

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # K-1.2a**

<b>National Literacy Standard</b>	<b>1.2</b> The student who is information literate accesses information efficiently and effectively by recognizing that accurate and comprehensive information is the basis for intelligent decision-making.	KINDERGARTEN
<b>Virginia SOL</b>	<b>K.2(E)</b> The student will use listening and speaking vocabularies.	
<b>Library Objective</b>	Students will differentiate between fact and fiction.	
<b>Title</b>	<i>“Bat Facts”</i>	
<b>Resources</b>	<u>Stellaluna</u> by Janell Cannon Chart paper	
<b>Introduction</b>	Introduce the story about a bat. Ask the students to listen for facts about the bat so you can create a fact sheet at the end of the story. Discuss the difference between fact and fiction.	
<b>Vocabulary</b>		
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Read the story of Stellaluna.</li> <li>• Model listening for a fact about Stellaluna by pointing out a fact in a passage just read.</li> <li>• After the story, go back and recall facts about bats. Make a list of “bat facts.”</li> </ul>	
<b>Closure/ Evaluation</b>	Revisit fact and fiction. Ask students to recall the differences between fact and fiction. Read the list of facts about bats,	

*Comments:*

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # K-1.4a**

<b>National Literacy Standard</b>	<b>1.4</b> The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.	<b>KINDERGARTEN</b>
<b>Virginia SOL</b>	<b>K.1(SS)</b> The student will recognize that history describes events and people of other times and places by identifying examples of past legends and historical accounts.	
<b>Library Objective</b>	The student will identify a biography as a book about a person.	
<b>Title</b>	<i>“Johnny Appleseed”</i>	
<b>Resources</b>	<u>Johnny Appleseed</u> by Steven Kellogg.	
<b>Introduction</b>	Explain what books about people are called.	
<b>Vocabulary</b>		
<b>Activity</b>	<ul style="list-style-type: none"> <li>• We call a book about a person a biography.</li> <li>• Read <u>Johnny Appleseed</u> by Steven Kellogg.</li> <li>• Discuss Johnny Appleseed’s life. How do we know about his activities? Stories were told by word of mouth and now we have books about him. These are called biographies.</li> </ul>	
<b>Closure/ Evaluation</b>	<p>What did we read today?                  What do we call books about people?</p> <p>Observation of students. Could they all answer the questions?</p>	

***Comments:***

**ELEMENTARY LIBRARY LESSON PLAN # K-1.4b**

<b>National Literacy Standard</b>	1.4 The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.	KINDERGARTEN
<b>Virginia SOL</b>	<b>K.4SS)</b> The student will use simple maps and globes to locate areas referenced in stories and real life situations.	
<b>Library Objective</b>	Students will use a globe or map to find the setting of the story.	
<b>Title</b>	<i>“Maps and Globes with Stories”</i>	
<b>Resources</b>	<u>Abiyoyo</u> by Pete Seeger Map or globe	
<b>Introduction</b>	Introduce the cover of the book. Ask if stories can come from other places. From where might this story come?	
<b>Vocabulary</b>		
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Read the introduction of the book. It states this story comes from South Africa. How can we find out where South Africa is? Introduce maps and globes. Locate South Africa.</li> <li>• What can the map tell us about South Africa? Is it hot or cold? What type of houses might the people live in?</li> <li>• Read the story and check to see if the story setting matches the map location. Do they have winter clothes? What do their houses look like?</li> </ul>	
<b>Closure/ Evaluation</b>	<p>What helped us check the story setting? What kind of information does a map or globe give?</p> <p>What can maps and globes do? How can they help us?</p>	

***Comments:***

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # K-1.4c**

<b>National Literacy Standard</b>	<b>1.4</b> The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.	KINDERGARTEN
<b>Virginia SOL</b>	<b>K.13(E)</b> The student will begin to ask how and why questions. <b>K.5(E)</b> The student will identify the front cover, back cover, and title page of a book.	
<b>Library Objective</b>	Students will identify the librarian and his/her role.	
<b>Title</b>	“ <i>What’s My Line?</i> ”	
<b>Resources</b>	Mail person outfit, mailbox Book Sample spine labels large enough to share with a class	
<b>Introduction</b>	Introduce that you are a book doctor and a mailman for books. Revisit what a book doctor does.	
<b>Vocabulary</b>	Spine Spine labels	
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Make comparisons between the mailman and the librarian.</li> <li>• How does the mailman find your house? Mailbox, address, street signs.</li> <li>• Show a book and talk about the spine. Introduce the spine label as the mailbox of a book. Discuss that mailboxes belong at the front of the house. Spine labels belong on the spine of the book and have to face toward the front of the shelf. Compare street signs to library signs.</li> <li>• Discuss that the mailman takes mail from house to house. Librarians help books get from kid to kid. We need mailboxes and spine labels to help us.</li> </ul>	
<b>Closure/ Evaluation</b>	Let students play mailman/librarian. Have them locate the spine labels and tell you the address of a book.  Have the students play mailman with the large spine labels. Give them the sample spine labels and have them stand beside the shelf where the books would belong.	

