

ELEMENTARY LIBRARY LESSON PLAN #4-1.4a

National Literacy Standard	1.4 The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.	FOURTH
Virginia SOL	4.9 (E) The student will use information resources to research a topic.	
Library Objective	The student will locate materials using the Dewey Decimal System.	
Title	<i>“Fiction and Non-Fiction”</i>	
Resources	Fiction and non-fiction books, worksheet	
Introduction	Begin with a display of fiction and non-fiction titles.	
Vocabulary	Fiction, non-fiction	
Activity	<p>Discuss the differences between fiction and non-fiction.</p> <p>Show examples of books on basically the same topic. Examples: <i>The Standardbred Horse</i> and <i>Misty of Chincoteague</i> or <i>Civil War</i> and <i>Turn Homeward, Hannalee</i>. Explain why in each case one book on a topic is non-fiction and the other is fiction.</p> <p>Work with this small cluster of books and have students arrange the fiction titles in order and the non-fiction titles in order.</p> <p>On each table have four books—two fiction and two non-fiction. (Cover the spine labels with pieces of masking tape so that the call numbers can not be read.) Each student at the table should select one book to look over and decide if it is fiction or non-fiction. After a couple of minutes, randomly call on students to stand up, show their book and explain if it is fiction or non-fiction and why.</p>	
Closure	Given a sheet of paper numbered from 1-12, students will listen to descriptions of books and then write fiction or non-fiction for each. See book summaries which follow.	

Comments:

Fiction or Non-fiction

Number your paper from 1 to 12. As I read the description of each book, write F if it is Fiction and NF if it is Non-fiction.

1. ***The Chicken and the Dragon*** by Arthur C. Franklin. This is the story of a dragon who helps a chicken remember his way home.
2. ***The Planets*** by Peter Starling. This book describes the planets in our solar system. Descriptions and pictures of each planet are included.
3. ***When Will This Cruel War Be Over?*** by Barry Denenberg. This is the story of a girl and her family who might have lived in Virginia in the 1800's during the Civil War and how their lives would be changed forever.
4. ***Explorers Go to America*** by James Boatright. This book gives the routes the explorers took to America. Maps and illustrations are given.
5. ***Dogs and Their Owners*** by Roger Leisfeld. This book describes the types of ways to train your dog.
6. ***The Sneaker Mystery*** by Arnold Shreve. This is just one more story by Arnold in his mystery series. In this story, a sneaker has gold shoelaces. Where is the hidden treasure? Arnold solves the case.
7. ***The Day of the Rabbit*** by John Carver. This is the story of a lonely bunny's adventure with a small boy.
8. ***Learning French*** by Linda Langhorne. This book tells how to learn the French language.
9. ***The History of California*** by William Slater. This is the complete history of the state of California.
10. ***Cookies for Sale*** by Charles Chambers. This is a story of a young boy who makes \$5,000 selling cookies at his sidewalk booth with the help of a friendly ghost.
11. ***Horses!*** by Richard Saddle. This tells the history of the horse in America.
12. ***The Great Turtle Race*** by Edward Shelton. This story tells about a small town's daylong turtle race and the excitement of the winning turtle.

ELEMENTARY LIBRARY LESSON PLAN #4-1.4b

National Literacy Standard	1.4 The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.	FOURTH
Virginia SOL	4.6(E) The student will collect information, using the resources of the media center... almanac. 4.6 (S) The student will investigate and understand how weather conditions and phenomena occur and can be predicted.	
Library Objective	The student will collect information using available primary and secondary resources... almanac.	
Title	“ <i>Heat Wave</i> ”	
Resources	Book: <i>Heat Wave</i> by Helen Ketteman, Almanacs	
Introduction	Helen Ketteman’s humorous story gives us many interesting weather extremes.	
Vocabulary	Heat wave	
Activity	<p>Read and discuss the selection called <i>Heat Wave</i>. The story lends itself to a discussion of fantasy and reality. Another possible discussion relates to weather extremes that are possible.</p> <p>Tell students that almanacs are reference tools, which record lists of weather data. Using the almanac in your media center, have students investigate the sections, which deal with weather and climate. Use various weather charts to have students extract weather statistics.</p> <p>Additional extensions for this lesson could include a teacher made worksheet which requires student to use the almanac independently. Students could also use encyclopedias for various states to determine weather averages. Newspaper forecasts and well as on-line weather forecasts could be other areas to springboard from this basic lesson.</p>	
Closure	Review some of the “fantastic weather” from the literature selection as well as the “realistic weather” extremes from the almanac.	

