



Elementary Librarian

November Lesson Plans

ElementaryLibrarian.com

Library Lesson Plans

Date: Week 1

Grade Level: K

Goal: Today's lesson will reinforce library rules and book care rules.

Context: Students have been learning about these concepts during the past few months, so we are reviewing before moving forward.

Special Circumstances:

Objective: Students will be able to recall library rules and book care rules.

"I Can" Statement: I can decide if a behavior is good or bad in the library.

Common Core Standards: CC.K.R.I.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.

CC.K.R.I.3 Key Ideas and Details: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

AASL Standards: 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Library Lesson Plans

Procedures:

1. Seat students on story rug. 2. Read Chester Visits the Library and Watch Your Paws, Chester aloud. 3. Ask story comprehension questions, choosing students to answer at random. 4. With support, have students make connections between Chester's behavior and proper library behavior. 5. If time allows, have students draw a picture of a proper library behavior.

Assessment:

Student responses to questions about the books, check for mastery by asking students about their drawings.

Additional Resources:

Chester Visits the Library and Watch Your Paws, Chester! From Scholastic Reward Catalog

Lesson Reflection:

Library Lesson Plans

Date: Week 2

Grade Level: K

Goal: Today's lesson will review library rules and parts of a book. We will use these concepts to learn more about finding books on the shelves.

Context: Students have been learning about library rules and parts of a book over the past few months.

Special Circumstances:

Objective: Students will be able to choose a book from the shelf using shelf markers, then return it to the shelf properly if they decide they do not want it.

"I Can" Statement: I can use shelf markers to find a book and put it back properly if I decide I don't want it.

Common Core Standards: CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.

CC.K.SL.2 Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

AASL Standards: 1.4.4 Seek appropriate help when needed.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

Library Lesson Plans

Procedures:

1. Seat students on story rug. 2. Read A Book for Chester and Chester Gets Lost aloud. 3. Point out relevant parts of the book, like how to look for a book on the shelves. 4. Seat students in front of a bookshelf and introduce using a shelf marker. 5. Model desirable and undesirable activities. 6. Let students describe how to use a shelf marker.

Assessment:

Students will correctly describe how to use a shelf marker, and the teacher will follow the directions.

Additional Resources:

A Book for Chester and Chester Gets Lost from Scholastic Reward Catalog

Lesson Reflection:

Library Lesson Plans

Date: Week 3

Grade Level: K

Goal: Today's lesson will review how to use a shelf marker to keep order in the library.

Context: Students watched a demonstration and described how to use a shelf marker last week.

Special Circumstances:

Objective: Students will be able to properly use a shelf marker to find appropriate books.

"I Can" Statement: I can use shelf markers to find a book and put it back properly if I decide I don't want it.

Common Core Standards: CC.K.SL.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

AASL Standards: 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

1.4.4 Seek appropriate help when needed.

Library Lesson Plans

Procedures:

1. Seat students on story rug. 2. Read The Shelf Elf aloud. 3. Ask students comprehension questions, with special emphasis on proper shelving techniques. 4. Seat students at tables. 5. Have students complete shelving activity. 6. Call small groups of students up to practice using a shelf marker with teacher guidance.

Assessment:

Teacher will monitor and verify correct use of shelf markers.

Additional Resources:

The Shelf Elf by Jackie Mims Hopkins and Rebecca Thornburgh, Complete Library Skills, Grades K-2 - shelving activity

Lesson Reflection:

Library Lesson Plans

Date: Week 4

Grade Level: K

Goal: Today's lesson will introduce students to ABC order.

Context: We have been discussing order in the library over the past few weeks.

Special Circumstances:

Objective: Students will be able to complete activities using simple alphabetization techniques.

"I Can" Statement: I can do simple ABC order activities.

Common Core Standards: CC.K.R.F.1.d Print Concepts: Recognize and name all upper- and lowercase letters of the alphabet.

CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

AASL Standards:

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

Library Lesson Plans

Procedures:

1. Students will go to their assigned seats. 2. Lead students in an ABC Order Smartboard activity. 3. Have students complete written ABC order activity to demonstrate mastery.

Assessment:

Teacher will monitor and verify correct use of ABC order on students' written work.

Additional Resources:

ABC Order Smartboard game, ABC order written activities

Lesson Reflection:

Library Lesson Plans

Date:

Week 1

Grade Level:

1

Goal:

Today's lesson will introduce students to the different sections of our library: Easy, Fiction, and Nonfiction.

