

ELEMENTARY LIBRARY LESSON PLAN # 2-1.1a

National Literacy Standard	1.1 The student who is information literate accesses information efficiently and effectively by recognizing the need for information.	SECOND
Virginia SOL	2.8(E) The student will demonstrate comprehension of fiction and nonfiction selections.	
Library Objective	The student will understand the arrangement of the library and the differences between fiction and nonfiction about the same topic.	
Title	<i>“Who Let the Dogs Out: Comparing Fiction and Nonfiction”</i>	
Resources	<u>Akiak: A Tale from the Iditarod</u> (Blake) <u>Dogs with a Job</u> (Patten) <u>Alaska</u> (Thompson) Large atlas	
Introduction	Have two books, one fiction and the other nonfiction, pulled ahead of time. Choose students to return each to its correct place on the shelf. Talk about how each book is shelved and why.	
Vocabulary	Iditarod Husky Musher Alaska	
Activity	*Show students the book about Alaska. Discuss why it is nonfiction. Show a few pictures in the book. Write the call number on the chalkboard. Explain what the Iditarod Race is. Have a child walk to the 900’s to show where this book is shelved. *Find the map of Alaska in the atlas. Help students understand where the race is run. *Display the book on working dogs. Write the call numbers on the board. Discuss why this book in nonfiction Have a student walk to the 600’s to demonstrate where this book is shelved. *Call attention to the book, <u>Akiak</u> . Show some illustrations and tell a little about the book. Ask students to explain why this book is fiction. Write its call number on the board and have a student walk to the B section of EASY where this book belongs. Read <u>Akiak</u> .	
Closure	Have students discuss how the ending of the story made them feel. Is Akiak a real dog like the other working dogs?	

Comments:

ELEMENTARY LIBRARY LESSON PLAN # 2-1.4a

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.	SECOND
Virginia SOL	2.9(E) Student will locate information in reference materials.	
Library Objective	Students will identify the parts of a book.	
Title	<i>“Bee Booksmart”</i>	
Resources	Teacher-made cards (that name the parts of books), definition sheet (example provided), Sample books with all the parts listed ex: a New True Book.	
Introduction	This lesson can serve as a culminating lesson to review different parts of books.	
Vocabulary		
Activity	<p>Provide student pairs with cards that list the nine parts of books named above. It is helpful to use different colored paper; make all of the Name cards pink, all of the Definition cards blue. As you read a definition, the student pairs will decide on the correct response and hold up the appropriate card. Variations on the definition or other identification clues will allow you to go through the cards several times.</p> <p>Alternate: Give the paired students a sample book to examine for a few minutes. Have the students work together to pair the name cards and the definition cards. They may use the sample book for clues. As a whole class, examine and discuss the matches.</p> <p>Note: Put bee stickers on the name cards and call the lesson “Bee Booksmart.”</p>	
Closure	Assess with observation of student response.	

Comments:

Lesson #2-1.4a answer sheet

Parts of the Book

Call number: the number assigned to a book for identification purposes; we use this to put the book on the shelf in the proper place

Table of contents: located in the front of the book; tells the reader where to locate general areas of the book, like chapters or sections

Title page: usually located in the front of the book; identifies the title, author, illustrator, and publication information

Copyright: the date the book was published

Publisher: the company that makes the book

Glossary: located in the back of the book, the glossary acts like a dictionary

Index: located in the back of the book, the index is a guide to locate very specific information

Charts: diagrams that show information about numbers or other facts

Pictures: illustrations

Lesson #2-1.4a Name Cards

<u>Call Number</u>	Table of Contents	Title Page
Copyright	Publisher	Glossary
Index	Charts	Pictures

Lesson #2-1.4a Definition Cards

<p>The date the book was published.</p>	<p>Located in the back of the book. Uses abc order to tell the reader on what page to find very specific information.</p>	<p>Diagrams that show information about numbers or other facts.</p>
<p>Usually located in the front of the book; identifies the title, author, illustrator and publication information.</p>	<p>Used to put the book on the shelf in the library. It is an address for the book found on the spine of the book.</p>	<p>The company that makes the book.</p>
<p>Located in the back of the book; it is like a small dictionary for the book.</p>	<p>Illustrations</p>	<p>Located in the front of a book; tells the reader on what page to find chapters or sections of the book.</p>

