Lesson 1: Welcome Back/Review Checkout

**Preparation:** Story book, students will go to story corner.

**Review:** Check out procedure, shelf markers, fiction, nonfiction

Students will hear story first then review of check out from first grade lesson on shelf markers. Students may have books from any section of the library, but they must have one book they are able to read. Go over the five-finger rule.

**Story:** *Tell Me Some More* by Bonsall

Lesson 2: Review Check In, Care of Books, Library Rules, AR Board

**Preparation:** Yucky books, Mr. Wiggle’s Book. Meet students at the door to go over check in procedure. Go to story corner.

**Review:** Care of books from Kindergarten (show yucky books, read story) Go over library rules, safety rules (earthquake, fire), AR board, etc.

**Story:** *What Happened to Marion’s Book?*

Lesson 3: Review Title, Author, Illustrator and Illustrations, Parts of a book

**Preparation:** Have several new picture books to show and read. Go to story corner.

**Review:** As new books are shown, review and see how well students remember the above vocabulary. Review cover, dust jacket (cover), spine, spine label, barcode.

**Story:** Read as many of the new books as there is time.

Lesson 4: Review: Areas of the Library - Fiction by Author
Lesson 5: Areas of the Library - Introduction to Dewey Decimal System

Preparation: Dewey Decimal Poster by 100’s set over by Nonfiction section, Overhead of Library diagram

Review: Nonfiction on diagram, Repeat Library Rap (nonfiction part)

Lesson: What are those numbers that every subject gets?

1. Melville Dewey came up with a way to give numbers for subjects because using the alphabet as we do with authors didn’t work very well. He wanted to keep subjects together, so this is his system which is named after him.

2. The system uses three numbers in the hundreds. But that was not enough numbers, so he used decimal points after the three numbers to give him more numbers for the subjects. (Demonstrate on overhead)

3. So it is called the DEWEY (for Melville Dewey) DECIMAL (decimal points that give more numbers) SYSTEM (a way to organize things).

4. Go to the nonfiction and hold up each 100’s category and tell what the main category is and what great subjects are under that heading. Show which shelves hold these subjects. Ask kids to listen carefully and see if they can find their favorite categories.

5. When done with all 10 categories, illicit from students which were their favorites. Encourage students to look for those numbers during checkout. During checkout have students who get nonfiction books to tell you which 100’s the book came from by looking at the spine label.

Story: probably no time for one

Lesson 6: Areas of the Library, Reference (review) and
Introduction to Periodicals

Preparation: Overhead with library diagram, Magazine with good variety of articles and short story to read.

Review: Repeat the whole Library Rap. Fill in the Reference Section on the library diagram and remind students that these are special because they have lots of important information and you can’t check them out.

Lesson: Now we have a section of the library that we haven’t learned before. It isn’t fiction or nonfiction because it can be both!

1. These are magazines and newspapers that come over a period of time. They might come every day - “daily” They might come every week - “weekly” They might come every month - “monthly” What do you suppose it would be called if it came only once a year?

2. Because they come over a period of time, they are called “Periodicals”. Underline the word “period” in periodicals.

3. Show where we keep the newspaper and magazines (new, ones for checkout, back issues) and tell about the magazines we “subscribe” to. Ask students if they have a magazine “subscription” at home. Have students repeat these new vocabulary words.

4. Show the magazine you are going to share. Point out the different “articles.” Let them see that some are fiction and some nonfiction.

5. Read a short story from the magazine

6. Students may check out magazines for the first time.

Lesson 7: Review of Areas of the Library (Assessment)

Review: No overhead, just review areas. Have students hold up card that goes with each.

Preparation: Use spine label deck of cards used in first grade lesson, add MAG card. Have list of questions (or make up as you go).

Lesson: Have students hold up card that would show which section would have the item you need. See first grade lesson for sample questions. When finished with game, have students say the Library Rap.
Lesson 8: Introduction to Folk tales Around the World

Preparation: Have students at tables.

Lesson: Have students imagine what it would be like to have no TV, no computers, no video games, no telephone, no radio, no books. What would you do after dark for fun? People around the world would sit around the fire and tell stories. Storytellers were very important people in a village.

