

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: Kindergarten

Subject: Library (Chila)

Adoption Date: April 1, 2014

Revision Date: April 11, 2022

	MP1	MP2	MP3	MP4
Pacing Guide	<p>1. Why is it important to understand library rules and procedures? (9 weeks)</p> <p>2. How does talking and listening to others help me to better understand a story? (9 weeks)</p> <p>3. How can I analyze character behaviors, interactions and dialogue to reflect the character trait <i>responsibility</i>? (1 week)</p>	<p>1. How does choosing a “just right” book enable me to understand a story? (9 weeks)</p> <p>2. How can I visualize to make sense of text? (9 weeks)</p> <p>3. How can I analyze character behaviors, interactions and dialogue to reflect the character trait <i>compassion</i>? (1 week)</p>	<p>1. How can understanding story sequence enable me to effectively retell a story (B/M/E)? (9 weeks)</p> <p>2. Why is it important to understand the criteria for award winning books? (4 weeks)</p> <p>3. How can I analyze character behaviors, interactions and dialogue to reflect the character trait <i>honesty</i>? (1 week)</p>	<p>1. How can effectively use text features to understand information in a nonfiction book? (9 weeks)</p> <p>2. Why is it important for me to understand character traits? (9 weeks)</p> <p>3. How can I analyze character behaviors, interactions and dialogue to reflect the character trait <i>cooperation</i>? (1 week)</p>
Instructional Materials	<p>LMC Orientation</p> <p><u>Books Kids Will Sit Still For</u> by Judy Freeman</p> <p>Selected picture books</p> <p>Selected multicultural literature</p> <p><u>Mr. Wiggle’s Library</u> by Carol Thompson</p>	<p><u>Complete Library Skills</u> (K- 2)</p> <p><u>Books Kids Will Sit Still For</u> by Judy Freeman</p> <p>Selected picture books</p> <p>Selected multicultural literature</p> <p>Character analysis graphic</p>	<p><u>Books Kids Will Sit Still For</u> by Judy Freeman</p> <p>Selected picture books</p> <p>Selected multicultural literature</p> <p><u>Teaching With Favorite Read Alouds In Kindergarten</u> by Susan Lunsford</p> <p>Plot / story sequence graphic</p>	<p><u>Books Kids Will Sit Still For</u> by Judy Freeman</p> <p>Selected picture books</p> <p>Selected nonfiction books</p> <p>Selected multicultural literature</p> <p><u>Using Picture Books To Teach Comprehension Strategies</u> by Joanne Zimny</p>

	<p><u>Howard W. Wigglebottom</u> by Howard Binkow</p> <p>Character analysis graphic organizer</p> <p><u>Character Education Activities For Kids</u> by Darlene Mannix</p> <p>Brainpop</p> <p>Discovery Education</p>	<p>organizer</p> <p><u>Character Education Activities For Kids</u> by Darlene Mannix</p> <p>Brainpop</p> <p>Discovery Education</p>	<p>organizer</p> <p>Selected Caldecott winning literature</p> <p>Character analysis graphic organizer</p> <p><u>Character Education Activities For Kids</u> by Darlene Mannix</p> <p>Brainpop</p> <p>Discovery Education</p>	<p>Character analysis graphic organizer</p> <p>Compare /contrast graphic organizer</p> <p><u>Character Education Activities For Kids</u> by Darlene Mannix</p> <p>Brainpop</p> <p>Discovery Education</p>
Activities	<p>Explain/model acceptable library behavior</p> <p>Interactive read aloud activities</p> <p>Recall story details / discuss character behaviors that illustrate responsible behavior /Interactive read aloud activities</p>	<p>Select books related to topics of interest and appropriate for age/partner reading activities</p> <p>Predict story events using illustrations and picture clues</p> <p>Recall story details / discuss character behaviors that demonstrate compassionate behavior / Create character analysis graphic organizer</p>	<p>Create story webs/plot graphic organizers</p> <p>Identify books that are Caldecott winners. Compare/contrast different styles of illustrations in children's books</p> <p>Recall story details / discuss character behaviors that illustrate honest behavior /Create character analysis graphic</p>	<p>Read aloud nonfiction selection. Identify and list nonfiction text features</p> <p>Identify character traits of notable story characters. Compare/contrast characters..</p> <p>Recall story details / discuss character behaviors that illustrate cooperative behavior/ Create character analysis graphic organizer: cooperation</p>
Standards	<p>Activity One: SL.K.1</p> <p>Activity Two: SL.K.1</p> <p>Activity Three: RL.K.1</p>	<p>Activity One: RL.K.4</p> <p>Activity Two: RL.K.7</p> <p>Activity Three: RL.K.1</p>	<p>Activity One: RL.K.2</p> <p>Activity Two: RL.K.10</p> <p>Activity Three: RL.K.1</p>	<p>Activity One: RI.K.1; RI.K.3</p> <p>Activity Two: RL.K.3; RL.K.9</p> <p>Activity Three: RL.K.1</p>