ELEMENTARY LIBRARY LESSON PLAN # 2-1.4b

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.	SECOND
Virginia SOL	2.11(SS) The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans. 2.8(E) Student will read and demonstrate comprehension of fiction and nonfiction.	
Library Objective	The student will describe a biography and identify the biography section.	
Title	<i>“Baseball Cards”</i>	
Resources	<u>Susan B. Anthony</u> by Peter and Connie Roop Chart or Bulletin Board Paper Find pictures at www.picsearch.com that you would like to use.	
Introduction		
Vocabulary		
Activity	<p>Week 1: Predict what Susan B. Anthony’s accomplishments were.</p> <p>Read <u>Susan B. Anthony</u> by Peter and Connie Roop.</p> <p>After reading the book, recall facts about her life. Write the facts on the chart paper. Add a picture to the top and make it look like a baseball card. Give the class the baseball card to hang in the classroom.</p> <p>Weeks 2 and 3: Review what a biography is and where they are located in the library. Review the major accomplishments of other famous people. Discuss how the biography section is arranged.</p> <p>Have the students guess on which shelf they would find various biographies. Example: George Washington is listed under W.</p>	
Closure	<p>Read the chart.</p> <p>Discuss biographies and the biography section.</p> <p>Send students to the biography section to brows and checkout books.</p>	

Comments:

ELEMENTARY LIBRARY LESSON PLAN # 2-1.4c

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.	SECOND
Virginia SOL	2.11(SS) The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.	
Library Objective	Students will describe a biography and identify the biography section.	
Title	<i>“Susan B. Anthony”</i>	
Resources	Susan B. Anthony by Peter and Connie Roop Chart or Bulletin Board Paper	
Introduction		
Vocabulary	Suffrage Quaker Women’s Rights Movement	
Activity	Ask students: What do you already know about Susan B. Anthony? What do you want to know about Susan B. Anthony? What are some things you would like to research? How can we find information about Susan B. Anthony? Read <u>Susan B. Anthony</u> by Peter and Connie Roop. Listen for answers to their research questions. Record the answers on the chart.	
Closure	Read the chart Discuss biographies and the biography section of the library. Send students to the biography section to browse and checkout books.	

Comments:

ELEMENTARY LIBRARY LESSON PLAN # 2-1.4d

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.	SECOND
Virginia SOL	2.8(E) The student will read and demonstrate comprehension of fiction and nonfiction.	
Library Objective	The students will identify the parts of a book.	
Title	<i>“What’s Inside That Book?”</i>	
Resources	At least 12 books of the same series (Rourke, Checkerboard). Copies of attached worksheet.	
Introduction		
Vocabulary	Table of contents Title page Glossary Index	
Activity	Show as an example one of the books, pointing out the different parts listed in the vocabulary section above. Pass out a book to each pair of students. Have students complete the worksheet with their partner.	
Closure	Check items one through six on the worksheet.	

Comments:



Lesson#2-1.4d worksheet

What's Inside That Book?

1. Does your book have a Table of Contents? _____
2. Where is it located? _____
3. Does your book have a Glossary? _____
4. Where is it located? _____
5. Does your book have an Index? _____
6. Where is it located? _____
7. How many chapters does your book have? _____
8. Choose three topics from the index of your book and write down the word and the page number given.

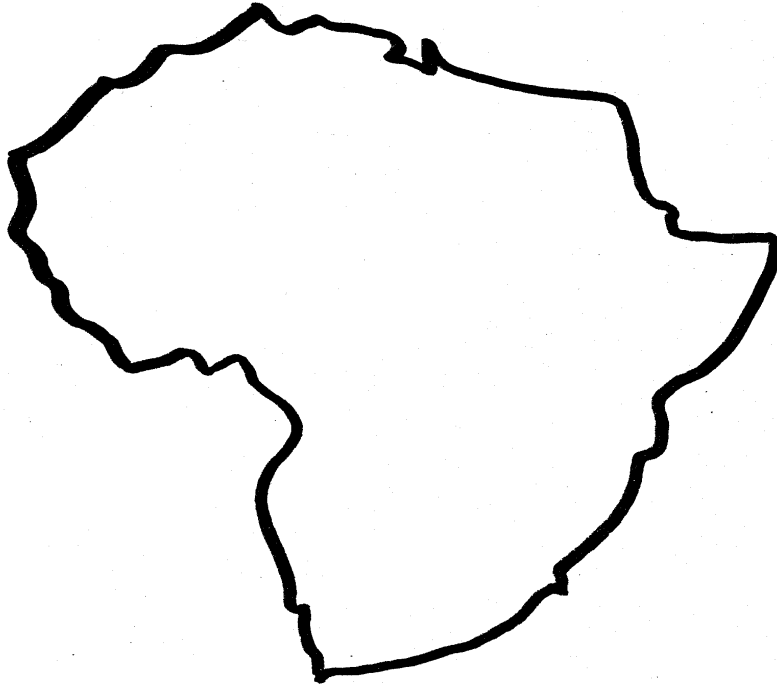
_____ _____
_____ _____
_____ _____
9. What is the title of your book? _____
10. Who is the author of the book? _____

