Saugerties Central School District

Library Curriculum &
Lesson Guidelines

Kindergarten

Grade Level	K	Month	1	Week	1

Objective	Students will get acquainted with the librarian and look around the library.
"I Can" Statement	I can name the school librarian (and library aide, if applicable.)

Common Core Standards	CC.K.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

AASL Standards	1.1.2 Use prior and background knowledge as context for new learning.

Procedures	1. Seat students on the story rug. 2. Introduce yourself and library staff, if applicable. 3. Ask students if they have visited the public library. 4. Explain the purpose of the school library and what they will do in the library each week. 5. Explain procedures for entering and exiting the library. 6. Demonstrate. 7. Practice entering and exiting the room with students.

Assessment	Ask students to name library staff. Students will demonstrate mastery of entering and exiting the room using the proper procedures.

Additional Resources

Grade Level	K	Month	1	Week	2

Objective	Students will follow the librarian's directions.
"I Can" Statement	I can follow directions given by my teacher.

Common Core Standards	CC.K.R.I.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

Procedures	1. Seat students in front of interactive whiteboard. 2. Reintroduce yourself and staff, if applicable. 3. Explain what rules are and why we need them in the library. 4. Show library rules PowerPoint presentation. 5. Practice library exiting procedures.

Assessment	Students will describe the purpose of rules and follow directions for lining up.

Additional Resources

Grade Level	K	Month	1	Week	3

Objective	Students will be able to choose a desirable behavior from two alternatives and demonstrate proper library behavior.
"I Can" Statement	I can choose the right library behavior. I can follow the rules.

Common Core Standards	CC.K.R.I.2 Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Assign seats to students. 2. Review library rules using interactive whiteboard activity. 3. Play Library Rules Charades: pair students up. One student will demonstrate the incorrect behavior and the other student will demonstrate the correct behavior. 4. Use the interactive whiteboard Name Spinner to randomly select students to tell the class which behavior is the correct one.

Assessment	Students will demonstrate their understanding of library rules by choosing the appropriate behaviors.

Additional Resources	Library rules review interactive whiteboard activity Interactive whiteboard random spinner

Grade Level	K	Month	1	Week	4

Objective	Students will be able to distinguish between appropriate and inappropriate library behavior.
"I Can" Statement	I can choose the right library behavior. I can follow the rules.

Common Core Standards	CC.K.R.I.2 Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Prepare game materials before students arrive. 2.Seat students at story rug. 3. Randomly select 4 students to play the Library Rules board game. 4. Rotate students so everyone gets a turn. 5. Alternatively, you could distribute the Library Rules written activity and guide students through it.

Assessment	Students will distinguish between desirable and undesirable behaviors in the library.

Additional Resources	Library rules board game Library Rules activity

Grade Level	K	Month	2	Week	1

Objective	Students will recognize undesirable behaviors regarding library book care.
"I Can" Statement	I can name good and bad ways to treat a book.

Common Core Standards	CC.K.R.I.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Seat students near interactive whiteboard. 2. Watch short video on book care. Pause for discussion when appropriate. 3. Play a book care game with students. Pull various objects out of a bag and have them put them in another box or area with happy or sad books.

Assessment	Students will place an object into the correct category - good for books, or bad for books.

Additional Resources	Book care video Happy and sad book art

Grade Level	K	Month	2	Week	2

Objective	Students will recognize undesirable behaviors regarding library book care.
"I Can" Statement	I can name good and bad ways to treat a book.

Common Core Standards	CC.K.R.L.7 Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

AASL Standards	1.1.2 Use prior and background knowledge as context for new learning. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Review last week's book care discussion. 2. Guide students through the Book Care activity page. 3. Introduce checkout procedures by taking students over to the easy book section of the library and pointing out some of the books they will be able to select during checkout time.

Assessment	Students will demonstrate that they understand how to care for a book by completing the activity.

Additional Resources	Book care activity page

Grade Level	K	Month	2	Week	3

Objective	Students will be able to find a skill appropriate book using a shelf marker and check it out using barcode cards.
"I Can" Statement	I can find a book and follow library rules to check it out.

Common Core Standards	CC.K.R.F.4 Read emergent-reader texts with purpose and understanding.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Demonstrate proper book checkout behavior for students. 2. Demonstrate bringing a book back, using a shelf marker, and how to check out properly. 3. Let one student demonstrate again and have another student commentating. 4. Repeat this one or two times as time allows. 5. Take students out of the library and have all of them practice these procedures with a partner.

