

Kindergarten Library Skills and Literature

note: Kindergarten doesn't need the order of the library right away. For checkout, books are laid out on tables for children to choose.

Teddy Bear's Picnic

Lesson 1: Pronunciation of "library", Care of Books Rule #1

Preparation: Have books damaged by pets and children to show.

Students meet puppet LiBeary. Using his name we learn how to keep the "bear" out of the word "library" which students often pronounce "libeary". Have student say the word many times throughout the introduction.

Care of Books--Introduction

Students will not check out books until all the rules are covered. Explain that we want to learn how to take good care of the books before we take them home so that they will come back in good shape.

Care of Books--Rule #1

Keep books up high in a safe place away from pets and small children.

Show "yucky books" that have pet damage (chewed) and child damage (ripped, colored in, etc.). Let students guess what happened to the books. Repeat the rule several times, have students do the same throughout the lesson. Students are to go home and talk with their adults about where they will be keeping their books.

Story: I Took My Frog to the Library by Eric Kimmel or Quiet! There's a Canary in the Library by Don Freeman.

Lesson 2: Care of Books Rules #2 and #3

Preparation: Have yucky books that show damage from water, food and drink.

Review: Pronunciation of "library" and Rule #1. Talk about the safe places they have chosen to keep their away from pets and small children.

Care of Books--Rule #2

Use a backpack (or plastic bag) to take books back and forth to school to protect them from rain and mud puddles.

Show books damaged by water, mud. Show how water wrinkles pages and warps covers.

Care of Books--Rule #3

Keep books away from food or drink. Always read books with clean hands.

Show books that have pages stuck together by food or are discolored and warped by drinks. Talk about how we don't eat around books where crumbs can fall in or fingers are sticky.

Story: Books are Fun (E Sch)

Lesson 3: Care of Books Rule #4

Preparation: Have letter to go home explaining care of books and when students will begin to check out books. Also have a bookmark for each student to go with the letter. Give to teachers that morning so they can be sent home that day. Have crackers, trash can, catalog and several books for the lesson. Have yucky books with pages falling out and corners of pages gone.

Review Pronunciation of "library" and Rules #1-3

Care of Books--Rule #4

Use a bookmark to save your place in a book.

Using LiBeary and props, have the puppet demonstrated saving a place in the book (use the catalog as a book). Have Beary save the place improperly each time. Don't use the word "bookmark". Tell children to keep it a secret if they know what Beary needs to use.

1. Beary turns catalog upside down. Explain this breaks the spine (explain spine, have students find their spines in the middle of their backs) where the glue is and pages fall out--show yucky book with that problem.
2. Beary uses another book as a bookmark--too thick, it will also break the spine.
3. Beary uses a cracker! It leaves crumbs.
4. Beary dogears the corner. Talk about how this causes the corners to rip off. If parents do this to a catalog or magazine, that is okay because they will throw it away. But we don't do it to books!
5. Ask students if they know what Beary should use. Then have puppet use a bookmark. Show students bookmark they will be taking home along with letter on care of books. Next week they will check out for the first time.

Story: Mr. Wiggle's Book by Paula Craig

Lesson 4: Care of Books Rule #5/First Check Out

Preparation: Yucky books with rips on inner part of page. Have selection of Easy Fiction books set out on back two tables for student's first check out.

Review: Rules #1-4

Care of Books--Rule #5

Turn pages at the corner

Using Beary, have him try to turn pages (he can't because he doesn't have fingers!). Have him make the same mistakes students make of pushing the page or turning at the inside by the spine. Show yucky book where there are small rips on the inner part of page.

Story: Quick! Turn the Page (E Ste)

Checkout: Explain how students will select books, go to the computer. Show checkout book with the students' barcodes (which the computer reads) and the book barcodes. Demonstrate the checkout procedure. Teach library bell and how to respond. Students have a checkout bookmark they will use to designate their book to go home.

Lesson 5: First Check In

Preparation: Meet students at the door and show them how to have the books ready with the barcode up and how to place them on the counter. Have teacher monitor as the students come in.

Review: Care of Books, Check out

Go over the words "Check out" and "Check in". Check OUT of the library. Check IN to the library. Have students repeat several times.

Story: Who Wants Arthur? (E Gra)

Lesson 6: Introduction to "Title"

Preparation: Have several monster books: Monster Bed (E Wil), There's a Nightmare in My Closet (E May), Where the Wild Things Are (E Sen) and Two Terrible Frights (E Ayl)

Also have the dolls from Sendak's book as visitors to story corner.