Comments:

ELEMENTARY LIBRARY LESSON PLAN #4-1.5a

National Literacy Standard	1.5 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.	FOURTH
Virginia SOL	4.5 (E) The student will read and demonstrate comprehension of nonfiction...use text organizers.	
Library Objective	The student will collect and use information from text organizers.	
Title	<i>“Evaluating Sources”</i>	
Resources	Social Studies text, Student generated questions	
Introduction	This lesson is part of a multi-week study of parts of a book. The fourth grade social studies text provides many book parts and is readily available for all students to view their own copy.	
Vocabulary		
Activity	<p>In previous lessons, students have examined various parts of their social studies text. They have also generated a “pool” of questions that could be answered if they were conducting research about a famous Virginian. The media specialist has taken the student-generated questions and has listed 30 which represent a cross-section of those written.</p> <p>This week, students will read the questions and be encouraged to evaluate them. As a whole group activity, have students focus on one particular Virginian and try to answer some of the questions by using the social studies text as a source..</p> <p>Individually, students will work on other Virginians and use the social studies text as a source. They will answer as many questions as possible and use the answers as the basis of a short paragraph.</p>	
Closure	Students will be encouraged to analyze the shortcomings of the text as a reference source. They will also be given the opportunity to suggest other sources, which would give more depth of coverage. Additionally, they will share their paragraphs with the class.	

Comments:

ELEMENTARY LIBRARY LESSON PLAN # 4-1.5b

National Literacy Standard	1.5 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.	FOURTH									
Virginia SOL	4.9(E) The student will use information resources to research a topic.										
Library Objective	Students will evaluate and synthesize information.										
Title	<i>“Who Am I?”</i>										
Resources	Encyclopedias (book and on-line), biographies, and student texts.										
Introduction	Tell the students that they will be collecting information about persons important to Virginia history.										
Vocabulary											
Activity	<p>Write names for research on slips of paper. (Examples are listed below.) Each student group (3-4 students per group) will draw a name from a hat. The group will decide on a source and research that individual. Students should use the information gathered to write a paragraph; the paragraph should include clues about the identity of the person. A spokesperson for each group will read the paragraph and the rest of the class will guess the identity. The names listed below are suggestions; the teacher should select the persons to research based on classroom instruction and name recognition.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">George Washington</td> <td style="width: 50%;">Maggie Walker</td> </tr> <tr> <td>Thomas Jefferson</td> <td>Harry Byrd, Sr.</td> </tr> <tr> <td>Patrick Henry</td> <td>Arthur Ashe</td> </tr> <tr> <td>George Mason</td> <td>Douglas Wilder</td> </tr> <tr> <td>James Madison</td> <td></td> </tr> </table>		George Washington	Maggie Walker	Thomas Jefferson	Harry Byrd, Sr.	Patrick Henry	Arthur Ashe	George Mason	Douglas Wilder	James Madison
George Washington	Maggie Walker										
Thomas Jefferson	Harry Byrd, Sr.										
Patrick Henry	Arthur Ashe										
George Mason	Douglas Wilder										
James Madison											
Closure	As the students read through the paragraphs, make comments about the collection of information. Did the students organize and synthesize the information effectively? Were the clues adequate? Use informal evaluation.										

Comments:

ELEMENTARY LIBRARY LESSON PLAN # 4-1.5c

National Literacy Standard	1.5 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.	FOURTH
Virginia SOL	4.9(E) The student will use information resources to research a topic. 5.3(C/T) The student will use on-line services.	
Library Objective	The student will develop search strategies for utilizing local and wide-area networks and modem delivered or online services.	
Title	<i>“On-Line Encyclopedia”</i>	
Resources	Grolier On-Line Encyclopedia	
Introduction	Refer to encyclopedia research we have done using World Book, where we use volumes, guide words, and headings to find information on a topic. There is another way to do encyclopedia research using a mouse.	
Vocabulary	on-line encyclopedia	
Activity	Using the LCD projector, demonstrate use of Grolier On-Line products – New Book of Knowledge (NBK) and Grolier Multimedia. Using NBK, look up Clinton, William. Ask them how to find out his age when he became president. Locate that. What was his name before he changed it? Find it. Point out use of Facts at a Glance, headings and the Table of Contents. Show them how to get to Grolier Multimedia. Look up Florida. Ask how to find out the capital, the farthest point south, and the bodies of water surrounding it. Show them shortcuts – Table of Contents, Fact Box, Headings, Maps. Find the answers. Demonstrate use of Grolier’s Atlas and Dictionaries at the bottom of the screen.	
Closure	Hand out worksheet – one to each group. Assign each group to a computer to complete the worksheet using New Book of Knowledge and Grolier Multimedia. See worksheet attached.	

