

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		
Library Objective	Students will identify the parts of a book.	
Title	<i>“Be Booksmart”</i>	
Resources	Teacher-made cards (that name the parts of books), definition sheet (example provided)	
Introduction	This lesson can serve as a culminating lesson to review different parts of books.	
Vocabulary		
Activity	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 <i>Call Number</i> cards pink, all of the <i>Glossary</i> cards blue, etc. This will allow you to assess student response immediately. 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. Note: put bee stickers on your student response cards and call the lesson <i>“Bee Booksmart!”</i>	
Closure	Assess with observation of student response.	

Comments:

Lesson #2-1.4 worksheet

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

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.	
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	
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 # 2-1.5a

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	1.20(M) The student will sort and classify objects according to one or more attributes, including color, size, shape, and thickness.	
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 # 2-3.4a

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 explain the problem, solution, or central idea.	
Library Objective	Practice good listening; 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 them exactly what to listen for in today’s story. After hearing the story, you want them to tell you the main idea of the selection.	
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 # 2-5.1a

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 explain the problem, solution, or central idea. The student will describe characters and setting in fiction selections.	
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		
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 paraphrase information found in nonfiction materials.	
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	K.4(SS) The student will use simple maps and globes to describe places referenced in stories and real life situations. 1.6(SS) The student will describe how location, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.	
Library Objective	Students will identify the location of folktales in the library. Students will experience literature from various cultures. Students will use the globe 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 an ancient story from China.	
Vocabulary		
Activity	Use the globe to locate China and show the distance from the United States. Have the students identify the differences between a map and globe and discuss when it is appropriate to use a globe versus a map. 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.	
Closure	Assess with informal observation and questioning.	

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: