

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 3-1.1a

National Literacy Standard	1.1 The student who is information literate accesses information efficiently and effectively by recognizing the need for information.	THIRD
Virginia SOL	5.2(C/T) The student will develop a basic technology vocabulary.	
Library Objective	Introduce technology words and their meanings. Students will also use the two-column note strategy.	
Title	<i>“Technology Tickler”</i>	
Resources	Word Cards, Pocket Chart	
Introduction	I need your help! Someone came in and mixed up all the technology words and definitions. I put them back in order and I have one left over. You are computer whiz kids. Will you help me?	
Vocabulary		
Activity	<p>Have the terms on the left side of the pocket chart and the definitions on the right. They should be jumbled and you should have one in your hand.</p> <p>Match the correct term and definition.</p> <p>Review the chart as a class.</p> <p>Optional: Use this strategy with any terminology being studied. Consider having students work in small groups with words and definitions on notebards.</p>	
Closure	What will I do if someone mixes the cards again?	

Comments:

Monitor

Keyboard

Cursor

CD-ROM

Network

Disk Drive

Program

Start Button

CD-ROM Drive

Floppy Disk

Menu

Lesson # 3-1.1a Worksheet (4 of 7)

The part of the computer that allows you to see what is typed. Looks like a TV screen.

The part of the computer that allows you to enter letters, numbers and characters into the computer.

The blinking symbol on the screen that shows you where the next letter, number or character will be seen.

A compact disk with read only memory. You are not able to change and save the information once the disk is burned.

Lesson # 3-1.1a Worksheet (5 of 7)

A group of computers that are linked and connected together.

The place where the floppy disk is inserted so the computer can read and access the information on the disk.

Software on the computer. Example: Word, Publisher, Powerpoint

Located on the task bar. It opens the menu and programs.

Lesson # 3-1.1a Worksheet (6 of 7)

The list of software or programs that your computer has for you to use.

Place where the CD-ROM is inserted in the computer so it can read the information.

The place where files can be saved. The files can be changed and used again. It can be moved from 1 computer to another.

Lesson # 3-1.1a Worksheet (7 of 7)

Answer Key:

Term	Definition
Monitor	The part of the computer that allows you to see what is typed. Looks like a TV screen.
Keyboard	The part of the computer that allows you to enter letters, numbers and characters into the computer.
Cursor	The blinking symbol on the screen that shows where the next letter, number or character will be seen.
CD-ROM	A compact disk with read only memory. You are not able to change and save the information once the disk is burned.
Network	A group of computers that are linked and connected together.
Floppy Disk Drive	The place where the floppy disk is inserted so the computer can read and access the information on the disk.
Programs	Software on the computer. Example: Word, Publisher, Powerpoint
Start Button	Located on the task bar. It opens the menu and programs.
Menu	The list of software or programs that your computer has for you to use.
CD-ROM Drive	Place where the CD-ROM is inserted in the computer so it can read the information.
Floppy Disk	The place where files can be saved. The files can be changed and used again. It can be moved from 1 computer to another.

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 3-1.1b

National Literacy Standard	1.1 The student who is information literate accesses information efficiently and effectively, recognizing the need for information.	THIRD
Virginia SOL	5.2(C/T) The student will develop basic technology skills.	
Library Objective	Students will demonstrate understanding of technology vocabulary.	
Title	“Technology Practice Quiz”	
Resources	http://www.pes/poquoson.k12.va.us/public/index.html	
Introduction	Review vocabulary from lesson called “Technology Tickler” taught previously	
Vocabulary	Monitor, keyboard, cursor, cd-rom, network, disk drive, program, start button, cd-rom drive, floppy disk, menu	
Activity	<p>After students review technology terms, students should take the online technology quiz at the following website:</p> <p>http://www.pes/poquoson.k12.va.us/public/index.html</p>	
Closure	How many questions did students get right on sample SOL technology quiz?	

Comments: This may take 2-3 class sessions.