*Comments:*

**ELEMENARY LIBRARY LESSON PLAN # K-1.4d**

<b>National Literacy Standard</b>	1.4 The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.	KINDERGARTEN
<b>Virginia SOL</b>	K.5(SS) The student will match simple descriptions of work that people do and the names of those jobs.	
<b>Library Objective</b>	Students will locate the media center and describe the role of the librarian.	
<b>Title</b>	“ <i>What’s My Job</i> ”	
<b>Resources</b>	Teacher-made drawing depicting various duties of the librarian	
<b>Introduction</b>	Ask the students to describe what route they took to get the library. Ask them to describe the job of the librarian.	
<b>Vocabulary</b>		
<b>Activity</b>	Prepare some drawings of various duties of the librarian. (Stick figures work fine; this is a good time to show the students why you are not the art teacher!) Include teaching, reading to students, shelving the books, working with computers, televisions and other forms of media, etc. Show the students the drawings and have them identify the job depicted.	
<b>Closure/ Evaluation</b>	As the students prepare to leave, have them describe the location of the library and name some of the duties of the librarian.	

***Comments:***

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # K-1.5a**

<b>National Literacy Standard</b>	<b>1.5</b> The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.	KINDERGARTEN
<b>Virginia SOL</b>	<b>K.3(SS)</b> The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.	
<b>Library Objective</b>	Students will locate different sections of the library. Students will recognize that each section is arranged in a specific way.	
<b>Title</b>	“ <i>Mailman - Part 2</i> ”	
<b>Resources</b>	Mailman costume <u>The Jolly Postman : Or Other People's Letters</u> by Janet Ahlberg Large spine labels and call numbers for each section.	
<b>Introduction</b>	Recall that part of a librarian’s job is to deliver books to the right streets (shelf). Review mailboxes (spine labels) and addresses (call numbers).	
<b>Vocabulary</b>	Spine labels Call Numbers	
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Read <u>The Jolly Postman : Or Other People's Letters</u> -- Janet Ahlberg.</li> <li>• Ask how the mailman knew where to deliver the letters.</li> <li>• Examine the envelopes.</li> <li>• Compare the envelopes to spine labels and call numbers.</li> <li>• Compare street signs to library shelf labels.</li> <li>• Examine the spine labels and determine the call number of the book.</li> <li>• Lead the class to the section and “deliver” a book to the right home.</li> <li>• Do this with each section and have students identify what type of books is in each area.</li> </ul>	
<b>Closure/ Evaluation</b>	What did we do today? Give students sample spine labels. Let them stand in the correct section holding their spine label. Have partners check them for correct answers.	

**Comments:**

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # K-1.5b**

<b>National Literacy Standard</b>	<b>1.5</b> The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.	KINDERGARTEN
<b>Virginia SOL</b>	<b>K.3(SS)</b> The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.	
<b>Library Objective</b>	Students will locate different sections of the library. Students will identify how each section is arranged.	
<b>Title</b>	<i>“Easy Mailman”</i>	
<b>Resources</b>	Shelf sections clearly marked. Sample books from each section. Sample spine labels. <u>Dear Peter Rabbit</u> by Alma Flor Ada	
<b>Introduction</b>	Recall that part of a librarian’s job is to deliver books to the right streets (shelf). Review mailboxes (spine labels) and addresses (call numbers).	
<b>Vocabulary</b>	Spine labels Call numbers	
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Read <a href="#">Dear Peter Rabbit</a> by Alma Flor Ada.</li> <li>• Discuss letters, addresses and envelopes.</li> <li>• Take a tour of the different sections pointing out the appropriate signs.</li> <li>• Compare the signs to the sample spine labels.</li> <li>• Have students stand in each section and tell what section they are in.</li> </ul>	
<b>Closure/ Evaluation</b>	What did we discuss today? Have students move to different sections and tell which section it is. Have students identify the correct “mailbox” for each section.	

