First Grade Library Skills and Literature

Lesson 1: Welcome to the Library, Review Care of Books

Preparation: Set books out on back table for checkout as in kindergarten. Story corner.

Review: Care of Books (from K curriculum) Mr. Wiggle’s Book,

Story: Tell Me Some More by Bonsall (from Librarian’s shelf.)

Check out: Check out one book from table (that way if they forget it, they will still be able to get a book the next week when they get two books from off the shelves.) Review briefly checkout at the counter, barcode, voice level, rockers and bell.

Lesson 2: Shelf Markers

Preparation: Students will check in for the first time. Meet them at the door with instructions. Students will sit in chairs for the lesson.

Review: Check out.

Story: Have a short one ready, but remember that you want an extra long check out time today. Skip story if time is short.

Lesson: Introduction to check out on shelves, shelf markers, Easy Fiction section

1. Explain that all books have a special place where they go. It’s like their home and if they don’t go back to their special place they are lost. Use example of a student getting off at the wrong bus stop and not being able to find his house, etc.

2. Introduce Shelf Markers. Have students say the word. Demonstrated where they are kept and how to use them. Let students see how it marks the place on the shelf. Show students how to make a space with their fingers to put the book back properly. Students MUST use a shelf marker to get books off the shelf. Show students the little stools they may use to reach the top shelves.

3. Tell students what to do if they don’t want the book or if it falls off the shelf (they’re not in trouble, they just give it to me and I will thank them). During check out, if a student hands you a book, make a big show of saying “thank you, now the book won’t get lost!”
4. Introduce the Easy Fiction section. Review the word “fiction” and explain that the Easy Fiction books are the picture books they like to check out and have someone read to them, and maybe even read themselves! They are to check out one book with a red or orange dot (those books that are easiest to read.) They must get one book like this every library day, the other book is one of their choice. Students will not check out from nonfiction until it is introduced.


Lesson 3: Review Title, Author

Preparation: Have several short books by different authors. Story corner.

Review and story: Remind students that “title” means the name of the book, “author” is the person who wrote the story, or the words. Read the titles and authors as you read each story. During checkout, read the title and author of each student’s books.

Review: Shelf markers and what books they may check out. If there are any students who were not there last week, monitor their use of shelf markers. Those who forgot their books will look at magazines.

Lesson 4: Review Illustrator and Illustrations

Preparation: Have several short books by different illustrators whose illustrations are very different in style. Story corner.

Review and story: Review the words title and author. Now review the word for the artist, “illustrator” and the word for pictures, “illustrations”. Look at the illustrations in each of the picture books and how they are different. Give the illustrators’ names. During checkout, give the name of each student’s illustrators.

Lesson 5: Intro to Spine Labels and the order of the library.

Preparation: Have overhead ready and several different colored pens. Have samples of easy and fiction to show students. Put out books from fiction sections (2 easy and 2 fiction) and place in a pile on the tables. Students are not to touch the books until told to do so.

Lesson: Ask if students would like to learn the library’s “secret code.” Be mysterious!
1. Introduce where the code is kept on the books. Teach vocabulary: “Spine Labels” (different from barcodes). Show where they are found on a book.

2. Teach using the diagram of the library below. Begin with fiction. Review the meaning of fiction “make believe, didn’t really happen.”

3. Teach two areas, E=Easy Fiction (picture books), F=Fiction (chapter books with few pictures) Place E and F on spine labels on diagram as you cover each one and where that section is in our library. Show how a Fiction books has little or no pictures. Would they want to check this one out? Tell them that the pictures are in their heads, like a movie or a dream (exposure). These are our longer stories with chapters in them. Explain chapters break up long stories into smaller parts. We sometimes call these chapter books.

4. Have students look at a book from pile on the table. Does it have lots of pictures or not? Look on the spine and see if there is an E or an F. Have the students with E books stand and show that their books have lots of pictures to the other students at their table. Then have students with F books stand and show that their books have little or no pictures and lots of words.