Comments:

Lesson #4-1.5c – Worksheet

Teacher _____

Table _____

Names _____

Click on the web browser **Internet Explorer**. On the address line type <http://go.grolier.com> and from the menu select **The New Book of Knowledge**. Put your cursor in the Quick Search box. Type **Roosevelt, Franklin** and click FIND. Choose #1 in the list. You may want to use the Table of Contents to guide you to the parts of the article where answers can be found.

What years did Franklin Roosevelt serve as president? _____

What year was he born? _____

Who was his wife? _____

In what state was he governor before becoming president? _____

Go to the bottom of the screen in the gray area and click on **Grolier Online Home**. Choose **Grolier Multimedia Encyclopedia**. In the search box, type **California**. GO. Select #2 from the list. Look for these answers:

What borders California? _____

What was the population of California in the 2000 census? _____

Click on the **FACT BOX** on the right side of the screen.

What is the capital? _____

Who is the governor? _____

When did it gain statehood? _____

In the gray area at the bottom of the screen, select **Dictionaries**. Type the word **precocious** in the box. What does it mean? _____

Next select **Atlas** in that gray area. Click on **North America**. Select **United States** and then **Texas**. Find these answers on the map.

What borders Texas? _____

What city in West Texas is at the border of Mexico and New Mexico? _____

Click on **Austin** on the map. Choose **GME Austin** in the list.

What is Austin? _____

What river runs through Austin? _____

Go HOME and Exit.

ELEMENTARY LIBRARY LESSON PLAN #4-2.2a

National Literacy Standard	2.2 The student who is information literate evaluates information critically and completely by distinguishing among fact, point of view, and opinion.	FOURTH
Virginia SOL	4.4(E) The student will read fiction and nonfiction, including biographies and historical fiction.	
Library Objective	Identify fiction and non-fiction books.	
Title	<i>“Paragraph Puzzlers”</i>	
Resources	Paragraph samples from fiction and non-fiction books	
Introduction	Tell the students that listening and reading carefully can give clues about whether a book is fiction or non-fiction.	
Vocabulary		
Activity	Copy one paragraph from several fiction and non-fiction books. Number each sample. Copy one set of paragraphs for each team of 3-4 students. Have student teams identify and sort each paragraph as fiction or non-fiction. Tell the students that each team should be prepared to explain why a particular paragraph was identified as fiction or non-fiction. Were there certain words or clues that helped make the identification? What about pictures?	
Closure	Informal evaluation can be based on observation of student answers.	

Comments:

ELEMENTARY LIBRARY LESSON PLAN #4-3.1a

National Literacy Standard	3.1 The student who is information literate uses information accurately and creatively by organizing information for practical application.	FOURTH
Virginia SOL	4.3 (E) The student will use word-reference materials, including the glossary, dictionary, and thesaurus.	
Library Objective	The student will locate information using available primary and secondary resources.... thesaurus.	
Title	<i>“Holiday Thesaurus”</i>	
Resources	Multiple copies of a thesaurus, transparency of <i>“Rudolph the Red-Nosed Reindeer”</i> , transparency of a paragraph, multiple copies of <i>Rudolph</i> song	
Introduction	Discuss the concept of a thesaurus.	
Vocabulary	Thesaurus, synonym	
Activity	<p>Discuss the basic design of the multiple copies of a thesaurus that you have available for student use. Emphasize the use of guide words, alphabetical order and synonyms.</p> <p>Use a transparency of a short paragraph. Using a highlighter, choose words for students to replace with synonyms from the thesaurus. Reread the paragraph and have students substitute new words.</p> <p>If you have timed this activity to be close to the winter holiday season, you can also use a transparency of <i>Rudolph, the Red-Nosed Reindeer</i> with pre-selected words for students to replace with synonyms. Students will enjoy singing their new versions of the tune and will also realize that some of the rhyming elements of the original work will be lost in the new versions.</p>	
Closure	Share variations on the Rudolph song!	