**Comments:**

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # K-1.5c**

<b>National Literacy Standard</b>	<b>1.5</b> The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.	KINDERGARTEN
<b>Virginia SOL</b>	<b>K.1(E)</b> The student will demonstrate growth in the use of oral language by listening to a variety of literary forms, including stories and poems. <b>K.8(E)</b> The student will demonstrate comprehension of stories by retelling familiar stories using beginning, middle, and end.	
<b>Library Objective</b>	Students will recognize and retell a variety of fairytales. Students will identify the characteristics of a fairytale.	
<b>Title</b>	<i>“Fairytale”</i>	
<b>Resources</b>	Fairytale of your choice Chart paper	
<b>Introduction</b>	Show the cover of the fairytale book. Ask the students if they are familiar with this story. What do they know about it? What makes this book a fairytale?	
<b>Vocabulary</b>		
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Read the fairytale aloud.</li> <li>• Have the students discuss what makes this story a fairytale.</li> <li>• List the characters and story line that make this different from the nursery rhymes.</li> </ul>	
<b>Closure/ Evaluation</b>	Recap what was said during the discussion. Read another fairytale and come up with the characteristics.	

*Comments:*

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # K-2.2a**

<b>National Literacy Standard</b>	<b>2.2</b> The student who is information literate evaluates information critically and competently by distinguishing among fact, point of view, and opinion.	KINDERGARTEN
<b>Virginia SOL</b>	<b>K.3(E)</b> The student will build oral communication skills by participating in discussions about learning.	
<b>Library Objective</b>	Students will determine if a story is real or make believe.	
<b>Title</b>	<i>“Real vs. Make-Believe”</i>	
<b>Resources</b>	<u>If You Give A Mouse A Cookie</u> by Laura Numeroff Chart paper Pictures of a real mouse and a fake mouse.	
<b>Introduction</b>	Discuss real and make believe. We are looking for things in the book a real mouse might do and things a pretend mouse would do.	
<b>Vocabulary</b>		
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Read <u>If You Give A Mouse A Cookie</u>.</li> <li>• Have the students listen for things a real mouse and a pretend mouse would do.</li> <li>• Use the chart paper with the pictures of the mice at the top.</li> <li>• Create two columns and list or draw things that fit the category from the book.</li> </ul>	
<b>Closure/ Evaluation</b>	Review the list you have created. Discuss what things are real and what things are make-believe.  Have students add to the list by coming up with their own ideas.	

**Comments:**

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # K-3.3a**

<b>National Literacy Standard</b>	<b>3.3</b> The student who is information literate uses information effectively and efficiently by applying information in critical thinking and problem solving.	<b>KINDERGARTEN</b>
<b>Virginia SOL</b>	<b>K.8(E)</b> The student will demonstrate comprehension of stories by using pictures to make predictions about the story content.	
<b>Library Objective</b>	Students will make predictions about the book.	
<b>Title</b>	<i>“Story Predictions”</i>	
<b>Resources</b>	Book of your choice.	
<b>Introduction</b>	Introduce the book by announcing the title. Discuss what the story might be about based on the title. Show the cover of the book. Does this change the prediction?	
<b>Vocabulary</b>		
<b>Activity</b>	Read the book. Stop along the way and make new predictions.  How did our predictions change? What made them change?	
<b>Closure/ Evaluation</b>	What are predictions? How do they help us? Students will make predictions about books based on the covers.	

***Comments:***

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # K-5.1a**

<b>National Literacy Standard</b>	<b>5.1</b> The student who is an independent learner is information literate and appreciates literature and other creative expressions of information by being a competent and self-motivated reader.	<b>KINDERGARTEN</b>
<b>Virginia SOL</b>	<b>K.8(E)</b> The student will demonstrate comprehension of stories by discussing character, setting, and events.	
<b>Library Objective</b>	Students will identify character, setting, and plot of a story.	
<b>Title</b>	<i>“Parts of a Story”</i>	
<b>Resources</b>	Books of your choice	
<b>Introduction</b>	Introduce the book. Explain the terms character, setting, and plot.	
<b>Vocabulary</b>		
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Talk about people and places in recent books you have read to this class.</li> <li>• Ask students to look and listen for the character, setting, and plot as you read a story.</li> <li>• Read the story and stop to identify the character, setting, and plot.</li> </ul>	
<b>Closure/ Evaluation</b>	Ask students for examples of characters, settings, and plots of recent books someone has read to them.	

