

# Grade K 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.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.
- **5.B.2:** Learners construct new knowledge by persisting through self directed pursuits by tinkering and making.

#### NJSLS ELA

- **SL.PE.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.II.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.
- **SL.AS.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.
- **RL.CR.K.1** With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RI.CR.K.1** With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

### **Career Readiness, Life Literacies and Key Skills**

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
<b>9.1.2.CR.1</b>	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.
<b>9.1.2.RM.1</b>	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.
<b>9.4.2.CI.1</b>	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.
<b>9.4.2.CI.2</b>	Demonstrate originality and inventiveness in work.	
<b>9.4.2.CT.3</b>	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.
<b>9.4.2.GCA:1</b>	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.
<b>9.4.2.IML.1</b>	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.

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<p><b><u>Central Idea/Enduring Understanding:</u></b> Students will...</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the library media center areas, rules, and procedures.</li> <li>• Demonstrate responsible media center behavior.</li> <li>• Demonstrate good habits in handling materials.</li> <li>• Demonstrate knowledge of what media means in the library setting.</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>• How can I become a responsible library user?</li> <li>• How can the library impact my personal reading growth?</li> <li>• How can the library enhance my life?</li> <li>• How does information literacy help me become an independent, lifelong learner?</li> <li>• How do I use a search engine to find information?</li> </ul>
<p><b><u>Content:</u></b> <b>Theme:</b></p> <ul style="list-style-type: none"> <li>• The library is a place that promotes a love of reading and supports students in their personal reading needs.</li> <li>• The library is a place where students can acquire knowledge and gain insight.</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Respect the library as a learning place</li> <li>• Follow established library procedures</li> <li>• Check out materials and return them in a timely manner</li> <li>• Demonstrate proper book care</li> <li>• Identify the areas of the library</li> <li>• Select materials based on personal interests</li> <li>• Recognize alphabetical order in shelving</li> <li>• Understand the organization of nonfiction shelving</li> <li>• Show an understanding of digital media and other forms of media used in the library setting</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b> 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><b><u>NJSLS Social Studies</u></b></p> <ul style="list-style-type: none"> <li>• <b>6.1.2.CivicsPD1:</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li> <li>• <b>6.1.2.CivicsPR.3:</b> Analyze classroom rules and routines and describe how they are designed to benefit the common good.</li> </ul>	
<p><b>Stage 2: Assessment Evidence</b></p>	
<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>• Arrival/Do Now Activity</li> <li>• Self-assessment</li> <li>• Student created verbal, written, and artistic responses</li> <li>• Think/Pair/Share</li> <li>• Turn and Talk</li> <li>• Benchmark assessments</li> <li>• Exit slips</li> <li>• Graphic Organizers</li> <li>• Technology integration</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• Ability to locate and select books of interest</li> <li>• Ability to select "just right" books</li> <li>• Ease of book check-out procedure</li> <li>• Responsibility of returning books</li> <li>• Teacher observation of student participation</li> </ul>
<p><b>Stage 3: Learning Plan</b></p>	
<p><b><u>Learning Opportunities/Strategies:</u></b> <b>Lesson 1: Getting to know you/All About Me</b></p> <ul style="list-style-type: none"> <li>• Introduce librarian and explain role</li> <li>• Share read aloud</li> <li>• Students complete all about me graphic organizer and share out</li> </ul>	<p><b><u>Resources:</u></b> Graphic organizer Read aloud examples:</p> <ul style="list-style-type: none"> <li>• First Day Jitters</li> <li>• Pigeon has to go to School</li> <li>• The Name Jar</li> </ul>

# Grade K Library

## Lesson 2: Orientation

- Introduce the appropriate locations of books for Kindergarten. Discuss the shelf arrangement of books. Emphasis where DEI books are located.
- Establish routines for story time. Include the following:
  - Fold legs like pretzels or criss-cross applesauce and peanut butter and jelly hands
- Teach the rules and procedures of the library by having students model expectations
- What are my responsibilities as a user of information?
- Read mentor text about rules
- Make posters showing library rules dos and don'ts demonstrating their originality and inventiveness of the understanding of procedures.