This work belongs to _____ and _____.

ELEMENTARY LIBRARY LESSON PLAN # 2-1.4e

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.	SECOND
Virginia SOL	2.1(SS) The student will study the contributions of Ancient Egypt. 2.6(SS) The student will demonstrate map skills by constructing a map.	
Library Objective	The student will create a map of Africa showing the location of Egypt and the Pyramids.	
Title	<i>“Where in Africa can you find the Pyramids?”</i>	
Resources	African map overhead transparency Outline map of Africa for each student (you may want to enlarge the map included) Atlas of Africa Markers	
Introduction	Ask students to identify the continent on the overhead. Where can information be found about the continent? What information can be found?	
Vocabulary	Equator Map Key Map symbols	
Activity	Have the students use the Atlas to locate Egypt. How are the borders represented? Have the students draw the borders on their maps. Have the students use the atlas to locate the Nile River. What symbol represents a river? Have students draw the Nile River on their map. What monument is in Egypt? How is it represented in the atlas? Draw the monument. Discuss with students map keys and have them make one for their maps. Use a blue line to symbolize rivers, black lines for borders, and a Pyramid picture to designate monuments, If time allows, the compass rose and map scale could be explored.	
Closure	Assess with observation of student maps.	

Comments:



Lesson #2-1.4e Outline Map of Africa

ELEMENTARY LIBRARY LESSON PLAN # 2-1.4f

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.	SECOND
Virginia SOL	2.9(E) Student will demonstrate comprehension of information in reference materials. 2.5(SS) Student will develop map skills by locating the equator, 7 continents and 4 oceans. 5.2(C/T) Exposure to technology. 5.3(C/T)	
Library Objective	Student will identify resources used in research. The student will identify facts about 1 of the 7 continents.	
Title	<i>“Continents”</i>	
Resources	Internet stations, print resources, encyclopedias, atlas, pencils, fact sheet attached	
Introduction	Share what is known about research sources and how to find information.	
Vocabulary	Continents, internet, encyclopedia, atlas	
Activity	<p>Explain that this will be a 2 week unit, used to help with study in the classroom. Discuss the different sources that can be used to locate information about the continents.</p> <p>Explain that we will be working at stations in pairs or small groups to research information about a continent.</p> <p>Each group will be responsible for gathering information using the fact sheet and becoming experts on their continent. The information will be shared after rotations are complete.</p> <p>Station 1: At the computers, using the internet (www.enchantedlearning.com) Station 2: At the tables using print resources (encyclopedias, nonfiction books) Station 3: Choosing books for checkout</p> <p>Students will rotate through stations at timed intervals (warnings will be given for time limits.) Collected information will be sent back to class for their use.</p>	
Closure	Discuss the information found and the resources used.	

Comments:

Lesson #2-1.4f fact sheet

Student Name _____

Teacher Name _____

Name of continent _____

List 3 facts about the continent

Draw a picture of the continent

ELEMENTARY LIBRARY LESSON PLAN # 2-1.4g

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.	SECOND
Virginia SOL	2.9(E) Student will demonstrate comprehension of information in reference materials.	
Library Objective	Student will locate parts of a book.	
Title	<i>“Book Scavenger Hunt”</i>	
Resources	Set of nonfiction books ex: Nature’s Children, Book Scavenger Sheet	
Introduction	Today we are going on a scavenger hunt.	
Vocabulary	table of contents, glossary, index, author, illustrator, title page	
Activity	<p>Students will work in pairs.</p> <p>Explain that each part of the book has a job just like people. On the board, write the vocabulary words and discuss each part.</p> <p>As a whole group, examine a nonfiction book to locate the parts.</p> <p>Distribute a book to each pair along with the scavenger sheet. Students will work to complete the sheet with their partner. Once the teacher has reviewed the answers, book checkout may begin.</p>	
Closure	Review the parts of the book and discuss why they are helpful.	

