

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-1.1a**

<b>National Literacy Standard</b>	<b>1.1</b> The student who is information literate accesses information efficiently and effectively by recognizing the need for information.	FIRST
<b>Virginia SOL</b>	<b>1.2(E)</b> The student will continue to expand and use listening and speaking vocabularies. <b>1.10(E)</b> The student will use simple reference materials. A) use knowledge of alphabetical order by first letter.	
<b>Library Objective</b>	The student will recognize the importance of the alphabet to the library. The student will identify that fiction books in the library are in alphabetical order by the author’s last name.	
<b>Title</b>	<i>“The Alphabet and the Library”</i>	
<b>Resources</b>	<u>Old Black Fly</u> (Aylesworth), <u>Amazing Aunt Agatha</u> (Samton) other alphabet books	
<b>Introduction</b>	Introduce lesson by letting students find letters of the alphabet in the room, or by reciting the alphabet with them.	
<b>Vocabulary</b>	Alphabetical order, author’s last name, spine label	
<b>Activity</b>	<p>Read an alphabet story. Ask students what kind of order the story was in (alphabetical, ABC). Ask students what else is in alphabetical order (the phone book, their names on the roll, etc.). Explain that the books on the shelf in the picture section are in alphabetical order, too. Include they are in order by the author’s last name, not the book title. Why? (in case there are two books with the same title, or you’re not sure of the exact title) Explain that alphabetical order makes it easier to find the book- it is always in the same place. Tie into last week’s lesson on books having a particular “address”.</p> <p>Share another alphabet story, emphasizing the order and comparing it to the shelves. (You may even want to walk around the library and point to the areas as you get to that letter.)</p>	
<b>Closure</b>	Have students line up in alphabetical order by their last name, pretending to be books on a shelf.	

**Comments:**

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-1.1b**

<b>National Literacy Standard</b>	<b>1.1</b> The student who is information literate accesses information efficiently and effectively by recognizing the need for information..	<b>FIRST</b>
<b>Virginia SOL</b>	<b>1.10(E)</b> The student will use simple reference materials. A) Use knowledge of alphabetical order by first letter.	
<b>Library Objective</b>	Students will identify that books in the library are in alphabetical order. Students will locate fiction books in the library using the call number.	
<b>Title</b>	<i>Library Detectives</i>	
<b>Resources</b>	<u>The ABC Mystery</u> (Cushman) <u>Aunt Eater Loves a Mystery</u> (Cushman) Index cards with call number on them	
<b>Introduction</b>	Introduce lesson by sharing a mystery book.	
<b>Vocabulary</b>	Spine label, call number/ “address”, detective, clues	
<b>Activity</b>	Review that books in the library are in alphabetical order. But how do you find the book you want? Read a mystery story. Explain that in order to find books on the shelf, you must be a “book detective” and use the clues to find it. Tell students the name of a book that you wish to find. (Use a book in your collection) List the clues: title and author. Now say that you need to find the book using those clues. Explain that you will use the author’s name to figure out where it is, looking for the book’s call number / “address” on the spine label. (You may need to review call number/ address from the “Jolly Postman” lesson.) After finding the book, you may want to share part of it/ read it with students.	
<b>Closure</b>	Give students cards with fiction call numbers on them and have them find the matching shelf.	

**Comments:**

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-1.2a**

**FIRST**

<b>National Literacy Standard</b>	<b>1.2</b> The student who is information literate accesses information efficiently and effectively by recognizing that accurate and comprehensive information is the basis for intelligent decision-making.
<b>Virginia SOL</b>	<b>1.2(SS)</b> The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, and George Washington Carver. <b>1.3(SS)</b> The student will discuss the lives of people associated with Presidents’ Day, Columbus Day, and the events of Independence Day (Fourth of July).
<b>Library Objective</b>	Students will learn about President’s Day. Students will listen for information about Abraham Lincoln. Students will learn about biographies. (92’s) Students will sequence events in Abraham Lincoln’s life. Students will develop patriotism and appreciation of U.S. history.
<b>Title</b>	<i>“President’s Day/Abraham Lincoln”</i>
<b>Resources</b>	<u>A Biography Picture Book of Abraham Lincoln</u> by David Adler A United States atlas or a map of the United States Pictures of Abraham Lincoln and George Washington Coins (a penny and a quarter) Biography books about Abraham Lincoln “My Book about Abe Lincoln” sequencing handout
<b>Introduction</b>	Brainstorm facts about Abraham Lincoln’s life.
<b>Vocabulary</b>	President’s Day, biography, sequence
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Discuss with the students why and when we celebrate President’s Day.</li> <li>• Show pictures of Lincoln and Washington.</li> <li>• Show Lincoln’s picture on the penny and Washington’s picture on the quarter.</li> <li>• Locate Lincoln’s place of birth on a map.</li> <li>• Read aloud <u>A Biography Picture Book of Abraham Lincoln</u>.</li> <li>• Have students recall information you read about Lincoln from the book.</li> <li>• Have students sequence events of Lincoln’s life in a mini-book.</li> </ul> <p><i>Note: (May take 2 class periods)</i></p>
<b>Closure/Evaluation</b>	Use the mini-book to review three facts about Abraham Lincoln’s life. Ask students if they can recall any other facts about Abraham Lincoln. Ask students which two presidents are especially honored on President’s Day.

