

# ES Library Media - Pre-K/Kindergarten

Huntingdon Area School District

UNITS (4/4 SELECTED)

SUGGESTED DURATION

-  Unit 1: Introduction to Library *4 lessons*
-  Unit 2: Digital Citizenship *3 lessons*
-  Unit 3: Book Awards *15 lessons*
-  Unit 4: STEM/Hour of Code *7 lessons*

# Unit 1: Introduction to Library

## ES Library Media - Pre-K/Kindergarten

### UNIT OVERVIEW

Students will learn the library procedures (check in, check out, looking for a book, parts of book, book care). Students will be able to follow library procedures.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Kindergarten - English Language Arts ELA

CC.1.1.K.A

CC.1.1.K.B

### BIG IDEAS

#### Big Ideas

- **Library procedures**
- **Book care**
- **Parts of a book**

### ESSENTIAL QUESTIONS

#### Essential Questions

- Why do we check in and check out books?
- Why are library procedures important?
- How do we take care of our library books?

# Unit 1: Introduction to Library

## ES Library Media - Pre-K/Kindergarten

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
Check in/out books/library cycle	Return Library books and check new ones out
How to care for books	Hold book “like a baby” and turn pages gently
Identify parts of book	Identify parts of a book

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Library Procedures	Summative	Students will answer questions and demonstrate the ability to do the procedures.
Book Care	Summative	Students will demonstrate how to hold books “like a baby” and turn pages gently.
Parts of Book	Summative/formative	Students will identify parts of a book

# Unit 2: Digital Citizenship

ES Library Media - Pre-K/Kindergarten

## UNIT OVERVIEW

Kindergarten students will learn how to go places safely when they are online, how to turn off technology when they don't want to, and how to find a balance between online and offline activities.

## STANDARDS/EXPECTATIONS

### American Association of School Librarians (AASL) - Grade K-5 - Library Digital Citizenship

I.A.2 III.A.1 III.A.2 III.A.3 VI.A.1 VI.A.2 I.B.3 II.B.1 II.B.2 III.B.1

III.B.2 V.B.1 I.C.1 I.C.4 II.C.1 II.C.2 III.C.1 III.C.2 V.C.3 VI.C.2

I.D.1 I.D.3 1.D.4 II.D.1 II.D.2 II.D.3 III.D.1 VI.D.2 II.B.3

## BIG IDEAS

### Big Ideas

- We find balance in our digital lives.
- We care about everyone's privacy.
- We define who we are.
- We know the power of words and actions.
- We are kind and courageous.
- We are critical thinkers and creators.

## ESSENTIAL QUESTIONS

### Essential Questions

- How do we find a happy balance between our online and offline activities?
- How do you say goodbye to technology when you don't want to?
- How do you go places safely online?

# Unit 2: Digital Citizenship

ES Library Media - Pre-K/Kindergarten

## LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
When and why to take breaks from device time	consider the feelings of people around them, even when engaged in fun online activities.
learn why it's important to be aware and respectful of people online while using devices.	Do the "Pause, Breathe, Finish Up" routine as a self-regulations strategy for transitioning from technology to face-to-face interactions.
The internet can be used to visit faraway places and learn new things.	Compare how staying safe online is similar to staying safe in the real world.  Explain the rules for traveling on the internet

## EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Pause & Think Moment worksheet activity	summative	Worksheet where students and draw or write to answer the essential question of the lesson.

# Unit 3: Book Awards

## ES Library Media - Pre-K/Kindergarten

### UNIT OVERVIEW

Students will participate in read-alouds and various comprehension activities involving books nominated for the awards (ex. - Pennsylvania Young Reader's Choice Award). The variety of books includes various genres that expose students to different content. Students are then asked to vote on their top book choice.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Kindergarten - English Language Arts ELA

CC.1.1.K.B

CC.1.1.K.E

CC.1.2.K.A

CC.1.2.K.B

CC.1.2.K.C

CC.1.2.K.E

CC.1.2.K.F

CC.1.2.K.H

CC.1.2.K.I

CC.1.2.K.J

CC.1.2.K.K

CC.1.2.K.L

CC.1.3.K.A

CC.1.3.K.B

CC.1.3.K.C

CC.1.3.K.D

CC.1.3.K.E

CC.1.3.K.F

CC.1.3.K.G

CC.1.3.K.H

CC.1.3.K.I

CC.1.3.K.K

CC.1.4.K.A

CC.1.4.K.B

CC.1.4.K.C

CC.1.4.K.E

CC.1.4.K.H

CC.1.4.K.I

CC.1.4.K.N

CC.1.4.K.O

CC.1.4.K.P

CC.1.5.K.C

### BIG IDEAS

#### Big Ideas

- **Elements of genres**
- **Comprehension**

### ESSENTIAL QUESTIONS

#### Essential Questions

Essential questions will vary based on nominated titles each year.

# Unit 3: Book Awards

ES Library Media - Pre-K/Kindergarten

## LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
Vocabulary development	apply vocabulary in context
Elements of genres	apply to independent reading and features of genre

## EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Book voting	formative	Students will recall stories read throughout the unit and vote for their favorite one

## Unit 4: STEM/Hour of Code

ES Library Media - Pre-K/Kindergarten

### UNIT OVERVIEW

Students will develop critical thinking and computer programming skills.

### STANDARDS

**Pennsylvania - Kindergarten - Science, Technology & Engineering, And Environmental Literacy & Sustainability Standards (STEELS) (2023)**

3.5.K-2.C

3.5.K-2.E

3.5.K-2.F

3.5.K-2.G

3.5.K-2.J

3.5.K-2.L

3.5.K-2.M

3.5.K-2.N

3.5.K-2.O

3.5.K-2.P

3.5.K-2.Q

3.5.K-2.S

3.5.K-2.T

3.5.K-2.U

3.5.K-2.W

3.5.K-2.X

3.5.K-2.Z

3.5.K-2.AA

3.5.K-2.DD

### STANDARDS/EXPECTATIONS

### BIG IDEAS

#### Big Ideas

- **We can develop, design and explain simple codes**
- **We can develop, design and explain hands-on projects**
- **We can work collaboratively with others**
- **We can use the design process**

### ESSENTIAL QUESTIONS

#### Essential Questions

- How can we develop, design and create code?
- Why is it important to learn how to code?
- Why is it important to learn how to work together?
- How do we use the design process?

# Unit 4: STEM/Hour of Code

ES Library Media - Pre-K/Kindergarten

## LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
How to code.	They can develop, design, and create code.
Why is it important to learn how to code.	Students will create their own code.
How to work together.	Students will work on projects collaboratively
How to use the design process	Students can design and create, reflect, test

## EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Hour of code	Project-based	Design code
STEM	Project-based	Challenge cards/centers to complete tasks.