Comments:

Book Scavenger Hunt Names: _____

1. What is the title of your book? _____
2. Who is the author of your book? _____
3. Where is the table of contents in your book? _____
4. How many chapters does your book have? _____
5. Where is the glossary in your book? _____
6. What is the job of the glossary? _____
7. Where is the index in your book? _____
8. Choose 1 topic from the index in your book. Write down the word and the page number given. _____

Book Scavenger Hunt Names: _____

1. What is the title of your book? _____
2. Who is the author of your book? _____
3. Where is the table of contents in your book? _____
4. How many chapters does your book have? _____
5. Where is the glossary in your book? _____
6. What is the job of the glossary? _____
7. Where is the index in your book? _____
8. Choose 1 topic from the index in your book. Write down the word and the page number given. _____

ELEMENTARY LIBRARY LESSON PLAN # 2-1.4h

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.	SECOND
Virginia SOL	2.11(SS) The student will identify G. Washington, A. Lincoln, S. B. Anthony, H. Keller, J. Robinson and M. L. King Jr. as Americans whose contributions improved the lives of other Americans. 2.9(E) Student will demonstrate comprehension of information in reference materials. 5.2 (C/T) Exposure to technology.	
Library Objective	Student will identify resources used in research and identify facts about an assigned individual.	
Title	<i>“Famous Americans”</i>	
Resources	internet stations, print resources, encyclopedias, pencils, fact sheet	
Introduction	Brainstorm and review reference sources and how to locate information.	
Vocabulary	Internet, encyclopedia, note taking, search engine	
Activity	<p>Explain that this will be a 2 week unit of study related to the classroom topic and that they will be working in pairs or small groups at stations to locate information about the person they are studying. In several stations they will use the website or print materials to research and record information. They are to record 1 fact about each person that will be shared at the end of class.</p> <p>Station 1: Jackie Robinson http://www.enchantedlearning.com/history/us/aframer/robinson/print.shtml Station 2: George Washington http://www.enchantedlearning.com/history/us/pres/washington/index.shtml Station 3: Abraham Lincoln http://www.enchantedlearning.com/history/us/pres/lincoln/index.shtml Station 4: Martin Luther King Jr. http://www.enchantedlearning.com/history/us/MLK Station 5: Helen Keller: Print Materials Station 6: Susan B. Anthony: Print Materials</p> <p>Students will rotate through stations at timed intervals. Collected information will be shared with the class.</p>	
Closure	Share information with the class.	

Comments:



Famous Americans

Names:

George Washington

Abraham Lincoln

Susan B. Anthony

Helen Keller

Jackie Robinson

Martin Luther King Jr.



ELEMENTARY LIBRARY LESSON PLAN # 2-1.5a

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.	SECOND
Virginia SOL	2.25(M) The student will identify, create and extend a wide variety of patterns, using numbers, concrete objects and pictures.	
Library Objective	Students will identify the proper arrangement of books in the library. Students will use call numbers to select and read materials according to personal interests.	
Title	<i>“Market Mania”</i>	
Resources	Assorted empty containers (snack/cereal boxes, pet items, toothpaste boxes) sufficient for one item per student	
Introduction	Tell the students approximately how many books are located in your library. Discuss ways that the books may be shelved: by size, color, etc.	
Vocabulary		
Activity	Tell the students that you need their help in sorting some objects. Have each student select an item. Ask the students to wander around and look at other students’ items. Using non-verbal communication, have the students group similar items on library tables or counters. Have students describe the rationale for each grouping. Ask them to describe the advantages in placing similar items together. Explain that it is the same with books. Share examples from the Dewey classification system. Explain that if each of us wrote a non-fiction book about dinosaurs, they would be spread all over the library! Showcase several “hundreds” that are of particular interest to second grade. Invite them to select books from these sections.	
Closure	Informal evaluation of student responses.	