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 3-1.4a

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.	THIRD
Virginia SOL	3.7(E) The student will use dictionaries, encyclopedias, and other reference books.	
Library Objective	Students will differentiate between the use of dictionaries, encyclopedias, almanacs, atlas, newspapers and periodicals.	
Title	“Tool Time”	
Resources	Tools, Encyclopedia, Almanac, Atlas, Newspaper, Periodicals	
Introduction	Tools have different uses. Today I brought several tools to share with you. We are going to decide their use.	
Vocabulary	Encyclopedia, Almanac, Atlas, Newspaper, Periodicals	
Activity	<p>Show the table full of tools you have collected. Ask students to name each tool and tell when they might need the tool.</p> <p>Explain that libraries have tools for researchers. Show the table full of reference tools. Hold up each tool and ask students if they have ever seen or used one of these tools. Raise each one, name it, and describe its use.</p> <p>Optional: Students can record the information on a chart if needed. You might want to make a class chart for display purposes.</p>	
Closure	Students will take turns naming each reference tool and describing its use. Why do we need to know the tools and their intended use?	

Comments:

Lesson # 3-1.4a Worksheet (1 of 2)

Reference Tool	Tool Use	Sample Question
Dictionary		
Encyclopedia		
Almanac		
Atlas		
Newspaper		
Periodicals		

Lesson # 3-1.4a Worksheet (2 of 2)

Reference Tool	Tool Use	Sample Question
Dictionary	Helps with words. Use it to find definitions, spelling, pronunciation, and part of speech. Some will have a sample sentence.	What is the definition of rocket?
Encyclopedia	Gives general information and facts on people, places, things and events. Use it to research a topic for a report.	What does a lion eat?
Almanac	A book published every year containing statistics. You will use this when you want to know number facts.	Who had the most home runs?
Atlas	A book of maps.	What state is east of Nebraska?
Newspaper	A paper that is published each day with the most up to date information about events and people. Use this when you need information that changes quickly.	What will the weather be today?
Periodicals (Magazine)	These are published on a set schedule. It contains information that changes weekly, monthly, or quarterly.	What are some helpful hints on picking a new puppy?

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 3-1.4b

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.	THIRD
Virginia SOL	3.6(SS) The student will utilize maps and globes to collect information.	
Library Objective	The student will utilize maps to collect information.	
Title	<i>“Road Trip”</i>	
Resources	Various road maps	
Introduction	Briefly discuss the need for a road map when planning and taking a trip.	
Vocabulary	Map Key Compass Rose	
Activity	<ol style="list-style-type: none"> 1. Give students a starting point. (Ex. Richmond, Virginia) 2. Demonstrate writing directions for an imaginary road trip using the map key and a compass rose. 3. Working in pairs or individually, have the students map out and write directions for their own imaginary road trip. 4. Ask students to write the names of points of interest they may pass along the way. 5. Share the written directions of some students with the class if time permits. <p>*Prerequisite: Map skill work with road maps. (Check with the classroom teacher.)</p> <p>*Challenge: Explore points of interest (Ex. Grand Canyon) using reference materials.</p>	
Closure	Discuss the purpose of this activity and encourage students to have fun with maps at home with their families.	

Comments:

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 3-1.4c

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.	THIRD
Virginia SOL	3.2(SS), 3.4(SS), 3.6(E) The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade)..	
Library Objective	Students will learn about an historical King of Mali, West Africa through a biography and locate Mali on a globe and a map.	
Title	<i>“Sundiata”</i>	
Resources	<u>Sundiata: Lion King of Mali</u> , by David Wisnieski	
Introduction	Use globe and map in book to illustrate location of Mali. Tell students that you will read about a famous West African king.	
Vocabulary	Griots, kings, Mali, Sundiata, biography	
Activity	<p>Introduce the vocabulary</p> <p>Read the story</p> <p>Provide background information based on author’s note in back of book</p> <p>Ask comprehension questions</p>	
Closure	Gage understanding based on answers to comprehension question.	