*Comments:*

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # K-5.1b**

<b>National Literacy Standard</b>	<b>5.1</b> The student who is an independent learner is information literate and appreciates literature and other creative expressions of information by being a competent and self-motivated reader.	<b>KINDERGARTEN</b>
<b>Virginia SOL</b>	<b>K.8(E)</b> The student will demonstrate comprehension of stories by talking about characters, setting, and events.	
<b>Library Objective</b>	Students will identify the elements of a story.	
<b>Title</b>	<i>“Aunt Isabel Tells a Good One”</i>	
<b>Resources</b>	<u>Aunt Isabel Tells a Good One</u> by Kate Duke	
<b>Introduction</b>	Ask the students if they have ever asked for another story. What makes a story? How do you know if you are hearing a story? Does a story have parts?	
<b>Vocabulary</b>		
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Read the story.</li> <li>• Discuss the elements of the story as it appears in the book.</li> <li>• Make an outline of the parts of the story.</li> </ul>	
<b>Closure/ Evaluation</b>	<p>Make an outline of the parts of a story.                  Make a quick story as a class using the outline created.                  Example: Once there was a frog named Fred. He liked to....</p>	

**Comments:**

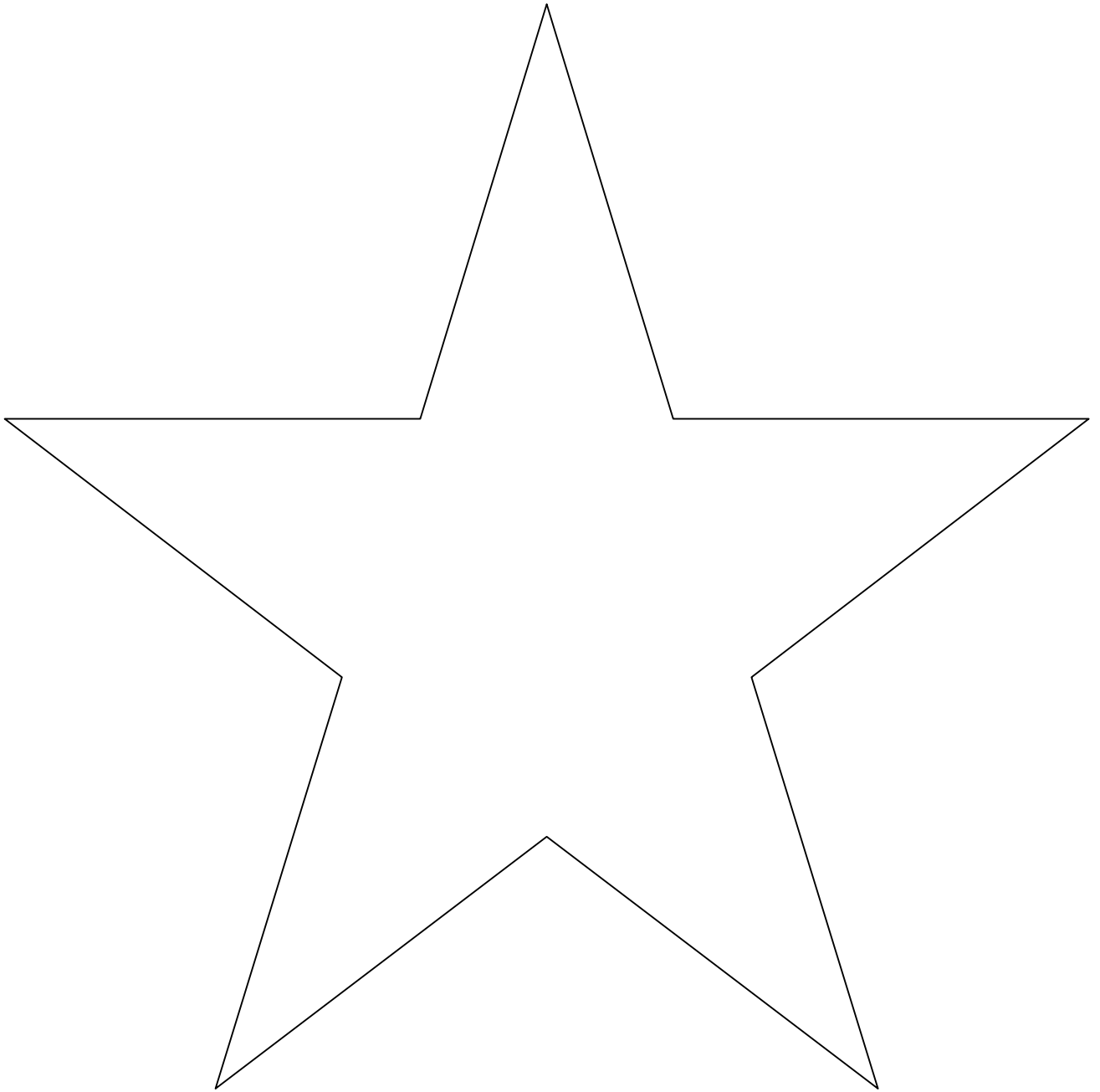
**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # K-5.1c**