Assessment	To check their work, students should pair up with a classmate and discuss what they did correctly and incorrectly.

Additional Resources

Grade Level	K	Month	2	Week	4

Objective	Students will recognize the cover, spine, pages, title, and call number sticker.
"I Can" Statement	I can point to a book's cover, spine, pages, title, and call number sticker.

Common Core Standards	CC.K.R.I.5 Craft and Structure: Identify the front cover, back cover, and title page of a book.

AASL Standards	1.1.3 Develop and refine a range of questions to frame search for new understanding.

Procedures	1. Seat students on story rug. 2. Read A Book is Just Like You! aloud. 3. Point out the parts of the book you just read, including cover, spine, title, pages, and call number sticker. 4. Have students return to their tables and pick up a book from the center. 5. Call out each book part and have students point along with you, then independently. 6. If time allows, have students quiz one another.

Assessment	Students will correctly identify the parts of a book by pointing to them.

Additional Resources	*A Book is Just Like You!* By Kathleen Fox

Grade Level	K	Month	3	Week	1

Objective	Students will be able to describe this month's center activities.
"I Can" Statement	I can describe this month's library activities.

Common Core Standards	CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

AASL Standards	1.3.4 Contribute to the exchange of ideas within the learning community. 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

Procedures	1. Seat students at tables. 2. Introduce library centers and assign center rotation groups. 3. Briefly describe each center activity and how students will rotate. 4. Ask students to describe each center activity for review.

Assessment	Students will describe each center activity.

Additional Resources	Random Group Creator (found on SuperTeacherTools.com) Center Group Spreadsheet

Grade Level	K	Month	3	Week	2

Objective	Students will be able to describe the jobs of an author and an illustrator.
"I Can" Statement	I can tell about the jobs of an author and an illustrator.

Common Core Standards	CC.K.R.I.6 Craft and Structure: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

AASL Standards	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Procedures	1. Students will go to their appropriate learning center. 2. Briefly explain the roles of authors and illustrators. 3. Show students a few books where the names of authors and illustrators are prominent on the covers. 4. Distribute author/illustrator activity. 5. Students will complete the activity independently while the librarian works with the Parts of a Book station.

Assessment	Students will act as author and illustrator in the guided activity.

Additional Resources	Author & Illustrator activity

Grade Level	K	Month	3	Week	3

Objective	Students will decorate a book cover and label the book's parts.
"I Can" Statement	I can decorate a book cover and label the book's parts.

Common Core Standards	CC.K.R.I.5 Craft and Structure: Identify the front cover, back cover, and title page of a book.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1.Students will go to their appropriate learning center. 2. Display the teacher model of the Parts of a Book anchor chart and have an assortment of books available for the students to use as models. 3. Students will decorate the book cover like one of the books on the table and write the title. 4. Students should also label the book parts, using the teacher model as a guide.

Assessment	Students will be able to identify each book part as they label it on their anchor chart.

Additional Resources	Parts of a Book Anchor Chart and teacher model Miscellaneous books from the library

Grade Level	K	Month	3	Week	4

Objective	Students will be able to recall a favorite part of a book and draw a picture about it.
"I Can" Statement	I can choose a favorite part of a story and retell it using pictures.

Common Core Standards	CC.K.R.I.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text. CC.K.R.I.3 Key Ideas and Details: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Students will go to their appropriate learning center. 2. Distribute the My Favorite Part activity and explain that students should draw a picture of their favorite part of any story they've read this school year. 3. Once students are finished drawing, they will color their picture. 4. If time allows, students will share their favorite part with others in their group.

Assessment	Students will be able to describe their drawing and how it applies to their favorite story.

Additional Resources	My Favorite Part activity

Grade Level	K	Month	4	Week	1

Objective	Students will be able to describe this month's center activities.
"I Can" Statement	I can describe this month's library activities.

Common Core Standards	CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

AASL Standards	1.3.4 Contribute to the exchange of ideas within the learning community. 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

Procedures	1. Seat students at tables. 2. Review center groups and make changes if necessary. 3. Go over each center, demonstrating each activity briefly.

Assessment	Students will be able to describe each center activity.

Additional Resources	Activities from the next 3 weeks

Grade Level	K	Month	4	Week	2

Objective	Students will be able to answer questions about a story using the question words (who, what, when, where, why, how)
"I Can" Statement	I can answer questions about a story.