Review: Check out and Check in

Title is the name of the book just like we have names. Each book has a title so we know which book we are reading. Use the word Title instead of Name as you introduce the stories that are read. All these books are about monsters but they have different titles so we can tell them apart. Have students use the word. During checkout read the title of each student's book using the word.

Story: Read two stories from above collection

Lesson 7: Review "Title"

Preparation: Have the Ferdinand doll (a visitor to story corner) and The Story of Ferdinand (E Lea).

Review: Title, use the word in lesson and during check out.

Story: Read Ferdinand using title wherever appropriate. Tells students we will be reading many old stories this year that their parent, grandparents and great-grandparents enjoyed as children.

Lesson 8: Introduction to Author

Preparation : Set up library for "Little Theater". Meet students at the door and explain how they will be seated at chairs for the film. Have several Dr. Seuss books to show to the students. Have picture of Dr. Seuss.

Review: Title, use as you show books.

Author is the person who writes the story. Say the word "author". Have students say the word "Ah" like a doctor does. Then say the word. Let students know it is not like the name "Arthur." Talk about the author Dr. Seuss and show his picture so they know he was a real person. Many students have his stories. Show titles and have students raise their hands if they have that book. Tell the author of books as students check out.

Story: Use a Dr. Seuss or other author video. Or read a Dr. Seuss story.

Lesson 9: Review Author

Preparation: Have Clifford doll and Clifford books. Have a picture of Norman Bridwell and many titles from that series to show.

Review: Author, title

Show the Clifford books. Tell about Norman Bridwell.

Story: Clifford the Big Red Dog (E Bri)

Lesson 10: Introduction Illustrator/Illustrations

Preparation: Books by Bill Martin (E Mar): Polar Bear, Polar Bear (or Brown Bear, Brown Bear), Here are My Hands, Listen to the Rain, and The Maestro Plays.

Review: Title, author

Illustrator draws the pictures (illustrations). Have students say these words, use them throughout lesson. These books have the same author, Bill Martin but they have different illustrators. Bill Martin likes to use rhyming words and all these books have this in them. But the pictures are very different. Read from the stories, look at the differences in the pictures.

Lesson 11: Review Illustrator

Preparation: Books by Ezra Jack Keats (E Kea), author/illustrator. Have the Peter doll out.

Review: Author, illustrator

Tell how Keats does both story (author) and pictures (illustrator). Show his many stories and talk about the pictures.

Story: Whistle for Willie

Lesson 12: Introduction Fiction (After Christmas vacation)

Review: Title, Author, Illustrator

Fiction is make believe. It didn't really happen. It is a story that someone made up. As the story is read, and the impossible happens, ask the students to say our new word, Fiction. Do not move too soon to the word Nonfiction. Students need

to have the concept down before we move on.

Story: The Ainal (E Bal)

Review (short story) Sir Small and the Dragonfly (E O'Co)

BOOK FAIR PREVIEW—Insert in appropriate week.

Lesson 13: Review Fiction

Preparation: Have Sylvester doll out as visitor and book.

Review: Fiction, make believe.

As the story is read, use the doll that turns into a stone to go along with the story. Whenever possible, have students give the word for make believe.

Story: Sylvester and the Magic Pebble (E Ste)

Lesson 14: Review Fiction

Preparation: Have Minarik's Little Bear doll out and books by the author

Review: Fiction, also Title, Author, Illustrator

Talk about how bears really don't talk and wear clothes. Use and illicit the word fiction.

Story: several chapters from Little Bear (E Min)

Lesson 15: Review Fiction

Preparation: Have Babar doll and books by author to show

Review: Fiction, also Title, Author, Illustrator

Ask why these books are fiction.

Story: The Story of Babar (E Bru)

Lesson 16: Introduction Nonfiction

Preparation: Have a variety of fiction and nonfiction books on pets. Have one table of nonfiction and another of fiction for checkout.

Review: Fiction

Introduce new word. “non” means not. It is not fiction so then it must be real. Read selections from the fiction and nonfiction pet books so they can hear the difference. Ask for facts from the nonfiction books. Hold up each book afterwards and have students tell if they are fiction or nonfiction.

Tell the students that one of the tables has nonfiction books, see if they can tell which one. As students check out books, ask which they selected--fiction or nonfiction.

Story: Pet Show (E Kea)

Lesson 17: Review Nonfiction

Preparation: Have nonfiction and fiction books on frogs and toads. Have Frog and Toad dolls as “visitors.” Again have one table of fiction and one table of nonfiction for checkout.