Comments:

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 3-1.4d

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.	THIRD
Virginia SOL	3.2(SS), 3.4(SS), 3.8(SS), 3.7(E) The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).	
Library Objective	Students will utilize maps/globes to recognize Mali. Students will use online website and take online quiz. Students will select appropriate research materials, including electronic sources to research Mali.	
Title	<i>“Mali Online”</i>	
Resources	http://www.hopewell.k12.va.us/techsol <i>Let’s Visit Mali</i> , by Sheree Shaw LCD projector	
Introduction	Introduce vocabulary.	
Vocabulary	Mali, Africa, Western Africa, desert, Niger River, draught, usa, President, French, Timbuktu	
Activity	Go over vocabulary Show Africa and Mali on the globe Show Virginia and the route to Mali Go to site and follow: Traveling to Mali...Mali’s characteristics Click on keywords along the way for more information Take online quiz a a group (there is immediate feedback)	
Closure	Go over quiz responses	

Comments: This will take 2 class sessions.

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 3-2.1a

National Literacy Standard	2.1 The student who is information literate evaluates information critically and competently by determining accuracy, relevance, and comprehensiveness.	THIRD												
Virginia SOL	3.7(E) The student will record information from print and non-print resources.													
Library Objective	Students will identify parts of a book.													
Title	<i>“Parts of a Book”</i>													
Resources	Worksheet (attached) A library book for each student													
Introduction	Ask students to identify several parts of a sample book. Explain that this lesson will help them to know other parts of books.													
Vocabulary	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">title page</td> <td>copyright date</td> </tr> <tr> <td>publisher</td> <td>index</td> </tr> <tr> <td>author</td> <td>illustrator</td> </tr> <tr> <td>cover</td> <td>place of publication</td> </tr> <tr> <td>spine</td> <td>table of contents</td> </tr> <tr> <td>glossary</td> <td></td> </tr> </table>		title page	copyright date	publisher	index	author	illustrator	cover	place of publication	spine	table of contents	glossary	
title page	copyright date													
publisher	index													
author	illustrator													
cover	place of publication													
spine	table of contents													
glossary														
Activity	<ol style="list-style-type: none"> 1. Show examples of each part of a sample book and ask students to find that part of their book. 2. Have students complete the worksheet. 3. Review the correct answers. 													
Closure	After checkout of new books, circulate among the students and review the parts of each newly chosen book.													

Comments:

Parts of a Book

Directions: Fill in the blank with the correct answer. Use each word once.

title page	author	cover
copyright date	illustrator	spine
publisher	place of publication	title
index	table of contents	glossary

1. The name of the book is the _____.
2. The _____ writes the book.
3. The person who draws the pictures is the _____.
4. The _____ protects the pages in a book.
5. The _____ holds the pages of a book together.
6. The company that prints or makes the book is called the _____.
7. The page that tells the title, author, and publisher is the _____.
8. The year the book was published is the _____.
9. The city where the book is made is called the _____.
10. The list of the chapters or stories in a book is the _____.
11. A dictionary at the back of the book is the _____.
12. An alphabetical list of subjects found in the back of the book is the _____.

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 3-2.4a

National Literacy Standard	2.4 The student who is information literate evaluates information critically and competently by selecting information appropriate to the problem or question at hand.	THIRD
Virginia SOL	3.7(E) The student will use dictionaries, encyclopedias, and other reference books.	
Library Objective	The student will use reference books to search for information.	
Title	<i>“Super Sleuths”</i>	
Resources	Almanac, atlas, dictionary, encyclopedia, Super Sleuths worksheets	
Introduction	Ask a few random questions for which reference books would be used to locate answers.	
Vocabulary	Reference books, almanac, atlas, dictionary, encyclopedia	
Activity	<p>Week 1: Show the reference books listed in the vocabulary list and explain the type of information one can obtain from each of them. Ask practice questions and guide students to the correct response as a group. (Questions from the worksheet may be used as practice questions.) Talk about why one resource is better than another for finding certain information. Have students engage in individual practice by beginning the “Super Sleuths” worksheets. Students may work individually or in pairs depending on time allotted.</p> <p>Week 2: Students will complete the “Super Sleuths” worksheets and go over answers with the Library Media Specialist.</p>	
Closure	Go over the answers to the worksheets. Discuss why a particular resource was chosen.	