**Comments:**

Lesson # 1-1.2a - Abraham Lincoln



Lesson # 1-1.2a - George Washington



Lesson # 1-1.2a – Sequencing mini-book

Created by the Hanover County Public Schools Elementary School Library Media Specialists (Ashland, Virginia)

MY BOOK  
ABOUT  
ABRAHAM  
LINCOLN



He was born in a log cabin.

Name: \_\_\_\_\_



He read by the fire.



Lincoln became our 16<sup>th</sup> president.

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-1.3a**

<b>National Literacy Standard</b>	<b>1.3</b> The student who is information literate accesses information efficiently and effectively by formulating questions based on information needs.	<b>FIRST</b>
<b>Virginia SOL</b>	<b>K.7(SS)</b> The student will a) identify the difference between basic needs and wants b) recognize that people use money to purchase goods. <b>1.8(SS)</b> The student will explain that people make choices because they cannot have everything they want.	
<b>Library Objective</b>	The student will identify the purpose and procedures for the Book Fair. The student will recognize that money is used to make purchases.	
<b>Title</b>	<i>“Here Comes the Book Fair”</i>	
<b>Resources</b>	Video provided by the book fair; titles from the book fair	
<b>Introduction</b>	Review difference between a library and a store.	
<b>Vocabulary</b>	Book fair, money, exchange, buy/ purchase, barter, wish list	
<b>Activity</b>	Ask students if they remember coming to the Book Fair last year, and what they remember about it. Explain that the Book Fair is like a store in the library and will be arriving next week and that instead of having “library time” they will have “book fair time.” They will not be getting books next week. Talk about the wish list process – “window shopping”- to write down what they would like to get. They will discuss this list with their parents, and <u>whatever is decided is OK</u> . This is not a “need;” it is a “want.” Emphasize that they cannot get everything they want, choices will have to be made. Show video from Book Fair with titles. Talk about some of the titles that may be there.	
<b>Closure</b>	Remind students that this is an “extra” thing, and that the library books will still be there the next week, and still free.	

**Comments:**

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-1.3b**

<b>National Literacy Standard</b>	<b>1.3</b> The student who is information literate accesses information efficiently and effectively by formulating questions based on information needs.	FIRST
<b>Virginia SOL</b>	<b>1.2(SS)</b> The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Ben Franklin, Abraham Lincoln, and George Washington Carver.	
<b>Library Objective</b>	The student will identify BIOGRAPHY as a book about a person’s life. Students will identify facts about the person in the biography.	
<b>Title</b>	<i>“Biographies Among Us”</i>	
<b>Resources</b>	Selection of biographies, KWL chart	
<b>Introduction</b>	Have selection of biographies and chart on display; ask students what they remember about the word biography	
<b>Vocabulary</b>	Biography, KWL chart	
<b>Activity</b>	<p>Explain that we will be looking at a book that will give us information about a person. Remind students that books about people are called <i>biographies</i>. Our job is to learn something new from this book. Using the “What I KNOW- What I WANT to know- What I LEARNED” format, complete chart for <b>K</b> and <b>W</b> before reading. (Limit to 3-5 items) Share the book, asking students to signal if they hear the answer to a question.</p> <p>After reading, ask students to give 3-5 things for the <b>L</b> column. Compare them to the <b>W</b> column- did the <b>L</b> items answer the <b>W</b> items? Where else could you look for answers?</p>	
<b>Closure</b>	Review what was learned about the person, and what else they might want to learn.	

*Comments:*

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-1.4a**

<b>National Literacy Standard</b>	1.4 The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.	FIRST
<b>Virginia SOL</b>	1.2(SS) The student will describe the stories of American leaders and their contribution to our country with an emphasis on George Washington, Ben Franklin, Abraham Lincoln, and George Washington Carver.	
<b>Library Objective</b>	Students will describe a biography and identify the biography section of the library.	
<b>Title</b>	“ <i>Whose Hat is That?</i> ”	
<b>Resources</b>	Chart or bulletin board paper A hat (handout) for each student. The hat design might be different for each famous person or might be the same design. Suggested Biographies (Others may be selected according to classroom instruction): <u>Benjamin Fanklin</u> by Paul Joseph George Washington Carver by Margo McLoone	
<b>Introduction</b>	What do you call books about the lives of real people?	
<b>Vocabulary</b>	Vocabulary varies with each biography.	
<b>Activity</b>	<p><i>Note: Activity is designed to take 4 library periods – one for each biography. It can be modified to do two in one period depending on time allowed.</i></p> <ul style="list-style-type: none"> <li>• Read the biographies of the famous people. Have students listen for facts or details that would go on someone’s hat.</li> <li>• Distribute the hats. Students decorate the hats to fit the person of that week. For example, George Washing Carver might have a flower on his hat. Benjamin Franklin might have a kite on his hat.</li> <li>• Compare hats. Talk about the different items on the hats.</li> <li>• Make a chart of the different items (facts) about each famous person.</li> <li>• Alternate activity: Have a class hat for each famous person. Students can decorate the hat to hang in the cafeteria. Other classes can then try to guess the owner of the hat.</li> </ul>	
<b>Closure/ Evaluation</b>	Read the chart. Discuss biographies and the biography section of the library. Send students to the biography section for checkout and browsing purposes.	