Comments:

ELEMENTARY LIBRARY LESSON PLAN #4-3.1b

National Literacy Standard	3.1 The student who is information literate uses information effectively and creatively by organizing information for practical application.	FOURTH
Virginia SOL	4.3 (E) The student will use word-reference materials, including the glossary, dictionary, and thesaurus.	
Library Objective	The student will collect information using primary and secondary resources... dictionaries.	
Title	<i>“Power of Words”</i>	
Resources	Dictionaries Posters from Costacos Brothers Gallery Edition collection. (View online at www.puresportart.com) Cal Ripkin poster is referenced in this lesson. <i>The Power of Words</i> worksheet	
Introduction	Discuss how difficult, yet powerful, it is to define a person in just one word. Show Cal Ripkin poster and discuss why perseverance was chosen for him and why it fits. Read the dictionary entry at the bottom of the poster. Review the parts and purpose of a dictionary entry.	
Vocabulary	Perseverance, syllables, pronunciation	
Activity	<p>Students will be given a worksheet, which lists various sports stars, and one-word descriptions that sports posters have used. Students will use a dictionary to break the word into syllables, show pronunciation, part of speech, and one definition that best fits the athlete.</p> <p>As an extension activity, students can be asked to select a person (famous or someone they know personally). They will select one word that describes the person. They will need to find a photo of that person. Additionally, they will create a small poster with the photo, the word in syllables, part of speech, and at least two definitions. This can be a homework assignment for your students if that will work in your media center environment.</p> <p>An alternate extension activity would involve giving students photos of various famous people. They would need to quickly research the person by using very basic biographies. The poster idea could progress as already described.</p>	
Closure	Share the students’ posters.	

Comments:

Name _____

The Power of Words

Listed below are the names of many sports figures. Behind each name is a descriptive word. Complete the following for that descriptive word: syllables, pronunciation, part of speech, and the one definition that best fits the athlete.

Example: Cal Ripkin: Perseverance

Per-se-vere () Noun. To continue a course of action, despite difficulty.

1. Hank Aaron: Legendary
2. David Duval: Precision
3. Brett Favre: Leadership
4. Jeff Gordon: Winner
5. Wayne Gretsky: Greatness
6. Michael Jordan: Victory
7. Mark McGuire: Power
8. Sammy Sosa: Tenacity
9. Emmitt Smith: Strength

ELEMENTARY LIBRARY LESSON PLAN #4-3.1c

National Literacy Standard	.3.1 The student who is information literate uses information accurately and creatively by organizing information for practical application.	FOURTH
Virginia SOL	4.3 (E) The student will use word-reference materials, including the glossary, dictionary, and thesaurus.	
Library Objective	The student will collect information using available primary and secondary resources... dictionaries.	
Title	<i>“What Is It?”</i>	
Resources	Dictionaries and worksheet	
Introduction	Review the use of a dictionary and guide words.	
Vocabulary	Dictionary, guide words	
Activity	Students look up each word in the list, decide its category, and enter the word in the correct column. There are 10 words for each topic.	
Closure	Review the correct answers with the class.	

Comments:

Lesson #4-3.1c – Answer Key

Answer Key

<u>Animal</u>	<u>Clothing</u>	<u>Shelter</u>	<u>Transportation</u>
Anaconda	Breeches	Balcony	Dirigible
Armadillo	Chaps	Canopy	Dory
Boar	Jerkin	Colonnade	Gondola
Dromedary	Kilt	Dormer	Icebreaker
Koala	Kimono	Estate	Kayak
Llama	Neckerchief	Hogan	Monorail
Palomino	Obi	Lighthouse	Outrigger
Peccary	Sari	Pagoda	Prairie Schooner*
Tarantula	Sombrero	Silo	Subway*
Zebu	Turban	Veranda	Sulky

*Can also be accepted under Shelter

Lesson #4-3.1c – Worksheet

What Is It?

Name _____

Use a dictionary to determine where each word would best fit.

Animal	Clothing	Shelter	Transportation

Look up each word below. Write it in the correct column.

- | | | | |
|-----------|-----------|-------------|------------------|
| Anaconda | Estate | Koala | Prairie Schooner |
| Armadillo | Dory | Lighthouse | Sari |
| Balcony | Dromedary | Llama | Silo |
| Breeches | Gondola | Monorail | Sombrero |
| Canopy | Hogan | Neckerchief | Subway |
| Chaps | Jerkin | Outrigger | Turban |
| Colonnade | Kayak | Pagoda | Tarantula |
| Dirigible | Kilt | Palomino | Veranda |
| Dormer | Kimono | Peccary | Zebu |