Common Core Standards	CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text. CC.K.L.1.d Conventions of Standard English: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

AASL Standards	1.1.3 Develop and refine a range of questions to frame search for new understanding. 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

Procedures	1. Students will go to the appropriate learning center. 2. Choose a short story to read aloud. 3. Distribute the Question Words graphic organizer (or display it on the interactive whiteboard). 4. Ask students about the story using the words Who, What, When, Where, Why, How. 5. Record responses. Students can record the responses on their paper if time allows.

Assessment	Students will answer questions about the story.

Additional Resources	Story book of choice

Grade Level	K	Month	4	Week	3

Objective	Students will be able to put short nonfiction stories in the correct sequence.
"I Can" Statement	I can put stories in the correct order.

Common Core Standards	CC.K.R.L.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Students will go to the appropriate learning center. 2. Distribute the Nonfiction Sequencing Activity, along with crayons, scissors, and glue. 3. Ask students to color the pictures, then cut and paste the pictures in the appropriate order. 4. Students should check their work with a friend's work and make changes as necessary.

Assessment	Students will check their work with another student's and make changes as necessary.

Additional Resources	Nonfiction Sequencing Activity

Grade Level	K	Month	4	Week	4

Objective	Students will be able to put short fiction stories in the correct sequence.
"I Can" Statement	I can put stories in the correct order.

Common Core Standards	CC.K.R.L.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Students will go to the appropriate learning center. 2. Students will play sequencing games on the computer.

Assessment	The online games give immediate feedback to students so it will be clear if their answer is right or wrong.

Additional Resources	Kindergarten Sequencing Online Activities List

Grade Level	K	Month	5	Week	1

Objective	Students will be able to create a relevant illustration while listening to a story.
"I Can" Statement	I can create a picture of a monster by listening to its description.

Common Core Standards	CC.K.R.I.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text. CC.K.R.I.7 Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Procedures	1. Seat students at tables. 2. Distribute blank paper and drawing materials. 3. Read aloud Go Away, Big Green Monster by Ed Emberley, but do not show the illustrations to the students. 4. Ask students to draw a monster based on the story's words. 5. Allow students to compare their picture with their classmates' drawings. 6. Discuss how we all heard the same story, but interpreted the words differently.

Assessment	Students will complete a drawing based on the story.

Additional Resources	*Go Away, Big Green Monster* book by Ed Emberley

Grade Level	K	Month	5	Week	2

Objective	Students will be able to explain what illustrations in a story are depicting.
"I Can" Statement	I can explain the purpose of illustrations in story books.

Common Core Standards	CC.K.R.I.7 Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Procedures	1. Seat students at tables. 2. Briefly review last week's story and drawings. 3. Read Go Away, Big Green Monster again. This time, show the illustrations to the students during reading. 4. Discuss how the story is different when you can see the pictures and ask the students which way they preferred listening. 5. If time allows, read another story book of your choice and ask students what each picture is depicting in the story.

Assessment	Students will explain what a story's illustrations are depicting.

Additional Resources	*Go Away, Big Green Monster* book by Ed Emberley Another short picture book of your choice

Grade Level	K	Month	5	Week	3

Objective	Students will be able to describe the book we read.
"I Can" Statement	I can describe a book I've read.

Common Core Standards	CC.K.R.I.9 Integration of Knowledge and Ideas: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Procedures	1. Seat students at story rug. 2. Choose a book to read aloud. Nonfiction is recommended for this activity, but fiction is also an option. 3. As you read, take notes on the book as a group. Pay attention to pictures/illustrations and basic facts.

Assessment	Students will contribute to the note taking process on the book.

Additional Resources	A book of your choice from your library

Grade Level	K	Month	5	Week	4

Objective	Students will be able to describe the book we read and compare it to the book from last week.
"I Can" Statement	I can describe a book I've read and compare it to another book.

Common Core Standards	CC.K.R.I.9 Integration of Knowledge and Ideas: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Procedures	1. Seat students at story rug. 2. Choose a book similar to last week's book (same topic). 3. Take notes on the book as a group. 4. Guide students through the compare/contrast process using the Venn Diagram Template.

Assessment	Students will contribute to the note taking process and compare/contrast the stories.

Additional Resources	Venn Diagram Template A second book of choice from your library

Grade Level	K	Month	6	Week	1

Objective	Students will be able to identify characters, setting, and major events in a story with prompting and support.
"I Can" Statement	I can identify a book's characters, setting, and major events.

Common Core Standards	CC.K.R.L.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.