Now let’s imagine that a young boy has gone to visit his grandpa at another village and grandpa tells a great story. When the boy returns to his village, he wants to share the story. But as he tells it, he forgets a part. He doesn’t want to ruin the story for the others, so what do you suppose he does? (He makes something up) That’s what we all do, don’t we? We aren’t really lying, we just want to keep the story going. Now the story has changed, hasn’t it? This new story is a little different, but it’s pretty much the same story. When a story changes a little, we call it a new “version.

Now let’s say that a girl heard this new version and went home to her village to share the story. Do you think she will remember it exactly? No, it will probably change a little and become a newer version. And so the stories change over and over until finally someone writes it down. When it is written on paper, it doesn’t change. We find many stories around the world that sound very much alike. We are going to have fun during our literature time looking at these different stories.

Stories were told for many different reasons. Sometimes they were told to entertain. Sometimes they were told to explain something that the people didn’t understand. I have just such a story.

Story: Why the Sun and the Moon Live in the Sky by Dayrell.

Lesson 9: Folk tales Around the World (stories that change)

Review: Why stories change, versions

Lesson: Five Chinese Brothers by Bishop. Let students know that we will be looking at a different version next week and compare and contrast them.

Lesson 10: Folk tales (stories that change)
Review: Briefly go over the story *The Five Chinese Brothers*.

Lesson: The *Seven Chinese Brothers* by Mahy. Have students compare and contrast the two stories.

**Lesson 11: Folk tales: INDIA**

*Story: The Blind Men and the Elephant* (398.2 Qui) or *Seven Blind Mice* (398.2 You)*

**Lesson 12: Review Areas of the Library/ Library Rap**

CONFERENCES/BOOK FAIR

HOLIDAY BOOKS /or :

**Lesson 13: Folk tales (stories that change)**

*Anansi and the Moss Covered Tree* to compare with next week’s story. (Africa-Ashanti people)

**Lesson 14: Folk tales (stories that change)**

*Tikki Tikki Tembo* (China)

CHRISTMAS VACATION

**Lesson 15: How Books Are Made**

[Begin to get student cookbooks ready]

Preparation: Use Kit by Gareth Stevens Publishing *The Making of a Picture Book*, and *There's a Dinosaur in the Park!* by Rodney Martin.

Lesson: Go through the kit showing students the process that an author must go through to get his book published.
Lesson 16: How Books Are Made

Preparation: Set up video, Simon's Book (Reading Rainbow). Set the video to where it shows the publishing company printing a book. Show only that portion of tape so that students can see the actual printing process.

Lesson: Review what was taught from previous lesson. Explain what the students will be seeing on the video (About 8 minutes long). Let students know that next week we will begin making a book of our own. It's going to be a cookbook on desserts. They are to bring pencils and erasers next week.

Story: If there was not enough time for story last week, read it this week.

Lesson 17: Parts of a Book - Cover and Title page (Cookbook Unit)

Advance Preparation: Talk with teachers in advance as to whether or not we can get students in for a little longer period (5-10 minutes.) This really helps the lessons not to be rushed. Print up and staple enough cookbooks for each second grader. Make sure all overheads of special pages are ready to go.

Lesson Preparation: Have overheads of title pages from real books and title page from cookbook. Remind teachers to have students bring pencils and erasers.

Lesson: Tell students we will be learning about the special pages in a book as we make our cookbooks. Pass out cookbooks, but students may not touch them until told.

1. Tell students that one rule is that we stay together and do all pages together. NO ONE is to go ahead, because they may make a mistake that will ruin the book.

2. Put up overhead of “title page” and have students say the name. Point out the information found on a title page: title, author, illustrator, series and most importantly, the publishing company and place of publication (usually found at the bottom). The latter usually indicates that this is the true title page.

3. Put up other title pages and have the students find those things listed above.

4. Now have students open their books. Brainstorm about what they title
their books. Write ideas (and spelling) on overhead. Let them know we will be doing the title page and the front cover, and titles must be the same! Walk around and monitor students as they work. Teacher should be doing the same, especially helping LRC students.

