Stratford Public Schools
Library Media Curriculum
Instructional Technology Unit
Kindergarten

Unit Name:
Instructional Technology

Synopsis:
Students will be introduced to basic technology skills to prepare them to effectively use technology as a learning tool and for personal enrichment.

Enduring Understandings:
- Technology can be used for learning and for fun.
- Controlling the mouse and trackpad helps to navigate the Internet.

Essential Questions:
- How can I use technology to learn?
- How do I navigate a website?
- How do I use a mouse and trackpad?

Assessment Plan:
- Teacher observation of student using technology
- Teacher review of student work
- Demonstrate proper use of technology

Learning Objectives:
- Identify parts of a computer
- Use a mouse
- Use a trackpad
- Control the cursor by moving the mouse
- Control the cursor by using the trackpad
- Click and drag to move objects
- Use a keyboard
- Launch and quit applications
- Use online learning applications
- Work independently on the computer or with a partner
- Demonstrate proper care of equipment

Content/Topics:
- Use the mouse, trackpad and keyboard to access and navigate websites
- Access and navigate websites to enrich and reinforce learning

Differentiation Strategies:
- Collaborate in small groups or pairs
- Work with students individually
- Model proper use of mouse and trackpad

Key Vocabulary:
- Chromebook
- Desktop computer
- Mouse
- Trackpad
- Click
- Double click
- Enter key
- Cursor
- Keyboard
- Click and drag
- Internet
- Website

Learning Plan Components (Resources)
Core:
- Chromebooks
- ABCYA.com
- Starfall.com
- Mice
Choice:
- RoomRecess.com
- PBSKids.org
- Desktop computers
- SmartBoard
- Document camera

21st Century Skills:
- Develop proficiency with the tools of technology
- Think and work creatively in both digital and nondigital environments to develop unique and useful solutions

Common Core Standards:
- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Information Literacy and Technology Standards:
- ISTE-1d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

Stratford Public Schools
Library Media Curriculum
Lifelong Reading Unit
Kindergarten

Unit Name:
Lifelong Reading

Synopsis:
Students will be introduced to the library and gain an understanding of how to listen to and enjoy books individually and in a group setting.

Enduring Understandings:
- Reading is for fun and for learning.
- The words and illustrations are both important to understand a story.
- The library has a wide selection of books for everyone to borrow.

Essential Questions:
- What is the purpose of a library?
- How can I find library books I will enjoy?
- How can I listen to and understand a story?

Assessment Plan:
- Read and discuss books in a group
- Destiny circulation statistics
- Teacher observation of students locating and checking out books
- Discussion of books among students and teacher

Learning Objectives:
- Listen and respond to literature in a group setting
- Understand the importance of text and pictures in a story
- Identify the purpose of a library
- Select appropriate children's literature
- Retell key components of a story
- Identify characters, setting and major events in a story
- Select books according to interests and reading level
- Understand nonfiction text can help pursue personal interests

Content/Topics:
- Understand the importance of a library and how it functions
- Select books of personal interest
- Listen to and discuss stories in a group setting

Differentiation Strategies:
- Work with student individually
- Work with classroom teacher
- Model thinking aloud when reading

Key Vocabulary:
- Library
- Fiction
- Nonfiction
- Characters
- Author
- Illustrator
- Setting
- Borrow

Learning Plan Components (Resources)
Core:
- Destiny
- Fiction books
- Nonfiction books
- Read aloud stories
- PebbleGo
Choice:
- SmartBoard
- Document camera
- Starfall.com
- MyOn
- Uniteforliteracy.com
- Tumblebooks
- Storylineonline.net

21st Century Skills:
- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values,

attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

Common Core Standards:
- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 With prompting and support, retell familiar stories, including key details.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4 Ask and answer questions about unknown words in a text.
- RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
- RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.K.7 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).
- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10 Actively engage in group reading activities with purpose and understanding.

Information Literacy and Technology Standards:
- AASL-5a.1 Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
- AASL-5c.1 Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.

Unit Name:
Information Literacy

Synopsis:
Students will be introduced to library resources and gain an understanding of how to care for library materials and recognize basic components of books.

Enduring Understandings:
- It is important to take good care of library books.
- Some books contain facts and others are made-up stories.
- There are different elements to books.
- The Internet can be used to learn new things.

Essential Questions:
- How can I take good care of my library books?
- What is a fiction book?
- What is a nonfiction book?
- Where do I find information such as the author and illustrator of a book?

Assessment Plan:
- Teacher review of student work
- Teacher observation of students in the library
- Classroom discussions
- Demonstrate proper book care and library procedures

Learning Objectives:
- Identify the difference between fiction and nonfiction
- Follow process to check out and return books
- Demonstrate respect and proper care of library materials
- Recognize library materials are for shared use
- Identify author, title and illustrator
- Identify front/back cover of the book
- Recognize information can be found in books and on the computer

Content/Topics:
- Understand how a library functions and the concept of borrowing materials
- Demonstrate how to care for library materials
- Recognize basic components of books

Differentiation Strategies:
- Collaborate in small groups or pairs
- Work with students individually
- Modify assignments

Key Vocabulary:
- Title
- Author
- Illustrator
- Front cover
- Back cover
- Check-out
- Fiction
- Nonfiction
- Borrow

Learning Plan Components (Resources)
Core:
- Destiny
- Read aloud stories
- Fiction books
- Nonfiction books
- PebbleGo

Choice:
- Chromebooks
- SmartBoard
- Document camera
- MyOn
- Starfall.com
- Tumblebooks
- Storylineonline.net

21st Century Skills:
- Develop proficiency with the tools of technology
- Think and work creatively in both digital and nondigital environments to

develop unique and useful solutions

Common Core Standards:
- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.K.7 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).

Information Literacy and Technology Standards:
- ISTE-3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE-3b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Stratford Public Schools
Library Media Curriculum
Digital Citizenship Unit
Kindergarten

| Unit Name:
Digital Citizenship |
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| Synopsis:
Students will be introduced to Internet safety, learn what is private information and the importance of not sharing private information on the Internet. |
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| Enduring Understandings:
● Staying safe online is similar to staying safe in the real world.
● Private information should never be shared on the Internet. |
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| Essential Questions:
● How do I go places safely on the Internet?
● What kind of information should not be shared when using the Internet? |
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| Assessment Plan:
● Classroom and individual discussions
● Teacher review of student work
● Nearpod reports |
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| Learning Objectives:
● Recognize and follow school technology rules
● Understand the importance of staying on assigned websites
● Understand what is private information |
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| Content/Topics:
● Understand some websites are meant for older students
● Understand how to stay safe when using the Internet by not sharing private information |
| :--- |

| Differentiation Strategies:
● Collaborate in small groups or pairs
● Work with students individually |
| :--- |

- Modify assignments

Key Vocabulary:
- Internet
- Website
- Online
- Safety
- Stranger
- Private

Learning Plan Components (Resources)
Core:
- Nearpod - Common Sense Lesson 1-1 - Going Places Safely
- Nearpod - Common Sense Lesson 1-3 - Keep it Private
Choice:
- http://www.abcya.com/cyber_five_internet_safety.htm
- http://www.netsmartz.org/NetSmartzKids
- Chromebooks
- SmartBoard
- Document camera

21st Century Skills:
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.

Common Core Standards:
- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Information Literacy and Technology Standards:
- ISTE-2b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.