

First Grade Library

Unit Title: Unit 1 - Library Community

Stage 1: Desired Results

Standards & Indicators:

AASL Standards

- **2.C.2:** Learners exhibit empathy with and tolerance for diverse ideas by contributing to discussions in which multiple viewpoints on a topic are expressed.
- **3.A.2:** Learners identify collaborative opportunities by developing new understandings through engagement in a learning group.
- **3.B.2:** Learners participate in personal, social, and intellectual networks by establishing connections with other learners to build on their own prior knowledge and create new knowledge.
- **3.D.1.:** Learners actively participate with others in learning situations by actively contributing to group discussions.

NJSLS ELA

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.II.1.2-** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **RL.CI.1.2** - Determine central message and retell a sequence of events in literature.
- **RL.MF. 1.6.** - With prompting and support, use the illustrations and details in a story to describe its characters, settings or events.
- **RL.TS.1.4** - With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary text. (E.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.	There are actions an individual can take to help make this world a better place.
9.1.2.RM.1	Describe how valuable items might be damaged or lost and ways to protect them.	There are ways to keep things we value safely at home and other places.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.	
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.	Individuals from different cultures may have different points of view and experiences.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.	Digital tools and media resources provide access to vast stores of information that can be searched.

First Grade Library

<p><u>Central Idea/Enduring Understanding:</u> Students will...</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the library media center areas, rules, expectations, and procedures. • Demonstrate responsible media center behavior. • Demonstrate good habits in handling materials. • Demonstrate an understanding of what media means 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • How can I become a responsible library user? • How can the library impact my personal reading growth? • How can the library enhance my life? • How does information literacy help me become an independent, lifelong learner? • How do I access information using various resources?
<p><u>Content:</u> Theme:</p> <ul style="list-style-type: none"> • The library is a place that promotes a love of reading and supports students in their personal reading needs. • The library is a place where students can acquire knowledge and gain insight. • Media literacy is the ability to access, analyze, evaluate and create media in a variety of forms. 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Respect the library as a learning place • Follow established library procedures • Check out materials and return them in a timely manner • Identify the circulation desk as a place to check out and return books • Demonstrate proper book care • Identify the areas of the library • Select materials based on personal interests • Recognize alphabetical order in shelving • Understand the organization of nonfiction shelving • Identify the source of the information • Respecting authorship
<p><u>Interdisciplinary Connections:</u> The texts/activities in this unit will support the learning and loving of the library. Students will understand the necessity of rules, character education, different perspectives, good sportsmanship, collaboration, and the mechanics of the library.</p> <p><u>NJSLS Social Studies</u></p> <ul style="list-style-type: none"> • 6.1.2.CivicsPD1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. • 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. 	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Arrival/Do Now Activity • Self-assessment • Student created verbal, written, and artistic responses • Think/Pair/Share • Turn and Talk • Benchmark assessments • Exit slips • Check for understanding comprehension • Check for understanding vocabulary • Graphic Organizers • Technology integration 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Ability to locate and select books of interest • Ability to select “just right” books • Ease of book check-out procedure • Responsibility of returning books • Teacher observation of student participation • Participation in class discussion and activities

First Grade Library

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1: Getting to know you/All About Me

- Introduce librarian and explain role
- Share read aloud
- Students complete all about me graphic organizer and share out

Lesson 2: Orientation

- Introduce the appropriate locations of books for first grade. Discuss the shelf arrangement of books. Identify the DEI section.
- Establish routines for story time. Include the following:
 - Fold legs like pretzels or criss-cross applesauce and peanut butter and jelly hands
 - Mind personal space
 - Eyes on speaker
- Teach the rules and procedures of the library by having students model expectations
- Read mentor text about rules
- Make posters showing library rules dos and don'ts demonstrating originality and inventiveness of the understanding of procedures.

Lesson 3: Book Care

- Explain check-out procedures and when to return books.
- Explain and demonstrate use of shelf markers to return books to proper shelves.
- Instruct students to walk, stand in line quietly to check out books, pick up books that fall on the floor, and other pertinent rules.
- Explain that books are made of paper and are easily damaged or torn. Ask students how they can protect books. Use simple illustrations to discuss how to handle books.
- Explain what a bookmark is and why one should be used instead of turning down

Resources:

- Graphic organizer
- Reference Destiny System for resources to be shared with students (varied by libraries).
- Read aloud examples:
 - First Day Jitters
 - Pigeon has to go to School
 - The Name Jar
 - I Am Enough
 - Chrysanthum
 - I Like Myself
 - Spaghetti in a Hot Dog Bun
 - Stand Tall Molly Lou Melon
- Reference Destiny System for resources to be shared with students (varied by libraries). Read aloud examples:
 - Chester Visits the Library
 - What happened to Marrión's Book
 - Shelf Elf
 - Back to School Rules
 - Goldie Socks and the 3 Libearians
 - Library Mouse
 - The Librarian's Stories
- Reference Destiny System for resources to be shared with students (varied by libraries). Read aloud examples:
 - Chester Visits the Library
 - What happened to Marrión's Books
 - The Book that Jake Borrowed
 - Shelf Elf
 - Back to School Rules
 - Goldisocks and the 3 Libearians

Graphic organizer on book care

First Grade Library

pages or leaving the book face down and open.