## Lesson 3: Book Care

- Explain check-out procedures and when to return books.
- 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 pages or leaving the book face down and open.
- Understand the necessity of clean and dry hands and not eating over books
- Introduce the idea of keeping books in a safe location
- Demonstrate the need to turn pages at top corner
- Introduce the book hospital.
- Go over dos and don'ts with library books

- I Am Enough
- Chrysanthemum
- I Like Myself
- Spaghetti in a Hot Dog Bun
- Stand Tall Molly Lou Melon

Reference Destiny system for examples of books to use for library orientation.

- Read Aloud Examples
  - What happened to Marrion's Book
  - Library Manners
  - Shelf Elf
  - Goldilocks and the 3 Librarians
  - Read it, Don't Eat It

Read Aloud Examples

- What happened to Marrion's Book
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- Read it, Don't Eat it
- Lost in the Library
- Library Lion

Graphic organizer on book care

# Grade K Library

<p><b>Lesson 4: Parts of a Book/Cultural Competence Hispanic Heritage Month</b></p> <ul style="list-style-type: none"> <li>• Hispanic Heritage month read aloud - introduce students to the cultural calendar where this month's focus is hispanic heritage</li> <li>• Discuss openness to new ideas and perspectives with students.</li> <li>• Discuss with students their culture and different points of view they have with their classmates.</li> <li>• Use of multicultural literature/media</li> <li>• Use of literature/media for holidays</li> <li>• Go over parts of a book: title, cover, back cover, spine, author, illustrator, barcode</li> <li>• Comprehension review game</li> <li>• Graphic organizer/picture to tie in with read aloud showing students cultural.</li> </ul> <p><b>Lesson 5 - Fiction -</b></p> <ul style="list-style-type: none"> <li>• Explain how the library is organized</li> <li>• Show location of DEI materials and where they will be displayed for the cultural calendar</li> <li>• What is a fiction book?</li> <li>• Identify how we know a book is fiction</li> <li>• Teach how fiction section is organized and where it is located</li> <li>• 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.</li> </ul> <p><b>Lesson 6 - Nonfiction</b></p> <ul style="list-style-type: none"> <li>• Explain how the library is organized</li> <li>• Show location of DEI materials and where they will be displayed for the cultural calendar</li> <li>• What is nonfiction?</li> <li>• How can you identify a nonfiction book?</li> <li>• Teach how the nonfiction section is organized and where it is located.</li> <li>• Understand that there are many places to get information including through media sources</li> </ul> <p><b>Lesson 7 - Indigenous People/Veterans Day</b></p> <ul style="list-style-type: none"> <li>• Review cultural calendar where this month's focus is on indigenous people and Veterans Day</li> </ul>	<p>Reference Destiny System for Hispanic Heritage Month resources to be shared with students (varied by libraries).</p> <ul style="list-style-type: none"> <li>• Examples of read aloud - <ul style="list-style-type: none"> <li>◦ Waiting in the Biblioburro</li> <li>◦ A Birthday Basket for Tia</li> <li>◦ Abuela</li> <li>◦ Alma and how she got her Name</li> <li>◦ Papi Rides a Motorcycle</li> <li>◦ Chato's Kitchen</li> <li>◦ Ariel is a Dreamer</li> <li>◦ Papa and Me</li> <li>◦ The Day you Begin</li> </ul> </li> <li>• Youtube videos</li> <li>• Brainpop videos</li> <li>• Studies Weekly</li> <li>• Graphic organizer</li> </ul> <p>Reference Destiny System for fiction resources to be shared with students (varied by libraries).</p> <ul style="list-style-type: none"> <li>• Epic books online</li> <li>• Graphic organizers</li> <li>• Youtube videos</li> <li>• Bookflix</li> <li>• Brainpop videos</li> </ul> <p>Reference Destiny System for nonfiction resources to be shared with students (varied by libraries).</p> <ul style="list-style-type: none"> <li>• Epic books online</li> <li>• Graphic organizers</li> <li>• Youtube videos</li> <li>• Bookflix</li> <li>• Brainpop videos</li> <li>• Studies Weekly</li> </ul> <p>Reference Destiny System for indigenous people resources to be shared with students (varied by libraries).</p> <ul style="list-style-type: none"> <li>• Examples of read alouds <ul style="list-style-type: none"> <li>◦ We are Water Protectors</li> <li>◦ Fry Bread</li> </ul> </li> </ul>
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- 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.
- Use of literature/media for holidays
- Read aloud about or written by indigenous people or about Veterans