**Lesson 6: Fiction in order by the author**

**Preparation:** Have overhead up with page from last week. Students at tables.

**Review:** Go over spine label, (E) Easy Fiction, (F) Fiction. Have students show where each area is in our library.

**Lesson:** Continue the “Secret Code.” We still have another part of our code to learn. The top part of the spine label tells us the area of the library E for easy fiction, F for fiction. But we still have to learn the bottom part of the code.

1. Point out the letters of the alphabet above the shelves. Explain how these are for the author’s last names. We put all the author’s books together. That way all the Dr. Seuss books are together (use other author’s names). We use last names because not as many people have them.

2. Use teacher’s last names (e.g. Phelps, Lindbloom). How many students know someone else with the same last name as their teacher (don’t count the teacher), raise hands.

3. Use children’s first names (e.g. Tyler, Katie). Ask students how many know someone with those names. Many more students will raise hands.

4. Show that we use the first three letters of the author’s last name
because some names can be long (e.g. Berenstain). Add to the library diagram.

5. I have a special rap just for the library to help us remember this (repeat several times).

    Fiction is in order by the AU-THOR
    And we use the author’s LAST NAME

Read: Story, put book away on shelf by author

Lesson 7: Review Fiction section in order by Author

Preparation: Have overhead and pens from previous week. Have squares of paper and pencils in the middle of the table. Students are not to touch until told to do so.

Review: Spine label, Easy Fiction, Fiction, Library rap, Order by author on overhead diagram.

Lesson: Add Book bags (BB) spine label, order by author

    1. Tell students we have another spine label in the fiction section. Do BB on third spine label. Show section and how a book bag has a picture book with a cassette tape that tells the story. Ask how many have a tape recorder? Students may start checking out book bags this week. Tell them they must remember to bring back all the parts (don’t leave the tape in your recorder)
    
    2. Have students write the first letter of their last name. If student is unsure, have teacher help.

    3. Have students stand in front of the shelf that goes with their letter as you call out the shelves.

Story: If there is time.

Lesson 8: Intro Nonfiction by Subject

Preparation: Have overhead from previous week, nonfiction books of some of their favorite subjects

Review: Fiction spine labels (E, F, BB) and their locations, Library rap.
Lesson: Review the word “nonfiction” (real, not make believe). Many students remember the word from last year.

1. Add the word nonfiction to the upper part of the library diagram. Show students where the nonfiction section is. Ask them what is above the shelves in the section. They will notice that it is numbers.

2. Explain to the students that the nonfiction section isn’t put in order by the author. Instead, it is in order by the “subject,” what the book is about.

3. They might want a book about kittens, or a book about dinosaurs, or a book about baseball. What other subjects might they want?

4. You might say to me, Mrs. Brown I want a book about______. Point to a student to fill in the blank. Play with students as they raise their hands. Do all students. This helps them to understand that a subject is what the book is about (use this phrase which is the same used in teaching OPAC)

5. Point out that there are numbers above the shelves instead of the alphabet because sometimes things are called by different words. Use example of Kittens and Cats; Trains and Railroads, etc.) Each subject gets its own special number instead. That keeps all the books on the same subject together. On library diagram, put in 567.9 and explain that that is the special number for dinosaurs (show book). Along the side show some other favorite subjects and their special numbers.

6. Now we have something to add to our library rap:

   Nonfiction is in order by the SUB-JECT,
   And every subject gets a NUM-BER.

7. Repeat several times and add the fiction part.

8. Students may now begin checking out from nonfiction.

Story: If there’s time, read briefly an excerpt from a nonfiction book, show shelf where it would go.

Lesson 9: Review Nonfiction by Subject

Preparation: Have overhead from previous week. Put out four nonfiction books on several subjects from all major divisions. Do not touch until told to do so.