- Identify ways to care for books: -clean hands -protect books from water, food, pets, writing, cutting, tearing, babies -turn pages correctly -use bookmarks -return books on time
- Remind students of the book hospital.
- Go over dos and don'ts with library books.
- Review posters made from previous week

Lesson 4: Parts of a Book/Cultural Competency Hispanic Heritage Month

- Hispanic Heritage month read aloud - introduce students to the cultural calendar where this month's focus is Hispanic Heritage
- Go over parts of a book: title, cover, back cover, spine, author, illustrator, index, table of contents
- Understand that the words in a book are written by an author
- Understand that the pictures are created by an illustrator
- Comprehension review
- Illustrate individual connections to read aloud to be shared with classmates.
- Discuss openness to new ideas and perspectives with students.
- Discuss with students their culture and different points of view they have with their classmates.

Lesson 5: Fiction

- Explain how the library is organized
- What is a fiction book?
- Identify how we know a book is fiction
- Teach how fiction section is organized and where it is located
- Understand fiction books are arranged in alphabetical order by the author's last name
- Recognize fiction call number by "letters only"
- Recognize how to find a just right book
- Graphic organizer categorizing books as fiction or informational
- Discuss problems and solutions for read aloud. Have students use a variety of thinking to suggest possible ways the main character/s can solve their problem/s. Identify alternative solutions to what the author provides.

- Reference Destiny System for Hispanic Heritage Month resources to be shared with students (varied by libraries).

• Examples of read aloud -

- Waiting in the Biblioburro
- Birthday Basket for Tia
- Abuela
- Alma and how she got her Name
- Papi Rides a Motorcycle
- Chato's Kitchen
- Ariel is a Dreamer
- Papa and Me
- The Day you Begin
- Youtube videos
- Brainpop videos
- Studies Weekly
- Graphic organizer

- Reference Destiny System for fiction resources to be shared with students (varied by libraries).
- Review 5 finger rule for picking out just right books
- Epic books online
- Graphic organizers
- Youtube videos
- Bookflix
- Brainpop videos

First Grade Library

Lesson 6: Nonfiction

- Explain how the library is organized
- What is a nonfiction book?
- How can you identify a nonfiction book?
- Teach how the nonfiction section is organized and where it is located.
- How can I find just-right nonfiction books?

Lesson 7: Indigenous People/Veterans Day

- Review cultural calendar where this month's focus is on indigenous people and Veterans Day
- Explain who indigenous people/Veterans are
- Discuss openness to new ideas and perspectives with students.
- Discuss with students their culture and different points of view they have with their classmates.
- Read aloud about or written by indigenous people or Veterans
- Students will make a cultural illustration connecting to book read aloud

- Reference Destiny System for nonfiction resources to be shared with students (varied by libraries).
- Epic books online
- Graphic organizers
- Youtube videos
- Bookflix
- Brainpop videos
- Studies Weekly
- Review 5 finger rule for just right books

- Reference Destiny System for indigenous people/Veterans resources to be shared with students (varied by libraries).
- Examples of read alouds
 - We are Water Protectors
 - Rainbow Weaver
 - Fry Bread
 - PowWow PowWow
 - PowWow Day
 - Birdsong
 - Berry Song
 - I am Scagawea
 - How Chipmunk Got his Stripes
 - Turtle's race with Beaver : a traditional Seneca story
 - When he Jaguars Ate the Moon
 - The legend of the Indian paintbrush
 - H is for Honor
 - The Poppy Lady
 - Veterans Day
 - Veterans Heroes in our Neighborhood
- Epic books online
- Graphic organizers
- Youtube videos
- Bookflix
- Brainpop videos
- Studies Weekly

The following resources support literacy and social studies knowledge-use as appropriate to grade level.

Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [NJ Commission on Holocaust Education](#)
- [Facing History and Ourselves](#)
- [New Jersey Historical Commission](#)
- [Library of Congress](#) (Primary Sources)
- [National Archives](#) (Primary Sources)
- [Newsela](#)
- [PBS Learning Media](#)
- [Stanford History Education Group](#)

First Grade Library

	<ul style="list-style-type: none"> • Zinn Education Project <p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • New Jersey State Board Foundation • Civil Rights Teaching • Black Past <p>AAPJ Resources for Social Studies:</p> <ul style="list-style-type: none"> • Teaching Asian and Pacific Islander Heritage <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
--	--

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</p> <p>Feedback to support students to take a leadership role in assisting others with library skills</p> <p>Enrichment of content</p>	<p>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</p> <p>Feedback to push students to mastery of library skills</p> <p>Reinforcement of content and procedures</p> <p>General use of varied modalities – kinesthetic, visual, auditory, tactile</p>	<p>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</p> <p>Feedback to push students through collaboration to gain an understanding of library skills</p> <p>Consistent repetition of content and procedures</p> <p>Repeat and rephrase directions</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

First Grade Library

		Specific use of varied modalities – kinesthetic, visual, auditory, tactile	
		Increased time allotment	

Unit Title: Unit 2 - Inspiring Literature

Stage 1: Desired Results

Standards & Indicators:

AASL Standards

- **1.A.2:** Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
- **1.B.3:** Learners engage with new knowledge by following a process that includes generating products that illustrate learning.
- **2.C.2:** Learners exhibit empathy with and tolerance for diverse ideas by contributing to discussions in which multiple viewpoints on a topic are expressed.
- **3.A.2:** Learners identify collaborative opportunities by developing new understandings through engagement in a learning group.
- **3.D.1.:** Learners actively participate with others in learning situations by actively contributing to group discussions.