5. Students will be the illustrator, so their first and last names go on that line. They may have whomever they would like for the author.

6. Who do they think we should have as our publishing company (the company that pays all the workers who make the book, own the big presses, etc.) Ours will be Hucrest School Company. What city? Roseburg, OR

7. The front cover should have the title, author and illustrator and nothing else. Make sure these are the same as the title page.

8. Collect books, rubber band and label which class with post-it.

Lesson 18: Parts of a Book - Copyright, Illustrations

Preparation: Have overheads of copyright pages and copyright page from cookbook. Have students bring pencils, erasers, crayons or colored pencils (no markers). Give books to students to pass out.

Review: Show sample of Title page and have students illicit what they learned last week.

Lesson: Explain copyright (who has the right to copy this book). Use example of their birth certificate that proves they were born, belong to their parents, etc. It is a legal document that is stored in a courthouse and even when they die, it will still be there for their grandchildren to see. The copyright is a legal document that proves who owns a story, illustrations, and even music and movies. The owner can be the author, the illustrator, or the publishing company. It is stored in a government building for all to see. Only the one who owns the copyright can make changes, control who copies it and who receives money from it.

Every book and item in our library has a copyright. Because this is true, we may not copy it or say that we are the ones who wrote it without special permission from the owner. If we did, then we would be breaking the law. The copyright page tells us who owns the copyright and when they got it. The page is usually found on the back of the title page (or verso, the left side, so it is often called the verso page). We will call it the “copyright page” so you will remember what we call this important information. Put up different examples of copyright pages and illicit the owner of the copyright and the copyright date.

NOTE: Sometimes the copyright is found at the back of the book because the publishing company is trying to save money and not have as many pages in the
front. So if it isn’t on the back of the title page, students will have to look there. Mention this when appropriate.

Now have students go to the title page in their cookbooks and see if they can find the copyright page (on the back). We will all use the publisher as the owner of the copyright page, so have students put Hucrest Company on that line. Ask them what year we are publishing this? Students will give current year. The rest of the time left, explain that since they are the illustrator, they may draw pictures of different desserts in the places provided within the cookbook. Go over with them where they may draw, including the front cover. Have students draw with pencil first (like a coloring book) and then color after that. Walk around with teacher and monitor students’ work. If there are any students who missed the last lesson, or did not finish, they may work on the Title Page at this time.

Lesson 19: Parts of a Book - Chapters and Table of Contents

Preparation: Overheads of various examples of Table of Contents and beginning chapter pages and Table of Contents from cookbook. Remind teachers to bring pencils, erasers, and materials to color (students will continue to work on illustrations each week when they have finished with the special pages we are doing).

Review: Showing examples of previous pages, review what was learned.

Lesson: Explain what Table of Contents means. It is not a table like they are sitting at, but a list. Contents means what’s inside (I ask them what the contents of a box of cereal is?—cereal! How about the contents of a library?—books!). So a Table of Contents is a list of what’s inside the book. It is found in the front of the book so we will know what’s coming in the next pages. It is a list of the chapters, units and special pages in the book. It tells what page each of these are on. Show examples of Table of Contents. Read off different chapters and ask which page these begin on (it only shows beginning page).

Now we must first give our cookbook chapters. Work with students to title each of the chapters. Then have them fill out the chapters and their beginning page on the blank Table of Contents. Then go over it together once it looks like everyone is done. If they have extra time, they may illustrate or catch up on missed lessons.

Lesson 20: Parts of a Book - Glossary

Preparation: Overheads of various examples of glossaries, cookbook glossary and sample recipes that have words from our glossary. Student supplies.
Lesson: Explain that sometimes authors and publishers put special helpful pages in the book. One of these is a glossary, which is like a little dictionary. It isn’t like our big dictionary that has all the words of the English language. It only has words that are found in this book. It might tell you how to pronounce the word, what it means and how it is spelled. It is in alphabetical order just like a regular dictionary so that you can easily find the words. A glossary saves you time so you don’t have to find a dictionary to look up words. It is usually found in the back of the book and a Table of Contents will tell you if the book has one.

Show samples of glossaries. Have students guess what the book might be about by the words in the glossary. Have students give the definitions of some of the words. Now have students turn to the Table of Contents and have them find which page the glossary is on.

