



**UNIT 1:**  
**INTRODUCTION TO THE LIBRARY MEDIA CENTER**  
**(Kindergarten)**

**UNIT OBJECTIVE:**

Student will demonstrate the ability to: describe the role of the library teacher/librarian and state the purpose of the Library Media Center.

To do this, the student must be able to:

1. identify the library teacher/librarian;
2. examine the Library Media Center.

**SUGGESTED RELEVANT ACTIVITIES**

- 1.1 Introduction of the library teacher/librarian and library aide by name and title.
- 1.2 Library teacher will discuss the role of the library teacher as the person who helps children learn about a variety of books through lessons and story time and will help them select appropriate books in the future. Discuss the role of the librarian as the person who is in charge of the library.
- 1.3 Library teacher will describe the purpose of the Library Media Center. It is the learning center of the school, used by all of its students and teachers. Books, magazines, cassettes and videotapes are found in the Library Media Center.
- 1.4 Library teacher will discuss the need for rules of behavior during the lesson time. Discuss the four rules: sit with legs crossed, listen, look and raise your hand when you have something to say.
- 1.5 Library teacher will read a story to the group.

**EVALUATION**

After the introductory discussion, the children will answer related questions.

## **UNIT 2: LIBRARY MEDIA CENTER PROCEDURES (Kindergarten)**

### **UNIT OBJECTIVE:**

Student will demonstrate the ability to: show understanding of responsible book care by stating the rules and by handling their library books correctly.

To do this, the student must be able to:

1. recall the Library Angels posters demonstrating library rules and procedures.

### **SUGGESTED RELEVANT ACTIVITIES**

2.1 Library teacher will review of the introductory lesson.

2.2 Library teacher will show the group a book. Ask them to tell you any book care rules they can think of. Show the group Library Angels posters that correspond to the book care rules being discussed.

2.3 Library teacher will read a story to the group.

### **EVALUATION**

The students will demonstrate their understanding of book care through proper handling of the books.

## **UNIT 3: LIBRARY TOUR AND CHECKOUT PROCEDURE (Kindergarten)**

### **UNIT OBJECTIVE:**

Student will demonstrate the ability to: recall the correct checkout procedure and choose an appropriate book.

To do this, the student must be able to:

1. recall the sections from which they may choose their book;
2. be able to locate their ID card;
3. recall the checkout procedure.

### **SUGGESTED RELEVANT ACTIVITIES**

- 3.1 Library teacher will demonstrate the location of the book's barcode.
- 3.2 Library teacher will demonstrate the correct checkout procedure.
- 3.3 Library teacher will discuss the meaning of thumbs up and thumbs down as it pertains to book selection.
- 3.4 Library teacher will guide the children through the library tour.
- 3.5 Library teacher will assist them in book selection.
- 3.6 Library teacher will assist them in location of their ID card.
- 3.7 Library aide will assist them in checking out their book.

### **EVALUATION**

The children will be evaluated through the library teacher's observation.

## **UNIT 4: PARTS OF A BOOK (Kindergarten)**

### **UNIT OBJECTIVE:**

Student will demonstrate the ability to: recognize parts of a book.

To do this, the student must be able to:

1. be able to identify front and back covers, dust jacket/dust cover, front and back flaps and what information are found on each, spine, title page and copyright page.

### **SUGGESTED RELEVANT ACTIVITIES**

- 4.1 Library teacher will show the students the parts of a book, stating the purpose or use of each.
- 4.2 Library teacher will ask the children to name the parts as she points to them.
- 4.3 Library teacher will read a book to the group.

### **EVALUATION**

The children will be evaluated through the library teacher's observations of the group discussion and review of the parts of a book.

## **UNIT 5: WORDLESS BOOKS (Kindergarten)**

### **UNIT OBJECTIVE:**

Student will demonstrate the ability to: will be able to identify wordless books by describing them and stating their location.

To do this, the student must be able to:

1. recognize there are many different types of books;
2. recall the book words, illustrator and illustrations.