ELEMENARY LIBRARY LESSON PLAN # 4-3.1d

National Literacy Standard	3.1 The student who is information literate uses information accurately and creatively by organizing information for practical application.	FOURTH
Virginia SOL	4.5(E) Collect information using available primary and secondary resources.	
Library Objective	Students will gather and record information on famous Virginians using various reference materials.	
Title	<i>“Famous Virginians”</i>	
Resources	Almanacs, Encyclopedias	
Introduction	Review the various tools available for research that you will be using today.	
Vocabulary		
Activity	<p>Students are to complete the famous Virginian grid using the best tool.</p> <p>Discuss the importance of paraphrasing and that the boxes are small to remind you not to use complete sentences.</p> <p>Give students time to complete the grid.</p> <p>Discuss the answers found. Complete the grid together on the overhead for review of information.</p> <p>Discuss where the answers were found and why.</p>	
Closure	Summary	

Comments:

Lesson #4 –3.1d - Worksheet

Name	Date of Birth	Birthplace	Famous	Date of Death	Information Source
George Washington					
George Mason					
Thomas Jefferson					
James Madison					
James Monroe					
Patrick Henry					

Famous Virginians

ELEMENTARY LIBRARY LESSON PLAN #4-3.2a

National Literacy Standard	3.2 The student who is information literate uses information accurately and creatively by integrating new information into one’s own knowledge.	FOURTH
Virginia SOL	4.6 (E) The student will collect information, using the resources of the media center.	
Library Objective	The student will locate materials using the Dewey Decimal System.	
Title	<i>“Reviewing Dewey”</i>	
Resources	Dewey Decimal Sheet and worksheet	
Introduction	Students will review and extend their knowledge of the Dewey Decimal system.	
Vocabulary	Dewey Decimal System	
Activity	<p>Discuss the Dewey Decimal System with students. Give students the sheet, which details the various Dewey categories. Use actual books from the collection as a display and have students classify them as a whole group activity.</p> <p>Use books from library shelves (with call numbers blocked) to have students classify them.</p> <p>As an evaluative tool, use the worksheet, which contains titles and requires that students identify Dewey areas.</p>	
Closure	Review the students’ answers on the worksheet.	

Comments:

Lesson #4-3.2a – Dewey Decimal Information Sheet

Dewey Decimal System

Melvil Dewey created the Dewey Decimal System to arrange his nonfiction books in order by topic. There are 10 different groups or categories.

- 000-099 General Works
Books with many subjects in one book.
- 100-199 Philosophy and Psychology
Books about the supernatural and feelings.
- 200-299 Religion and Mythology
Books about religions, Greek and Roman myths.
- 300-399 Social Sciences
Books about government, laws, folklore and holidays.
- 400-499 Languages
Books about foreign languages, sign language, and grammar.
- 500-599 Natural Sciences
Books about math, space, and wild animals.
- 600-699 Technology
Books about health, cars, space flight, cooking, and domestic animals.
- 700-799 Arts
Books about drawing, sports, music, and jokes.
- 800-899 Literature
Books with poems, plays and short stories.
- 900-999 Geography and History
Books about countries, traveling, and historical events.

Name _____

Dewey Decimal System

Directions: Use the Dewey Decimal Chart to find out which Dewey category would be used for each book listed below.

Ex. *Whales* 500's

1. *Famous Explorers* _____
2. *Learning French* _____
3. *Skateboarding* _____
4. *Pet Care: Cats and Kittens* _____
5. *Dinosaurs and Other Ancient Animals* _____
6. *The History of India* _____
7. *Religions of the World* _____
8. *Short Stories for Young People* _____
9. *Fairy Tales of the World* _____
10. *Cooking for Kids* _____
11. *The American Encyclopedia* _____
12. *How Laws Are Made* _____

ELEMENTARY LIBRARY LESSON PLAN #4-3.2b

National Literacy Standard	3.2 The student who is information literate uses information accurately and creatively by integrating new information into one’s own knowledge.	FOURTH
Virginia SOL	4.6 (E) The student will collect information, using the resources of the media center.	
Library Objective	The student will locate materials using the Dewey Decimal System.	
Title	<i>“Reviewing Dewey, Too”</i>	
Resources	Dewey Decimal numbers on note cards and on larger pieces of paper or on an overhead transparency	
Introduction	The Dewey Decimal System is based around the usage of numerals extended by decimals.	
Vocabulary	Dewey Decimal System, decimals	
Activity	<p>Review the basic concepts of the Dewey Decimal System. Then ask students to offer their own explanations of what decimals are and how they extend a number. Use an overhead or pieces of paper with Dewey numbers. Begin with numbers with no decimal extension and progress to numbers extended by two decimal places. Show books on the shelves, which illustrate Dewey numeration.</p> <p>For additional practice, have students work with other persons at their table to put Dewey numbers in order. These could be written on unruled note cards.</p> <p>As a concluding activity, have students independently practice putting Dewey numbers in order by completing a call number order worksheet. This worksheet would need to be generated by the media specialist and would include clusters of Dewey call numbers which need to be placed in order.</p>	
Closure	Students will put numbers in order to evaluate their own understanding of Dewey.	