Review: Fiction and Nonfiction and their meanings Look at books and have students tell which they are. Read small selection.

Story: Frog and Toad series (E Lob)

Story: Pigs-Pigs A Plenty, Pigs Galore (E MEP)

Lesson 18: Review Nonfiction

Preparation: Have nonfiction and fiction books on bears. Have Minarik’s Little Bear doll as “visitor.” Again have one table of fiction and one of nonfiction (after this it will only be once a month).

Review: Fiction and Nonfiction as above.

Story: (E Min) Little Bear series

[Spring Break—Do Nursery Rhymes first so you can review the rest of the year.]

Lesson 19: Order by Author/ Literature appreciation

Preparation: Books by Virginia Lee Burton, picture of author.

Tell about author and about these older classics that even great-grandparents may have heard as children. Tell how we put all our author's books together on the shelf. That this is a "B" author (point to "b" in last name) and that these books all go together and the "B" author shelf. After reading story, put the books on the "B" shelf. This will be repeated throughout the coming weeks with celebrated authors.

Story: (E Bur) The Little House

Lesson 20: Literature appreciation

Review: Order by author

Story: (E Bur) Mike Mulligan and His Steam Shovel

Lesson 21: Literature appreciation

Review: Order by author

Story: (E Bur) Katy and the Big Snow

The following are stories that can be used for the rest of the year reviewing Title, Author, Illustrator, Fiction/Nonfiction, order by author:

Curious George (E Rey)--doll

Harry the Dirty Dog (E Zio)

The House on East 88th Street , Lyle Crocodile books, and Ira Sleeps Over (E Wab)--doll

Henry and Mudge (E Ryl) -- doll

Arthur books (E Bro) -- dolls

Big Green Pocketbook (E Ran) and other books illustrated by Felicia Bond, If You Give a Mouse a Cookie (E Num) and The Right Number of Elephants (E

She)

The Little Engine that Could (E Pip)

Paddington Bear (E Bon) -- doll

Elmer (Mck) -- doll

Kindergarten - Holiday Literature

Literature: September, First Week--Teddy Bear's Picnic

Preparation: Have Beary and book ready. Have blinds to outside closed. Students will exit from outside door.

Story: Where's My Teddy (E Alb) Kindergarten is looking for their teddy bears. Beary helps them with the clue from the book to look in the woods.

Literature: Christmas (Part 1)

Preparation: Beary in Santa hat excited about Christmas. Have library set up for "Little Theater".

Review: Title, Author, Illustrator

Talk about what Beary wants for Christmas..train, book, and teddy bear.

Story: Berenstain bears, The Bears' Christmas

Literature: Christmas (Part 2)

Preparation: Fill small stocking with train, book, bear and candy cane. Beary meets students with Santa hat and bell, very excited.

Review: Title, Author, Illustrator

Tell about Santa coming. Tell about the very old poem, A Visit from Saint Nicholas (or "'Twas the Night Before Christmas" by Clement C. Moore (PRO 811 Moo). Have Beary open his stocking with students' help.

Story: Recite poem as pop-up of the book is shown

Literature: Valentine's Day

Preparation: Heart-shaped box of candy, small mylar balloon, valentine card, cupids from flowers, etc. Have library set up for "Little Theater."

Talk about all the fun things that we get at Valentine's Day. Tell about story of Twistyline the string that wanted to be a heart. Have students look for rhyming words in story and then discuss the things that Twistyline becomes.

Story: Twistyline Valentine

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.

5. Monitor students’ use of shelf markers. Help students having trouble.

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 nonfiction 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

Review: Draw out diagram of the library from fall lessons. Review library rap.

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, Rumpelstiltskin, 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: Rumpelstiltskin (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

Extra week? Can do Sleeping Beauty.

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

Second Grade Library Skills and Literature

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

Preparation: Have overhead and colored pens. Students at tables.

Review: Review vocabulary, “fiction”, “nonfiction.”

Diagram of the library, E, F, BB spine labels

Order by Author

Repeat Library Rap (fiction part) from First Grade Skills

Story: Alice the Fairy by David Shannon

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.

Story: Have one ready if there is extra time.
(Too Many Frogs)

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.

Story: There's a Dinosaur in the Park

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.

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

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.