Using recipe pages, read some parts of recipe that have words we don’t know, transfer those words to Glossary page. This activity is done together.

Lesson 21: Parts of a Book - Index

Preparation: Overheads of various examples of indexes and cookbook index. Student supplies.

Lesson: Explain that our Table of Contents gives us the chapters of our book. But what if we wanted to know the page of a certain recipe? If we had a big cookbook and wanted to make chocolate chip cookies, we might be able to find the cookie chapter, but we would have to look through all the cookie recipes to find it. But there is a special page that gives up little pieces of information instead of just the chapters. This special page is called an Index. Just like a glossary, it is usually in the back of a book. Show samples of an index. Point out that it is in alphabetical order just like a glossary. Discuss the small pieces of information on these pages and ask students on which pages they can find the information. Show an example of a Glossary-Index. Explain that sometimes a publisher will put the two together because they are both found in the back of the book and are in alphabetical order.

Have students turn to the Table of Contents in their cookbook and find what page our Index is on. Students may work individually or with others at their tables to find the page numbers for the different recipes and fill out the Index. Monitor students. Fill out sample on overhead when everyone is done to make sure the answers are right.
Collect finished cookbooks and give to teachers. They may grade them and record for a language arts grade before giving them to the students to take home.

**Lesson 22: Parts of a Book - Review**

**Preparation:** Set out four books at each table of simple nonfiction books that contain all the special pages that are taught (Checkerboard books are a good example). Have overhead examples of all special pages.

**Lesson:** Have students take a book from the middle. Go through each special page and have students find those pages and information in the books they are holding.

1. **Title page.** Have students point to title, author, illustrator, publisher. At publishers, have students raise their hands if their publishers is Abdo and Daughters, Rourke, etc.

2. **Copyright page.** As students give a date, write it on overhead. Find out how many other students have date. Continue to list dates chronologically and how many. Students enjoy doing this one. Then we see how old the books are.

3. **Table of Contents.** Have students look at the different chapters, then have them look to see if they have a glossary and index (or glossary-index).

4. **Glossary.** While students are looking at table of contents, have them turn to the glossary. Have them read one word to the student next to them.

5. **Index.** Have students find the index using the table of contents. Let them look up information in the book. Monitor. After a time, have them share one interesting fact with their neighbor.

**END OF TRIMESTER. BOOK FAIR/CONFERENCES.**

**Lesson 23: Folk tales**  
Story suggestions:  
Talking Eggs  
The Wave  
Tikki Tikki Tembo

**Lesson 24: Folk tales**  
SPRING BREAK
Lesson 25: Review parts of a book
Story:

Lesson 26: Review Areas of the Library
Explain rules of the game. This only works if teachers can help.

Story:

Lesson 27: Spine Label Game (E, F) - final assessment

Preparation: Cards with Call Numbers (E and F). Quickly review order by author. Put out slips of paper and pencils at each table. Let teacher know in advance that you will be playing the game and will need her help to assist (this is a two person job!) Give teacher and yourself a felt tip pen. Have an envelop with the teacher’s name, the date, and the skill assessed ready.

Lesson:
Before students begin, point out how the markings above the shelf help us know the first book and last book on that shelf. Remind them to be very careful, see first whether they must go to Easy Fiction or Fiction looking at the E and F. Point out the two different alphabets, one for Easy Fiction, one for Fiction.

Rules for the Game:
Have students put their names on the slips of paper. They are to keep those papers with them until we collect them. Explain that we will give them each a spine label card. They are to go to the right shelf and put that card between the books where it would go. Then they are to raise their hands. We will check to see if they are right. If they are, we will put a tally mark on their paper and give them another card. Demonstrate by doing several cards together. We will do this until I call “Last Card.” The card they have at that time is the last one. When the student finds that, collect his paper and he may go right to check out.

Put all collected papers into the envelop give to the teacher for a grade.

Lesson 28: Native American Folk tale

Lesson 29: American Tall Tales

Lesson 30: American Tall Tales

Lesson 31: American Tall Tales
Lesson 32: American Tall Tales