### **SUGGESTED RELEVANT ACTIVITIES**

- 5.1 Library teacher will display several wordless books.
- 5.2 Library teacher will tell the children these books are wordless, stories without words.
- 5.3 Library teacher will discuss how the story is told without words.
- 5.4 Library teacher will have the children tell the story as the book is shown.
- 5.5 Library teacher will take the children to the area where these books are shelved. Point out the green spine label denoting that these are wordless books. Encourage the selection of these books.

### **EVALUATION**

The children will be evaluated by the library teacher through observation of the group discussion.

### **TEACHER SOURCES**

A variety of wordless books

## **UNIT 6: MOTHER GOOSE RHYMES (Kindergarten)**

### **UNIT OBJECTIVE:**

The student will demonstrate the ability to: recall some nursery rhymes by reciting them verbally and to recognize that rhyming words are those words that sound alike.

To do this, the student must be able to:

1. recognize the sound of rhyming words.

### **SUGGESTED RELEVANT ACTIVITIES**

- 6.1 Library teacher will introduce Mother Goose by reciting a familiar rhyme. (Hickory Dickory Dock)
- 6.2 Library teacher will ask children to join in and recite again.
- 6.3 Library teacher will identify this as a Mother Goose or nursery rhyme.
- 6.4 Library teacher will introduce a book of collected nursery rhymes. Read some rhymes and share illustrations. Encourage children to recite those they know with you.
- 6.5 Library teacher will discuss the words that sound alike. These words rhyme.
- 6.6 Library teacher will provide time for children to recite their favorite nursery rhymes.

### **EVALUATION**

The children will be asked to recognize certain rhymes as Mother Goose (nursery) rhymes.

### **TEACHER SOURCES**

Michael Foreman's Mother Goose  
Michael Hague's Mother Goose  
The Arnold Lobel Book of Mother Goose Rhymes

## **UNIT 7: AUTHOR STUDY (Kindergarten)**

### **UNIT OBJECTIVE:**

Student will demonstrate the ability to: recognize the role of an author by stating that an author is a person who writes books.

To do this, the student must be able to:

1. recognize that books are written by people.

### **SUGGESTED RELEVANT ACTIVITIES**

- 7.1 Library teacher will show a group of books by a specific author to the children.
- 7.2 Library teacher will tell the children that the books were all written by the same person
- 7.3 Library teacher will state the author's name, refer to a photograph if available and relate some known information about the author.
- 7.4 Library teacher will tell the children that the books were written by this person and that this is his/her job.
- 7.5 Library teacher will read the titles of each book and relate some information about each story.
- 7.6 Library teacher will read a book to the group.

### **EVALUATION**

The children will be asked to identify the writer of these particular books as an author.

### **TEACHER SOURCES**

Suggested authors:

Margaret Wise Brown  
Martin Waddell

## **UNIT 8: ILLUSTRATOR STUDY (Kindergarten)**

### **UNIT OBJECTIVE:**

Student will demonstrate the ability to: recognize the role of an illustrator.

To do this, the student must:

1. recognize that an illustrator is the person who draws the pictures.

### **SUGGESTED RELEVANT ACTIVITIES**

8.1 Library teacher will describe the job of an illustrator.

8.2 Library teacher will show examples of illustrations by the selected illustrator.

8.3 Library teacher will read selected books.

### **EVALUATION**

Library teacher's observation.

### **TEACHER SOURCES**

Suggested illustrators:

Frank Asch  
Nancy Tafuri  
John Burningham

## **UNIT 9: PICTURE BOOKS (Kindergarten)**

### **UNIT OBJECTIVE:**

Student will demonstrate the ability to: recognize picture books and where they are found in the library.

To do this, the student must be able to:

1. recognize that some stories are told with pictures and words.

### **SUGGESTED RELEVANT ACTIVITIES**

9.1 Library teacher will describe the characteristics of a picture book. (Picture books are big and bright with many illustrations.) Picture books have pictures and words working together to tell the story.