<p>Accommodations and Modifications</p>	<p>English Language Learners:</p> <ul style="list-style-type: none"> Assign peer buddy, same language or English Speaking Reduce the amount of work <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> Have a designated reader Assign a peer buddy <p>Gifted and Talented:</p> <ul style="list-style-type: none"> Mentor other students Ask higher level questions <p>Students with 504 Plans:</p> <ul style="list-style-type: none"> Seat in close proximity to teacher Allow extra time for completion <p>Special Education</p> <ul style="list-style-type: none"> Follow IEP Modifications 	<p>English Language Learners:</p> <ul style="list-style-type: none"> Assign peer buddy, same language or English Speaking Reduce the amount of work <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> Have a designated reader Assign a peer buddy <p>Gifted and Talented:</p> <ul style="list-style-type: none"> Mentor other students Ask higher level questions <p>Students with 504 Plans:</p> <ul style="list-style-type: none"> Seat in close proximity to teacher Allow extra time for completion <p>Special Education</p> <ul style="list-style-type: none"> Follow IEP Modifications 	<p>English Language Learners:</p> <ul style="list-style-type: none"> Assign peer buddy, same language or English Speaking Reduce the amount of work <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> Have a designated reader Assign a peer buddy <p>Gifted and Talented:</p> <ul style="list-style-type: none"> Mentor other students Ask higher level questions <p>Students with 504 Plans:</p> <ul style="list-style-type: none"> Seat in close proximity to teacher Allow extra time for completion <p>Special Education</p> <ul style="list-style-type: none"> Follow IEP Modifications 	<p>English Language Learners:</p> <ul style="list-style-type: none"> Assign peer buddy, same language or English Speaking Reduce the amount of work <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> Have a designated reader Assign a peer buddy <p>Gifted and Talented:</p> <ul style="list-style-type: none"> Mentor other students Ask higher level questions <p>Students with 504 Plans:</p> <ul style="list-style-type: none"> Seat in close proximity to teacher Allow extra time for completion <p>Special Education</p> <ul style="list-style-type: none"> Follow IEP Modifications
<p>Interdisciplinary Connections</p>	<p>Following books relating to math, science & social studies respectively</p> <ul style="list-style-type: none"> <u>*More M&M's Math/McGrath</u> <u>*Dream Weaver/ London</u> <u>*City Green/ DiSalvo</u> 	<p>Following books relating to math, science & social studies respectively</p> <ul style="list-style-type: none"> <u>*Ten Apples on Top/ LeSeig</u> <u>*Gotta Go! Gotta Go!! Swope</u> <u>*Some Good News/ Rylant</u> 	<p>Following books relating to math, science & social studies respectively</p> <ul style="list-style-type: none"> <u>*The Little Mouse, The Red Ripe Strawberry and the Big Hungry Bear/ Wood</u> <u>*The 5 Senses/ Ciboul</u> <u>*Abe Lincoln: The Boy Who Loved Books/Winters</u> 	<p>Following books relating to math, science & social studies respectively</p> <ul style="list-style-type: none"> <u>*The Doorbell Rang/ Hutchins</u> <u>*What Do You Do With A Tail Like This?/ Jenkins</u> <u>*The Flag We Love/ Ryan</u>
<p>Assessments</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> Teacher observation Q&A Interactive read aloud 	<p>Formative Assessments</p> <ul style="list-style-type: none"> Teacher observation Q&A Interactive read aloud 	<p>Formative Assessments</p> <ul style="list-style-type: none"> Teacher observation Q&A Interactive read aloud 	<p>Formative Assessments</p> <ul style="list-style-type: none"> Teacher observation Q&A Interactive read aloud

	<p>activities</p> <ul style="list-style-type: none"> • Class Participation <p>Benchmark:</p> <ul style="list-style-type: none"> • Teacher Created Aesessments <p>Summative assesment</p> <ul style="list-style-type: none"> • Graphic Organizers 	<p>activities</p> <ul style="list-style-type: none"> • Book selection • Class Participation <p>Benchmark:</p> <ul style="list-style-type: none"> • Teacher Created Assessments <ul style="list-style-type: none"> • Summative assesment Graphic Organizers 	<p>activities</p> <ul style="list-style-type: none"> • Sequencing activities • Class Participation <p>Benchmark:</p> <ul style="list-style-type: none"> • Teacher Created Aesessments <p>Summative assesment</p> <ul style="list-style-type: none"> • Graphic Organizers 	<p>activities</p> <ul style="list-style-type: none"> • Class Participation <p>Benchmark:</p> <ul style="list-style-type: none"> • Teacher Created Assessments <p>Summative assesment</p> <ul style="list-style-type: none"> • Graphic Organizers
21st Century Themes and Skills	CRP8 CRP4	CRP8 CRP4	CRP8 CRP4	CRP8 CRP4