Comments:

Lesson # 3-2.4a worksheet (1 of 2)

Super Sleuths



Name _____

Use the **almanac**, **atlas**, **dictionary**, or **encyclopedia** to find answers to the following questions.

- Circle the key word in each question
- Circle the reference source you need to find the answer.

1. How many syllables are in “familiarity”? _____

Almanac Atlas Dictionary Encyclopedia

2. Find a map of Italy. Name the sea south of Italy. _____

Almanac Atlas Dictionary Encyclopedia

3. Find an article on elephants. Name the two kinds of elephants.

Almanac Atlas Dictionary Encyclopedia

4. Find a list of current Supreme Court judges. Name the first woman on the court.

Almanac Atlas Dictionary Encyclopedia

5. Find a list of the ten all time best selling paperback books. Which one is illustrated by Garth Williams? _____

Almanac Atlas Dictionary Encyclopedia

6. Find a map of Virginia. How many miles south of Richmond is the North Carolina line? _____ miles

Almanac Atlas Dictionary Encyclopedia

Lesson # 3-2.4a worksheet (2 of 2)

7. What part of speech is “outstanding”? _____

Almanac Atlas Dictionary Encyclopedia

8. What do telescopes do? _____

Who was the first to use a telescope to study the sky?

Almanac Atlas Dictionary Encyclopedia

9. Define “fuselage.” _____

What are the guide words on the page? _____ and

Almanac Atlas Dictionary Encyclopedia

10. In football, who is the top NFL rushing leader in 1997? _____

How far did he rush the ball? _____ yards

Almanac Atlas Dictionary Encyclopedia

11. Looking at a physical map of the United States, name the mountain range that passes through Virginia. _____

Almanac Atlas Dictionary Encyclopedia

12. Find an article on China. Name the two largest cities.

What name do the Chinese give their country? What does it mean?

Almanac Atlas Dictionary Encyclopedia

Congratulations!!!! You are now Super Sleuths!!!

Lesson # 3-2.4a worksheet (1 of 2)

Super Sleuths - Answer Key



Name _____

Use the **almanac**, **atlas**, **dictionary**, or **encyclopedia** to find answers to the following questions.

- Circle the key word in each question
- Circle the reference source you need to find the answer.

1. How many syllables are in “familiarity”? _____ 6 _____

Almanac Atlas Dictionary Encyclopedia

2. Find a map of Italy. Name the sea south of Italy. _____ Mediterranean _____

Almanac Atlas Dictionary Encyclopedia

3. Find an article on elephants. Name the two kinds of elephants.
_____ African _____ Indian _____

Almanac Atlas Dictionary Encyclopedia

4. Find a list of current Supreme Court judges. Name the first woman on the court.
_____ Sandra Day O’Connor _____

Almanac Atlas Dictionary Encyclopedia

5. Find a list of the ten all time best selling paperback books. Which one is illustrated by Garth Williams? _____ Charlotte’s Web _____

Almanac Atlas Dictionary Encyclopedia

6. Find a map of Virginia. How many miles south of Richmond is the North Carolina line? _____ Any number between 60-65 _____ miles

Almanac Atlas Dictionary Encyclopedia

Lesson # 3-2.4a worksheet (2 of 2) Answer Key

7. What part of speech is “outstanding”? adjective

Almanac Atlas **Dictionary** Encyclopedia

8. What do telescopes do? Lets us see objects far away

Who was the first to use a telescope to study the sky?

Galileo

Almanac Atlas Dictionary **Encyclopedia**

9. Define “fuselage.” the body of an airplane, not including the wings, tail, and engine

What are the guide words on the page? furrow and fuss (Words may vary)

Almanac Atlas **Dictionary** Encyclopedia

10. In football, who is the top NFL rushing leader in 1997? Barry Saunders

How far did he rush the ball? 2,053 yards

Almanac Atlas Dictionary Encyclopedia

11. Looking at a physical map of the United States, name the mountain range that passes through Virginia. Appalachian Mountains

Almanac **Atlas** Dictionary Encyclopedia

12. Find an article on China. Name the two largest cities.

Shanghai and Beijing

What name do the Chinese give their country? What does it mean?