Comments:

ELEMENTARY LIBRARY LESSON PLAN # 4-9.1a

National Literacy Standard	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.	FOURTH
Virginia SOL	4.1(E) The student will contribute to group discussions. 4.5(E) The student will write about what is read.	
Library Objective	Students will select appropriate materials related to personal interests.	
Title	<i>“Just a Dream”</i>	
Resources	<u>Just A Dream</u> by Chris VanAllsburg, paper, crayons, pens	
Introduction	Consider this lesson in April to coincide with Earth Day activities and instruction. This lesson should be used after students have studied the style of writing used in a newspaper article.	
Vocabulary		
Activity	Prior to reading <u>Just a Dream</u> , set the purpose for listening by telling the students that you will be asking them to write a newspaper article about one scene from the story. Read <u>Just A Dream</u> to the children. After the story, ask student pairs to focus on one aspect or scene from the story and to write a summary that would serve as a newspaper account of the event. The account should include a picture.	
Closure	Share articles with the entire class. Allow time for self-assessment and teacher comments of student work.	

Comments:

ELEMENTARY LIBRARY LESSON PLAN #4-9.2a

National Literacy Standard	9.2 The student who contributes positively to the learning community and to society is information literate and respects others' ideas and backgrounds and acknowledges their contributions.	FOURTH
Virginia SOL	4.4 (E) The student will read and demonstrate comprehension of fiction.	
Library Objective	Students will be introduced to John Newbery and the Newbery Award Medal books.	
Title	<i>“The Newbery Award”</i>	
Resources	Information from www.ala.org Poster of Newbery Award books Display of Newbery books Overhead projector and transparency of the Newbery Story from ALA website List of the Newbery Medal books for each student, outline on John Newbery and Newbery challenge worksheet	
Introduction	Introduce the Newbery Award collection using the poster and display books. Tell briefly about the award (see attached information sheet).	
Vocabulary	Newbery Award	
Activity	Using information from the ALA website, media specialist will convey basic ideas about John Newbery and the Newbery Medal. As students listen, they can complete the worksheet called <i>Outline on John Newbery</i> . Utilizing a complete list of all Newbery winners, students can work in pairs to complete the worksheet called <i>The Newbery Medal Challenge</i> .	
Closure	Review answers to the two worksheets.	

Comments:

Outline on John Newbery

- I. Early life
 - A. Born in _____, _____ in _____.
 - B. Father was a _____
 - C. In 1744, John moved to _____

- II. Professional life
 - A. Opened a _____ and _____
called the Bible and Sun
 - B. Wrote and illustrated the first _____ just for children
 - C. The book, called a _____
was a great success
 - D. Published more than _____ books for children during his lifetime

- III. Newbery Medal Award
 - A. Established for _____ in children's literature
 - B. Proposed by _____
 - C. Named in honor of _____
 - D. Given _____ by ALA (American Library Association) to the
author of the best (most distinguished) contribution to literature for
children
 - E. The author must be a _____ or _____ of the United
States.
 - F. The work must be _____, no retellings, adaptations, or
compilations.
 - G. The first Newbery Award was a _____ medal. It was awarded to
Hendrik Willem Van Loon for The Story of Mankind in _____.
 - H. The award carries no _____ value, but brings _____ to the
writer.

The Newbery Medal Challenge

**Use the list of Newbery Medal books to answer these questions.
Write your answers on another sheet of paper.**

1. What book won the first Newbery Medal? In what year?
2. What book won the most recent Newbery Medal? In what year?
3. List each Newbery book that begins with the word A (for example, *A Wrinkle In Time*).
4. List each Newbery book that has one of the following words in its title: *Mr.*, *Mrs.*, *Miss*, *Mister*.
5. List each Newbery book that has at least one comma in its title.
6. List each Newbery book that has an apostrophe in its title.
7. List each Newbery book that begins with the word *The*.
8. List each Newbery book that has only two words in its title.
9. List each Newbery book that has only three words in its title.