NJSLS ELA

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **RL.CR.1.1.** - Ask and answer questions about key details in a literary text.
- **RL.CI. 1.2** - Determine the central message and retell a sequence of events in a literary text.
- **RL.IT.1.3** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.MF.1.6.** - With prompting and support use the illustrations and details in a story to describe its characters, setting, or events.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.	
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.	Individuals from different cultures may have different points of view and experiences.

First Grade Library

<p><u>Central Idea/Enduring Understanding:</u> Students will...</p> <ul style="list-style-type: none"> • Make good choices • Do the right thing even when it is difficult • Choose to make a difference • Make the world a better place • Never quit even when things get tough • Identify story elements • Readers understand that there is a relationship between illustrations and words. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • How do readers use both words and illustrations to understand stories? • How do writers use both illustrations and words about events to tell a story? • How can I give back to my community? • How can I keep going when things get tough? • What does my consciousness, “that little voice,” say about it? • How can I be courteous and polite to the people around me? • How can I be reliable and dependable at school and at home?
<p><u>Content:</u> Theme:</p> <ul style="list-style-type: none"> • Inspiring literature supports our students in their social, emotional and ethical development. 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Teach students to understand, care about, and act upon the following core ethical and performance values. • Teach students parts of a book, how a book is made, and different types of books.
<p><u>Interdisciplinary Connections:</u> The texts/activities in this unit will support the learning and loving of the library. Students will understand the necessity of rules, recognize inspiring literature, cultural difference/celebrations, and collaboration.</p> <p><u>NJSLS Social Studies</u></p> <ul style="list-style-type: none"> • 6.1.2.CivicsPD1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. • 6.1.5.Civics HR4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. • 6.1.5 Civics CM1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute (d) to the well-being of their community and country. 	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Arrival/Do Now Activity • Self-assessment • Student created verbal, written, and artistic responses • Think/Pair/Share • Turn and Talk • Check for Understanding – Comprehension • Check for Understanding – Vocabulary • Exit Slips • Graphic Organizers • Technology Integration 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Ability to locate and select books of interest: both fiction and nonfiction • Ease of book check-out procedure • Responsibility of returning books • Teacher observation of student participation • Ability to critique/recommend a book • Participation in discussions both whole group and small group
<p>Stage 3: Learning Plan</p>	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 8: Inspiring Thankfulness (Thanksgiving)</p> <ul style="list-style-type: none"> • What is Thanksgiving? • Why do we celebrate it? • How do you celebrate it? 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Reference Destiny System for Thanksgiving books to be shared with students (varied by libraries). • Examples of Thanksgiving read alouds

First Grade Library

- What are you thankful for?

- Celebrate Thanksgiving
- The First Thanksgiving
- How Many Days to America
- I Know an Old Lady who Swallowed a Pie
- Thanksgiving Day
- Turkey Trouble
- Bear Says Thanks
- Twas the Night Before Thanksgiving
- Balloons Over Broadway
- How to Hide a Turkey

- Epic
- Bookflix
- Brainpop
- Youtube Videos
- Studies Weekly
- Graphic Organizers

Lesson 9: Inspiring Kindness

- What is kindness?
- Why is it important?
- How did you see kindness in our read-aloud?
- What other characters from books you have read show kindness?
- How do you show kindness to others?

- Reference Destiny System for Kindness books to be shared with students (varied by libraries).
- Examples of kindness read-alouds
 - Pinduli
 - If you Plant a Seed
 - Be Kind
 - Because of You
 - Bucket Filling from A to Z
 - Each Kindness
 - Kindness is Cooler Mrs. Ruler
 - Tomorrow I'll Be Kind
 - Enemy Pie
 - The Very Cranky Bear
 - I Walk with Vanessa
 - A New Day

- Epic books online
- Graphic organizers
- Youtube videos
- Bookflix

Lesson 10 - 12: Inspiring Cultural Awareness

(Cultural Holidays - do one a week)

- What is Hanukkah / Christmas / Kwanzaa / Diwali?
- Why/how do we celebrate?
- What traditions do you observe (clothes, food, etc.)?
- What are the principles of these holidays?
- Why are celebrations important around the world?
- Different cultures celebrate for many reasons.
- Discuss with students their cultural experiences and different points of view they have with their classmates.

- Reference Destiny System for holiday books to be shared with students (varied by libraries).
- Examples of holiday books to read aloud
 - Celebrate Hanukkah
 - How do Dinosaurs Celebrate Christmas
 - The Borrowed Hanukkah Latke
 - Simon and the Bear
 - Bears Stays up for Christmas
 - The Wish Tree
 - The Gingerbread Pirate
 - Snowmen at Christmas
 - Shall I Knit you a Hat
 - Dinosaurs Night before Christmas

First Grade Library

- Students draw a picture of their understanding of the read aloud making connections to their own cultures.

Lesson 13: Nature Inspires Us

- What do you appreciate about winter?
- What gifts do we get from nature?
- How can a book inspire you?

Lesson 14: Inspiring Service (MLK)

- Who was MLK?
- Why should we celebrate him?
- What is service?
- How can you show service to others?
- Do you know others who have shown service to their community/world?
- Students will draw to show their ideas/critical thinking skills of how they can help others (service).