Context:

Students have been learning about our library over the past few months.

Special Circumstances:

Objective:

Students will be able to identify each area of our library: easy, fiction, nonfiction.

"I Can" Statement:

I can point to each section of the library: easy, fiction, and nonfiction.

Common Core Standards:

CC.1.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

AASL Standards:

1.1.2 Use prior and background knowledge as context for new learning.

Library Lesson Plans

Procedures:

1. Seat students on story rug. 2. Read Chester Gets Lost aloud. 3. Discuss the different sections of the library with students based on information from the book. 4. Play a game with students, saying things like, "I am a short book with lots of pictures. Where would you find me?" or "I am a book about real animals and their homes. Where would you find me?" 5. Choose students at random to either point to or walk to each area. 6. Introduce stations for the month: ABC Order, Puppet Show, and I have... Who has game for review

Assessment:

Students will correctly identify each section of the library based on the clues given.

Additional Resources:

Chester Gets Lost

Lesson Reflection:

Library Lesson Plans

Date: Week 2

Grade Level: 1

Goal: Today's lesson will reinforce what we learned about the sections of the library last week.

Context: We discussed the sections of our library last week.

Special Circumstances:

Objective: Students will be able to describe each section of the library to a partner using puppets.

"I Can" Statement: I can describe each section of the library.

Common Core Standards: CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CC.1.SL.4 Presentation of Knowledge and Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

AASL Standards: 1.3.4 Contribute to the exchange of ideas within the learning community.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

Library Lesson Plans

Procedures:

1. Group students in pairs. 2. Have students use puppets to explain the different sections of the library to their partner (puppets are not necessary if you don't have them). 3. If time allows, allow students to present mini puppet shows to other students explaining which books they like best.

Assessment:

Teacher will monitor pairs' descriptions of the different library sections. Partners can also check the other partner for comprehension.

Additional Resources:

Puppets and puppet show theater (not necessary)

Lesson Reflection:

Library Lesson Plans

Date:

Week 3

Grade Level:

1

Goal:

Today's lesson will introduce the concept of ABC order.

Context:

Students have been introduced to ABC order in the regular classroom.

Special Circumstances:

Objective:

Students will be able to complete ABC order activities in groups.

"I Can" Statement:

I can put letters and words in ABC order.

Common Core Standards:

CC.1.L.5.a Vocabulary Acquisition and Use: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

AASL Standards:

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

Library Lesson Plans

Procedures:

1. Seat students at tables. 2. Briefly explain what alphabetical order is and introduce the activities. 3. Allow students to work with partners or teams to complete the activities.

Assessment:

Teacher will do a visual check of all written work to verify its accuracy.

Additional Resources:

Complete Library Skills, Grades K-2 , ABC order activity

Lesson Reflection:

Library Lesson Plans

Date:

Week 4

Grade Level:

1

Goal:

Today's lesson will review story elements and parts of a book.

Context:

Students reviewed these concepts last month.

Special Circumstances:

Objective:

Students will recall story elements and parts of a book.

"I Can" Statement:

I can remember parts of a book and story elements.

Common Core Standards:

CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

AASL Standards:

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

Library Lesson Plans

Procedures:

1. Seat students in small groups. 2. Have them play the "I have... Who has?" card game from last month, this time with minimal teacher guidance.

Assessment:

Students will correctly identify their card's function in the library.

Additional Resources:

I have... Who has? Card game, found on ElementaryLibrarian.com website

Lesson Reflection:

Library Lesson Plans

Date: Week 1

Grade Level: 2

Goal: Today's lesson is an overview of topics we'll cover over the next 3 weeks: fiction vs. nonfiction, ABC order, and review of fiction/nonfiction and ABC order.

Context: Students have been learning about these concepts in the classroom, so this is reinforcement.

Special Circumstances:

Objective: Students will be able to describe the activities they'll participate in when they come to library class this month.

"I Can" Statement: I can describe this month's library activities.

Common Core Standards: CC.2.R.I.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.2.R.I.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

AASL Standards: 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

Library Lesson Plans

Procedures:

1. Seat students at tables. 2. Briefly explain the difference in fiction and nonfiction. 3. Complete the fiction and nonfiction activity as a group. 4. Review ABC order. 5. Explain the station activities for the month. 6. Have students line up in ABC order.