- PowWow PowWow
- Birdsong
- I am Scagawea
- Turtle's race with Beaver : a traditional Seneca story
- 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

### 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](#)
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- [Zinn Education Project](#)

### Amistad Resources for Social Studies:

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- [New Jersey State Board Foundation](#)
- [Civil Rights Teaching](#)
- [Black Past](#)

### AAPI Resources for Social Studies:

### LGBT and Disabilities Resources:

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- [LGBTQ+ Books](#)

### DEI Resources:

- [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

## Grade K Library

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>Specific use of varied modalities – kinesthetic, visual, auditory, tactile</p> <p>Increased time allotment</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> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>

**Unit Title:** Unit 2 - Inspiring Literature

### Stage 1: Desired Results

**Standards & Indicators:**

**AASL Standards**

- **1.B.3:** Learners engage with new knowledge by following a process that includes generating products that illustrate learning.
- **2.B.2** Learners adjust their awareness of the global learning community by evaluating a variety of perspectives during learning activities.
- **2.D.3:** Learners demonstrate empathy and equity in knowledge building within the global learning community by reflecting on their own place within the global learning community.
- **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.AS.K.6** - Speak audibly and express thoughts, feelings, and ideas clearly.

## Grade K Library

- **RL.CR.K.1.** - With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, when, where, why, how).
- **RI.CR.K.1** - With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RL.IT.K.3.** - With prompting and support, identify characters, settings, and major events in a story.
- **RL.PP.K.5.** - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **RL.MF.K.6.** - 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).

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
<b>9.4.2.CI.1</b>	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.
<b>9.4.2.CI.2</b>	Demonstrate originality and inventiveness in work.	
<b>9.4.2.CT.2</b>	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.
<b>9.4.2.CT.3</b>	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	
<b>9.4.2.GCA:1</b>	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:

Students will...

- 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.

#### Essential/Guiding Question:

- 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?
- How can I be courteous and polite to the people around me?
- How can I be reliable and dependable at school and at home?

#### Content:

##### **Theme:**

- Inspiring literature supports our students in their social, emotional and ethical development.

#### Skills(Objectives):

- 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.

#### Interdisciplinary Connections:

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.

#### NJSLS Social Studies

- **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.

# Grade K Library

## Stage 2: Assessment Evidence

### Performance Task(s):

- 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

### Other Evidence:

- 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

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### **Lesson 8 - Inspiring Thankfulness** (Thanksgiving)

- What is Thanksgiving?
- Why do we celebrate it?
- How do you celebrate it?
- What are you thankful for?

#### **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?

### Resources:

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

- Examples of Thanksgiving read alouds
  - Clifford's Thanksgiving Visit
  - Celebrate Thanksgiving
  - I Know an Old Lady who Swallowed a Pie
  - Thanksgiving Day
  - Turkey Trouble
  - Bear Says Thanks
  - Twas the Night Before Thanksgiving
- Epic
- Bookflix
- Brainpop
- Youtube Videos
- Studies Weekly
- Graphic Organizers

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
  - Tomorrow I'll Be Kind
  - Snail Crossing
  - I Walk with Vanessa
  - A New Day
  - How Do Dinosaurs Learn to be Kind?
  - If you Give a Mouse a Cookie
- Epic books online
- Graphic organizers
- Youtube videos
- Bookflix