**Comments:**

Lesson # 1-1.4a – Hat example taken from Microsoft online clip art – keyword “hat” Many other choices available.



**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-1.4b**

<b>National Literacy Standard</b>	1.4 The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.	FIRST
<b>Virginia SOL</b>	1.9(E) The student will read and comprehend a variety of fiction and nonfiction. K.8(E) The student will demonstrate comprehension of fiction and nonfiction. E) Identify what an author does and what an illustrator does.	
<b>Library Objective</b>	Students will distinguish between fiction and nonfiction. Students will identify the role of an author. Students will identify the process of writing a book.	
<b>Title</b>	<i>"Fiction vs. Nonfiction"</i>	
<b>Resources</b>	<u>The Goose Who Wrote a Book</u> by Judy Delton	
<b>Introduction</b>	What is a fiction book? What does an author do?	
<b>Vocabulary</b>	Publisher Author Editor	
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Read <u>The Goose Who Wrote a Book</u> by Judy Delton.</li> <li>• Discuss what kind of book Goose wrote.</li> <li>• What do you call someone who writes a book?</li> <li>• What did Bear and Professor do in the story to help Goose?</li> <li>• Do you think that authors have help from other people?</li> <li>• Where did Goose send the book?</li> <li>• What does the publisher do?</li> </ul>	
<b>Closure/ Evaluation</b>	Review the concepts of fiction and nonfiction. Summarize the discussion about the book. Ask students questions about what an author does and what a publisher does.	

*Comments:*

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-1.4c**

<b>National Literacy Standard</b>	<b>1.4</b> The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.	FIRST
<b>Virginia SOL</b>	<b>1.1(SS)</b> The student will interpret information presented in picture time lines to show sequence of events and will distinguish between past and present.	
<b>Library Objective</b>	Students will determine whether books are set in current times or long ago.	
<b>Title</b>	<i>“Past or Present”</i>	
<b>Resources</b>	Variety of books (fiction and nonfiction) from various eras	
<b>Introduction</b>	Show covers of books - ask students WHEN they think these books happened.	
<b>Vocabulary</b>	Past, present, history, fiction, nonfiction, setting	
<b>Activity</b>	<p>Explain that sometimes people like to read about times long ago. List on the board how things are now, and how they were different “long ago.” Explain that the SETTING gives the clue to when the book was written about. Show book to be read; ask if this is a “now” book or a “long ago” book. Read book and then list the clues students used to decide what period it was. Repeat process for another book.</p>	
<b>Closure</b>	<p>After students check out books, have them tell if their book is a “now” book or “long ago” book.</p>	

*Comments:*

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-1.4d**

<b>National Literacy Standard</b>	<b>1.4</b> The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.	<b>FIRST</b>
<b>Virginia SOL</b>	<b>1.1(SS)</b> The student will interpret information presented in picture time lines to show sequence of events and will distinguish between past and present.	
<b>Library Objective</b>	Students will identify the COPYRIGHT date as the year the book was made/ published	
<b>Title</b>	<i>“Book Birthdays”</i>	
<b>Resources</b>	Variety of books (fiction and nonfiction) with various publishing dates	
<b>Introduction</b>	Show covers of books- ask students WHEN they think these books were made	
<b>Vocabulary</b>	Publishing, copyright date, copyright symbol	
<b>Activity</b>	<p>Explain that just like people have birthdays, books show the year they were “born” (made). That year is called the COPYRIGHT date. Show the symbol used to designate copyright ©. Explain that it is usually found on the back of the title page.</p> <p>Read one book, asking students if they can tell if this is an OLD book or a NEW book. After reading, share the copyright date. Display the book with its copyright date visible (use Post-It note to write the date)</p> <p>Read another book, repeating the process.</p> <p>Show several books and their copyright date - display them in chronological order, in a book “time line”.</p>	
<b>Closure</b>	After students check out books, have them try to find the copyright date for their book.	

**Comments:**

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-1.5a**

<b>National Literacy Standard</b>	<b>1.5</b> The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.	FIRST
<b>Virginia SOL</b>	<b>1.20 (M)</b> The student will sort and classify concrete objects according to one or more attributes, including color, size, shape and thickness. <b>1.10(E)</b> The student will use simple reference materials. B) Use a picture dictionary to find meanings of unfamiliar words.	
<b>Library Objective</b>	Students will use a dictionary and make a Venn diagram.	
<b>Title</b>	<i>“Apples and Pumpkins”</i>	
<b>Resources</b>	<u>Picking Apples and Pumpkins</u> by (or a similar book) Two jump ropes A picture of an apple and a picture of a pumpkin Descriptive words A dictionary	
<b>Introduction</b>	Explain that we will talk about the similarities and differences between apples and pumpkins.	
<b>Vocabulary</b>	Venn diagram	
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Read <u>Picking Apples and Pumpkins</u> aloud. (You may want to paraphrase this book to save time.)</li> <li>• Discuss what a dictionary is used for and how it is arranged.</li> <li>• Have the students brainstorm what they know about apples and pumpkins and whether they are a fruit or a vegetable.</li> <li>• Look up the definitions of apple and pumpkin and read to the class.</li> <li>• Discuss the shapes and colors of apples and pumpkins.</li> <li>• Using two jump ropes, make a Venn diagram.</li> <li>• Have a picture of an apple and a pumpkin as well as the words to place above the Venn diagram.</li> <li>• Give each student a copy of a descriptive word and have him/her place it in the Venn diagram according to whether it describes an apple, pumpkin, both, or neither</li> </ul>	
<b>Closure/ Evaluation</b>	Observe the students and review with them what they learned about using a dictionary to find out more about apples and pumpkins.	