Comments:

ELEMENTARY LIBRARY LESSON PLAN # 2-1.5b

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.	SECOND
Virginia SOL	2.11(E) The student will locate information in reference material.	
Library Objective	Students will become familiar with the various sections of the library and the call numbers for each section.	
Title	<i>“Dewey Shuffle”</i>	
Resources	Call number cards (attached)	
Introduction	Mention the title of a favorite book of students at this grade level, and ask them to pretend they want to find it to check it out. Discuss some strategies for finding the book, leading them to remember the Dewey Decimal System.	
Vocabulary	*easy *reference *fiction *biography *nonfiction *story collection	
Activity	<ol style="list-style-type: none"> 1. Go over the different sections of the library and the call numbers for each section. 2. Distribute cards to students and have them locate a book that matches the call number on their card. 3. Have the students raise a hand so the LMS can check to see if they have located the correct call number. 4. Repeat this procedure as long as time permits. Each student should visit each section. You may need to do this activity for several weeks. 	
Closure	Choose several students to demonstrate the proper shelving of books.	

Comments:

Lesson # 2-1.5b call number cards sheet 1

E Ber	E Bro	E All
E Gib	E Car	E Dis
E Ehl	E Fox	E Fre

Lesson # 2-1.5b call number cards sheet 2

E And	E Gob	E Hob
E Bri	E Can	E deP
E Fle	E Fow	E Joh

E Kea	E Kel	E Gra
E Hen	E Hut	E Les
E Lob	E Mar	E McC

Lesson # 2-1.5b call number cards sheet 4

E Num	E Pal	E Pol
E Rey	E Sca	E Seu
E Ste	E Tha	E Van

Lesson # 2-1.5b call number cards sheet 5

<p>E Wab</p>	<p>E Woo</p>	<p>E Yol</p>
<p>E Wil</p>		

Lesson # 2-1.5b call number cards sheet 6

F App	F Avi	F Bau
F Cle	F Bry	F Ber
F Chr	F Dad	F Dan

Lesson # 2-1.5b call number cards sheet 7

F Dix	F Eri	F Est
F Far	F Fox	F Geo
F Gre	F Hay	F How

Lesson # 2-1.5b call number cards sheet 8

F Kin	F Kee	F Jac
F Lew	F Lin	F Mar
F Mon	F Nev	F Nay

Lesson # 2-1.5b call number cards sheet 9

F Ort	F Os b	F Par
F Pau	F Pot	F Row
F Roy	F Sac	F Spe

Lesson # 2-1.5b call number cards sheet 10

F Sti	F Tay	F Twa
F Wil	F War	F Wri

Lesson # 2-1.5b call number cards sheet 11

92 Ada	92 Boo	92 Car
92 Dah	92 Eas	92 Fra
92 Gre	92 Hil	92 Jac

Lesson # 2-1.5b call number cards sheet 12

92 Kel	92 Kin	92 Lee
92 Meg	92 Par	92 Ash
92 Bar	92 Cli	92 Dou

Lesson # 2-1.5b call number cards sheet 13

92 Edi	92 For	92 Gra
92 Hou	92 Jef	92 Ken
92 Lin	92 Mod	92 Poc

Lesson # 2-1.5b call number cards sheet 14

92 Oak	92 Roo	92 Rut
92 Sit	92 Str	92 Tub
92 Was	92 Wri	

Lesson # 2-1.5b call number cards sheet 15

004	001	292
398	394	411
307	333	342

Lesson # 2-1.5b call number cards sheet 16

796	811	821
808	636	793
629	612	745

Lesson # 2-1.5b call number cards sheet 17

741	598	595
791	590	550
552	510	917

Lesson # 2-1.5b call number cards sheet 18

932	931	912
133	970	975
998	423	784

ELEMENTARY LIBRARY LESSON PLAN # 2-3.4a

National Literacy Standard	3.4 The student who is information literate uses information accurately and creatively by producing and communicating information and ideas in appropriate formats.	SECOND
Virginia SOL	2.8(E) The student will read and demonstrate comprehension of fiction and nonfiction. Identify the problem, solution and main idea.	
Library Objective	Practice listening skills; identify the main idea of a work.	
Title	<i>“Listening for the Main Idea”</i>	
Resources	<i>Zoobook</i> magazine (or other high interest magazine)	
Introduction	Tell the students that you are going to tell read and they will have to identify the main idea.	
Vocabulary		
Activity	Hide the cover of the magazine/article. Read the first paragraph or two and ask the students to identify the main idea of the work. Have them predict the title of the magazine you are using, the title of the article, etc. Discuss their rationale for predictions.	
Closure	Assess using informal observation of student responses.	