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

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

Third Grade Library Skills and Literature

Lesson 1: Orientation

Preparation: Book to read

Review: Library rules, Care of Books, Check out, Shelf markers, Title, Author, Illustrator, Five-finger rule

Tell about what we will learn this year in the library--use of the online catalog, Caldecott Award and Illustrations.

Story: Newest Caldecott Award Winner

Lesson 2: Review Parts of the Library, Fiction sections

Preparation: Overhead projector

Review: Spine label, Diagram of the library (Easy Fiction, Fiction, order by author), Library Rap (fiction)

Review parts of a book: spine/spine label, call #, dust cover jacket.

Story: New Caldecott Honor book

Lesson 3: Review Parts of the Library, Nonfiction, Reference,

Preparation: Overhead, continue class's diagram, Show Dewey 100's

Review: Diagram of the library (Nonfiction, Reference), Library Rap (nonfiction added)

Story: Caldecott

Lesson 4: Review Periodicals (subscription, issue, articles)

Review: Show the various magazines and newspapers to which we subscribe. Have students repeat vocabulary. Add this strand to the Diagram of the Library.

Story: Possibly from a magazine

Lesson 5: Review Parts of a Book

Preparation: Have pile of nonfiction books on each table (as in second grade lesson). Have overhead samples of important pages.

Review: As you put up each page, have students give name. Point out parts of page and how they are used. Have students find these pages in the book. Monitor.

Story: Caldecott

Lesson 6: Spine Label Game (E, F) - Review (assessment)

Preparation: Have E, F spine label cards. Have slips of paper and pencils at the tables. Remind teachers you will doing this. Have envelope marked with teacher's name, date and activity.

Lesson: See 2nd grade lesson

Lesson 7: Review Dewey Decimal System (100's)

Preparation: See lesson in 2nd grade curriculum

Lesson 8: Dewey Decimal System (10's)

Preparation: Overheads of breakdown of 500's

Lesson: Melville Dewey wanted to keep like subjects together. In the 500's we have natural science (as we find it in nature -man hasn't touched it). Each of the 10's is a different area of natural science. Show overhead and discuss each one.

Using the next overhead, show how the 590's (animals) are further broken down. Each type of animal gets its own number and the books about those animals will be together on the shelf.

Finally, talk about numerical order, that it is done the same way we do alphabetical order, but use numbers. Let the students know it is actually easier, because unlike the 26 letters of the alphabet, there are only 10 numerals. We move place by place. If the first number is the same, we go to the second

number, then the third; just as we do alphabetically. Let them know that the decimal point is there only to give us more numbers for subjects. It isn't like math where it is a fraction. So, pretend the decimal isn't there and keep going in numerical order. The decimal helps in breaking up big numbers.

Using the last overhead, have students help you put the list of numbers in order. Make any points (such as there is really a "0" at the end of the shorter numbers) as you go. Students will get the hang of it.

Lesson 9: Ordering Dewey Numbers (Assessment)

Preparation: Set of large cards with various Dewey numbers (have a few close together or have different authors). Have one large set per table. Let teacher know you will need their help with this activity.

Lesson: Brief review of how numbers are put together numerically. Remind them that spine labels in the nonfiction section also have the author's last name, and if the number is exactly the same, we then put the author's in order (they understand this from the fiction section).

Rules of the game: Each table is a team, so make sure that they have pretty much the same number of students at each table (in my library it is 4). Have students count off 1-4 at each table. Each person will get a turn to handle the cards at their table. Person #1 will be the only one to touch the cards in the first game. The team will help that person to get them in order from left to right. Once the team agrees its ready, they hold up their hands. An adult checks. Once the cards are in order, Person #1 mixes the cards up and places them back in the middle of the table

.When all the tables are ready, the team moves clockwise to the next table. Call out, "Move! Person #2!" That person now is in charge of the cards with the help of the teammates. Remember, the cards stay put and the children move from table to table. Continue to play until time runs out, or the teams have done every table.

Lesson 10: Spine Label Game (E, F, NF) - Assessment

Preparation: Have E, F spine label cards, add NF cards to that. Have papers and pencils as with previous game. Remind teachers you will doing this. Have envelope marked with teacher's name, date and activity.

Lesson: Explain we will be adding the Nonfiction cards. Remind students that the shelves are marked above them with the first and last books on that shelf.

Have teacher do E and F sections, give her nonfiction cards to give out. You will give out E and F cards. Play until last card is called. Collect slips of paper and give to teacher in envelope marked with name, date and activity. Teacher may give a grade.

