

Kindergarten Library Curriculum – Information Literacy

Pennsylvania Standards	Topics/Performance Objectives	Activities/Resources	Assessment Strategy	Scope and Sequence	Info Power
<p>1.8.3 A Select a topic for research</p> <p>1.8.3 B Locate information using appropriate sources and strategies</p>	<p>Determine Information Needs:</p> <p>Topic Resource Need -Recognizes the need based on interest</p> <p>Develop Information Seeking Strategies:</p> <p>Information Providers School Library -Locates section of library as appropriate for need</p> <p>Utilizes public library</p> <p>Search Strategies -Identifies parts of book -Introduced to basic computer terms -Demonstrates ABC letter recognition</p>	<p>Introduce search strategy</p> <p>Introduce call numbers</p> <p>Introduce resources</p> <p>Introduce strategy Nonfiction books Fiction books</p> <p>Introduce operations Practice alphabetical order</p>	<p>Statement of topic</p> <p>Observation</p> <p>Observation</p> <p>Observation</p> <p>Observation</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>	<p>1.1, 1.2, 3.2, 4.1</p> <p>1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.2, 3.4, 4.1, 5.2, 6.1, 7.1, 7.2, 8.3</p>

<p>3.7.4 C Identify basic computer operations and concepts</p>	<p>Locates and Acquires Information -Electronic Catalog -Nonfiction Format</p>	<p>Use OPAC with librarian or teacher Introduce Nonfiction books</p>	<p>Observation</p>	<p>I</p>	
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Kindergarten Library Curriculum – Independent Learning

Pennsylvania Standards	Topics/Performance Objectives	Activities/Resources	Assessment Strategy	Scope and Sequence	Info Power
<p>1.1.3 A Identify the purposes and types of text before reading</p> <p>1.3.3 A Read and Understand works of literature</p> <p>1.3.3 F Read and respond to nonfiction and fiction including poetry and drama</p>	<p>Recognize Quality & Craftsmanship:</p> <p>Establish Clear Information Goals Book selection -Selects a book by author or interest -Selects a book on appropriate level</p> <p>Literature Appreciation -Introduced to various authors & illustrators -Able to recall, retell, summarize &/or interpret story in own words/pictures</p> <p>Genres -Begins to recognize difference between fact and fiction</p>	<p>Facilitate book selection Independent reading</p> <p>Read examples to students</p> <p>Read examples to students</p>	<p>Observe circulation Student participation</p> <p>Student participation</p> <p>Observe circulation</p>	<p>I</p> <p>I</p> <p>I</p>	<p>5.1, 5.2</p> <p>5.1, 5.2</p>

Kindergarten Library Curriculum – Social Responsibility

Pennsylvania Standards	Topics/Performance Objectives	Activities/Resources	Assessment Strategy	Scope and Sequence	Info Power
<p>1.8.3 C Organize, summarize and present the main ideas from (the) research</p> <p>3.6.4 B Know that information technologies involve receiving, storing, retrieving and decoding.</p> <p>3.8.4 A Know that people select, create and use technology and that they are limited by social and physical restraints.</p> <p>1.6.3 A Listen to others</p>	<p>Demonstrate Social Responsibility: Equitable Access Circulation procedures -Follows the established circulation procedures</p> <p>Ethical Behavior Acceptable Use -Displays appropriate library manners -Cares for books correctly -Learns consequences of damaging or losing library books -Keeps books in a safe place -Remembers to return books on time</p> <p>Member of Learning Group -Displays appropriate listening skills -Develops discussion skills & rules for group discussions -Able to relate elements of the story to his own life -Shows respect for everyone, including oneself</p>	<p>Introduce procedures</p> <p>Introduce policy and procedures</p> <p>Introduce guidelines of working in groups</p>	<p>Observation</p> <p>Observation</p> <p>Observation</p>	<p>I</p> <p>I</p> <p>I</p>	<p>2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 5.3, 6.1, 6.2, 8.2</p> <p>9.1, 9.2</p>