Zhoonggu Middle Kingdom

Almanac Atlas Dictionary **Encyclopedia**

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 3-2.4b

National Literacy Standard	2.4 –The student who is information literate evaluates information critically and competently by selecting information appropriate to the problem or question at hand.	THIRD
Virginia SOL	3.3(SS), 3.5(SS), 3.6(E), 3.7(E), 5.3(C/T) The student will study the exploration of the Americas by describing the accomplishments of Christopher Columbus, Juan Ponce de Leon, Jacques Cartier, and Christopher Newport.	
Library Objective	The student will demonstrate comprehension of information from a variety of print resources.	
Title	<i>“Explorers”</i>	
Resources	Reference materials: encyclopedia, biographical dictionary, biographical explorer books, Grolier Online Encyclopedia Explorer worksheet	
Introduction	Ask the students: “Where would you go to find out who these explorers are?”	
Vocabulary	<ul style="list-style-type: none"> • Jacques Cartier • Christopher Columbus • Christopher Newport • Juan Ponce de Leon • Biography/History/Geography • Explorers 	
Activity	<ol style="list-style-type: none"> 1. Go over the vocabulary from the board or overhead. 2. Have two students choose one of the explorers on the sheet to research. 3. Have students work in pairs or small groups to complete the explorer worksheet. 	
Closure	Review notations on worksheets.	

Comments:

Explorers

Pick one of the explorers to research and circle his name.

Jacques Cartier
Christopher Columbus
Christopher Newport
Ponce de Leon

LIFE

1. This explorer was born in the country of _____
in the year of _____.

2. This explorer died in the country of _____
in the year of _____.

3. This explorer explored the country of _____.

4. This explorer is famous for _____.

5. This explorer is interesting because _____
_____.

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 3-3.2a

National Literacy Standard	3.2 The student who is information literate uses information effectively and creatively by integrating new information into one’s own knowledge.	THIRD
Virginia SOL	3.10(E) – The student will record information from print and non-print resources.	
Library Objective	The student will recognize the unique characteristics of various reference tools and compare and contrast the characteristics of these tools.	
Title	<i>“Introduction to Reference”</i>	
Resources	Encyclopedias, almanacs, dictionaries, thesauruses, atlases, worksheet	
Introduction	Put one copy of each resource on each table. Allow students to peek at them.	
Vocabulary	Encyclopedia, almanac, dictionary, thesaurus, atlas	
Activity	<p>Charge each table with the following task:</p> <p>Look through the books on your table. Find one word for each book that describes the type of information found in each title. Record your one word on the paper in front of you. You will have seven minutes.</p> <p>When the seven minutes are up, go through each resource. Have each team list the word they selected. Record their words on the board. Then draw a conclusion of what word best describes each.</p> <p>Ex. Dictionary: words, definitions, lists, descriptions, examples Conclusion: DEFINITIONS</p> <p>Atlas: facts, pictures, places, states, maps Conclusion: MAPS</p>	
Closure	Explain that over the next several weeks, we will be studying each of these resources. If they can remember the key word that goes with each, they will be way ahead of the game.	