Assessment:

Students will be able to briefly describe the month's station activities.

Additional Resources:

Complete Library Skills, Grades K-2, Fiction/Nonfiction activity

Lesson Reflection:

Library Lesson Plans

Date: Week 2

Grade Level: 2

Goal: Today's lesson focuses on the difference between fiction and nonfiction books.

Context: Students have been learning about fiction and nonfiction in the regular classroom.

Special Circumstances:

Objective: Students will be able to sort books into the proper category - fiction or nonfiction.

"I Can" Statement: I can decide if a book is a fiction book or a nonfiction book.

Common Core Standards: CC.2.R.I.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

CC.2.R.L.7 Integration of Knowledge and Ideas: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

AASL Standards:

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Library Lesson Plans

Procedures:

1. Seat students at tables. 2. Create a large T on the floor with masking tape. 3. Give each student a book and have them put their book on the correct side of the T, fiction or nonfiction. 4. If time allows, give each student a blank book cover drawing and have them create the cover of a book. 5. Their table partners should be able to determine if it is a fiction or nonfiction book.

Assessment:

Students will correctly identify whether or not their book is a fiction or nonfiction book.

Additional Resources:

Blank book cover copy sheet

Lesson Reflection:

Library Lesson Plans

Date: Week 3

Grade Level: 2

Goal: Today's lesson focuses on ABC order.

Context: Students learned about ABC order in 1st grade.

Special Circumstances:

Objective: Students will be able to alphabetize words using the first letter of the word.

"I Can" Statement: I can put letters and words in ABC order.

Common Core Standards: CC.2.L.4.e Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

AASL Standards: 1.1.4 Find, evaluate, and select appropriate sources to answer questions.

Library Lesson Plans

Procedures:

1. Seat students at tables. 2. Distribute Thanksgiving ABC order cards. 3. Have students work in pairs or teams to correctly arrange the cards. 4. Once their cards are arranged, students should write the words correctly on the lines. 5. Have students compare answers with another pair or team.

Assessment:

Students will check their work with another pair or team and correct their answers accordingly.

Additional Resources:

Thanksgiving ABC Order card game (found at <http://elementarylibrarian.com/november>)

Lesson Reflection:

Library Lesson Plans

Date: Week 4

Grade Level: 2

Goal: Today's lesson is a review of fiction/nonfiction and ABC order.

Context: This lesson reinforces skills students have learned over the past few weeks.

Special Circumstances:

Objective: Students will recall fiction vs. nonfiction and ABC order skills.

"I Can" Statement: I can recall fiction vs. nonfiction and ABC order skills.

Common Core Standards: CC.2.R.L.7 Integration of Knowledge and Ideas: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CC.2.L.4.e Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

AASL Standards: 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

Library Lesson Plans

Procedures:

1. Seat students at computers. 2. Have students play computer games about Fiction/Nonfiction and ABC Order.

Assessment:

The online games give immediate feedback to students so it will be clear if their answer is right or wrong.

Additional Resources:

Fiction/Nonfiction and ABC order online games. Links can be found at <http://elementarylibrarian.com/november>

Lesson Reflection:

Library Lesson Plans

Date:

Week 1

Grade Level:

3

Goal:

Today's lesson will be an overview of this month's stations: Dictionary Skills

Context:

We have been working on ABC order for the past few weeks. Students will use ABC order skills to improve their dictionary skills.

Special Circumstances:

Objective:

Students will be able to identify parts of the dictionary and describe the purpose of guide words.

"I Can" Statement:

I can identify parts of the dictionary and describe what guide words are.

Common Core Standards:

CC.3.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

AASL Standards:

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.

1.1.2 Use prior and background knowledge as context for new learning.

Library Lesson Plans

Procedures:

1. Have students sit in assigned seats. 2. Introduce the dictionary using the Oxford Dictionary YouTube video. 3. Briefly discuss why it's important to know ABC order when looking for words in the dictionary. 4. Briefly discuss guide words and their purpose. 5. Introduce this month's station activities: Dictionary Team Challenge, written dictionary activities, and online games focusing on dictionary skills.

Assessment:

Students will describe the purpose of using dictionaries and recall the upcoming station activities.