9.2 Library teacher will show a variety of picture books.

9.3 Library teacher will read a picture book.

9.4 Library teacher will show where the picture books are located in the library.

### **EVALUATION**

Library teacher's observation

### **TEACHER SOURCES**

A variety of picture books

## **UNIT 10: CHILDREN'S BOOK WEEK (Kindergarten)**

### **UNIT OBJECTIVE:**

Student will demonstrate the ability to: recognize that there is an annual celebration devoted to children's literature.

To do this, the student must be able to:

1. tell in their own words why Children's Book Week is celebrated.

### **SUGGESTED RELEVANT ACTIVITIES**

10.1 Library teacher will give background information on the history of Children's Book Week.

10.2 Library teacher will relate this year's theme, showing this year's CBW poster and bookmarks.

10.3 Library teacher will encourage students to share the title of their favorite books.

10.4 Library teacher will distribute Children's Book Week bookmarks to each student.

### **EVALUATION**

Library teacher's observation

## **UNIT 11: FOLK TALES (Kindergarten)**

### **UNIT OBJECTIVE:**

Student will demonstrate the ability to: name a variety of folk tales that have been read to them in school.

To do this, the student must be able to:

1. recognize that a folk tale is a type of story.

### **SUGGESTED RELEVANT ACTIVITIES**

11.1 Library teacher will introduce folk tales as old stories that have been told and retold until eventually they were written down for us to read; folk tales come from all countries of the world.

11.2 Library teacher will read the title of each folk tale and the country from which it came, if it is known.

11.3 Library teacher will read a selected folk tale.

### **EVALUATION**

Library teacher's observation

### **TEACHER SOURCES**

Variety of folk tales:

The Gingerbread Boy  
Little Red Riding Hood  
Goldilocks and the Three Bears  
The Little Red Hen  
The Three Billy Goats Gruff  
Henny Penny

## **UNIT 12: CALDECOTT MEDAL WINNERS (Kindergarten)**

### **UNIT OBJECTIVE:**

Student will demonstrate the ability to: recognize that the Caldecott Medal is given to the best picture books and be able to show where they are found in the library.

To do this, the student must be able to:

1. describe the characteristics of a picture book;
2. recall the role of an illustrator.

### **SUGGESTED RELEVANT ACTIVITIES**

12.1 Library teacher will explain the meaning of the Caldecott Medal by giving some background information on the history of the award.

12.2 Library teacher will show a variety of Caldecott Medal winners.

12.3 Library teacher will show children the Caldecott Medal poster.

12.4 Library teacher will read selected Caldecott Medal winners.

12.5 Library teacher will show where Caldecott Medal winners are located in the library.

### **EVALUATION**

Library teacher's observation

### **TEACHER SOURCES**

Poster of Caldecott Medal winners  
Variety of Caldecott Medal winning books

## **UNIT 13: THEME LESSON (Kindergarten)**

### **UNIT OBJECTIVE:**

Student will demonstrate the ability to: recognize there are a variety of books in the Library Media Center relating to a specific theme by examining them as presented by the library teacher.

To do this, the student must be able to:

1. recall the meaning of the word theme;
2. recognize the theme of the lesson as presented by the library teacher.

### **SUGGESTED RELEVANT ACTIVITIES**

13.1 Library teacher will write the word *theme* on the board and give the definition of the word theme (main idea or subject of the lesson).

13.2 Library teacher will state the theme of the lesson.

13.3 Library teacher will show an assortment of books on the given theme, read the titles and give a short description of the story.

13.4 Library teacher will read a book on the given theme.

### **EVALUATION**

The children will be evaluated through the library teacher's observation.

### **TEACHER SOURCES**

Suggested themes using picture books:

Shapes  
Animals  
Concepts (e.g. colors)  
Alphabet  
Pets  
Family (e.g. parents, grandparents)  
Clothing

## **UNIT 14: SERIES BOOKS (Kindergarten)**

### **UNIT OBJECTIVE:**

Student will demonstrate the ability to: recognize that an author may write two or more books about the same character(s).

To do this, the student must be able to:

1. recall that books are written by people who are authors;
2. recognize that a series consists of two or more books written by the same author about the same character(s).