Comments:

Lesson # 3-3.2a – Worksheet

Dictionary	
Thesaurus	
Atlas	
Almanac	
Encyclopedia	

Dictionary	
Thesaurus	
Atlas	
Almanac	
Encyclopedia	

Dictionary	
Thesaurus	
Atlas	
Almanac	
Encyclopedia	

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 3-4.1a

National Literacy Standard	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 dimensions of personal well being, such as career interests, community involvement, health matters and recreational pursuits.	THIRD
Virginia SOL	3.5(E), 3.6(E), 3.9(SS) The student will read and demonstrate comprehension of fiction.	
Library Objective	The student will select and use a variety of appropriate materials related to personal interests for informational and recreational purposes.	
Title	<i>“Book Fair”</i>	
Resources	Book Fair displays of a variety of readability and interest levels. Wish list for students and teachers	
Introduction	Students will understand that the Book Fair is like a book store coming to the library. They will shop at the store and fill out their lists to take home. At the library, one borrows and returns, but at the Book Fair one makes a purchase. Economic decisions are based on several considerations.	
Vocabulary	Book Fair, buy/purchase, exchange, money, choices, wants/needs, gifts, hardback/paperback, books, authors	
Activity	<p>Introduce the Book Fair by viewing the video featuring various authors and books appropriate for elementary students.</p> <p>Review vocabulary that is on the board.</p> <p>Go over where to find the price of an item.</p> <p>Set priorities when shopping such as :</p> <ul style="list-style-type: none"> • How much money do I have to spend? • Do I want to buy gifts for someone? • Have I looked at all of the materials before making choices? <p>Encourage students to think about whether they prefer fiction or non-fiction (recreational books or informational books).</p> <p>Encourage students to think about what are their personal interests.</p> <p>Fill out the wish list of book titles and prices to take home and show to parents.</p> <p>Remind students that teachers have a wish list, too.</p> <p>State what polite behaviors are expected while in the Book Fair.</p>	
Closure	Explain that the students may return with money and orders with teachers’ permission and/or with parent.	

Comments: Students view the video one week and attend the Book Fair the next week. May be used for grades 3-5.

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 3-5.1a

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.	THIRD
Virginia SOL	3.5(E) The student will demonstrate comprehension of a variety of printed materials.	
Library Objective	The students will match well-known book characters with their authors.	
Title	<i>“Fictional Characters and Authors Game”</i>	
Resources	Set of 24 cards (attached)	
Introduction	Ask students to tell you the authors or the characters in several books that are surely known by all. (Ex. <u>The Cat in the Hat</u> by Dr. Seus or Norman Bridwell’s Clifford books) Explain that today’s game will help them recall and learn to connect other famous authors and characters.	
Vocabulary		
Activity	<ol style="list-style-type: none"> 1. Give each student a card. (Since there are 24 cards, some students may need to have more than one or some may need partners. Be sure to pass out all 24 cards.) 2. Have the student who just has a question on the card to read it aloud to the class. 3. The student who has the answer to it should read the answer aloud, and then read the next question which is found on their card. 4. Continue doing this until all of the cards are used. The last card has only one answer on it. That is the end of the game. 	
Closure	Review some of the authors and characters of the game, especially some that were difficult.	

Comments:

Lesson#3-5.1a Author and Character Cards (1 of 3)

<p>A: Beverly Cleary</p> <p>Q: What author wrote about Amelia Bedelia?</p>	<p>A: Peggy Parish</p> <p>Q: What author wrote about Pinkerton, the dog?</p>
<p>A: Steven Kellogg</p> <p>B: What author wrote about the characters Frog and Toad?</p>	<p>A: Arnold Lobel</p> <p>Q: What author wrote about the characters Jack and Annie?</p>
<p>A: Mary Pope Osborne</p> <p>Q: What author wrote about the character Cam Jansen?</p>	<p>A: David A. Adler</p> <p>Q: What author wrote about the character Amber Brown?</p>
<p>A: Paula Danziger</p> <p>Q: What author wrote about the characters Jessie, Violet, Benny, and Henry?</p>	<p>A. Gertrude Chandler Warner</p>

Lesson #3-5.1a Author and Character Cards (2 of 3)

<p>A: Bernard Waber</p> <p>Q: What author wrote about Junie?</p>	<p>A. Barbara Park</p> <p>Q: What author wrote about Alexander and his terrible day?</p>
<p>A: Judith Viorst</p> <p>Q: What author wrote about Corduroy?</p>	<p>A: Don Freeman</p> <p>Q: What author wrote about Henry and Mudge?</p>
<p>A: Ian Falconer</p> <p>Q: What author wrote about McDuff, the dog?</p>	<p>A: Marjorie Sharmat</p> <p>Q: What author wrote about Olivia, a pig, who has lots of energy?</p>
<p>A: Cynthia Rylant</p> <p>Q: What author wrote Nate the Great?</p>	<p>A: Rosemary Wells</p> <p>Q: What author wrote about Ramona and her family?</p>

