

## KINDERGARTEN

| <b>INFORMATION POWER</b><br><br><b>NH State Framework</b>   | <b>LIBRARY SKILLS</b><br><br>to be taught in the library  | <b>LANGUAGE ARTS</b><br><br>to be reinforced in the library  | <b>SCIENCE and MATHEMATICS</b><br><br>to be reinforced in the library   | <b>SOCIAL STUDIES</b><br><br>to be reinforced in the library  |
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| <b>INFORMATION LITERACY</b><br>A student who is information literate:<br><br>- accesses information efficiently and effectively<br>- evaluates information critically and competently<br>- uses information accurately and creatively   | -develops an understanding that the library has materials to borrow and use<br>-develops an understanding of the different sections of the library  | -make connections among the texts read, heard, and viewed<br>-make and confirm simple predictions to increase their levels of understanding<br>-predict outcome and interpret story situations by using words and pictures<br>-tell how to acquire needed information in a variety of subject areas<br>-observe standard and automated reference tools<br>-scan page left to right and top to bottom<br>-locate front and back of books<br>-hold book right side up  |   |   |
| <b>INDEPENDENT LEARNING</b><br>A student who is an independent learner is information literate and:<br><br>- pursues information related to personal interests<br>- appreciates literature and other creative expressions of information<br>- strives for excellence in information seeking and knowledge generation  | - chooses a book to borrow with assistance from librarian<br>-begins to become comfortable and confident in library use   | -choose a book and demonstrate a curiosity for books and reading<br>-identify a specific purpose for their reading such as learning, locating information or enjoyment<br>-introduce story elements (characters, setting, problem, solution, and main idea)<br>-relate the texts read, heard or viewed to prior knowledge and experiences<br>-appreciate and respond to written, spoken and audiovisual texts<br>-recognize and understand story elements including character, setting and plot<br>-explore a variety of simple genres<br>-expose to a variety of literary and narrative works representing classical and contemporary literature such as Caldecott books and worthy examples of writing by local and regional authors<br>-ask appropriate questions to obtain information and clarify meaning | M-recognize the use of math in all areas (among different topics in mathematics, in other curriculum areas, and in daily lives)     | -demonstrate interest in learning and gaining information through exploration<br>-locates events in time – past, present, and future – by using basic chronological concepts including calendars, elapsed time and story sequence (beginning, middle and end)   |
| <b>SOCIAL RESPONSIBILITY</b><br>A student who contributes positively to the learning community and to society is information literate and:<br><br>- recognizes the importance of information to a democratic society<br>- practices ethical behavior in regard to information and information technology<br>- participates effectively in groups to pursue and generate information | -recognizes the role of the librarian<br>-develops an understanding of the library as both a source of information and reading materials<br>-develops an understanding that library materials are in a specific order and of how to keep library materials in order<br>-develops an understanding of proper care of materials borrowed<br>-develops an understanding of circulation procedures<br>-develops an understanding of the rights of other library users | -tell how books can help people learn about new topics<br>-share in front of a group and respond to questions and comments<br>-listen and respond thoughtfully and respectfully to others  | M-demonstrate mathematical communication through discussion, reading, writing, listening and responding, individually and in groups | -participate in rule making, planning and taking action within a group<br>-accept responsibility for making personal choices and accept consequences of actions taken<br>-describe history and significance of days (ML King, Jr., Presidents', Patriot's; Memorial; Independence; Labor, Columbus; Election; Veterans; and Thanksgiving) |