Review: Use library diagram. Go over the fact the Nonfiction are about real things, that they are in order by subject and subjects have numbers. Repeat Nonfiction portion of Library Rap.
Lesson: Have students look at the books on the table.

1. Ask them to figure out which subject their books might be about. Have students tell about the subject of their books.

2. Show students the numbers above the shelves in the nonfiction section. Let them see that the first numbers on the nonfictions shelves are in numerical order from 0 to 9.

3. Have students look at the spine labels on the books. What is the very first number on their book?

4. Have students bring the books to the right shelf by using the first number on the spine label. As you call out the number on the shelf students will bring their books (place above shelf), set out again for next class.

5. Have students repeat the whole library rap several times.

Story: If there is time.

HOLIDAY BREAK, READ HOLIDAY STORIES

Christmas stories:
Lucy & Tom’s Christmas (E HUG)
Mortimer’s Christmas Manger (E WIL)
Santa’s Book of Names (E MCP)

Lesson 10: Review Areas of the Library (After Holiday break)

Preparation: Have overhead and colored pens


Story:

Lesson 11: Introduction to Reference

Preparation: Have overhead and colored pens and diagram of library from last week. Repeat the library rap
Lesson: We have another special section of the library which as its own special code.

1. Put R on top of the spine label and then numbers. Explain these are nonfiction books that are so special that they can’t be checked out.

2. The R stands for a big word. Write “Reference” next to the spine label. Explain that Reference comes from the word Refer (underline that), It means to go and look for the information I need.

3. Go to the Reference section and show some of the special books, such as atlases, encyclopedia, the biggest book in our library (the dictionary), etc.

Story:

Lesson 12: Areas of the Library Review (assessment)

Preparation: Use spine label cards (E F BB 420 R 920 ). Set out a set at each seat.

Assessment: This lesson will determine if students understand the sections of the library and the spine labels that correspond to them.

Lesson: Have students hold up spine label cards that answer questions about each section. These are samples, think up more as you have time to do:

1. Where would I go to get a picture book to read to my little sister?
2. We’re getting a new pet and I need a book about hamsters.
3. Can I have a book that has a tape to tell me the story?
4. I need to look at a map of Oregon.
5. My teacher says I can start checking out chapter books.

Story:

Lesson 13: Introduction to Fairy Tales /The Number 3

Preparation: have these stories:

Three Billy Goats Gruff (398.2 Asb)
Goldilocks and the Three Bears (398.2 Bre)
The Three Sillies (398.2 Gal)
Three Little Pigs (398.2 Gal)
Intro: These are very old stories that were told a long time ago (before TV, radios, books, etc.). People or folks told them to each other. A story like this is called a Folk tale. Fairy tales are a special kind of folk tale that often has magic in it. They sometimes begin “Once upon a time...” and end “…and they lived happily ever after.” Many fairy tales like to use a special number. I’ll bet you can guess what it is. How many wishes do fairies give you? That’s right, three wishes! What stories do you know with the number three. Help students guess them and show books as they say them.
Read: Three Billy Goats Gruff and Goldilocks or Three Little Kittens (398.2 Gal)

Lesson 14: Fairy Tales/ Number 3

Preparation: have stories listed above.

Review: Discussion from last week

Lesson: Let students see that these stories may have many versions (many changes) because they were told so often. Most students know this story only from the Disney video. This original story has the first two pigs get eaten and the third pig tricks the wolf in picking apples, going to the fair, etc.

Story: Three Little Pigs

Lesson 15: Fairy Tales/Number 3

Preparation: have stories listed above

Review: Discussion from the last week

Story: Three Sillies (explain these are silly people)

Lesson 16: REVIEW OF LIBRARY SKILLS

Preparation: Overhead and colored pen

Review: Arrangement of library from diagram, library rap

Lesson 17: Fairy Tales / Introduction to the Grimm Brothers (Germany)

Preparation: have a sample of Grimm’s fairy tale books, especially those the
students are most familiar with such as Little Red Riding Hood, Rumplestiltskin, Elves and the Shoemaker, Bremen Town Musicians, Rapunzel. World globe.