- Let's Celebrate Diwali
- Binny's Diwali
- Lots of Lights
- Five Days of Diwali
- The Gifts of Kwanzaa
- K is for Kwanzaa
- Seven Days of Kwanzaa
- Seven Candles for Kwanzaa

- Epic books online
- Graphic organizers
- Youtube videos
- Bookflix
- Studies Weekly
- Brainpop Jr.

- Reference Destiny System for winter books to be shared with students (varied by libraries).
- Examples of winter books to read aloud
 - Over and Under the Snow
 - Bear Snores On
 - How to Catch a Snowman
 - Winter's Dance
 - A Loud Winter's Night
 - Snowballs
 - Snowzilla
 - Now it is Winter
- Epic books online
- Graphic organizers
- Youtube videos
- Bookflix
- Studies Weekly

- Reference Destiny System for MLK books to be shared with students (varied by libraries).
- Examples of MLK books to read aloud
 - My Brother Martin
 - Martin's Big Words
 - March On!
 - Happy Birthday Martin Luther King, Jr.
 - Martin Luther King
 - Martin Luther King Jr. Day
 - I am Martin Luther King Jr.
 - Who was Martin Luther King Jr.?
 - Young Martin's Promise
 - We March
 - We Shall Overcome
- Epic books online
- Graphic organizers
- Youtube videos
- Bookflix
- Studies Weekly

First Grade Library

	<ul style="list-style-type: none"> • Brainpop Jr. <p>Social Studies Resources:</p> <ul style="list-style-type: none"> • 6.3 Suggested Framework K-12 • NJ Commission on Holocaust Education • Facing History and Ourselves • New Jersey Historical Commission • Library of Congress (Primary Sources) • National Archives (Primary Sources) • Newsela • PBS Learning Media • Stanford History Education Group • Zinn Education Project <p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • New Jersey State Board Foundation • Civil Rights Teaching • Black Past <p>AAPJ Resources for Social Studies:</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
--	--

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</p> <p>Feedback to support students to take a</p>	<p>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</p>	<p>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are</p>

First Grade Library

leadership role in assisting others with library skills Enrichment of content	Feedback to push students to mastery of library skills Reinforcement of content and procedures General use of varied modalities – kinesthetic, visual, auditory, tactile	Feedback to push students through collaboration to gain an understanding of library skills Consistent repetition of content and procedures Repeat and rephrase directions Specific use of varied modalities – kinesthetic, visual, auditory, tactile Increased time allotment	not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
--	--	---	---

Unit Title: Unit 3 - Book Tasting-Genre Studies

Stage 1: Desired Results

Standards & Indicators:

AASL Standards

- **2.C.2:** Learners exhibit empathy with and tolerance for diverse ideas by contributing to discussions in which multiple viewpoints on a topic are expressed.
- **3.B.2:** Learners participate in personal, social, and intellectual networks by establishing connections with other learners to build on their own prior knowledge and create new knowledge.
- **3.C.2:** Learners work productively with others to solve problems by involving diverse perspectives in their own inquiry processes.
- **3.D.1:** Learners actively participate with others in learning situations by actively contributing to group discussions.

NJSLS ELA

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **RL.CR.1.1.** - Ask and answer questions about key details in a literary text.
- **RI.CR.1.1** - Ask and answer questions about key details in an informational text.
- **RL.CI. 1.2** - Determine the central message and retell a sequence of events in a literary text.
- **RI.CI.1.2** - Determine main topic and retell a series of key details in informational texts.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge of skills.

First Grade Library

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.	
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals	Individuals from different cultures may have different points of view and experiences.

<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> Understanding the value of reading for pleasure or information has lifelong applications. Understand that good readers employ strategies to help them understand text. Having an understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the texts. 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> What genres are interesting to me and why? What can we learn from fiction and nonfiction books? What do good readers do while reading? 	
<u>Content:</u> <ul style="list-style-type: none"> Fiction is a made up story and located in a specific section of the library. An author creates the story and the illustrator creates the illustrations. Looking at the cover, illustration, and scanning the contents helps us understand and select a fiction book. Informational text contains factual information and are grouped in the library by topic. 		<u>Skills(Objectives):</u> <ul style="list-style-type: none"> Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. Describe characters, settings, and major events in a story, using key details and illustrations. Compare and contrast stories/facts from various read alouds both fiction and nonfiction (paired texts). Identify the front cover, back cover, title page, and table of contents of a book. Name the author and illustrator of a text and define the role of each. Actively engage in group reading activities with purpose and understanding. 	

<u>Interdisciplinary Connections:</u> The texts/activities in this unit will support the learning and loving of the library. Students will understand the different genres of study, different perspectives, diversity, equity, and inclusion, collaboration, and the mechanics of the library.	
<u>NJSLS Social Studies</u> <ul style="list-style-type: none"> 6.1.2.CivicsPD1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. 6.1.5 Civics CM1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute (d) to the well-being of their community and country. 	

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> <ul style="list-style-type: none"> Arrival/Do Now Activity Self-assessment Student created verbal, written, and artistic responses 	<u>Other Evidence:</u> <ul style="list-style-type: none"> Ability to locate and select books of interest Ease of book check-out procedure Responsibility of returning books Teacher observation of student participation
--	---

First Grade Library

- Think/Pair/Share
- Turn and Talk
- Check for Understanding – Comprehension/Vocabulary
- Exit Slips
- Graphic Organizers
- Technology Integration

- Ability to critique/recommend a book

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 15: Biographies/Black History

- Introducing the biography genre. A biography is the story of one person's life written by another person.
- Have students give examples of famous African Americans they have read about/heard about.
- Display several biographies. Take a picture walk and read aloud a selected biography. Stop for discussion along the way.
- Complete graphic organizer on African Americans
- Draw a picture to show why this person is famous and how they were an innovator in their field.
- Discuss the "job" this famous person had and why it is valuable to people today.