Lesson 11: Caldecott Award/Illustrations

Preparation: Enjoying Illustrations, Several Caldecott Winners

Lesson: Explain that this year we will be looking at illustrations, mediums of art, Illustrators and specifically the Caldecott Award. Explain who qualifies to win, process of selection, etc.

Introduce Chris Van Allsburg The Stranger

END TRIMESTER / CONFERENCE

Lesson 12: Caldecott

Van Allsburg Garden of Adul Gazazi

Lesson 13: Caldecott

Van Allsburg Sweetest Fig

Lesson 14: Caldecott

Van Allsburg Polar Express

CHRISTMAS VACATION

Lesson 15: Review Areas of Library/Parts of a Book

Lesson 16: Introduce the Online Catalog

Preparation: Telephone book, overhead of online catalog menu.

Lesson: Using the phone book as an example, ask students how they might use this book to find a friend's phone number. What name do we look up? Many students understand the use of the white pages, and that we use the last name alphabetically. Now ask how they might find the name of an Italian restaurant if they didn't know its name. There will be students who understand the yellow pages, but bring all students to realize that we group like businesses together. Help the student to understand that the yellow pages and white pages are two different ways to find the same information. Illicit from them what they want to know in their search of the phone book (a phone number).

Now you can tie this into the library catalog. The online library catalog gives us several ways to get to the same information--to find a book. We can find it by the TITLE, the AUTHOR or the SUBJECT (we'll cover keyword later). What we want to end up with is the location of the book. In the computer, it is called a "call number." Our phone book can help us remember that--Call Number. The Call Number is the same as the spine label on the book. When we match the two, we can find the book on the shelf.

Let the students know that in the next few weeks we will be learning some simple rules to help us know when to use a title, author or subject search. We will not spend a lot of time on the program, because it is pretty easy to understand (This becomes more so as students have more and more access to computers.) Our emphasis is in making sure that the students are being successful in picking their searches.

During check out, invite students to explore the online library program, but only AFTER they have checked out their books. They are not to use the online library catalog to find books until they have passed our unit. That way I know they won't be learning bad habits. I am aware that there are some students who already know how to do this, but I want to make sure they understand each search fully.

Story: Caldecott if time.

Lesson 17: Title Search

Preparation: Overhead of the online library catalog menu.

Lesson: We will learn some simple rules for each of our search strategies. We will begin with TITLE. You use title when you know exactly the name of the book you are looking for, and you are searching for one thing only. The computer will be looking for the books in alphabetical order, so it is very important that you know the first word of the title and how to spell it (yes, spelling counts!)

So the first rule for Title is FIRST WORD. You must know that and type it correctly. Now we have 3 exceptions to that rule. These are three little words called articles that come for nouns. Those words are A, AN and THE. We use these little words a lot and there are many book titles that begin with them. If we had them as the first word, there would be so many titles to look at that we would have to use the second word to find our title. So to save us time, the computer does not use those three words and skips to the second word. You don't even have to type in those three words when they are the first word. But if you do type it in, remember, the computer will skip to the second word.

So if the first word is A, AN or THE, then we go to the second word. To help you

remember what those three words are, I have an easy way to remember. I call it my 1-2-3 Rule.

- 1- A has 1 letter
- 2 -AN has 2 letters
- 3 -THE has 3 letters

(Repeat) See if students can do it without help and overhead off. I find students never forget this part of the rule!

Our rule for what we type for a TITLE search:

FIRST WORD

exceptions:

- 1-A
- 2-AN
- 3-THE

then we use the
SECOND WORD

(Repeat several times.)

Lesson 18: Author Search

Review: Rule for title search.

Lesson: We use an author search when we want to find out if a library has books by an author. The search will get us a list of all the books by that author in Hucrest Library. It will not tell us all the books the author has written.

We know that our fiction is in order by the author, and what name of the author do we use?(Last name). So that is our very simple rule for author. LAST NAME. That is what I type on the line to do my search. I can't tell you how many times a student tells me that I don't have any books by Beverly Cleary. Of course, I know there are Lots of books by her. I know what they did wrong in the search--do you? Yep, they typed Beverly in first!

If we want to have the first name, we must put a comma between the last name and the first.

Using John Michael and Michael John, show how a comma makes the difference in what is the person's real name. They will need to put a comma after the last name if they want to add the first. Again, spelling counts!

Our rule for author: LAST NAME

Lesson 19: Subject Search

Review: Title search rule, Author rule.

