking turns, raising hands, and speaking one at a time. |  |  |  |  |  |  |  |  |
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| **Resources** | Rubrics, participation | <http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf> |  | | | | | | | |
|  | “I Learned” Statements | <http://www.principals.org/Content.aspx?topic=Reflective_Assessment>  This could be as simple as orally telling what they learned or drawing 2 windowpanes on a piece of paper, one window for "what I learned" and the other window for "what I don't understand". Have the student draw their responses in the appropriate box. Alternatively, have the student write responses in the appropriate box. |  | | | | | | | |
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| **Unit 2 (1-2 lessons)** | **Unit Topic: Library Organization** | | | | | | | | | |
| **Big Idea:** Libraries are organized in specific ways. | | | | | | | | | |
| **Essential Question:** How is the library organized so we can find information? | | | | | | | | | |
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| **What we want students to know:** | Information is organized. | | | | | | | | | |
| The organization changes depending upon the format. | | | | | | | | | |
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| **Assessment Strategies:** | Observations, participation rubrics, performance assessments (demonstration of understanding), “I Learned” Statements (reflective assessment), Scavenger Hunts (follow a map to a particular location in the library), Exit Ticket, Create a simple class map of the library, create an author PIE (Persuade, Inform, Entertain) chart with pictures or different colored dots after listening/reading a selection. | | | | | | | | | |
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| **Collaboration Opportunity:** | Work with the Social Studies teacher to create simple maps of the library. | | | | | | | | | |
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| **TEKS** | **Lesson Topics** | **Lesson Description** | **Teacher** | | | | | |  |  |
| 113.12.b.5.A (Gr.1) Social Studies | How to locate a source of information (with adult assistance) | Locating information sources within the Neighborhoods of the library (E, EZ, Easy NF) |  |  |  |  |  |  |  |  |
|  | How to locate a source of information (with adult assistance) | Using the Kid’s Catalog |  |  |  |  |  |  |  |  |
| ELAR 20(A) | Locating information within a source | Gather evidence from provided text sources (with adult assistance) |  |  |  |  |  |  |  |  |
| ELAR 12 (B) | Author’s Purpose | What is the author’s message? |  |  |  |  |  |  |  |  |
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| **Resources** | Author PIE Charts | http://www.pinterest.com/dsrtroses/author-s-purpose/ | | | | | | | | |
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| **Unit 3 (ongoing throughout the year)** | **Unit Topic: Reading for a Purpose.** | | | | | | | | | |
| **Big Idea:** We read for information and pleasure. | | | | | | | | | |
| **Essential Question:** What purpose do we have for reading? | | | | | | | | | |
| **Essential Question:** What is the story trying to tell us? | | | | | | | | | |
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| **What we want students to know:** | Rhyming Skills | | | | | | | | | |
| How to predict what happens next | | | | | | | | | |
| Story Elements | | | | | | | | | |
| Traditional and Cultural Literature | | | | | | | | | |
|  | | | | | | | | | | |
| **Assessment Strategies:** | Oral discussions, thinking maps (graphic organizers), observations, performance tasks (demonstration of understanding such as correctly following directions, etc.) think-pair-share; picture journals for reflection, self-assessment checklist | | | | | | | | | |
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| **Collaboration Opportunity:** | Partner with a reading teacher to teach predicting, elements of a story, listening skills, inferences, and following oral directions in a sequence. | | | | | | | | | |
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| **TEKS** | **Lesson Topics** | **Lesson Description** | **Teacher** | | | | | | | |
| ELAR 6 (D) | Traditional and Cultural Literature  Folktales, Fairy tales, nursery rhymes, fables, lullabies | Recognize recurring phrases in traditional fairy tales and rhymes. |  |  |  |  |  |  |  |  |
| ELAR 6 (B) | Discuss the big idea of folktales and fables and make personal connections. |  |  |  |  |  |  |  |  |
| ELAR 4 (A) | Predict and make inferences based on the cover, title, illustrations (with adult assistance) |  |  |  |  |  |  |  |  |
| ELAR 10 (D) | Use titles and illustrations to make predictions about text. |  |  |  |  |  |  |  |  |