Lessons 16: Autobiography

- Introduce the autobiography genre. An autobiography is the story of one person's life that is written by that person.
- Display several autobiographies. Take a picture walk and read aloud a selected autobiography.
- Reading Response Activity: My Autobiography – Students write their name and draw about themselves including likes, dislikes, family, goals. Share with table mates.

Resources:

- Reference Destiny System for biographies to be shared with students (varied by libraries).
 - Examples of biographies
 - Simone Biles
 - Barrack Obama
 - Michelle Obama
 - Harriet Tubman
 - Jalen Hurts
 - Jackie Robinson
 - Beyonce
 - Mae Jemison
 - George Washington Carver
 - Michael Jordan
 - Henry Box Brown
 - Ruby Bridges
 - Serene Williams
 - Venus Williams
 - Epic books online
 - Graphic organizers
 - Youtube videos
 - Bookflix
 - Studies Weekly
 - Brainpop Jr.
-
- Reference Destiny System for autobiographies to be shared with students (varied by libraries).
 - Examples of autobiographies
 - *Through My Eyes* by Ruby Bridges
 - I Am Ruby Bridges
 - I Am Malala
 - *BIGMAMAS* by Donald Crews
 - My Brother Martin
 - I Have a Dream
 - Trombone Shorty
 - Jump at the Sun
 - Coretta: The autobiography of Mrs. Coretta Scott King
 - Rescue and Jessica: A Life Changing Friendship
 - The Girl Who Thought in Pictures
 - Epic books online
 - Graphic organizers
 - Youtube videos

First Grade Library

Lesson 17: Historical Fiction

- Introduce historical fiction genre. Historical fiction is a fiction story that takes place in a real time in history (in the past).
- Discuss historical events the students know about. Share out ideas.
- Display several historical fiction books. Take a picture walk and read aloud a selected historical fiction book.
- Complete illustration based on read aloud

Lesson 18: Realistic Fiction

- Introduce realistic fiction genre. Realistic fiction is a fiction story that could really happen in our present times now.
- Display several realistic fiction books. Take a picture walk and read aloud a selected realistic fiction book.
- Identify your favorite part of read aloud and illustrate the main parts of the story.

- Bookflix
- Studies Weekly
- Brainpop Jr.
- Reference Destiny System for historical fiction books to be shared with students (varied by libraries).
- Examples of historical fiction
 - Mama played Baseball
 - The Babe and I
 - Dad, Jackie, and Me
 - Player in Pigtails
 - Under the Quilt of Night
 - Fry Bread
 - Red Kite Blue Kite
 - Back of the Bus
 - The Other Side
 - Overground Railroad
 - Balloons Over Broadway
 - When Jesse Came Across the Sea
- Epic books online
- Graphic organizers
- Youtube videos
- Bookflix
- Studies Weekly
- Brainpop Jr.
- Reference Destiny System for realistic fiction to be shared with students (varied by libraries).
- Examples of realistic fiction
 - Each Kindness
 - Jacqueline Woodson Books
 - Beautifully Me
 - Two Mrs. Gibsons
 - Teach Us your Name
 - The Name Jar
 - The Last Stop on Market Street
 - Enemy Pie
 - One Little Bag
 - Jabari Jumps
 - Hair Love
 - I Am Enough
 - Ish
 - Dot
- Epic books online
- Graphic organizers
- Youtube videos
- Bookflix
- Studies Weekly
- Brainpop Jr.

First Grade Library

<p>Lesson 19: Read Across America Introduce the purpose of Read Across America. Share activities to celebrate reading.</p> <p>Lesson 20: Biography/Women's Studies</p> <ul style="list-style-type: none"> ● Review the biography genre. A biography is the story of one person's life written by another person. ● Have students list famous women they know about. Explain why they are famous. ● Display several women's biographies. Take a picture walk and read aloud a selected biography. ● Complete graphic organizer on historical women. ● Draw a picture to show why this person is famous and how they were an innovator in their field. ● Discuss how the famous woman's thinking helped contribute to the world. <p>Lesson 21: Mystery</p> <ul style="list-style-type: none"> ● Introduce mystery genre. Mystery is a story that has a secret or puzzle to solve using clues. ● Display several mystery books. Take a picture walk and read aloud a selected realistic fiction book. Students will identify clues along the way and guess "who did it". ● Explain how they solved the mystery. Explain elements they noticed in mystery that is different from other genres. ● Complete illustration on clues that helped solve the mystery. 	<p>Display recommended books from staff (their favorite books). Share one of librarians favorite books.</p> <ul style="list-style-type: none"> ● Reference Destiny System for biographies to be shared with students (varied by libraries). ● Examples of biographies <ul style="list-style-type: none"> ○ Simone Biles ○ Michelle Obama ○ Harriet Tubman ○ Beyonce ○ Mae Jemison ○ Ruby Bridges ○ Serene Williams ○ Venus Williams ○ Taylor Swift ○ Rachel Carson ○ Carli Lloyd ○ Helen Keller ○ Malala ○ Rosa Parks ● Epic books online ● Graphic organizers ● Youtube videos ● Bookflix ● Studies Weekly ● Brainpop Jr. <ul style="list-style-type: none"> ● Reference Destiny System for mysteries to be shared with students (varied by libraries). ● Examples of mysteries <ul style="list-style-type: none"> ○ Young Cam Jansen ○ 7 ate 9 ○ The Case of the Stinky Stench ○ Detective Dinosaur ○ The Great Caper Caper ○ King and Kayla ○ The Rainbow Mystery ○ The Web Files ○ Detective LaRue ○ Dakota Crumb ○ Alphabet Mystery ○ Time Flies ● Epic books online ● Graphic organizers ● Youtube videos ● Bookflix ● Studies Weekly ● Brainpop Jr.
---	---