Comments:

ELEMENTARY LIBRARY LESSON PLAN # 2-3.4b

National Literacy Standard	3.4 The student who is information literate uses information accurately and creatively by producing and communicating information and ideas in appropriate formats.	SECOND
Virginia SOL	2.2(E) The student will continue to expand listening and speaking vocabularies. 2.3(E) The student will use oral communication skills. 2.8(E) The student will read and demonstrate comprehension of fiction and nonfiction by describing the characters.	
Library Objective	The student will use a graphic organizer (Venn diagram) with assistance. The student will share information in a variety of formats.	
Title	<i>“Zinnia and Dot Character Study”</i>	
Resources	<u>Zinnia and Dot</u> Venn diagram	
Introduction	Prior to reading <u>Zinnia and Dot</u> , tell the students that after today’s story, we are going to identify the characteristics of the characters, so they should pay particular attention to the personalities of the characters.	
Vocabulary	Character study Venn diagram	
Activity	Share the story. Remind the students that a good author will allow us to get to know the characters throughout the story. Next, explain how the Venn diagram works. Tell the students that you will write the characteristics of Zinnia in one circle and the characteristics of Dot in the other, but those characteristics that describe both characters, you will put in the center circle. Explain that a Venn diagram can be used to identify the similarities and differences between things.	
Closure	Informal questioning and observation	

Comments:

ELEMENTARY LIBRARY LESSON PLAN # 2-4.1a

National Literacy Standard	4.1 The student who is an independent learner is information literate and pursues information related to personal interest by recognizing the need for information.	SECOND
Virginia SOL	2.7(E) The student will read fiction, nonfiction using a variety of strategies independently.	
Library Objective	The students will choose appropriate materials.	
Title	<i>“Just Right Books”</i>	
Resources	Variety of “Three Little Bears “ stories Posters/ signs with three levels Selection of books of varying difficulty	
Introduction	Ask students what they remember about the story of “The Three Bears”. Tell them this story will help them find the right book in the library.	
Vocabulary	Difficulty Vocabulary Text	
Activity	Show the students the selection of books of varying difficulty. Ask if they would want to read each of them on their own. Explain that just like different people wear different sized clothing, they also read different books. Share a “Three Bears” story (use an alternate version with older children to maintain their interest). Discuss how only some of the items in the house were “just right” for Goldilocks. Show signs with “too hard”, “too easy”, and “just right” on them. Show examples of books that are OBVIOUSLY too hard /easy for the particular group of students. Remind students that just like Goldilocks tried out the items in the house, they must do the same with their books.	
Closure	Instruct students to look for a book that is “just right “ for them. Skim over student selections to see how they chose.	

Comments:

TOO EASY

- *I have read it lots of times.
- *I understand the story/text very well.
- *I know and understand just about every word.
- *I can read it smoothly.

TOO HARD

- *I don't know many of the words.
- *I am confused about what is happening.
- *My reading sounds choppy.

JUST RIGHT

- *Book is new to me.
- *I understand some of the book.
- *There are just 3 words per page I don't know.
- *My reading is almost smooth.

ELEMENTARY LIBRARY LESSON PLAN # 2-5.1a

National Literacy Standard	5.1 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information by being a competent and self-motivated reader.	SECOND
Virginia SOL	2.8(E) The student will read and demonstrate comprehension of fiction and nonfiction by identifying the elements of the story.	
Library Objective	Listen for the elements of fiction in a story.	
Title	<i>“Prince William”</i>	
Resources	<u>Prince William</u> by Gloria Rand.	
Introduction	Tell the students that today’s story is based on a real event. Give some background information about the Alaskan oil spill (author’s note in back of book).	
Vocabulary		
Activity	Prior to reading, review the parts of a story including characters, setting, problem, solution, and central idea. Tell the students to listen for this information as you read through the story. Share <u>Prince William</u> . Following the story, have the students fold a piece of paper in fourths. In one square they can illustrate the characters, in another square the setting, etc.	
Closure	Assess with informal observation of student work.	