*Comments:*

**apple**

**pumpkin**

**delicious**

**orange**

**red**

**yellow**

**jack-o'-lantern**

**pie**

**tree**

Lesson # 1.15a – Descriptive words

**vine**

**climb**

**ripe**

**basket**

**patch**

**carve**

**green**

**fruit**

**vegetable**

**seeds**

Lesson # 1-1.5a – Descriptive words

**Halloween**      **fall**

**round**                      **crisp**

**sweet**                      **bread**

**heavy**                      **slices**

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-1.5b**

<b>National Literacy Standard</b>	1.5 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.	<b>FIRST</b>
<b>Virginia SOL</b>	1.4(SS) The student will develop map skills by recognizing basic map symbols, including references to land, water, cities, and roads.	
<b>Library Objective</b>	Students will become familiar with the purpose of maps and globes.	
<b>Title</b>	<b>“Using Maps and Globes”</b>	
<b>Resources</b>	Maps, Venn Diagram, Globe	
<b>Introduction</b>	Give students an opportunity to look at a variety of maps and a globe on each table. Encourage them to talk about the items.	
<b>Vocabulary</b>	Maps, Globes	
<b>Activity</b>	<p>Ask students to name what is on the tables. What is a map? What is a globe? Why do we need maps and globes? What does it help us do?</p> <p>Create a Venn Diagram comparing and contrasting the two.</p>	
<b>Closure</b>	Review the Venn Diagram and create a one-sentence summary.	

*Comments:*

**ELEMENTARY LIBRARY LESSON PLAN # 1-1.5c**

<b>National Literacy Standard</b>	1.5 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.	FIRST
<b>Virginia SOL</b>	1.4(SS) The student will develop map skills by recognizing basic map symbols, including references to land, water, cities, and roads.	
<b>Library Objective</b>	Students will become familiar with the purpose of maps and globes.	
<b>Title</b>	<i>“Literacy with Maps and Globes”</i>	
<b>Resources</b>	<u>Maps And Globes</u> by Jack Knowlton <u>Blast Off To Earth</u> by Loreen Leedy <u>Mapping Penny’s World</u> by Loreen Leedy <u>As The Crow Flies</u> by Gail Hartman Whiteboard	
<b>Introduction</b>	Today we are going to learn about maps and globes. What do you know about these items?	
<b>Vocabulary</b>	Maps, Globes	
<b>Activity</b>	Record student knowledge of maps and globes.  Read one of the titles listed above and use it as a discussion.  What did we learn from the book that we could add to our list? Do we have any information on the list that is not accurate?	
<b>Closure</b>	Review the list.	

**Comments:**

**ELEMENTARY LIBRARY LESSON PLAN # 1-1.5d**

<b>National Literacy Standard</b>	1.5 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.	<b>FIRST</b>
<b>Virginia SOL</b>	1.10(E) The student will use simple reference materials.	
<b>Library Objective</b>	Students will locate and identify the title page and its parts.	
<b>Title</b>	“Book Words”	
<b>Resources</b>	Book of choice Words written on paper/ board so students can see “Book Words” activity sheet	
<b>Introduction</b>	Show title page from chosen book and tell students you will identify four names on the page which will give important information about the book	
<b>Vocabulary</b>	Title, Author, Publisher, Illustrations, Illustrators, Place of Publication	
<b>Activity</b>	Write on board or hold up book words (title, author, etc.) and ask students what they think each word means. Define each word.  Show title page in book of choice and read the name for each of the book words. Explain that <i>illustration</i> is another name for the pictures in a book.  Locate the town where the publisher is located. Tell students this is called the place of publication. If desired, the place of publication may be located on a map.  Distribute “Book Words” activity sheet for students to complete.	
<b>Closure</b>	Review book words and their meanings.	