First Grade Library

Lesson 22: Science Fiction

- Introduce science fiction. Science fiction is a story where the setting and plot are centered around technology, time travel, outer space, or scientific principles, with or without the presence of aliens.
- Draw an example of something that is science fiction. Share out with class as a Do Now activity.
- Display several science fiction books. Take a picture walk and read aloud a selected realistic fiction book.
- Illustrate the setting of the story with the main characters. Circle items that are examples of the science fiction genre.

- Reference Destiny System for science fiction to be shared with students (varied by libraries).
- Examples of science fiction
 - Fly Guy Books
 - Magic School Bus
 - June 29, 1999
 - Plantzilla
 - Star Wars
 - Cloudy with a Chance of Meatballs
 - Baloney
 - Space Case
 - Alien Love Underpants
 - Interstellar Cinderella
 - The Three Little Aliens
- Epic books online
- Graphic organizers
- Youtube videos
- Bookflix
- Studies Weekly
- Brainpop Jr.

Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [NJ Commission on Holocaust Education](#)
- [Facing History and Ourselves](#)
- [New Jersey Historical Commission](#)
- [Library of Congress](#) (Primary Sources)
- [National Archives](#) (Primary Sources)
- [Newsela](#)
- [PBS Learning Media](#)
- [Stanford History Education Group](#)
- [Zinn Education Project](#)

Amistad Resources for Social Studies:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [New Jersey State Board Foundation](#)
- [Civil Rights Teaching](#)
- [Black Past](#)

AAPI Resources for Social Studies:

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)

First Grade Library

		<ul style="list-style-type: none">• Respect Ability: Fighting Stigmas, Advancing Opportunities• NJDOE Diversity, Equity & Inclusion Educational Resources• Diversity Calendar	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Encourage to check-out of Accelerated Reader books Utilize Technology Model and demonstrate using a Think Aloud approach Feedback to support students to take a leadership role in assisting others with library skills Enrichment of content	Encourage to check-out of Accelerated Reader books Utilize Technology Model and demonstrate using a Think Aloud approach Feedback to push students to mastery of library skills Reinforcement of content and procedures General use of varied modalities – kinesthetic, visual, auditory, tactile	Encourage to check-out of Accelerated Reader books Utilize Technology Model and demonstrate using a Think Aloud approach Feedback to push students through collaboration to gain an understanding of library skills Consistent repetition of content and procedures Repeat and rephrase directions Specific use of varied modalities – kinesthetic, visual, auditory, tactile Increased time allotment	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Unit 4 - Book Tasting-Genre Studies (continued)

Stage 1: Desired Results

Standards & Indicators:

AASL Standards

- **2.C.2:** Learners exhibit empathy with and tolerance for diverse ideas by contributing to discussions in which multiple viewpoints on a topic are expressed.
- **3.B.2:** Learners participate in personal, social, and intellectual networks by establishing connections with other learners to build on their own prior knowledge and create new knowledge.
- **3.C.2:** Learners work productively with others to solve problems by involving diverse perspectives in their own inquiry processes.

First Grade Library

- **3.D.1:** Learners actively participate with others in learning situations by actively contributing to group discussions.

NJSLS ELA

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **RL.CR.1.1.** - Ask and answer questions about key details in a literary text.
- **RI.CR.1.1** - Ask and answer questions about key details in an informational text.
- **RL.CI. 1.2** - Determine the central message and retell a sequence of events in a literary text.
- **RI.CI.1.2** - Determine main topic and retell a series of key details in informational texts.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge of skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.	
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals	Individuals from different cultures may have different points of view and experiences.

Central Idea/Enduring Understanding:

- Understand the value of reading for pleasure or information has lifelong applications.
- Understand that good readers employ strategies to help them understand text.
- Have an understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the texts.

Essential/Guiding Question:

- What genres are interesting to me and why?
- What can we learn from fiction and nonfiction books?
- What do good readers do while reading?

Content:

- Fiction is a made up story and located in a specific section of the library. An author creates the story and the illustrator creates the illustrations. Looking at the cover, illustration, and scanning the contents helps us understand and select a fiction book.
- Informational text contains factual information and are grouped in the library by topic.

Skills(Objectives):

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details and illustrations.
- Compare and contrast stories/facts from various read alouds both fiction and nonfiction (paired texts).
- Identify the front cover, back cover, title page, and table of contents of a book.
- Name the author and illustrator of a text and define the role of each.