# Grade K Library

<p><b>Lesson 10 - 12 - Inspiring Cultural Awareness</b> (Cultural Holidays - do one a week)</p> <ul style="list-style-type: none"> <li>• What is Hanukkah/Christmas/Kwanzaa/Diwali?</li> <li>• Why/how do we celebrate?</li> <li>• What traditions do you observe (clothes, food, etc.)?</li> <li>• What are the principles of these holidays?</li> <li>• Different cultures celebrate for many reasons.</li> <li>• Discuss with students their cultural experiences and different points of view they have with their classmates.</li> <li>• Students draw a picture of their understanding of the read aloud.</li> </ul>	<p>Reference Destiny System for holiday books to be shared with students (varied by libraries).</p> <ul style="list-style-type: none"> <li>• Examples of holiday books to read aloud <ul style="list-style-type: none"> <li>○ Celebrate Hanukkah</li> <li>○ How do Dinosaurs say Happy Chanukah?</li> <li>○ How do Dinosaurs Celebrate Christmas</li> <li>○ The Borrowed Hanukkah Latkes</li> <li>○ Simon and the Bear</li> <li>○ Bears Stays up for Christmas</li> <li>○ The Wish Tree</li> <li>○ If You Take a Mouse to the Movies</li> <li>○ Corduroy's Christmas</li> <li>○ The Gingerbread Pirate</li> <li>○ Snowmen at Christmas</li> <li>○ Shall I Knit you a Hat</li> <li>○ The Gingerbread Man Loose at Christmas</li> <li>○ Dinosaurs Night before Christmas</li> <li>○ Let's Celebrate Diwali</li> <li>○ Binny's Diwali</li> <li>○ Lots of Lights</li> <li>○ Five Days of Diwali</li> <li>○ The Gifts of Kwanzaa</li> <li>○ K is for Kwanzaa</li> <li>○ My First Kwanzaa Book</li> <li>○ Seven Days of Kwanzaa</li> <li>○ Seven Candles for Kwanzaa</li> </ul> </li> <li>• Epic books online</li> <li>• Graphic organizers</li> <li>• Youtube videos</li> <li>• Bookflix</li> <li>• Studies Weekly</li> <li>• Brainpop Jr.</li> </ul>
<p><b>Lesson 13 - Nature Inspires Us</b></p> <ul style="list-style-type: none"> <li>• What do you appreciate about winter?</li> <li>• What gifts do we get from nature?</li> <li>• How can a book inspire you?</li> </ul>	<p>Reference Destiny System for winter books to be shared with students (varied by libraries).</p> <ul style="list-style-type: none"> <li>• Examples of winter books to read aloud <ul style="list-style-type: none"> <li>○ Bear Snores On</li> <li>○ How to Catch a Snowman</li> <li>○ Winter's Dance</li> <li>○ A Loud Winter's Night</li> <li>○ Snowballs</li> <li>○ Snowmen at Night</li> <li>○ The Snowy Day</li> </ul> </li> <li>• Epic books online</li> <li>• Graphic organizers</li> <li>• Youtube videos</li> <li>• Bookflix</li> <li>• Studies Weekly</li> </ul>
<p><b>Lesson 14 - Inspiring Service (MLK)</b></p> <ul style="list-style-type: none"> <li>• Who was MLK?</li> <li>• Why should we celebrate him?</li> <li>• What is service?</li> </ul>	<p>Reference Destiny System for MLK books to be shared with students (varied by libraries).</p> <ul style="list-style-type: none"> <li>• Examples of MLK books to read aloud <ul style="list-style-type: none"> <li>○ My Brother Martin</li> </ul> </li> </ul>

## Grade K Library

- How can you show service to others?
- Students will draw to show their ideas/critical thinking skills of how they can help others.

- 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.?