Lesson: We use subject when we don't know the author or the title, but we want a book about a certain subject. We know that the nonfiction section is in order by the subject. But did you realize that all books have a subject, even fiction ones. Can you have a fiction story about a dog? Sure. When I think of subjects, I often hear the word "about". Students will say to me, "Mrs. Brown, I want a book about...." Whatever you would put on that line is a subject. Could it be a person? Continue to give and illicit examples of subjects saying "a book about...."

Most of the time when you do a research project you will use a subject search, because you don't know the title or the author, you just know that you need a book about something. So this gives me my rule to remember for subject:

A BOOK ABOUT (make it rhythmic: uh book uh-bout). When you hear yourself saying that, then you know you have a subject search. Have students repeat, "a book about."

Lesson 20: Catalog Search Rules, Review (assessment) / Call slips

Preparation: set out set of colored Subject, Author and Title cards at each seat. Students are to leave them alone until game. Overhead of questions.

Review: Title, author and subject search rules.

Lesson: Have overhead questions. Tell students they are to hold up the card that shows what kind of search they would use to find the book for each question. Because cards are colored the same, you can tell at a glance if kids are getting it (those that don't can be successful by seeing what others put it, so they still learn something). Be sure to explain after each one why that was the right answer.

Show students a call slip, explain how it is filled out. Show where they are kept. Let them know that if the book is out, that call slip can become a hold slip by putting their library number on it and giving it to me.

Lesson 21: Library Catalog - Directed Search

Preparation: Make sure you have use of the computer lab for class times well in advance. Arrange to have teachers bring classes there. Let teachers know you will need their help. Make sure lab is up and running and ready to go. Have a call slip and pencils at each computer. Students are to put their names on the back of the call slip. Have an envelope with a call slip with the correct information of the book you are doing glued on the front. Teacher may use this for a grade

Lesson: Using a projector, have students watch first what you do and then have them follow. Do several searches showing all the scroll bars, buttons, etc. Students are to follow along. Learning with you the ins and outs. Teacher is to monitor and help those having problems.

Finish by having students fill out a call slip for the same book you picked out and glued on the envelope. When students are done, show them how to close out of their search. Collect call slips and go to library for check out.

Lesson 22: Library Catalog - Self-directed search / Find book (assessment)

Preparation: same as last lesson. Make sure you and teacher have felt tip pens

Lesson: Student may do their own search. They must pick a book that is in the library and can find on the shelf (not one they have with them!!) Student must do a search, find a book, fill out the call slip and show the call slip and the search to the teacher. Then they are to close their search. Teacher marks completed call slip with a check. When 10 students are ready to go to the library, leave teacher (or librarian --decide in advance) with the rest and have students then find the book on the shelf (or if it's not there, where it should be!) Student gets a check on the call slip. Two check marks are a passing grade! Students may then check out.

END OF TRIMESTER / CONFERENCES

Lesson 23: Online Catalog - Keyword Search

Preparation: Overhead of catalog menu.

Lesson: Explain that a keyword search is not the best search, and should only be used when you can't find a book any other way. It takes the databases of title, and of author and of subject and puts them together. It also adds the words in the annotation. Using the word "snow" show how this could become a very long list. But if you can't remember the exact title and you know that one of the words of the title is "snow" then a keyword search is the one you will want to try.

Explain that they need to type in one word or a two word phrase only (save power searches for intermediate skills)

Lesson 24: Online Catalog - Open searches

Review: Go over search rules, remind them of keyword. Point out that it is the first button and if they press return instead of clicking on one of the search buttons, it will automatically do a keyword search.

Story: Read a short story and leave time for a longer check out so students can use the online catalog.

SPRING BREAK

Rest of the year, do Caldecott's and Reviews of lessons.

ILLUSTRATIONS/CALDECOTT LESSONS

Use of color &/black and white

Van Allsburg Garden of Abdul Gasazi

Van Allsburg Sweetest Fig

Color

Van Allsburg The Stranger

Van Allsburg Bad Day at Riverbend

Wordless books

Zoom

Weisner's books

MEDIUM OF ART

Collage books

Collage 751.4 DEV

Grandfather E BAK

Snapshots from the Wedding ESOT

THE SNOWY DAY E KEA

Collage Book

Smoky Night (E BUN)

The Paper Crane (E BAN)
Make paper crane.