Lesson #3-5.1a Author and Character Cards (3 of 3)

<p>Question: What author wrote about Curious George?</p>	<p>A: H. A. Rey Q: What author wrote about Miss Nelson?</p>
<p>A: Harry Allard Q: What author wrote about Mr. Ratburn?</p>	<p>A: Mac Brown Q: What author wrote about Charlotte and Wilbur?</p>
<p>A: E. B. White Q: What author wrote about Chrusanthemum?</p>	<p>A: Kevin Henkes Q: What author wrote about Peter Rabbit?</p>
<p>A: Beatrix Potter Q: What author wrote about Mrs. Frizzle?</p>	<p>A: Joanna Cole Q: What author wrote about Lyle, the crocodile?</p>

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 3-5.2a

National Literacy Standard	5.2 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of formats.	THIRD
Virginia SOL	3.6(E) The student will identify the characteristics of biographies and autobiographies.	
Library Objective	The students will identify the characteristics of biographies and how they are shelved.	
Title	<i>“Biographies”</i>	
Resources	* examples of the three kinds of biographies * worksheet (attached) * information sheet (attached)	
Introduction	Discuss the three types of biographies in 92 and 920. Show examples of each.	
Vocabulary	<ul style="list-style-type: none"> • biography • autobiography • collective biography • call number • non-fiction 	
Activity	<ol style="list-style-type: none"> 4. Use the information sheet as a transparency or copy for students. 5. Discuss the similarities and differences in the kinds. 6. Have students work in pairs or small groups to complete the biography worksheet. 	
Closure	Review the three types of biographies and how they are shelved.	

Comments:

Biography Information Sheet

What is a *biography*?

A biography is a true story of a person’s life. Biographies are given the call number “92”. Under the number “92” are the first three letters of the last name of the person the book is about.

The Life of Abraham Lincoln by Elizabeth Coates 92
Lin

What is an *autobiography*?

An autobiography is a true story a person writes about his or her own life. Autobiographies are given the call number “92”. Under the number “92” are the first three letters of the last name of the person who the book is about. The person is also the author.

The life of Abraham Lincoln by Abraham Lincoln 92
Lin

What is a *collective biography*?

A collective biography is a collection of more than one biography. For example, the lives of ten famous football players in one book is a collective biography. The call number is 920. Under the number “920” are the first three letters of the last name of the author of the book.

The Lives of the Presidents by Sally Harland 920
Har

Biographies

Remember:

- A biography / autobiography has a call number of “92”.
- A collective biography has a call number of “920”.
- Add the first three letters of the last name of the person the biography / autobiography is about.
- A collective biography has the first three letters of the author’s last name.

*Write the call numbers for these **biographies**:*

1. _____ Dolley Madison and the American Revolution by Lynn Smith
2. _____ Michael Jordan: A Legend by Bill Hall
3. _____ Patrick Henry: The Statesman by Kim Rogers
4. _____ Daniel Boone: His Life by Linda Jones

*Write the call numbers for these **autobiographies**:*

1. _____ George W. Bush: My Story by George W. Bush
2. _____ Tiger Woods: An Early Start by Tiger Woods
3. _____ Jeff Gordon: Life Behind the Wheel by Jeff Gordon
4. _____ Betsy Ross: Sewing the Flag by Betsy Ross

*Write the call numbers for these **collective biographies**:*

1. _____ Famous Virginians by Sally Harland
2. _____ The World’s Best Athletes by Elizabeth Coates
3. _____ The Lives of Southern Veterinarians by Lara Samuels
4. _____ Famous Bike Riders by Micheline Woolfolk