| ELAR 6 (C) | Sensory Details | Recognize sensory details |  |  |  |  |  |  |  |  |
| ELAR 6 (A) | Story Elements | Characters, setting, key events |  |  |  |  |  |  |  |  |
| EALR 8 (B) | Describe characters and the reasons for their actions |  |  |  |  |  |  |  |  |
| ELAR 8 (A) | Retell a main event from a story read aloud |  |  |  |  |  |  |  |  |
| ELAR 9 (A) | Informational Text | Identify topic |  |  |  |  |  |  |  |  |
| ELAR 5 (D) | Use a picture dictionary |  |  |  |  |  |  |  |  |
| ELAR 10 (A) | Expository Text | Identify topic using words and pictures |  |  |  |  |  |  |  |  |
| ELAR 10 (B) | Retell important facts heard or read |  |  |  |  |  |  |  |  |
| ELAR 4(B) | Skills | Ask and respond to questions about text read |  |  |  |  |  |  |  |  |
|  | Compare fiction and nonfiction | Discuss whether a book read is “real” or “make-believe.” |  |  |  |  |  |  |  |  |
| ELAR 21 (A) | Listening Skills | Listen attentively by facing speakers and asking questions to clarify information (with adult assistance) |  |  |  |  |  |  |  |  |
| ELAR 21 (B) | Follow oral directions that involve a short related sequence of actions. |  |  |  |  |  |  |  |  |
| ELAR 22 (A) | Speaking skills | Share information and ideas by speaking audibly and clearly using the conventions of language. |  |  |  |  |  |  |  |  |
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| **Resources** | International Reading Association | <http://www.readwritethink.org/search/?grade=7&q=fairy&sort_order=relevance> Lesson for Kindergarten on Fairy Tales. | | | | | | | | |
| Mind Map Tools | <http://mashable.com/2013/09/25/mind-mapping-tools/> List of 24 of the most popular mind mapping tools. Use to create a story map of the story elements. | | | | | | | | |
| You Tube | <http://www.youtube.com/watch?v=nMh6LTaxk7Y> Shows the use of Think-Pair-Share and other strategies to predict outcomes, character thinking, etc. | | | | | | | | |
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| **Unit 4 (1-2 lessons)** | **Unit Topic: Poetry** | | | | | | | | | |
| **Big Idea:** Poetry has a different structure and elements from other forms of communication. | | | | | | | | | |
| **Essential Question:** What distinguishes poetry from other types of communication? | | | | | | | | | |
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| **What we want students to know:** | Poetry can have rhythm and a regular beat. | | | | | | | | | |
| Poetry can rhyme or not. | | | | | | | | | |
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| **Assessment Strategies:** | Poetry journals; Think, Pair, Share circles; | | | | | | | | | |
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| **Collaboration Opportunity:** | Partner with the teacher to create poetry notebooks, journals, etc. or create a class poem. | | | | | | | | | |
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| **TEKS** | **Lesson Topics** | **Lesson Description** | **Teacher** | | | | | | | |
| ELAR 7 (A) | Poetry | Regular beat. |  |  |  |  |  |  |  |  |
| ELAR 7 (A) |  | Rhyming/Non-rhyming words. |  |  |  |  |  |  |  |  |
| ELAR 14 (B) |  | Write short poems (with adult assistance.) |  |  |  |  |  |  |  |  |
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| **Resources** | Poetry Friday Anthology | <http://poetryfridayanthology.blogspot.com/> | | | | | | | | |
|  | Pinterest | <http://www.pinterest.com/explore/kindergarten-poetry/?p=4> See the April post on creating a class poem. | | | | | | | | |
| Link to Poetry lessons | International Reading Association | <http://www.readwritethink.org/search/?resource_type=16&type=28> ReadWriteThink website. Link to poetry lessons for Kindergarten. | | | | | | | | |
|  | PreK and K Sharing Blog | <http://prekandksharing.blogspot.com/search?q=poetry> Link to poetry for Kindergarten | | | | | | | | |
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| **Unit 5 (1-2 lessons)** | **Unit Topic: Research Process** | | | | | | | | | |
| **Big Idea:** Research begins with a good question. | | | | | | | | | |
| **Essential Question:** What is a good research question? | | | | | | | | | |
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| **What we want students to know (with adult assistance):** | Researchers ask questions and search for answers. | | | | | | | | | |
| Information is found in a variety of sources. | | | | | | | | | |
| How to share our information with others | | | | | | | | | |
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| **Assessment Strategies:** | Oral discussions, thinking maps (graphic organizers), observations, performance tasks (oral presentations, speaking) | | | | | | | | | |