First Grade Library

	<ul style="list-style-type: none"> Actively engage in group reading activities with purpose and understanding.
<p><u>Interdisciplinary Connections:</u> The texts/activities in this unit will support the learning and loving of the library. Students will understand the different genres of study, different perspectives, diversity, equity, and inclusion, collaboration, and the mechanics of the library.</p> <p><u>NJSLS Social Studies</u></p> <ul style="list-style-type: none"> 6.1.2.CivicsPD1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. 6.1.5 Civics CM1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute (d) to the well-being of their community and country. 	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> Arrival/Do Now Activity Self-assessment Student created verbal, written, and artistic responses Think/Pair/Share Turn and Talk Check for Understanding – Comprehension/Vocabulary Exit Slips Graphic Organizers Technology Integration 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> Ability to locate and select books of interest Ease of book check-out procedure Responsibility of returning books Teacher observation of student participation Ability to critique/recommend a book
<p>Stage 3: Learning Plan</p>	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 23: Nonfiction</p> <ul style="list-style-type: none"> Review nonfiction. Focus on text features. Compare nonfiction to science fiction we completed the prior week. Remind students where the nonfiction section of the library is located and how it is organized. Display several examples of nonfiction books. Take a picture walk and read a selected nonfiction text aloud. Illustrate a fact/s learned from the read aloud. Did you know...fact and illustration. <p>Lesson 24: Poetry</p> <ul style="list-style-type: none"> Introduce the poetry genre. Poetry is verse and rhythmic writing that creates an emotional response from the reader. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> Reference Destiny System for nonfiction science books to be shared with students (varied by libraries). Examples of nonfiction science books <ul style="list-style-type: none"> How Can You Be a Paleontologist? Weird But True Dinosaurs Triceratops up Close Did Dinosaurs Eat Pizza? Life in Space Space Working in Space Robots in Space Lego Man in Space: A True Story Epic books online Graphic organizers Youtube videos Bookflix Studies Weekly Brainpop Jr. Reference Destiny System for poetry books to be shared with students (varied by libraries). Examples of poetry books <ul style="list-style-type: none"> Bill Martin Big Book of Poetry

First Grade Library

- Display several poetry books. Take a picture walk and read aloud a selected poetry book.
- Identify how some poems have rhyming patterns. Locate pairs of rhyming words.
- Draw images based on words from the poems.

Lesson 25: Asian American Pacific Islander Cultural Competency Month

- AAPI month read aloud - re-introduce students to the cultural calendar where this month's focus is AAPI
- Use of multicultural literature/media
- Remind students where the DEI selection of books is displayed each month.
- Display several AAPI books. Take a picture walk and read aloud a selected AAPI book.
- Graphic organizer story map
- Demonstrate openness to new ideas and perspectives through class discussion.

Lesson 26: Fantasy

- Introduce the fantasy genre. Fantasy is a fiction story that includes elements that are impossible. It can include magic, characters with special powers, talking animals, and unrealistic things.
- Have students give examples of books they may know that match this genre.
- Display several fantasy books. Take a picture walk and read aloud a selected fantasy book.
- Draw something from the story that fits the definition of fantasy

- A Stick is an Excellent Thing
- A New Green Day
- Watch Me Bloom
- Where I Live
- Outside the Lines: Poetry at Play
- Dinosaur Dances
- Antarctic Antics
- Dogs Rule
- The New Kid on the Block

- Epic books online
- Graphic organizers
- Youtube videos
- Bookflix
- Studies Weekly
- Brainpop Jr.

- Reference Destiny System for AAPI books to be shared with students (varied by libraries).

- Examples of AAPI books
 - Hot Pot Night
 - Wishes
 - Ramen for Everyone
 - How My Family Lives in America
 - Eyes that Speak to the Stars
 - Eyes that Kiss in the Corners
 - Stranger in the Mirror
 - Gibberish
 - I Am Golden
 - Watercress
 - A Boy Named Isamu
 - Drawn Together

- Epic books online
- Graphic organizers
- Youtube videos
- Bookflix
- Studies Weekly
- Brainpop Jr.

- Reference Destiny System for fantasy books to be shared with students (varied by libraries).

- Examples of fantasy books
 - Lift
 - The Cold Fire Curse
 - Knight Owl
 - Mighty Meg and the Magical Ring
 - Pokemon
 - Journey
 - Kitty Corn
 - Where the Wild Things Are
 - Dragons Love Tacos
 - Dragons Love Tacos 2
 - Unicorns are the Worst

First Grade Library

Lesson 27 & 28: Fairytales/Folktales

- Introduce the fairytale/folktale genre. Fairytales are a fictional story that includes magic, magical creatures, or magical lands. Folktales are stories or myths passed on through oral storytelling. Explain the idea of a fractured fairytale.
- Show students where the fairytale/folklore section is located in the library and explain how they are organized. Discuss that the same fairytale can occur in many different forms based on different cultures.
- Display several fairytales/folktale books. Take a picture walk and read aloud selected fairytale/folktale.
- Retelling of the story. Illustrate and act out with a partner.
- Using manipulative, build the setting for the story and reenact the story with classmates.

Lesson 29: Juneteenth

- Remind students about cultural competency. Go over the history of Juneteenth.
- Display video from PBS kids/Brainpop Jr/National Geographic Kids to introduce the idea of Juneteenth.
- Display various Juneteenth books. Take a picture walk and read aloud a book on Juneteenth.
- Students will color the Juneteenth flag and illustrate how people celebrate Juneteenth.
- Students will illustrate how they would like to celebrate Juneteenth.
- Discuss how this cultural celebration is similar to celebrations students have in their families.