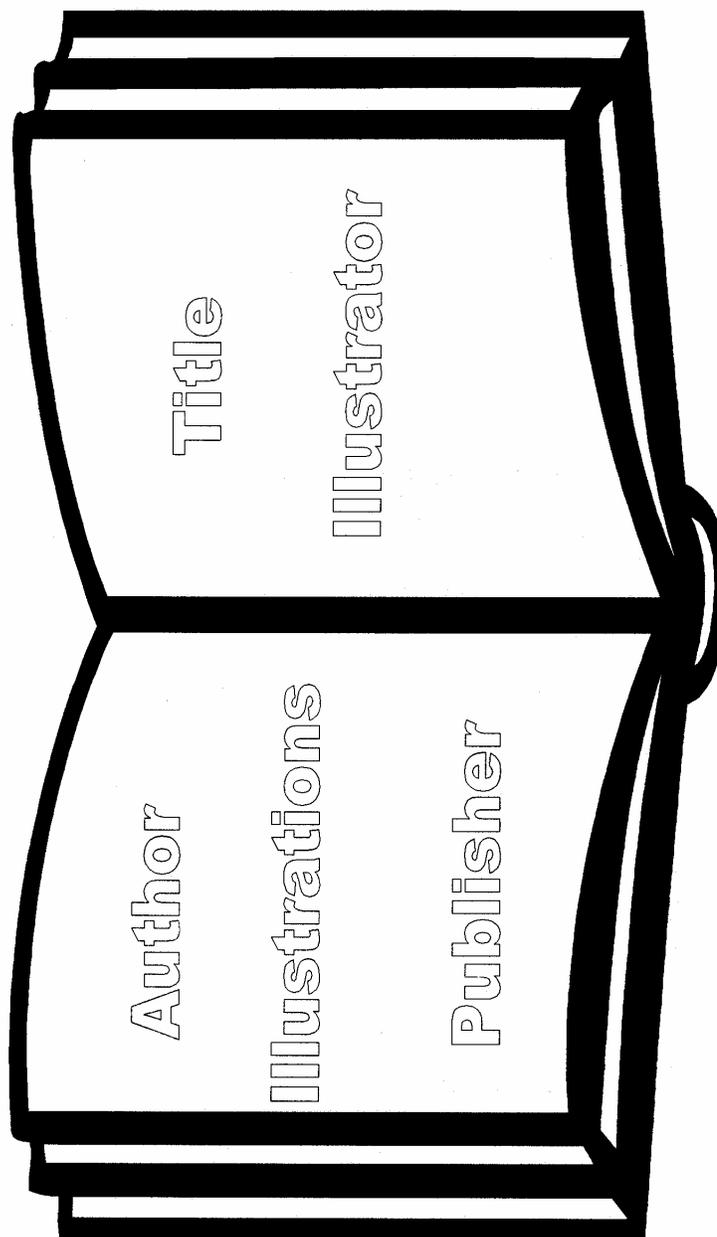
**Comments:**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### BOOK WORDS

1. Find the word Author. Color the letters RED.
2. Find the word Title. Color the letters BLUE.
3. Find the word Illustrator. Color the letters GREEN.
4. Find the word Illustrations. Color the letters YELLOW.
5. Find the word Publisher. Color the letters PURPLE.



lesson #1-1.5d- Book Words

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-1.5e**

<b>National Literacy Standard</b>	1.5 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.	<b>FIRST</b>
<b>Virginia SOL</b>	1.10(E) The student will use simple reference materials.	
<b>Library Objective</b>	Students will recognize the newspaper. Students will determine that newspapers are a source of information.	
<b>Title</b>	<i>“Mini Page Days”</i>	
<b>Resources</b>	Mini page for each student	
<b>Introduction</b>	Today we are going to work with a special paper that is published everyday. Can anyone guess the name of this information source? (Give clues if needed.)	
<b>Vocabulary</b>	Title, Headline, Photograph, Section	
<b>Activity</b>	<p>A newspaper is made every day. Writers talk to people that live in our neighborhoods and write stories about the things that happen.</p> <p>We are going to focus on a special section of the newspaper that is made just for you. Each Tuesday, the Richmond Times Dispatch has a special section called the Mini Page. I am going to give you each a few minutes to quietly look at your Mini Page. When the timer goes off, we will raise our hands and share.</p> <p>Give students a couple of minutes.</p> <p>Let’s raise our hands and take turns showing 1 thing we found in our Mini Page. You are to listen to your neighbors and put your thumb up if you have something similar. For example, my Mini Page has a headline. Put your thumb up if you have a headline. (Show the kids what is a headline.)</p> <p>Share.</p> <p>Why do we need newspapers? How do they help us? When would you use a newspaper?</p>	
<b>Closure</b>	<p>What did we do today?</p> <p>Place newspapers on table for students to examine during book checkout.</p>	

*Comments:*

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-2.2a**

<b>National Literacy Standard</b>	<b>2.2</b> The student who is information literate evaluates information critically and competently by distinguishing among fact, point of view and opinion.	FIRST
<b>Virginia SOL</b>	<b>1.9(E)</b> The student will read and demonstrate comprehension of a variety of fiction and nonfiction. <b>1.7(S)</b> The student will investigate and understand the relationship of seasonal change and weather to the activities and life processes of plants and animals.	
<b>Library Objective</b>	The student will differentiate between fiction and nonfiction books.	
<b>Title</b>	<i>“Fall Paired Books”</i>	
<b>Resources</b>	Fiction and nonfiction books about trees, fall, etc.	
<b>Introduction</b>	Ask students if they have been talking about the changing seasons, trees, etc. in class.	
<b>Vocabulary</b>	Fiction, nonfiction, leaves, hibernation, trees	
<b>Activity</b>	<p>Read fiction book to students. Ask students what they learned about subject from reading this book. List on the board.</p> <p>Read nonfiction book to student. Ask students what they can add to their list about the subject.</p> <p>Ask students which book had more information about the subject. Explain that there are two types of books in the library: fiction and nonfiction. Fiction books tell a story, while nonfiction books give information. Which book was which?</p> <p>Time permitting, read another book and have students decide whether it is fiction or nonfiction.</p>	
<b>Closure</b>	After students have checked out their book, have them tell you whether they have a fiction or nonfiction book.	