Review: Fairy tales are folk tales with magic in them. Folk tales are stories that were told long ago before people wrote things down.

Introduction: Some people were afraid that these old stories would be forgotten and lost if they were not written down. Two German brothers, Jacob and Wilhelm Grimm, one a teacher and the other a librarian, wanted to save their country’s oldest stories. (Show where Germany is located on a globe.) The Grimm brothers went around the countryside listening to the stories that the people loved to tell. These they wrote down and collected in a book. It is the oldest book of fairy tales. Later, people in other countries did the same thing. We are so glad that these stories didn’t get lost because they are so much fun to listen to.

Story: Elves and the Shoemaker (398.2 Gal). Talk afterwards about whether students had heard this story before. Is it different than the way they remember it?

Lesson 18: Fairy Tales / Grimm Brothers

Review: The brothers Grimm from Germany

Story: Rumplestiltskin (398.2)

Lesson 19: Fairy Tales / Grimm Brothers

Review and Story: Bremen Town Musicians (video)

Lesson 20: Fairy Tales / Grimm Brothers

Review and Story: Rapunzel

SPRING BREAK

Lesson 21: REVIEW OF LIBRARY SKILLS

Review: Arrangement of the library from diagram, library rap
Lesson 22: Fairy Tales / Charles Perrault (France)

**Preparation:** Have Cinderella and Puss in Boots ready to show. Globe.

**Review:** Folk tales are our oldest stories. Fairy tales are a folk tale with magic.

**Lesson:** Charles Perrault was a man from France who went around the country collecting the old stories people told just like the Grimm brothers did in Germany. Show where France and Germany are on the globe. Charles Perrault believed that people in France were the best writers and the best story tellers in the world. He wanted to prove it by printing these stories for everyone to read. Do you believe they wrote the very best stories in the world?

**Story:** Puss in Boots (video) afterwards discuss the question you asked.

Lesson 23: Fairy Tales / Charles Perrault

**Review:** Last week’s lesson

**Story:** Cinderella


Lesson 24: Fairy Tales / Hans Christian Andersen (Denmark)

**Preparation:** Assortment of stories by Andersen and globe.

**Lesson:** Long ago, Hans Christian Andersen told stories. But his stories were not old ones that he collected from the people. His stories were ones he made up himself that taught lessons. Some of his stories were sad. Some had magic in them, which is why they are called fairy tales.

When he was little, the other children would call him ugly and make fun of him. He was tall and skinny with a very long nose. Hans didn’t like school. He wanted to be an actor. He was very good at making up stories and acting them out. He didn’t finish school, but left and went to the city of Copenhagen, Denmark (show on globe) to try to become an actor, but no one wanted to hire him. One thing he could do was to tell his wonderful stories. One friend told him he could probably sell them if he wrote them down, but Hans could not read and write.

At the age of seventeen, Hans went back to school with the little children to learn to read and write. Then he wrote down his stories. He became very famous. There is even a statue in the harbor at Copenhagen about one of his stories, The Little Mermaid (most children have seen the video, so that usually gets a response.).
**Story: The Ugly Duckling.** Explain that Hans wrote this story to tell how he felt when the children used to make fun of him when he was little. After the story, have students talk about the lesson the story tells.

**Lesson 25: Fairy Tales / Hans Christian Andersen**

**Review:** From last week

**Story:** The Princess and the Pea (video)  
(Stop video at the wedding scene-last bit is way off storyline)

**Lesson 26: Fairy Tales / Hans Christian Andersen**

**Review:** From previous week

**Story:** The Little Mermaid

**Lesson 27: LIBRARY REVIEW**

**Review:** Arrangement of the library from diagram, library rap

**Lesson 28: Last Checkout / Story**

**Lesson 29: Last Check in / Story**