Lesson 30: Library closing/Summer Reading Goals

- Remind students of the importance of continued reading.
- Set summer reading goals.
- Students create a list of various books they would like to read over the summer based on a book tasting presentation
- Complete Graphic Organizer

- Reference Destiny System for fairytale/folktale books to be shared with students (varied by libraries).
- Examples of fairy tales/folktales books
 - Jan Brett books
 - One Grain of Rice
 - The Stinky Cheese Man
 - Cinderella and the Furry Slippers
 - The True Story of the Three Little Pigs
 - The Three Billy Goats Gruff
 - The Three Little Super Pigs
 - Red Riding Hood
 - Gingerbread Man
 - Goldilocks and the Three Dinosaurs
 - Cinderella
 - The Ugly Duckling
 - The Boy Who Cried Wolf

- Reference Destiny System for Juneteenth books to be shared with students (varied by libraries).
- Examples of Juneteenth books
 - Juneteenth
 - Celebrating Juneteenth
 - Jayylen's Juneteenth Surprise
 - Juneteenth for Mazie
 - Let's Celebrate Juneteenth
 - A Flag for Juneteenth
 - The Night Before Freedom
 - Juneteenth: Our Day of Freedom

- Reference Destiny System for end of school/summer books to be shared with students (varied by libraries).
- Examples of books to share with goal setting
 - I Wish you More
 - The Most Magnificent Thing
 - The Magical Yet
 - My Wish for You
 - I Can do Hard Things
 - I Promise
 - A Letter From Your Teacher
 - The Knowing Book
 - The End

First Grade Library

	<p>Social Studies Resources:</p> <ul style="list-style-type: none"> • 6.3 Suggested Framework K-12 • NJ Commission on Holocaust Education • Facing History and Ourselves • New Jersey Historical Commission • Library of Congress (Primary Sources) • National Archives (Primary Sources) • Newsela • PBS Learning Media • Stanford History Education Group • Zinn Education Project <p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • New Jersey State Board Foundation • Civil Rights Teaching • Black Past <p>AAPJ Resources for Social Studies:</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
--	---

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</p> <p>Feedback to support students to take a leadership role in assisting others with library skills</p>	<p>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</p>	<p>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p>

First Grade Library

Enrichment of content	<p>Feedback to push students to mastery of library skills</p> <p>Reinforcement of content and procedures</p> <p>General use of varied modalities – kinesthetic, visual, auditory, tactile</p>	<p>Feedback to push students through collaboration to gain an understanding of library skills</p> <p>Consistent repetition of content and procedures</p> <p>Repeat and rephrase directions</p> <p>Specific use of varied modalities – kinesthetic, visual, auditory, tactile</p> <p>Increased time allotment</p>	<p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
-----------------------	---	--	---

Pacing Guide

Course Name	Content/Resources	Standards
UNIT 1: Library Community		
# Days 7	<p>Do Nows</p> <p>Read-alouds</p> <p>Graphic Organizers</p> <p>Videos</p> <p>Cultural Calendar Connections</p> <p>Technology Resources</p> <p>Exit Slips</p> <p>Teacher Created Presentations</p>	<p>AASL</p> <p>2.C.2, 3.A.2, 3.B.2, 3.D.1</p> <p>NJSLS ELA</p> <p>SL.PE.1.1, SL.II.1.2, RL.CI.1.2, RL.MF.1.6, RL.TS.1.4</p>
UNIT 2: Inspiring Literature		
# Days 7	<p>Do Nows</p> <p>Read-alouds</p> <p>Graphic Organizers</p> <p>Videos</p> <p>Cultural Calendar Connections</p> <p>Technology Resources</p> <p>Exit Slips</p> <p>Teacher Created Presentations</p>	<p>AASL</p> <p>1.A.2, 1.B.3, 2.C.2, 3.A.2, 3.D.1</p> <p>NJSLS ELA</p> <p>SL.PE.1.1, SL.II.1.2, SL.UM.1.5, RL.CR.1.1, RL.CI.1.2, RL.IT.1.3, RL.MF.1.6</p>
UNIT 3: Book Tasting-Genre Studies		
# Days 8	<p>Do Nows</p> <p>Read-alouds</p> <p>Graphic Organizers</p> <p>Videos</p>	<p>AASL</p> <p>2.C.2, 3.B.2, 3.C.2, 3.D.1</p> <p>NJSLS ELA</p>

First Grade Library

	Cultural Calendar Connections Technology Resources Exit Slips Teacher Created Presentations Anchor Charts on Genres	SL.PE.1.1, SL.II.1.2, SL.UM.1.5, RL.CR.1.1, RI.CR.1.1, RL.CI.1.2, RI.CI.1.2
UNIT 4: Book Tasting-Genre Studies (continued)		
# Days 8	Do Nows Read-alouds Graphic Organizers Videos Cultural Calendar Connections Technology Resources Exit Slips Teacher Created Presentations Anchor Charts on Genres	AASL 2.C.2, 3.B.2, 3.C.2, 3.D.1 NJSLS ELA SL.PE.1.1, SL.II.1.2, SL.UM.1.5, RL.CR.1.1, RI.CR.1.1, RL.CI.1.2, RI.CI.1.2