**Comments:**

**ELEMENTARY LIBRARY LESSON PLAN # 1-3.3a**

<b>National Literacy Standard</b>	3.3 The student who is information literate uses information accurately and creatively by applying information in critical thinking and problem solving.	<b>FIRST</b>
<b>Virginia SOL</b>	1.9(E) The student will read and demonstrate comprehension of a variety of fiction and nonfiction. D) make predictions about content.	
<b>Library Objective</b>	Students will examine the parts of the book and predict the story.	
<b>Title</b>	<i>“Judging A Book Cover”</i>	
<b>Resources</b>	A book of your choice to read aloud, whiteboard	
<b>Introduction</b>	Today we are going to judge a book by its cover. You are going to make story predictions after I show you the front cover.	
<b>Vocabulary</b>	Cover, Title Page	
<b>Activity</b>	<p>Show the students the front cover. Have them raise their hands and make a story prediction. Write the 3 predictions down for the cover. Ask students to explain what made them think of this prediction. Ex: It has a person blowing bubble gum, so I think it will be about gum.</p> <p>Show students the title page. Have students raise hands and make 3 more predictions. Explain their predictions.</p> <p>Read the story.</p> <p>Review the predictions. Erase the predictions that did not come true. Reexamine the covers and discuss how the story fits the picture.</p>	
<b>Closure</b>	Discussion/participation. What did we do today?	

**Comments:**

**ELEMENTARY LIBRARY LESSON PLAN # 1-3.4a**

<b>National Literacy Standard</b>	3.4 The student who is information literate uses information accurately and creatively by producing and communicating information and ideas in appropriate formats.	<b>FIRST</b>
<b>Virginia SOL</b>	1.1(E) The student will continue to demonstrate growth in the use of oral language.b) tell and retell stories and events in logical order.	
<b>Library Objective</b>	Students will sequence stories and events in logical order.	
<b>Title</b>	<i>“Sequencing”</i>	
<b>Resources</b>	<u>The Little Old Lady Who Was Not Afraid of Anything</u> by Linda Williams Chart paper	
<b>Introduction</b>	Use a simple familiar story to demonstrate order in a story. You may use examples of anything done in sequence – making a sandwich, getting ready for school, etc.	
<b>Vocabulary</b>		
<b>Activity</b>	Discuss putting events in logical order as they happen in the story.  Read aloud <u>The Little Old Lady Who Was Not Afraid of Anything</u> .  Have students act out parts of the story as you read.  At the end of the story have students tell you the events in the order that they happened. List the events on the chart paper.	
<b>Closure</b>	Review the list.	

*Comments:*

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-4.1a**

<b>National Literacy Standard</b>	4.1 The student who is an independent learner is information literate and pursues information related to personal interests by seeking information related to various dimension of personal well being.	FIRST
<b>Virginia SOL</b>		
<b>Library Objective</b>	Students will locate the animal section of the non-fiction collection.	
<b>Title</b>	<i>Animal Books</i>	
<b>Resources</b>	Reference book that contains a picture of a “capybara” Copies of book covers from each animal section to use for a graph (bird, mammal, reptile, etc.) Large paper or wall space for displaying graph	
<b>Introduction</b>	Review that students read book <u>Wodney Wat</u> last week. Show picture of the capybara and read some facts about it, and tell students this is the real animal that is depicted in the book <u>Wodney Wat</u> .	
<b>Vocabulary</b>	nonfiction	
<b>Activity</b>	<p>Move students to sit near the 500’s shelves. Use the word <i>nonfiction</i> to describe these true books.</p> <p>Go over the shelves in the animal section by having students help read the signs/look at the books on each shelf (reptile, mammal, etc.).</p> <p>Use the book covers to represent the different shelves. Have students place a name card or other marker next to the type of book they might want to check out this time, choosing a book that matches their personal interest. Demonstrate how to choose the easier books in the animal section (ones that have more pictures than words)</p>	
<b>Closure</b>	Use student name cards/ markers on graph to show how many chose each type of animal book.	

**Comments:**

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-5.3a**

<b>National Literacy Standard</b>	5.3 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information by developing creative products in a variety of formats.	FIRST
<b>Virginia SOL</b>	1.3(E) The student will adapt or change oral language to fit the situation.	
<b>Library Objective</b>	Students will listen to a story and then adapt the story to act it out.	
<b>Title</b>	<i>“Play Time”</i>	
<b>Resources</b>	<u>Tacky The Penguin</u> by Helen Lester	
<b>Introduction</b>	Today we are going to listen to a story about a penguin. Listen carefully because you are going to act it out as I read.	
<b>Vocabulary</b>		
<b>Activity</b>	<p>Read the story.</p> <p>Have students stand in a circle. As you read the story again, the students listen and do the actions. They must listen carefully or they will miss the next move. You will need to demonstrate and lead the group.</p> <p>Optional:</p> <p>Divide the kids into small groups and assign parts. Read the story completely through one time. Students are to listen for their part. Review the parts and the action of each part. Read the story again but allow students to act out the parts as they arise.</p> <p>Additional stories ideas:</p> <p><u>Who’s In Rabbit’s House?</u> By Verna Aardema</p>	
<b>Closure</b>	Review the sequence of events.	