Comments:

ELEMENTARY LIBRARY LESSON PLAN # 2-5.1b

National Literacy Standard	5.1 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information by being a competent and self-motivated reader.	SECOND
Virginia SOL	2.7(E) Student will read fiction and nonfiction using a variety of strategies independently.	
Library Objective	Students will be familiar with several authors and illustrators.	
Title	<i>“Books on the Line”</i>	
Resources	<u>Underwear!</u> By Mary Elise Monsel, paper, and crayons	
Introduction	Tell the students that one of the best ways to find a great book every time is to have several favorite authors. Today we will find out about some great authors.	
Vocabulary		
Activity	Share <u>Underwear!</u> By Mary Elise Monsell. Following the reading, ask the students to use teacher-made templates to trace a t-shirt or boxer shorts on paper. Have the students decorate and write a favorite author’s name on the shirt or waitband. (You may want to do this after checkout so they can use their books for reference.)	
Closure	Allow time for the students to share information about their favorite author. After each child has identified his author, have him “hang” the garment from a “clothesline” or bulletin board in the library.	

Comments:

ELEMENTARY LIBRARY LESSON PLAN # 2-5.1c

National Literacy Standard	5.1 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information by being a competent and self-motivated reader.	SECOND
Virginia SOL	2.7(E) The student will read fiction, nonfiction, and poetry using a variety of strategies independently.	
Library Objective	Students will be introduced to chapter books.	
Title	<i>“Chapter Books Book Talking”</i>	
Resources	One title from the following easy chapter series: <u>Berenstain Bears</u> , <u>Pee Wee Scouts</u> , <u>Cam Jansen</u> , <u>Bailey School Kids</u> , <u>Polk Street Kids</u> , <u>Arthur</u> , and <u>Nate the Great</u>	
Introduction	Discuss the progression of reading development. Remind students that when they came to kindergarten they knew maybe some letters, maybe some words, maybe nothing. Ask them to think of where they are now.	
Vocabulary		
Activity	<p>Introduce the easy chapter section of the library. Explain that there is great diversity in reading levels within the easy chapter section, so they should not be intimidated.</p> <p>Book talk one of each title in the series.</p> <ul style="list-style-type: none"> • Share the title, series name, and author. • Share the summary on the back of the book. • Read the first page. Discuss reading level. Discuss the amount of text on each page. Review clues for determining readability, such as checking to see if there are five words on a page that the reader does not know. • Point out AR stickers. <p>Explain that some children may be ready to start reading these independently and some children may want to read them with mom or dad. Share how reading one chapter a night with mom or dad is a super way to end the day.</p>	
Closure	.Encourage children to try a book from the easy chapter book section.	

Comments:

ELEMENTARY LIBRARY LESSON PLAN # 2-6.1a

National Literacy Standard	6.1 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation by assessing the quality of the process and products of personal information seeking.	SECOND
Virginia SOL	2.3(E) The student will use oral communication skills.	
Library Objective	Students will participate in a variety of creative expressions.	
Title	<i>“Green Wilma”</i>	
Resources	<u>Green Wilma</u> by Tedd Arnold, choral reading charts	
Introduction	Tell the students that today you will ask them to help tell the story.	
Vocabulary		
Activity	<p>Describe how choral reading works (like singing in a chorus, only reading). Tell the students that it will be very important for everyone to stay together, read at a normal volume, and read at a normal speed. Divide the class in half. Use teacher-prepared charts. (Copy the book on 2 pieces of chart paper alternating at each page; it helps to use two different colors as well.) Explain that one half will read the “blue” page, and the other half of the class will read the “red” page. Tell them that you will practice first with a couple of lines so that they will see how important it is to be ready to read when it is their group’s turn. Have the class read the story in choral style reading.</p> <p>Note: the pictures in this book are so fun that you may want to read it through first just to share the illustrations. This also gives the students a chance to hear the rhythm of the story.</p>	
Closure	Assess with informal observation.	

