

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: 1

Subject: Library (Chila)

Adoption Date: April 1, 2014

Revision Date: December 1, 2018

	MP1	MP2	MP3	MP4
Scope and Sequence	<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>How can I analyze character behaviors, interactions and dialogue to reflect the character trait <i>respect</i>? (1 week)</p>	<p>1. Why is it important for me to be able to identify the parts of a book? (9 weeks)</p> <p>2. Why is it important to understand the difference between fiction and nonfiction literature? (5 weeks)</p> <p>How can I analyze character behaviors, interactions and dialogue to reflect the character trait <i>pride</i>? (1 week)</p>	<p>1. How do I use story details to create a story web? (6 weeks)</p> <p>How can I personally connect to story by applying details and events from my own life? (2 weeks)</p> <p>How can I analyze character behaviors, interactions and dialogue to reflect the character trait <i>tolerance/acceptance</i>? (1 week)</p>	<p>1. How does making inferences help me to better understand a story? (4 weeks)</p> <p>2. How can I analyze various works of authors/illustrators in order to identify his/her personal style? (2 weeks)</p> <p>3. Why is it important to understand the criteria for award winning books? (2 weeks)</p> <p>3. How can I analyze character behaviors, interactions and dialogue to reflect the character trait <i>honesty</i>? (1 week)</p>
Instructional Materials	LMC Orientation	<u>Complete Library Skills</u> (K-2)	<u>Books Kids Will Sit Still For</u> by Judy Freeman	<u>Books Kids Will Sit Still For</u> by Judy Freeman

	<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>Character Education Activities For Kids</u> by Darlene Mannix</p> <p>Brainpop Discovery Education</p> <p>Tumblebooks</p> <p>Smartboard</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>Character Education Activities For Kids</u> by Darlene Mannix</p> <p>Brainpop</p> <p>Discovery Education</p> <p>Tumblebooks</p> <p>Smartboard</p>	<p>Selected picture books</p> <p>Selected multicultural literature</p> <p><u>Character Education Activities For Kids</u> by Darlene Mannix</p> <p>Brainpop</p> <p>Tumblebooks Discovery Education</p> <p>Smartboard</p>	<p>Selected picture books</p> <p>Selected multicultural literature</p> <p>Selected award winning literature</p> <p><u>Character Education Activities For Kids</u> by Darlene Mannix</p> <p>Brainpop</p> <p>Tumblebooks</p> <p>Discovery Education</p> <p>Smartboard</p>
<p>Activities</p>	<p>One: Discuss and model acceptable library behavior</p> <p>Two: Share experiences and express ideas with others</p> <p>Three: Recall story details / discuss character behaviors that illustrate respectful behavior (Interactive read aloud activities)</p>	<p>One: Identify selected parts of a book using word wall vocabulary words</p> <p>Two: Students will classify materials as fiction or nonfiction</p> <p>Three: Recall story details / discuss character behaviors that illustrate prideful behavior (Interactive read aloud activities)</p>	<p>One: Create a story web identifying the character, plot, setting</p> <p>Two: Compare/Contrast text to self using selected read alouds and story characters</p> <p>Three: Recall story details / discuss character behaviors that illustrate tolerant behavior (Interactive read aloud activities)</p>	<p>One: Predict story events using story details and elements</p> <p>Two: Students will identify styles of various well known authors & illustrators</p> <p>Three: Students will identify winning elements in various works</p> <p>Four: Recall story details / discuss character behaviors that illustrate</p>

				truthful behavior (Interactive read aloud activities)
Standards	<p>Activity One: SL.1.3</p> <p>Activity Two: SL.1.3</p> <p>Activity Three: SL.1.2</p>	<p>Activity One: SL.1.3</p> <p>Activity Two: SL.1.3</p> <p>Activity Three: SL.1.2</p>	<p>Activity One: RL.1.3</p> <p>Activity Two: RL.1.9</p> <p>Activity Three: SL.1.2</p>	<p>Activity One: NJSLSA.R1</p> <p>Activity Two: SL.1.2</p> <p>Activity Three: SL.1.2</p> <p>Activity Four: SL.1.2</p>
Accommodations and 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>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>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>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

Interdisciplinary Connections	Following books relating to math, science & social studies respectively <ul style="list-style-type: none"> • *<u>Anno's Counting Book/Anno</u> • *<u>Me and My Amazing Body/Sweeney</u> • *<u>Stone Soup/Muth</u> 	Following books relating to math, science & social studies respectively <ul style="list-style-type: none"> • *<u>Give Me Half/Murphy</u> • *<u>Me and My Family Tree/</u> • <u>Sweeney</u> • *<u>Fortune Cookie Cookies/Lin</u> 	Following books relating to math, science & social studies respectively <ul style="list-style-type: none"> • *<u>Candy Counting/McCort</u> • *<u>Me On The Map/Sweeney</u> • *<u>The Wednesday Surprise/Bunting</u> 	Following books relating to math, science & social studies respectively <ul style="list-style-type: none"> • *<u>How Big Is A Foot?/Myller</u> • *<u>Me and My Family Tree/</u> • <u>Sweeney</u> • *<u>The American Flag/Douglas</u>
Assessments	Formative assessment <ul style="list-style-type: none"> • Discussion • Teacher observation • Q&A • Story recall Summative assessments <ul style="list-style-type: none"> • Graphic Organizers 	Formative assessment <ul style="list-style-type: none"> • Discussion • Teacher observation • Q&A • Story recall Summative assessments <ul style="list-style-type: none"> • Graphic Organizers 	Formative assessment <ul style="list-style-type: none"> • Discussion • Teacher observation • Q&A • Story recall Summative assessments <ul style="list-style-type: none"> • Graphic Organizers 	Formative assessment <ul style="list-style-type: none"> • Discussion • Teacher observation • Q&A • Story recall Summative assessments <ul style="list-style-type: none"> • Graphic Organizers
21st Century Themes and Skills	CRP1 CRP4	CRP4 CRP8	CRP4 CRP8	CRP4 CRP8