**Comments:**

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-5.3b**

<b>National Literacy Standard</b>	5.3 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information by developing creative products in a variety of formats.	FIRST
<b>Virginia SOL</b>	1.1(E) The student will continue to demonstrate growth in the use of oral language. C) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs and stories with repeated patterns.	
<b>Library Objective</b>	Students will listen to a story and then adapt the story to act it out.	
<b>Title</b>	<i>“Turnip Tales”</i>	
<b>Resources</b>	<u>The Enormous Turnip</u> by Kathy Parkinson	
<b>Introduction</b>	Today we are going to listen to a story about an enormous turnip. Listen carefully, because you are going to act it out.	
<b>Vocabulary</b>		
<b>Activity</b>	<p>Read the story. Stop to ask students if they see any patterns in the story.</p> <p>Review the patterns from the book.</p> <p>Have students sit in a circle on the floor. Ask students what happens first. Choose a person to portray that role. What should this character be doing? What happens next? Add another character and act out the role. Continue until all kids have a part adding in new characters as needed.</p> <p>What parts were in the book?                  What parts did we have to add?                  Why did we have to change the story?</p>	
<b>Closure</b>	Put on the play for the classroom teacher.	

**Comments:**

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-7.2a**

<b>National Literacy Standard</b>	7.2 The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society by respecting the principle of equitable access to information.	FIRST
<b>Virginia SOL</b>	1.10(SS) The student will apply the traits of a good citizen by recognizing the purpose of rules and practicing self-control.	
<b>Library Objective</b>	Students will identify and observe library rules.	
<b>Title</b>	<i>“Caring for Books”</i>	
<b>Resources</b>	Large canvas bag, collection of damaged books, items on attached list	
<b>Introduction</b>	What are some things we should do to take care of our books?	
<b>Vocabulary</b>		
<b>Activity</b>	<p>This lesson takes two weeks.</p> <p><b>Week 1:</b> Show the students the items from the attached list and discuss the corresponding rule for preventing certain kinds of damage to books.</p> <p><b>Week 2:</b> As a follow-up to the previous lesson, show the students examples of damaged books. Let the students guess what happened to the different books.</p>	
<b>Evaluation</b>	Have the students review rules for taking care of books. One way to do this is to have them sit in a circle and play “Pass the Book.” Put one book in the circle, and have students pass the book around. The student holding the book when the librarian says “stop” must recite a rule for caring for library books.	

**Comments:**

**Lesson #1-7.2a List for Week 1**

1. **doll baby** – Don't let younger brothers and sisters or children who may visit play with your library books since they might not know the right way to treat them.
2. **gum** – While it is okay to chew gum while reading, don't stick it on any part of the book.
3. **cup** – Don't drink around books because your drink might spill on the book.
4. **candy bar** – Don't read or look at a book while eating because your fingers might be sticky.
5. **scissors** – Never cut your library book.
6. **bar of soap** – Make sure your hands are clean when you are reading a book.
7. **crayons/markers** – Never color or mark in your library book.
8. **band-aid** – If your book gets "hurt" at home, bring it to the library so the librarian can fix it.
9. **book tape** – The librarian has special tape for books, so please don't fix any rips at home.
10. **umbrella** – Don't leave books outside in case of rain.
11. **stuffed dog** – Don't leave your book where a pet can get it.
12. **magnifying glass or eye glasses** – Hold the magnifying glass up to your eye and tell the class that their eyes should be on you when you are talking.
13. **headphones** – When the librarian is talking, the students must listen.
14. **bookmark** – Never turn down a page corner to mark your place in a book.

:

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-7.2b**

<b>National Literacy Standard</b>	7.2 The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society by respecting the principle of equitable access to information.	FIRST
<b>Virginia SOL</b>	1.10(SS) The student will apply the traits of a good citizen by recognizing the purpose of rules and practicing self-control.	
<b>Library Objective</b>	Students will identify appropriate library/classroom behavior.	
<b>Title</b>	<i>“Following Directions”</i>	
<b>Resources</b>	<u>Lilly’s Purple Plastic Purse</u> by Kevin Henkes Chart or Bulletin Board Paper	
<b>Introduction</b>	Welcome students to the library. Ask them how they think students should behave in the classroom/library.	
<b>Vocabulary</b>		
<b>Activity</b>	Read <u>Lilly’s Purple Plastic Purse</u> by Kevin Henkes.  Discuss Lilly’s behavior and how it affected her, other students, and classroom learning.  Create library/classroom rules.	
<b>Closure/ Evaluation</b>	Review the rules. Have students draw pictures to illustrate the rules. Example: Hands - for Keeping your hands to yourself. Hang the chart or bulletin board paper where it can be seen. Observe student behavior.	

*Comments:*

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-7.2c**

<b>National Literacy Standard</b>	7.2 The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society by respecting the principle of equitable access to information.	FIRST
<b>Virginia SOL</b>	1.10(SS) – The student will apply the traits of a good citizen by focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect. The student will apply the traits of a good citizen by recognizing the purpose of rules and practicing self-control.	
<b>Library Objective</b>	Students will explain the importance of returning library books on time. Students will identify ways to take care of books properly.	
<b>Title</b>	<i>“The Lost Book”</i>	
<b>Resources</b>	<u>Stella Louella’s Runaway Book</u> by Lisa Ernst or <u>Arthur’s Lost Library Book</u> by Marc Brown	
<b>Introduction</b>	Review that a library is a place to share books.	
<b>Vocabulary</b>		
<b>Activity</b>	Read one of the books listed above. Discuss what might have happened to the book as the story progresses.	
<b>Closure</b>	Discuss the importance of returning library books. What would happen if no one returned his/her library books?	