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| **Collaboration Opportunity:** | Collaborate with the Social Studies teacher to research holidays in the United States. | | | | | | | | | |
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| **TEKS** | **Lesson Topics** | **Lesson Description** | **Teacher** | | | | | | | |
| ELAR 19 (A) | Open (stimulate curiosity) | Brainstorm a list of topics of class-wide interest (with adult assistance) |  |  |  |  |  |  |  |  |
|  | Immerse in the subject | Build background knowledge on the topic (with adult assistance) |  |  |  |  |  |  |  |  |
|  | Explore multiple ideas | Connect with content to find interesting ideas to explore further (with adult assistance) |  |  |  |  |  |  |  |  |
|  | Raise lots of additional questions (with adult assistance) |  |  |  |  |  |  |  |  |
| ELAR 19 (A) | Identify the research question | Ask questions about topics of class-wide interest (with adult assistance) |  |  |  |  |  |  |  |  |
| ELAR 19 (B) | Gather information | Decide what sources or people can answer questions (with adult assistance) |  |  |  |  |  |  |  |  |
|  | Gather evidence from text sources (with adult assistance) |  |  |  |  |  |  |  |  |
| ELAR 20 (A) | Citing the source of the information (Title and page #) with adult assistance |  |  |  |  |  |  |  |  |
| ELAR 20 (B) | Create | Use pictures in conjunction with writing when documenting research (with adult assistance) |  |  |  |  |  |  |  |  |
|  | Share with the learning community | Discuss who they could share their learning with others (thinking map (graphic organizer, post in the hall, on website, etc.) |  |  |  |  |  |  |  |  |
|  | Evaluate the learning | Performance tasks such as a graphic organizer or Thinking Map. |  |  |  |  |  |  |  |  |
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| **Resources** | Guided Inquiry Posters and Reproducible Materials CD | Use some of the reproducible documents on the CD such as the Stop and Jot when working through each stage. There are several general documents and one for each specific stage of the inquiry process. | | | | | | | | |
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Guided Inquiry Design is based on Kuhlthau's et.al’s research and used with permission.

Kuhlthau, Carol Collier, Leslie K. Maniotes, and Ann K. Caspari. *Guided inquiry design: a framework for inquiry in your school*. Santa Barbara, California: Libraries Unlimited, 2012. Print.

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| **Unit 6 (1-2 lessons)** | **Unit Topic: Media Literacy** | | | | | | | | | |
| **Big Idea:** Images, graphics, and sounds convey meaning. | | | | | | | | | |
| **Essential Question:** What can we learn from media? | | | | | | | | | |
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| **What we want students to know:** | Different forms of media have different purposes. | | | | | | | | | |
| We react differently to varied techniques of media. | | | | | | | | | |
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| **Assessment Strategies:** | Observations, participation rubrics, performance assessments (demonstration of understanding), “I Learned” Statements (reflective assessment), Exit Ticket, | | | | | | | | | |
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| **Collaboration Opportunity:** | Partner with a reading teacher to co-teach lessons on media literacy using a common subject such as food marketing to young children, common advertisements on children’s television programs, or how the grocery aisles are arranged to entice young children. | | | | | | | | | |
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| **TEKS** | **Lesson Topics** | **Lesson Description** | **Teacher** | | | | | | | |
| ELAR 12 (A) | Various forms of media | Identify different forms of media (e.g. Ads, newspapers, radio) (with adult assistance) |  |  |  |  |  |  |  |  |
| ELAR 12 (B) | Techniques of media | Identify techniques used in media (e.g. sound, movement) (with adult assistance) |  |  |  |  |  |  |  |  |
| ELAR 10 (C) | Informational Text | Discuss ways author’s group information. |  |  |  |  |  |  |  |  |
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| **Resources** | Center for Media Literacy | <http://www.medialit.org/strategies-introducing-media-literacy>. An organization that promotes media literacy | | | | | | | | |
|  | MediaSmarts: Canada’s Center for Digital and Media Literacy | <http://mediasmarts.ca/teacher-resources/find-lesson>. Examples of Kindergarten lessons from MediaSmart’s, Canada’s Center for Digital and Media Literacy | | | | | | | | |
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