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 3-5.2b

National Literacy Standard	5.2 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of formats.	THIRD
Virginia SOL	3.5(E) The student will compare and contrast the setting, characters, and events of a story.	
Library Objective	The student will identify the setting, characters, and events of a story.	
Title	<i>“Elements of a Story”</i>	
Resources	“It’s All Part of This Story” – worksheet A variety of Easy books A soft, small ball for tossing	
Introduction	Ask students for their definitions of the vocabulary words.	
Vocabulary	<ul style="list-style-type: none"> • setting • characters • beginning • middle • end • plot or event or the problem to be solved 	
Activity	<ol style="list-style-type: none"> 1. The librarian reads an Easy book aloud and asks students to identify the setting, characters, plot, beginning, middle, and end. 2. Ask each pair of students to read an Easy book of their choice. 3. Have students work in pairs or small groups to complete the biography worksheet. 	
Closure	Review the three types of biographies and how they are shelved.	

Comments:

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 3-5.2c

National Literacy Standard	5.2 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of formats.	THIRD
Virginia SOL	3.5(E) The student will read and demonstrate comprehension of fiction – folklore.	
Library Objective	Students will be aware of folklore as a genre of literature and learn characteristics of each type.	
Title	<i>“Introduction to Folklore”</i>	
Resources	Chart showing each type of folklore Books to show as examples of each type Paper and pencils	
Introduction	Read a line or two from a couple of different folklore books that are good examples of folklore. Ask what kind of books they are.	
Vocabulary	folklore folk tales myths tall tales 398.2 fairytales fables legends trickster tales pourquois tales	
Activity	<ul style="list-style-type: none"> • Use chart to discuss each type of folklore. • Show a book or two that serve as good examples of each type. • Explain the call number for folklore (398.2). • Read a short fairy tale. Students will write on the paper what type of folklore you read. 	
Closure	Ask what they wrote for the type of folklore you just read. Explain why that is right or wrong.	

Comments:

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 3-5.2d

National Literacy Standard	5.2 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of formats.	THIRD
Virginia SOL	3.5(E) The student will read and demonstrate comprehension of fiction – folklore.	
Library Objective	Students will identify the characteristics of folklore.	
Title	<i>“Tall Tales and Fables”</i>	
Resources	Video of Johnny Appleseed (tall tale) 15 minutes Video of Aesop’s Fables (fables) 15 minutes Examples: “ The Hare and the Tortoise” or the “Vain Crow”	
Introduction	Review past lessons on all of the types of folklore.	
Vocabulary	Tall tales, folktales, fables, legends, myths, pourquoi tales, fairy tales	
Activity	<ul style="list-style-type: none"> • Students will list characteristics of a tall tale. • Students will list characteristics of a fable. • Students will view videos looking for examples of these characteristics. • Students will jot down these characteristics as they see them on note-paper. <p>Examples of notes for Tall Tales. Person really lived. Exaggeration. American.</p> <p>For Fables: Moral at the end. Characters are animals.</p>	
Closure	Go over notes as a group.	

Comments: May adapt this to the other six types of folklore.

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 3-5.2e

National Literacy Standard	5.2 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of formats.	THIRD
Virginia SOL	3.5(E) The student will read and demonstrate comprehension of fiction – folklore.	
Library Objective	Students will identify the characteristics of fairy tales.	
Title	<i>“Fairy Tales”</i>	
Resources	“The Snow Queen” by Faerie Tale Theatre (48 minutes) (video suggestion – may use others)	
Introduction	Define vocabulary on board.	
Vocabulary	Folklore: folktales, tall tales, fairy tales, fables Art, music, literature, generation, world, story elements	
Activity	<ul style="list-style-type: none"> • Fairy tales connect us with earlier generations who enjoyed the same tales. • Several elements are present in fairy tales. • They are: magic, heroes, hard or mean characters, innocent or kind characters, good actions, bad actions, lesson or moral that the tale teaches. • View video. • Discuss the elements shown in the story. 	
Closure	Check for understanding during question and answer period.	

Comments: This may take 2 class sessions.