AASL Standards	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Procedures	1. Seat students at story rug. 2. Choose a simple book from the library to read aloud. The book should have a limited number of characters and an obvious setting (short fairy tales would be ideal, but you can choose other books if preferred). 3. After the story is over, explain the meaning of character, setting, and plot. 4. Fill out the story elements graphic organizer as a group.

Assessment	Students will correctly identify the book's characters, setting, and plot.

Additional Resources	Story Elements Graphic Organizer

Grade Level	K	Month	6	Week	2

Objective	Students will be able to identify characters, setting, and major events in a story with prompting and support.
"I Can" Statement	I can identify a book's characters, setting, and major events.

Common Core Standards	CC.K.R.L.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.

AASL Standards	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Procedures	1. Seat students at story rug. 2. Choose a different simple book from the library to read aloud. The book should have a limited number of characters and an obvious setting. 3. After the story is over, review the meaning of character, setting, and plot. 4. Fill out the story elements graphic organizer as a group.

Assessment	Students will correctly identify the book's characters, setting, and plot.

Additional Resources	Story Elements Graphic Organizer

Grade Level	K	Month	6	Week	3

Objective	Students will be able to identify characters, setting, and major events in a story with prompting and support.
"I Can" Statement	I can identify a book's characters, setting, and major events.

Common Core Standards	CC.K.R.L.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.

AASL Standards	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Procedures	1. Seat students at tables. 2. Choose another simple book from the library to read aloud. The book should have a limited number of characters and an obvious setting. 3. Distribute a story elements graphic organizer to each student and print the book title on the board for them to copy. 4. Instruct students to draw a picture of the book's characters in the appropriate section of the graphic organizer. 5. Students should also draw a picture of the book's setting in the appropriate section of the graphic organizer. 6. As a group, discuss the book's plot and record the responses on the interactive whiteboard. 7. If time allows, students can copy down the plot.

Assessment	Students will be able to draw the book's characters and setting.

Additional Resources	Story Elements Graphic Organizer

Grade Level	K	Month	6	Week	4

Objective	Students will be able to create character and setting trading cards based on stories we've read during the month.
"I Can" Statement	I can identify a book's characters, setting, and major events.

Common Core Standards	CC.K.R.L.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.

AASL Standards	2.2.4 Demonstrate personal productivity by completing products to express learning. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Procedures	1. Seat students at tables. 2. Distribute blank trading cards and markers, crayons, and scissors. 3. Display books you've read during the month at the front of the room. 4. Tell students to create trading cards based on their favorite characters from the books we read earlier in the month. They should draw the character and setting. 5. Once they have completed several cards, students should ask friends to identify the character, setting, and book title. 6. If desired, students may trade their character cards with other students.

Assessment	Students will be able identify book characters and settings on their classmates' trading cards.

Additional Resources	Book Character Trading Cards template

Grade Level	K	Month	7	Week	1

Objective	Students will be able to participate in planning the research topic (insects - choose one or more) and help the teacher fill out a KWL chart.
"I Can" Statement	I can help choose the research topic and plan things I'd like to learn about the chosen insect(s).

Common Core Standards	CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. CC.K.W.2 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

AASL Standards	1.1.2 Use prior and background knowledge as context for new learning. 4.1.5 Connect ideas to own interests and previous knowledge and experience.

Procedures	1. Seat students on story rug. 2. Briefly review the difference in fiction and nonfiction texts. 3. Provide a very simple explanation of the project you will complete as a group, asking students to help you select an insect to research. If you teach multiple Kindergarten homerooms, you may want to choose a different insect for each homeroom so students can present their findings to another homeroom at the end of the project. 4. Complete a KWL Chart with the class on chart paper, whiteboard, or interactive whiteboard (K and W only). 5. If time allows, read a short book about the chosen insect(s) and review the book's contents.

Assessment	Ask students to name the research topic (insects or another chosen topic).

Additional Resources	KWL Chart (K= What I KNOW, W= What I WANT to know, L=What I LEARNED).

Grade Level	K	Month	7	Week	2

Objective	Students will help the teacher fill in the L portion of the KWL chart.
"I Can" Statement	I can help my teacher list things I've learned about the chosen insect(s) so far.

Common Core Standards	CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text. CC.K.R.I.9 Integration of Knowledge and Ideas: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

Procedures	1. Seat students on story rug. 2. Read through a couple of easy nonfiction books about the chosen insect (or your chosen topic). 3. Review each book with students and add details to the L section of the KWL chart.

Assessment	Students will contribute to the class discussion about new facts they've learned.

Additional Resources	KWL Chart (K= What I KNOW, W= What I WANT to know, L=What I LEARNED).