Comments:

ELEMENTARY LIBRARY LESSON PLAN # 2-6.1b

National Literacy Standard	6.1 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation by assessing the quality of the process and products of personal information seeking.	SECOND
Virginia SOL	2.8(E) The student will read and demonstrate comprehension of fiction and nonfiction books.	
Library Objective	Students will identify the location of the biography section in the library. Students will describe the characteristics of a biography.	
Title	<i>“Riddle Me This”</i>	
Resources	Several second grade level biographies, chart paper, marker	
Introduction	Tell the students that they will use a certain type of book today and write riddles for other classes to solve,	
Vocabulary		
Activity	Ask the students if they like riddles. Share a riddle about a well-known person from your school (one they can guess). Tell the students that they will write a riddle about a famous person in history, and you will use the riddle in other classes. Define biography. Tell the students that they will read a biography about a person. You will ask them to listen carefully because following the reading they will need to give five clues to use as a riddle. Write the clues on chart paper. Use a different biography for each section so that you will have a different riddle to use in next week’s lesson.	
Closure	Read through the clues. Do they make sense? Take the class to the biography section for a tour. Show the students how biographies are shelved and encourage them to check out a biography.	

Comments:

ELEMENTARY LIBRARY LESSON PLAN # 2-7.1a

National Literacy Standard	7.1 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 seeking information from diverse sources, contexts, disciplines, and cultures.	SECOND
Virginia SOL	2.4(SS) The student will develop map skills by locating China on a map.	
Library Objective	Students will identify the location of folktales in the library. Students will experience literature from various cultures. Students will use the map to get information.	
Title	<i>“Two of Everything”</i>	
Resources	<u>Two of Everything</u> by Lily Toy Hong	
Introduction	Tell the students that today’s story is a folktale from Ancient China.	
Vocabulary		
Activity	Use the map to locate China and show the distance from the United States. Share <u>Two of Everything</u> . Discuss the dress, house, and work portrayed in the story. Remind the students that a folktale can give us a great deal of information about a culture. This also is a good time to showcase the folktale section in the library and encourage the students to check out folktales. Activity extension: Have the students identify the differences between a map and globe and discuss when it is appropriate to use a globe versus a map.	
Closure	Assess with informal observation and questioning.	

Comments:

ELEMENTARY LIBRARY LESSON PLAN # 2-7.2a

National Literacy Standard	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.	SECOND
Virginia SOL	2.10(SS) Student will explain the responsibilities of a good citizen. 2.8(E) Students will read and demonstrate comprehension of fiction and nonfiction by making predictions and reading to confirm predictions.	
Library Objective	The student will identify appropriate library rules.	
Title	<i>“Following Directions / Rules”</i>	
Resources	<u>Strega Nona’s Magic Lesson</u> by Tomie DePaola	
Introduction	Have you ever <u>not</u> followed directions? Did it cause trouble? Have students predict what might happen to Big Anthony if he doesn’t follow directions in his magic lessons.	
Vocabulary		
Activity	Read <u>Strega Nona’s Magic Lesson</u> by Tomie DePaola. Update predictions as the story takes place. What happened when Big Anthony didn’t follow directions? How did his choice impact others in the town? How can we respect the rights and property of others in the library? How can you improve the library by following directions?	
Closure	Discuss the importance of following directions. Identify the library rules and expected behaviors.	

Comments:

ELEMENTARY LIBRARY LESSON PLAN # 2-9.1a

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	SECOND
Virginia SOL	2.8(E) The student will demonstrate comprehension of fiction and nonfiction selections by relating previous experiences to the topic. 2.3(E) The student will use oral language to inform, persuade, and to entertain.	
Library Objective	Students will relate prior experiences to what is read. Students will select and read books according to personal interests.	
Title	<i>“Everybody Needs A Rock”</i>	
Resources	<u>Everybody Needs A Rock</u> by Byrd Baylor, a small rock to use as a story prop	
Introduction	Tell the students that you are aware that they are (or previously have been) studying rocks.	
Vocabulary		
Activity	Ask the students about their study of rocks. Ask about rock collections or favorite types of rocks. Show the students your rock; describe where you got it, why you chose it, etc. Read <u>Everybody Needs A Rock</u> . Following the story, ask the students if they can understand why the rules described in the story would be helpful in selecting a favorite rock.	
Closure	Assess with informal observation.	

Comments:

Lessons revised 06/2003