### **SUGGESTED RELEVANT ACTIVITIES**

14.1 Library teacher will explain the meaning of the word *series*.

14.2 Library teacher will show a variety of series books from the picture book section.

14.3 Library teacher will read a book selected from those books presented to the students.

### **EVALUATION**

Library teacher's observation

### **TEACHER SOURCES**

A variety of series books:

Berenstain Bears by Jan and Stan Berenstain  
Franklin by Paulette Bourgeois  
Curious George by H.A. Rey  
Clifford by Norman Bridwell

## **UNIT 15: INFORMATION BOOKS (Kindergarten)**

### **UNIT OBJECTIVE:**

Student will demonstrate the ability to: state the purpose of information books.

To do this, the student must be able to:

1. recognize that there are many different types of books in the library.

### **SUGGESTED RELEVANT ACTIVITIES**

15.1 Library teacher will present a variety of simple information books.

15.2 Library teacher will state that these books give us information. They are also called nonfiction books.

15.3 Library teacher will suggest that these books may be used for learning and enjoyment.

15.4 Library teacher will read a selected information book.

15.5 Library teacher will show where these books are found.

### **EVALUATION**

Library teacher's observation

### **TEACHER SOURCES**

Variety of information books:

Pets  
Vehicles  
Sports  
Mammals  
Insects

## **UNIT 16: EASY READERS (Kindergarten)**

### **UNIT OBJECTIVE:**

Student will demonstrate the ability to: find the Easy to Read section in the library and recognize the type of books that are found there.

To do this, the student must be able to:

1. recall that there are many different types of books in the library;
2. recall the location of the picture books in the library.

### **SUGGESTED RELEVANT ACTIVITIES**

16.1 Library teacher will review the location of the picture book section and state that it is designated by a sign.

16.2 Library teacher will state that each sign in the library designates a section.

16.3 Library teacher will state that in each section there is a different type of book.

16.4 Library teacher will show a variety of Easy Readers and discuss the reason they are in this section.

16.5 Library teacher will encourage children to find books at their reading level by telling them to test the book for appropriateness. To do this, they should try to read the first page of the book. Library teacher demonstrates.

16.6 Library teacher will read selected books from the Easy to Read section of the library.

### **EVALUATION**

Library teacher's observation

### **TEACHER SOURCES**

Variety of books from the Easy Reader section

## **UNIT 17: CHARACTER EDUCATION (Kindergarten)**

### **UNIT OBJECTIVE:**

Student will demonstrate the ability to: extend the character education traits being taught in kindergarten by adding traits not previously studied.

To do this, the student must be able to:

1. recall the meaning of the word for each character trait (courage, cooperation, fairness, and manners);
2. recall the story or stories where this trait was demonstrated;
3. give examples from the students' personal experiences where this particular trait was demonstrated.

### **SUGGESTED RELEVANT ACTIVITIES**

- 17.1 Library teacher will put the word for each character education trait (courage, cooperation, fairness and manners) on the board.
- 17.2 Library teacher will ask the children if they know the meaning of the word.
- 17.3 Library teacher will tell the children that we are going to learn about this trait because it is something we all need in our lives.
- 17.4 Library teacher will read a story where one of the main characters demonstrates the character education trait being discussed.
- 17.5 Library teacher will ask the children to share examples of a time when the student or someone the students knows has demonstrated this trait.

### **EVALUATION**

The library teacher will observe the children's understanding of this trait by the specific examples they have shared.

### **TEACHER SOURCES**

A variety of books corresponding to each trait

## **UNIT 18: NEW BOOKS (Kindergarten)**

### **UNIT OBJECTIVE:**

Student will demonstrate the ability to: examine the new books in the library.

To do this, the student must be able to:

1. recognize that there are many different types of books in the library;
2. recall book care rules.

### **SUGGESTED RELEVANT ACTIVITIES**

18.1 Library teacher will show a variety of new books and state that they were purchased for the library.

18.2 Library teacher will review book care rules.

18.3 Library teacher will read selected new books.

18.4 Library teacher will encourage children to select new books.

### **EVALUATION**

Library teacher's observation

### **TEACHER SOURCES**

Variety of new books