Grade Level	K	Month	7	Week	3

Objective	Students will help the teacher fill in the L portion of the KWL chart.
"I Can" Statement	I can help my teacher list things I've learned about the chosen insect(s) so far.

Common Core Standards	CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 2.3.1 Connect understanding to the real world.

Procedures	1. Make sure students can see screen or interactive whiteboard. 2. Introduce students to online research using an online encyclopedia or website related to the research topic. 3. Read facts to students, concentrating on those they can easily understand. 4. Review the information with students and add additional details to the L section of the KWL chart.

Assessment	Students will contribute to the class discussion about new facts they've learned.

Additional Resources	KWL Chart (K= What I KNOW, W= What I WANT to know, L=What I LEARNED).

Grade Level	K	Month	7	Week	4

Objective	Students will be able to answer simple questions about the research we've done over the past few weeks.
"I Can" Statement	I can recall simple facts about the chosen insect(s).

Common Core Standards	CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 2.3.1 Connect understanding to the real world.

Procedures	1. Seat students at tables. 2. Briefly review the research project over the past few weeks. 3. With the students' help, create a list of the most important facts learned over the past few weeks. 4. Explain that we will be working on a multimedia presentation to present these facts during the upcoming month.

Assessment	Students will contribute to the class discussion about new facts they've learned.

Additional Resources

Grade Level	K	Month	8	Week	1

Objective	Students will be able to provide details about the research we did last month as we create a presentation together.
"I Can" Statement	I can recall simple facts about the chosen insect(s).

Common Core Standards	CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. CC.K.SL.4 Presentation of Knowledge and Ideas: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

AASL Standards	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Procedures	1. Seat students in front of interactive whiteboard. 2. Review the research project and the important facts you identified as a group during the last class meeting. 3. Explain to the students that you will be helping them create a multimedia presentation this month. 4. Show a brief demonstration of the presentation method of your choice. 5. If time allows, begin working on the presentation. Ask students for input on each step of the process.

Assessment	Students will contribute to the presentation by offering design and content ideas.

Additional Resources	Presentation software, such as Microsoft PowerPoint or Prezi

Grade Level	K	Month	8	Week	2

Objective	Students will be able to provide details about the research we did last month as we create a presentation together.
"I Can" Statement	I can recall simple facts about the chosen insect(s).

Common Core Standards	CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. CC.K.SL.4 Presentation of Knowledge and Ideas: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

AASL Standards	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Procedures	1. Seat students in front of the interactive whiteboard. 2. Continue working on the multimedia research presentation.

Assessment	Students will contribute to the presentation by offering design and content ideas.

Additional Resources	Presentation software, such as Microsoft PowerPoint or Prezi

Grade Level	K	Month	8	Week	3

Objective	Students will be able to provide details about the research we did last month as we create a presentation together.
"I Can" Statement	I can recall simple facts about the chosen insect(s).

Common Core Standards	CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. CC.K.SL.4 Presentation of Knowledge and Ideas: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

AASL Standards	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Procedures	1. Seat students in front of the interactive whiteboard. 2. Complete the multimedia research presentation. 3. Go through the presentation with the students and develop a simple plan to present the information to another homeroom or the school administration.

Assessment	Students will contribute to the presentation by offering design and content ideas. Students will be able to summarize the presentation in preparation for sharing with others.

Additional Resources	Presentation software, such as Microsoft PowerPoint or Prezi

Grade Level	K	Month	8	Week	4

Objective	Students will be able to summarize the multimedia presentation for an audience.
"I Can" Statement	I can participate in the insect multimedia presentation.

Common Core Standards	CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. CC.K.SL.4 Presentation of Knowledge and Ideas: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

AASL Standards	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Procedures	1. Seat students at tables. 2. Begin the multimedia presentation. 3. Students should participate according to the presentation plan. They will summarize the research findings on each slide.

Assessment	Students will be able to summarize the presentation for others.

Additional Resources	Presentation software, such as Microsoft PowerPoint or Prezi

Grade Level	K	Month	9	Week	1

Objective	Students will be able to describe the activities they'll participate in when they come to library class this month.
"I Can" Statement	I can describe this month's library activities.

Common Core Standards	CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

AASL Standards	1.3.4 Contribute to the exchange of ideas within the learning community. 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

Procedures	1. Seat students at tables. 2. Briefly discuss how the alphabet is used to organize the school library. 3. Explain each center activity and demonstrate the computer games on the interactive whiteboard or screen. 5. Review the rules for each station.