Watercolor
Read: A Chair for My Mother (E WIL)

Colored Pencil
Song and DanceMan
Airmail to the Moon

Oil
King Bidgoo's in the Bathtub (Wood)

Skills - Intermediate Orientation

Intermediate teachers sign up for a 45-60 minute library time to allow time to go over library rules, check out, the arrangement of the library and any skills (such as the use of the online library catalog) that need review from the previous year. Since there will be new students from outside the area, they will especially benefit from the review. I also tell about some of our new books. My policy is that no new books get checked out the first week so that I can show them to all the classes. This takes 30-45 minutes (depending upon what you want to cover) and leaves 15 minutes for students to check out books. Below is merely the outline I use personally. It is meant only as an example:

1. WELCOME BACK--

- Meet new students
- Changes in the library
- New books

2. CHECK OUT PROCEDURE

- Numbers same as lunch # (memorize)
- Number of books you may checkout (2 for two weeks) unless for research
- Come in for 15-20 minutes once a week as a class. Tell their library day. Give other times that the library is open for checkout.
- Put books on the counter barcode up during regular class c/o, in box at other times.
- Renewals are done as you pass the counter.
- Go immediately to check out, I'll ring bell if I need to talk to you.
- Voice Level 2 (Rockers and carrels are VL 1)
- Overdue notices
 - Highlighted - one month overdue
 - Notice to parents attached – pay slip (2 mos overdue) - restricted. Mailed home.

3. AREAS AND ARRANGEMENT OF THE LIBRARY

- Draw diagram of our library from Primary Skills lessons
- Review spine labels

4. ONLINE LIBRARY CATALOG

- Only have three so don't play on them.
- Also on class computers
- Review process

-Remind them of call slips

-Has information they may need on a book, even if it is checked out. Call slip can then be used to put the book on hold.

5. REVIEW READING GENRES

See genre wheel

6. LIBRARY RULES AND SAFETY RULES

fire drill, earthquake, soft seats, shelf markers, vertical file, carrels

Fourth Grade Library Skills

Animal Research

Lesson 1: Plagiarism, Copyright, Note taking, Works Cited, Encyclopedias

Preparation: Overheads of plagiarism/copyright definition; samples of encyclopedias, project pages.

Introduction: Explain we are doing our first research project. It is one we will do together in the library for five hours. No one will be taking these home. We want students to see that they can do a project by themselves. If they have books they would like to use for their project they may bring them with them. Anything off the internet must wait until we have used what is in the library first. Then you may bring those things as well.

Lesson: We are going to do a project on animals. Now sometimes a teacher will let you pick and sometimes a teacher assigns you your assignment. We will do a drawing to select your animal. We don't want you to do an animal that you already know a lot about. But I know you that you will like your animal when you are done. Every animal has something interest facts about them. Before we begin, we need to know a little about taking notes.

PLAGIARISM:

Put up overhead of the word plagiarism (cover definition). Ask students if they have heard of this word. Pronounce it, have students repeat. Show definition. Explain that this is a moral issue. It is wrong to do this. I then make up a story:

Suppose that Mrs. Byrd told you that when you come back from recess she will have all of you write a fantasy story. She suggests that you think about it during recess. At recess, many students stand around and discuss what they will write about. You join in and tell a great story with dragons and castles and a magic potion that turns a princess into a little mouse. The bell rings, and everyone heads to class.

You begin writing down your story. Afterwards, Mrs. Byrd collects them and begins to read them. The first one she picks up tells the story of a dragon and castle and a magic potion that turns a princess into a mouse. But you know you didn't write it, because you wrote the words differently. How do you feel? (Illicit response). Yes, you are upset. Someone has stolen your idea. They didn't steal your exact words, but the idea and thought were stolen.

Now suppose a few stories later Mrs. Byrd reads your story. She sees that it is

very much like the first one. Who do you suppose she thinks did the copying? (Students usually respond that you did). That's right. She really won't know the truth unless students at recess come to your rescue by stating they heard you give your idea at recess.

Let's change the story a little and suppose that when Mrs. Byrd reads your story it is exactly like your story, but has the name of the student who sits next to you. Now the student not only stole your thoughts and ideas, but also your words. Both of these are plagiarism and it is wrong. If you do it, you will get in trouble. You can get a failing grade, and students in college have even been known to get kicked out of school for doing it. It is cheating, isn't it?

COPYRIGHT:

(Put up over head, cover definition) Now there is a way to keep people from plagiarizing your work. It makes it a legal issue instead of just a moral one. A person can take out a document called a copyright that proves that your story, picture, music and movie are yours. It's kind of like the same way that your birth certificate proves that you are you. The copyright tells who owns this work and who has the right to change it, copy it, and sell it.