- Epic books online
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## Grade K Library

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>Specific use of varied modalities – kinesthetic, visual, auditory, tactile</p> <p>Increased time allotment</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>

### 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.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

## Grade K Library

<ul style="list-style-type: none"> <li>● <b>SL.II.K.2:</b> 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.</li> <li>● <b>SL.AS.K.6:</b> Speak audibly and express thoughts, feelings, and ideas clearly.</li> <li>● <b>RL.CR.K.1:</b> With prompting and support, ask and answer questions about key details in a literary text.</li> <li>● <b>RI.CL.K.1:</b> With prompting and support, ask and answer questions about key details in an informational text.</li> </ul>		
<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
<b>9.1.2.CAP.1</b>	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.
<b>9.4.2.CI.1</b>	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.
<b>9.4.2.CI.2</b>	Demonstrate originality and inventiveness in work.	
<b>9.4.2.CT.2</b>	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.
<b>9.4.2.CT.3</b>	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	
<b>9.4.2.GCA:1:</b>	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.
<b>Central Idea/Enduring Understanding:</b> Students will... <ul style="list-style-type: none"> <li>● Understand that good readers employ strategies to help them understand the text.</li> <li>● Understand that reading for pleasure or information has lifelong applications.</li> </ul>		<b>Essential/Guiding Question:</b> <ul style="list-style-type: none"> <li>● What genres are interesting to me and why?</li> <li>● What can good readers do when reading?</li> <li>● How can literature help me understand the world around me?</li> </ul>
<b>Content:</b> <b>Theme:</b> Fiction is made up and is located in a specific part of the library. An author creates the story and the illustrator creates the illustrations. Looking at the cover, illustration, and scanning the contents helps when selecting a fiction book.  Informational text contains factual information and are grouped in the library by topic.  Understand that text features, structures, and characteristics facilitate the reader's ability to make meaning of informational texts and fictional text.  Understand that reading for pleasure or information has lifelong applications.		<b>Skills(Objectives):</b> <ul style="list-style-type: none"> <li>● With prompting and support, ask and answer questions about key details in the text.</li> <li>● With prompting and support, retell familiar stories including key details.</li> <li>● With prompting and support, identify characters, settings, and major events in a story.</li> <li>● Identify the front cover, back cover and title page of a book.</li> <li>● Name the author and illustrator of a text and define the role of each in presenting ideas in a text.</li> <li>● Actively engage in group reading activities with purpose and understanding.</li> </ul>
<b>Interdisciplinary Connections:</b> The texts/activities in this unit will support the learning and loving of the library. Students will understand the necessity of rules, diversity, equity, and inclusion, different perspectives, various genres of study, collaboration, and the mechanics of the library.		
<b>NJSLS Social Studies</b>		

## Grade K Library

- **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 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

#### Performance Task(s):

- 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

#### Other Evidence:

- 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

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### **Lesson 15 - Biographies/Black History**

- Introduce the biography genre. A biography is the story of one person's life written by another person.
- Display several biographies. Take a picture walk and read aloud a selected biography.
- Draw a picture to show why this person is famous and how they were an innovator in their field.

#### Resources:

Reference Destiny System for biographies to be shared with students (varied by libraries).

- Examples of biographies
  - Simone Biles
  - Barack Obama
  - Michelle Obama
  - Jalen Hurts
  - Jackie Robinson
  - Beyonce
  - Mae Jemison
  - Michael Jordan
  - Ruby Bridges
- Epic books online
- Graphic organizers
- Youtube videos
- Bookflix
- Studies Weekly
- Brainpop Jr.

##### **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 their family and culture. Students share with their classmates.

Reference Destiny System for autobiographies to be shared with students (varied by libraries).

- Examples of autobiographies
  - *Through My Eyes* by Ruby Bridges
  - *BIGMAMAS* by Donald Crews
  - My Brother Martin
  - I Have a Dream
  - Trombone Shorty
  - Jump at the Sun
- Epic books online
- Graphic organizers
- Youtube videos

# Grade K 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).
- 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 the read aloud and illustrate the main parts of the story.