Assessment	Ask students to identify the three station activities.

Additional Resources

Grade Level	K	Month	9	Week	2

Objective	Students will be able to match an uppercase letter to the correct lowercase letter.
"I Can" Statement	I can match upper and lowercase letters.

Common Core Standards	CC.K.R.F.1.d Print Concepts: Recognize and name all upper- and lowercase letters of the alphabet.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Students will go to the appropriate learning center. 2. Briefly explain the letter matching game. 3. Students will take turns matching the letter cards. If time allows, they can play multiple times or use the cards as flash cards to quiz a friend.

Assessment	Students will assess their peers while playing the letter match game.

Additional Resources	Letter Matching Game

Grade Level	K	Month	9	Week	3

Objective	Students will be able to read common high frequency words by sight.
"I Can" Statement	I can read high frequency words.

Common Core Standards	CC.K.R.F.3.c Phonics and Word Recognition: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).

AASL Standards	3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

Procedures	1. Students will go to the appropriate learning center. 2. Distribute the "I have, who has?" card game. 3. Help the students play the game. 4. If time allows, take turns drilling individual students with all the words.

Assessment	Students will correctly identify the high frequency words.

Additional Resources	I Have, Who Has? Card Game

Grade Level	K	Month	9	Week	4

Objective	Students will be able to correctly identify letter sounds.
"I Can" Statement	I can correctly identify letter sounds.

Common Core Standards	CC.K.R.F.2.d Phonological Awareness: d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/, or /x/.) CC.K.R.F.3.b Phonics and Word Recognition: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Seat students at the computer center. 2. The Kindergarten Letter Sounds game links should be displayed at each student computer station. 3. Students will choose a game to play by clicking the links. 3. Instruct students to play the games on the list by clicking the links. When they finish a game, click another link from the list.

Assessment	The online games give immediate feedback to students so it will be clear if their answer is right or wrong.

Additional Resources	Kindergarten Letter Sounds game links

Grade Level	K	Month	10	Week	1

Objective	Students will be able to describe the activities they'll participate in when they come to library class this month.
"I Can" Statement	I can describe this month's library activities.

Common Core Standards	CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

AASL Standards	1.3.4 Contribute to the exchange of ideas within the learning community. 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

Procedures	1. Seat students at tables. 2. Briefly review parts of a book and ABC order. 3. Review library stations procedures. 4. Explain each activity and demonstrate the computer games on the interactive whiteboard or screen. 5. Review the rules for each station.

Assessment	Ask students to identify the three station activities.

Additional Resources

Grade Level	K	Month	10	Week	2

Objective	Students will be able to identify book titles and author names.
"I Can" Statement	I can identify a book's title and the author's name.

Common Core Standards	CC.K.R.I.5 Craft and Structure: Identify the front cover, back cover, and title page of a book.

AASL Standards	1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Seat students at tables. 2. Distribute the Parts of a Book Coloring Activity and various library books to each table. 3. Model pointing to the various parts of a book and have students name the parts as you point. 4. Next, guide students through the Parts of a Book Coloring Activity. 5. If time allows, ask students to pick up one of the books from the table. 5. Name a part of a book and have students point to their book. 6. If time allows, students may quiz one another at their table.

Assessment	Students will be able to identify book names and author names.

Additional Resources	Parts of a Book Coloring Activity Various library books

Grade Level	K	Month	10	Week	3

Objective	Students will be able to create a poster to describe their favorite book.
"I Can" Statement	I can draw and write about my favorite book.

Common Core Standards	CC.K.R.I.2 Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Students will go to their appropriate learning center. 2. Ask students to create a poster describing their favorite book they've read during the school year. 3. If time allows, students may share their posters with another student while retelling parts of their favorite story.

Assessment	Students will create a poster about their favorite book. The poster will include several aspects of the story.

Additional Resources	Paper, crayons/markers, etc.

Grade Level	K	Month	10	Week	4

Objective	Students will be able to complete ABC Order games on the computer.
"I Can" Statement	I can play ABC Order computer games.

Common Core Standards	CC.K.R.F.1.d Print Concepts: Recognize and name all upper- and lowercase letters of the alphabet.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Seat students at the computer center. 2. The ABC Order game links should be displayed at each student computer station. 3. Students will choose a game to play by clicking the links. 3. Instruct students to play the games on the list by clicking the links. When they finish a game, click another link from the list.

Assessment	The online games give immediate feedback to students so it will be clear if their answer is right or wrong.

Additional Resources	ABC Order Game Links