*Comments:*

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-7.2d**

<b>National Literacy Standard</b>	7.2 The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society by respecting the principle of equitable access of information.	FIRST
<b>Virginia SOL</b>	1.10(SS) The student will apply the traits of good citizenship by a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect b) recognizing the purpose of rules and practicing self control	
<b>Library Objective</b>	The student will identify and practice library procedures, including proper book placement	
<b>Title</b>	<i>“Library Shelves”</i>	
<b>Resources</b>	<u>The Jolly Postman</u> (Janet & Allan Ahlberg), spine labels large enough for the class to see, an envelope with an address	
<b>Introduction</b>	Review that part of the librarian’s job is to take care of the books.	
<b>Vocabulary</b>	Order, spine label, call number, address	
<b>Activity</b>	<p>Show envelope with address. Ask students how such a letter gets to the right place. (A mailperson uses the address to deliver it). Share book <u>The Jolly Postman</u>.</p> <p>Explain that a librarian also acts like a mailperson, getting books to the right place. Instead of an address, librarians use the CALL NUMBER on the SPINE LABEL (use a book to show where it is). Hold up a spine label card and show the letters on it.</p> <p>Discuss that the address of a house is on the front of it so that the mailperson knows where to bring the mail. The call number needs to be pointing out so that the librarian knows where to put the book.</p> <p>Discuss that a mailperson takes letters from one place to another. A librarian takes books from one place to another. We need addresses/ spine labels in the right place to help us. Emphasize that when they are in the wrong place or messed up, we have trouble doing our job. Include that it makes it harder for librarians to tell students where books are if they are not in the right place.</p>	
<b>Closure</b>	Have students play “mailperson/ librarian.” Have them locate the spine labels and tell you the address of the book.	

**Comments:**

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-7.2e**

<b>National Literacy Standard</b>	7.2 The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society by respecting the principle of equitable access of information.	<b>FIRST</b>
<b>Virginia SOL</b>	1.10(SS) The student will apply the traits of good citizenship by a)focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect b)recognizing the purpose of rules and practicing self control	
<b>Library Objective</b>	The student will identify and practice library procedures, including proper book placement	
<b>Title</b>	“Stand Up, Stand Up”	
<b>Resources</b>	<u>The Library</u> (Sarah Stewart), <u>Too Many Books</u> (Caroline Bauer)	
<b>Introduction</b>	Have students walk to rug area in orderly line, sit in rows. Comment on the ease of getting them in due to the line and rows.	
<b>Vocabulary</b>	Order, spine, bookshelves	
<b>Activity</b>	<p>Review that last week we talked about how to take care of books. Today we will find a way to take care of books IN THE LIBRARY.</p> <p>Read one or more of the titles. Discuss the quantity of books in the story and how they were stored. Was that a good way to do it? Would the characters have been able to find a certain book they were looking for? Was it “safe” for the books to be stacked and kept in bathtubs, etc.? What was the solution each book used?</p> <p>Talk about having books on the shelf and how they stand up. Ask the students to show you how they stand in line to leave the classroom- does it make it easier or harder to get where they need to go? What would their teacher say if they were not standing in a line? Would it be safe? (Allow students to return to seats)</p> <p>Compare the line of students to books on a shelf. Why isn't it a good idea to have the books in different directions? Why should the books be standing tall in a line?</p>	
<b>Closure</b>	Have students practice straightening shelves before and during check out time.	

*Comments:*

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 1-9.1a**

<b>National Literacy Standard</b>	9.1 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information by sharing knowledge and information with others.	FIRST
<b>Virginia SOL</b>	1.9(E) The student will read and demonstrate comprehension of a variety of fiction and nonfiction. 1.2(E) The student will continue to expand and use listening and speaking vocabularies	
<b>Library Objective</b>	The student will comprehend and evaluate titles selected as Virginia Young Readers.	
<b>Title</b>	<i>“Virginia Young Readers”</i>	
<b>Resources</b>	Titles listed in Virginia Young Readers list from the Virginia State Reading Association	
<b>Introduction</b>	Tell students that they will be voting on which title will be their school’s favorite book, and be reviewing some things we already know.	
<b>Vocabulary</b>	Voting, lotus square	
<b>Activity</b>	<p>Explain to students that there are nine books that everyone in the school will hear. They will vote on each book, whether they like it or not. They will also be giving information about each book, reviewing several things. We will use this information to make a “quilt” about the book (a lotus square). Share title, and fill out information on lotus square- author, illustrator, copyright date, characters, setting, beginning, middle, end. (complete only those that apply to grade level prior knowledge) Allow students to vote on title: using thumbs up/ thumbs down, sticker on happy/ sad sheet, mark placed on voting sheet, etc.</p> <p>This process will be repeated for each book in listing. Unit may take several weeks.</p>	
<b>Closure</b>	Show students the information on the lotus square- show record of voting and compare to other classes.	

**Comments:**