Additional Resources:

Oxford Dictionary YouTube video, Complete Library Skills, Grade 3 activities on dictionary, Dictionary Team Challenge activity, and online games. All links found at <http://elementarylibrarian.com/november>

Lesson Reflection:

Library Lesson Plans

Date:

Week 2

Grade Level:

3

Goal:

Today's lesson is about using the dictionary.

Context:

We briefly discussed the dictionary last week.

Special Circumstances:

Objective:

Students will be able to use the dictionary to find information about words.

"I Can" Statement:

I can use the dictionary to find information about words.

Common Core Standards:

CC.3.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

AASL Standards:

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.

1.1.2 Use prior and background knowledge as context for new learning.

Library Lesson Plans

Procedures:

1. Have students complete Complete Library Skills dictionary activities in small groups. 2. When finished, they should compare answers with another group.

Assessment:

Students will compare answers to make sure they agree, and if not, they will discuss and make changes as necessary.

Additional Resources:

Complete Library skills, Grade 3, dictionary activities

Lesson Reflection:

Library Lesson Plans

Date:

Week 3

Grade Level:

3

Goal:

Today's lesson is about using the dictionary.

Context:

Students have been learning about the dictionary over the past few weeks.

Special Circumstances:

Objective:

Students will be able to use the dictionary to find information about words.

"I Can" Statement:

I can use the dictionary to find information about words.

Common Core Standards:

CC.3.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

AASL Standards:

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.

1.1.2 Use prior and background knowledge as context for new learning.

Library Lesson Plans

Procedures:

1. Seat students at computers. 2. Have students play computer games about Guide Words and complete the Online Dictionary activity.

Assessment:

The online games give immediate feedback to students so it will be clear if their answer is right or wrong. Students should check their answers on the online dictionary activity with a partner, or work with a partner if they need help.

Additional Resources:

Guide words games, online dictionary activity. Found at <http://elementarylibrarian.com/november>

Lesson Reflection:

Library Lesson Plans

Date:

Week 4

Grade Level:

3

Goal:

Today's lesson is about using the dictionary.

Context:

Students have been learning about the dictionary over the past few weeks.

Special Circumstances:

Objective:

Students will be able to use the dictionary to find information about words.

"I Can" Statement:

I can use the dictionary to find information about words.

Common Core Standards:

CC.3.L.4.d Vocabulary Acquisition and Use: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

CC.3.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

AASL Standards:

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.

Library Lesson Plans

Procedures:

1. Divide students into teams. 2. Play the Dictionary Challenge game.

Assessment:

The teacher should monitor student ability to use the dictionary to find words and help when necessary.

Additional Resources:

Dictionary Challenge game. Found at <http://elementarylibrarian.com/november>

Lesson Reflection:

Library Lesson Plans

Date:

Week 1

Grade Level:

4

Goal:

Today's lesson is an overview of what we'll cover this month.

Context:

Students will discover our learning targets for the month.

Special Circumstances:

Objective:

Students will be able to describe what we'll learn in library class this month.

"I Can" Statement:

I can describe this month's library class activities.

Common Core Standards:

CC.4.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CC.4.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

AASL Standards:

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

Library Lesson Plans

Procedures:

1. Discuss World Book Online, Wikipedia, and Google - advantages and disadvantages of each. 2. Distribute the Group Research assignment. 3. Guide students through the activity and complete it together.

Assessment:

Students will participate in the research process and record the correct answers.

Additional Resources:

Group Research assignment. Found at <http://elementarylibrarian.com/november>

Lesson Reflection:

Library Lesson Plans

Date:

Week 2

Grade Level:

4

Goal:

Today's lesson will reinforce online encyclopedia skills.

Context:

Students learned how to research using World Book Online last week.

Special Circumstances:

Objective:

Students will be able to complete the animal facts activity with partners.

"I Can" Statement:

I can complete the animal facts activity with my partners.

Common Core Standards:

CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.4.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.

AASL Standards:

2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Library Lesson Plans

Procedures:

1. Distribute blank Group Research assignment sheets. 2. Divide students into teams of 2 or 3 members, based on the number of computer stations available. 3. Allow students to research using online encyclopedias and offer help when needed.

Assessment:

Students will use the information they find online to answer the questions.

Additional Resources:

Group Research assignment. Found at <http://elementarylibrarian.com/november>

Lesson Reflection:

Library Lesson Plans

Date: Week 3

Grade Level: 4

Goal: Today's lesson will reinforce online encyclopedia skills.