## Lesson 19 - Read Across America

Introduce the purpose of Read Across America. Share activities to celebrate reading.

## Lesson 20 - Biography/Women's Studies

- Review the biography genre. A biography is the story of one person's life written by another person.
- Display several women's biographies. Take a picture walk and read aloud a selected biography.

- 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
  - Fry Bread
  - Red Kite Blue Kite
  - Back of the Bus
- 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
  - The Dot
  - The Name Jar
  - The Last Stop on Market Street
  - Enemy Pie
  - One Little Bag
  - Jabari Jumps
  - Hair Love
  - I Am Enough
  - Ish
- Epic books online
- Graphic organizers
- Youtube videos
- Bookflix
- Studies Weekly
- Brainpop Jr.

Display recommended books from staff (their favorite books). Share one of librarians favorite books.

Reference Destiny System for biographies to be shared with students (varied by libraries).

- Examples of biographies
  - Simone Biles
  - Michelle Obama
  - Beyonce
  - Mae Jemison

## Grade K Library

- Draw a picture to show why this person is famous and how they were an innovator in their field.
- Discuss how their thinking helped contribute to the world.

### Lesson 21 - Mystery

- 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.
- Complete illustration on clues that helped solve the mystery.

### 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.
- 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.

- Ruby Bridges
- Serene Williams
- Venus Williams
- Taylor Swift
- Carli Lloyd

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

Reference Destiny System for mysteries to be shared with students (varied by libraries).

- Examples of mysteries
  - Young Cam Jansen
  - 7 ate 9
  - Detective Dinosaur
  - King and Kayla
  - The Rainbow Mystery
  - Mister Kitty is Lost
  - Secret Agent Splat!
- Epic books online
- Graphic organizers
- Youtube videos
- Bookflix
- Studies Weekly
- Brainpop Jr.

Reference Destiny System for science fiction to be shared with students (varied by libraries).

- Examples of science fiction
  - Nonfiction Fly Guy Books
  - Magic School Bus
  - June 29, 1999
  - Plantzilla
  - Star Wars
  - Cloudy with a Chance of Meatballs
  - Baloney
  - Space Case
  - Planet Kindergarten
- 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](#)

## Grade K Library

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



## Grade K Library

	General use of varied modalities – kinesthetic, visual, auditory, tactile	Consistent repetition of content and procedures  Repeat and rephrase directions  Specific use of varied modalities – kinesthetic, visual, auditory, tactile  Increased time allotment	
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**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.
- **3.D.1:** Learners actively participate with others in learning situations by actively contributing to group discussions.

**NJSLS ELA**

- **SL.PE.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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- **SL.AS.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.
- **RL.CR.K.1:** With prompting and support, ask and answer questions about key details in a literary text.
- **RI.CL.K.1:** With prompting and support, ask and answer questions about key details in an informational text.