Everything in our library has a copyright. We may not plagiarize it or copy it. We can't take someone's ideas or thoughts, even if we put them in our own words. So how can we do a report?

NOTE TAKING (just the FACTS):

There's one thing that cannot be copyrighted, and that is fact (write FACTS) on the paper. Tell the story of Christopher Columbus as an example, and as you briefly tell the story, write the facts, (eg. October 12, 1492) down. Explain that that is what we are going to do with our reports. We will write down facts and we will NOT write full sentences (the kids always say "yay" on that one). If you write a full sentence, you may be copying, so only put down enough so that you get the facts.

Begin Project:

1. Pass out Presearch so we can find out what they already know, and what they might like to know. We suggest 5 questions to ask.
2. Have students draw animal names from box. They may not switch with someone else. They are to write the name of their animal on the Presearch form. Teacher will follow behind writing student's name by their animal on her form.
3. After students have filled out presearch paper, pass out animal research form.

Go through the form with students telling what kind of information they need for each point.

ENCYCLOPEDIAS

Introduce first source using overheads. Explain they are in alphabetical order, have many volumes. Show overhead of split-letter and unit letter encyclopedias so they can see how to select the right volume. Talk about guide words, which they should remember from using dictionaries. Let them know we select our volume by the letters on the volumes and we put them away by the numbers on the volumes.

There are general encyclopedias, which have information about everything, and special encyclopedias, which have information just in one area (show overhead). Students may have a volume from either kind. Show the sets of general and special animal encyclopedias we have in the library.

Send students back to select one volume (Tell them that they can only really read one at a time and we don't want to hog up the volumes! When they are done with one, they may get another). Students who have not finished their Presearch page need to do so before they get their encyclopedia.

Rest of time is spent looking and reading from their encyclopedia. Collect student's papers, they are not to go home, but will stay in the library as we add to them each day.

Lesson 2: Online Library Catalog (Books and Magazines)/Parts of a Book/Works Cited

Review: OPAC search strategies from Third Grade Curriculum. Remind students that in research they almost always use SUBJECT. Review Keyword and remind them that it is not the first search strategy, but the last. Remind students how to fill out a call slip. For Magazine, we need the whole title line which includes Month, Day, Year. Also review parts of a book so students know where publishing information is and to remember how to use the table of contents, glossary and index.

Lesson: Explain the importance of the Works Cited page. This is the way we keep track of our sources. The more sources we have, the more the work become ours. Teachers are very interested in where students get their information and whether it is a good source. Make sure students write down the information for each source as they go along.

Pass out student's research papers. Call a few students at a time to use OPAC (monitor them) Let them write down the information for one or two books or magazines. Others may get encyclopedias and work.

Lesson 3: Reference/Vertical file

Lesson: Show what other reference books we have in the reference section. Explain the vertical file and being safe (only one drawer out of each cabinet at a time). Students will have more time each day to collect information. Teacher and you will monitor.

Students may bring Internet information from home tomorrow!

Lesson 4: Internet

Lesson: What is the Internet and why do we have to be careful? Go over some of the concerns, but mostly whether a site truly has correct information. Explain that anyone can put information on the internet. If the site is from a known reputable source then we probably are getting good information. Those who brought items from their internet at home will need to have us look at the information and the site and approve it before they use it.

Lesson 5: Full time for research.

Most students will be finished getting their information by the time we finish this last hour. The papers and projects will be finished in the class. Students may come down when allowed to get information they are missing.

Fifth Grade Library Skills States Research

Lesson 1: Plagiarism, Copyright Laws, Note taking, Works cited, Encyclopedias

Review: Most of this is a quick review of fourth grade research

Expansion: I spend more time going over copyright laws (see attached information). Students have a lot of questions concerning copying of music, videos, computer programs and games. Try to answer the best you can.

Lesson 2: Online Library Catalog (Books and Magazines)/Parts of a Book/Works Cited

Review: Most is a quick review of fourth grade research.

Expansion: These students will need the Works Cited information from the High School as they are to do the correct forms.

Lesson 3: Reference, Vertical File and other materials

Expansion: We will be adding almanacs and atlases for this project. Be prepared to go over the use of these special resources.

Lesson 4: Internet

Review: Students will have had internet training prior to the beginning of this project, just remind them of the rules. Students may bring in sources from the home, but need to have the sites approved by the teacher.

Teachers may have students finish up in the classroom after this. Some students may come down for added research.