<b>National Literacy Standard</b>	<b>5.1</b> The student who is an independent learner is information literate and appreciates literature and other creative expressions of information by being a competent and self-motivated reader.	KINDERGARTEN
<b>Virginia SOL</b>	<b>K.8(E)</b> The student will demonstrate comprehension of stories by talking about characters, setting, and events. <b>K.8(SS)</b> The student will demonstrate that being a good citizen involves following rules and understanding the consequences of breaking rules.	
<b>Library Objective</b>	Students will identify the significance of the Caldecott Medal Award. Students will identify the role of a community helper in maintaining safety.	
<b>Title</b>	<i>“Office Buckle and Gloria”</i>	
<b>Resources</b>	<u>Office Buckle and Gloria</u> by Peggy Rathman Star pattern	
<b>Introduction</b>	Explain the importance of the Caldecott Award. Discuss the role of police officers as community helpers.	
<b>Vocabulary</b>	Caldecott Medal	
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Read <u>Office Buckle and Gloria</u> to the students and discuss the safety rules throughout the book.</li> <li>• Have the students draw a safety rule/tip for the star to go on a bulletin board.</li> </ul>	
<b>Closure/ Evaluation</b>	Display stars on a bulletin board and review the significance of the Caldecott Medal Award.	

***Comments:***

**Bulletin Board Star Pattern for Lesson # K-5.1c**

This can be used with kindergarten (SOL Community Helpers) or second grade and Caldecott Medal books. Have the students make safety rules/tips to go on the stars and use the stars to create a bulletin board on community helpers, or have the students put the title of a Caldecott Medal book on each star and create a bulletin board on Caldecott Medal award books.



**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # K-5.2a**

<b>National Literacy Standard</b>	<b>5.2</b> The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of forms.	<b>KINDERGARTEN</b>
<b>Virginia SOL</b>	<b>K.1(E)</b> The student will demonstrate growth in the use of oral language by participating in choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.	
<b>Library Objective</b>	Students will recite nursery rhymes. Students will identify the characteristics of a nursery rhyme.	
<b>Title</b>	<i>“Nursery Rhymes”</i>	
<b>Resources</b>	Pictures or objects related to various nursery rhymes. Basket. Nursery Rhyme posters, charts, or a book.	
<b>Introduction</b>	Hold up the basket of objects. Ask the students if they can think of any rhymes that go with the objects.	
<b>Vocabulary</b>		
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Recite or read nursery rhymes that go with the objects. Have students say them with you. Ask the kids to look for patterns in the nursery rhymes.</li> <li>• Discuss the characteristics of the nursery rhymes. How can they tell the difference between this and a story?</li> </ul>	
<b>Closure/ Evaluation</b>	Students will select an object and recite a rhyme. Students will determine what makes it a nursery rhyme.  Students will select objects from the basket and recite nursery rhymes. Students will identify the characteristics.	

***Comments:***

**ELEMENTARY SCHOOL LIBRARY LESSON PLAN # K-5.3a**

<b>National Literacy Standard</b>	<b>5.3</b> The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by developing creative products in a variety of formats..	<b>KINDERGARTEN</b>
<b>Virginia SOL</b>	<b>K.1(E)</b> The student will demonstrate growth in the use of oral language. <b>K.8(E)</b> The student will demonstrate comprehension of stories by using story language in discussions and retellings.	
<b>Library Objective</b>	Students will retell the story in sequence. Students will participate in creative dramatics.	
<b>Title</b>	<i>“The Little Old Lady Who Was Not Afraid of Anything”</i>	
<b>Resources</b>	<u>The Little Old Lady Who Was Not Afraid Of Anything</u> by Linda Williams	
<b>Introduction</b>	Introduce the title of the story and tell the kids to listen for patterns in the story. As they see the pattern developing, ask the students to join in.	
<b>Vocabulary</b>		
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Read the story through once assisting the kids in finding the patterns. Have the students join in as they learn the phrases.</li> <li>• Discuss how the story was built and the sequence of events.</li> <li>• Retell the story recalling the sequence of the events through motions and building a scarecrow.</li> <li>• Have the students act out and tell the story a third time concentrating on putting motions and sequencing together.</li> </ul>	
<b>Closure/ Evaluation</b>	Have the students recall how the story progressed to build a scarecrow. Students will create and color a scarecrow to take home and share the story.	

*Comments:*