### 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).	

## Grade K Library

<b>9.4.2.GCA:1</b>	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.
<b><u>Central Idea/Enduring Understanding:</u></b> Students will... <ul style="list-style-type: none"><li>Understand that good readers employ strategies to help them understand the text.</li><li>Understand that reading for pleasure or information has lifelong applications.</li></ul>	<b><u>Essential/Guiding Question:</u></b> <ul style="list-style-type: none"><li>What genres are interesting to me and why?</li><li>What can good readers do when reading?</li><li>How can literature help me understand the world around me?</li></ul>	
<b><u>Content:</u></b> <b>Theme:</b> Fiction is made up and is located in a specific part of the library. An author creates the story and the illustrator creates the illustrations. Looking at the cover, illustration, and scanning the contents helps when selecting a fiction book.  Informational text contains factual information and are grouped in the library by topic.  Understand that text features, structures, and characteristics facilitate the reader's ability to make meaning of informational texts and fictional text.  Understand that reading for pleasure or information has lifelong applications.	<b><u>Skills(Objectives):</u></b> <ul style="list-style-type: none"><li>With prompting and support, ask and answer questions about key details in the text.</li><li>With prompting and support, retell familiar stories including key details.</li><li>With prompting and support, identify characters, settings, and major events in a story.</li><li>Identify the front cover, back cover and title page of a book.</li><li>Name the author and illustrator of a text and define the role of each in presenting ideas in a text.</li><li>Actively engage in-group reading activities with purpose and understanding.</li></ul>	
<b><u>Interdisciplinary Connections:</u></b> 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.		
<b><u>NJSLS Social Studies</u></b> <ul style="list-style-type: none"><li><b>6.1.2.CivicsPD1:</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li><li><b>6.1.5 Civics CM1:</b> 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.</li></ul>		
<b>Stage 2: Assessment Evidence</b>		
<b><u>Performance Task(s):</u></b> <ul style="list-style-type: none"><li>Arrival/Do Now Activity</li><li>Self-assessment</li><li>Student created verbal, written, and artistic responses</li><li>Think/Pair/Share</li><li>Turn and Talk</li><li>Check for Understanding – Comprehension/Vocabulary</li><li>Exit Slips</li><li>Graphic Organizers</li><li>Technology Integration</li></ul>	<b><u>Other Evidence:</u></b> <ul style="list-style-type: none"><li>Ability to locate and select books of interest</li><li>Ability to identify where fiction and nonfiction books are located in the library</li><li>Ease of book check-out procedure</li><li>Responsibility of returning books</li><li>Teacher observation of student participation</li><li>Ability to critique/recommend a book</li></ul>	

# Grade K Library

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### **Lesson 23 - Nonfiction (Space/Dinosaurs)**

- Review nonfiction. Focus on text features. Compare nonfiction to science fiction we completed the prior week.
- 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.

#### **Lesson 24 - Poetry**

- Introduce the poetry genre. Poetry is verse and rhythmic writing that creates an emotional response from the reader.
- Display several poetry books. Take a picture walk and read aloud a selected poetry book.
- 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
- 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.

### Resources:

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

- Examples of nonfiction science books
  - Dinosaur alphabet book
  - 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
  - Bill Martin Big Book of Poetry
  - 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
  - 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

# Grade K Library

## 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.
- 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

## 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.
- Display several fairy tales/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.

## 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.
- 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.
- Complete Graphic Organizer

- Brainpop Jr.

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

- Examples of fantasy books
  - Lift
  - Pokemon
  - Journey
  - Kitty Corn
  - Where the Wild Things Are
  - Dragons Love Tacos
  - Dragons Love Tacos 2
  - Unicorns are the Worst

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 Three Billy Goats Gruff
  - Three Little 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

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

## Grade K Library

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

## Grade K Library

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

### Pacing Guide

Course Name	Content/Resources	Standards
<b>UNIT 1: Library Community</b>		
# Days 7	Read-alouds Graphic Organizers Videos Cultural Calendar Connections Technology Resources Teacher Created Presentations	AASL 2.C.2, 3.A.2, 3.B.2, 3.C.2, 3.D.1, 5.B.2  NJSLS ELA SL.PE.K1, SL.II.K2, SL.AS.K6, RL.CR.K1, RI.CR.K1
<b>UNIT 2: Inspiring Literature</b>		
# Days 7	Do Nows Read-alouds Graphic Organizers Videos Cultural Calendar Connections Technology Resources Exit Slips Teacher Created Presentations	AASL 1.B.3, 2.B.2, 2.D.3, 3.A.2, 3.B.2, 3.D.1  NJSLS ELA SL.AS.K6, RL.CR.K1, RI.CR.K1, RL.IT.K3, RL.PP.K5, RL.MF.K6
<b>UNIT 3: Book Tasting-Genre Studies</b>		
# 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.K1, SL.II.K2, SL.AS.K6, RL.CR.K1, RI.CL.K1

## Grade K Library

### 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.K1, SL.II.K2,  
SL.AS.K6, RL.CR.K1, RI.CL.K1