Context: Students have been learning to use World Book Online.

Special Circumstances:

Objective: Students will be able to complete the animal facts activity with partners.

"I Can" Statement: I can complete the animal facts activity with my partners.

Common Core Standards: CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.4.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.

AASL Standards: 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Library Lesson Plans

Procedures:

1. Continue the Group Research assignment from last week. 2. If students finish, they should begin typing a short report or Powerpoint presentation about their animal.

Assessment:

Students will use the information they find online to answer the questions.

Additional Resources:

Group Research assignment. Found at <http://elementarylibrarian.com/november>

Lesson Reflection:

Library Lesson Plans

Date: Week 4

Grade Level: 4

Goal: Today's lesson will reinforce online encyclopedia skills.

Context: Students have been learning to use World Book Online.

Special Circumstances:

Objective: Students will complete a short report or Powerpoint presentation about their animal.

"I Can" Statement: I can divide unknown words into syllables using the dictionary.

Common Core Standards: CC.4.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CC.4.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

AASL Standards: 3.1.3 Use writing and speaking skills to communicate new understandings effectively.

2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

Library Lesson Plans

Procedures:

1. Continue the Group Research assignment from last week (if not finished). 2. As students finish, they should complete a short report or Powerpoint presentation about their animal.

Assessment:

Students will use the information they found online to complete their report or Powerpoint presentation.

Additional Resources:

Group Research assignment

Lesson Reflection:

Library Lesson Plans

Date: Week 1

Grade Level: 5

Goal: Today's lesson will teach students to research independently.

Context: We practiced research in a group and with partners last month.

Special Circumstances:

Objective: Students will choose a famous person or historical figure to research and begin their research.

"I Can" Statement: I can choose a topic and begin to research.

Common Core Standards: CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

AASL Standards: 1.1.4 Find, evaluate, and select appropriate sources to answer questions.

2.4.1 Determine how to act on information (accept, reject, modify).

Library Lesson Plans

Procedures:

1. Divide students into 3 groups. 2. Two groups will find a biography in the library to begin their research. The third group will begin researching on the computers. 3. Students will record information on the Biography Research Organizer.

Assessment:

The teacher will monitor student progress and help with the research process as necessary.

Additional Resources:

Biography Research Organizer, Found at <http://elementarylibrarian.com/november>

Lesson Reflection:

Library Lesson Plans

Date:

Week 2

Grade Level:

5

Goal:

Today's lesson will continue work from the previous week.

Context:

We have been practicing research techniques over the past few weeks.

Special Circumstances:

Objective:

Students will continue work on their biography research project.

"I Can" Statement:

I can continue researching a famous person or historical figure.

Common Core Standards:

CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

AASL Standards:

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

2.4.1 Determine how to act on information (accept, reject, modify).

Library Lesson Plans

Procedures:

1. Rotate the groups so that another group has a chance to do online research on their chosen person. The other two groups will use books from the library. 2. Continue recording information on the Biography Research organizer.

Assessment:

The teacher will monitor student progress and help with the research process as necessary.

Additional Resources:

Biography Research Organizer, Found at <http://elementarylibrarian.com/november>

Lesson Reflection:

Library Lesson Plans

Date:

Week 3

Grade Level:

5

Goal:

Today's lesson will continue work from the previous weeks.

Context:

We have been practicing research techniques over the past few weeks.

Special Circumstances:

Objective:

Students will continue work on their biography research project.

"I Can" Statement:

I can continue researching a famous person or historical figure.

Common Core Standards:

CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

AASL Standards:

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

2.4.1 Determine how to act on information (accept, reject, modify).

Library Lesson Plans

Procedures:

1. Rotate the groups so that the final group has a chance to do online research on their chosen person. The other two groups will use books from the library. 2. Continue recording information on the Biography Research organizer.

Assessment:

The teacher will monitor student progress and help with the research process as necessary.

Additional Resources:

Biography Research Organizer, Found at <http://elementarylibrarian.com/november>

Lesson Reflection:

Library Lesson Plans

Date: Week 4

Grade Level: 5

Goal: Today we will wrap up our research on the selected person and create a poster about that person.

Context: We have been practicing research techniques over the past few weeks.

Special Circumstances:

Objective: Students will use information they have collected about a famous person or historical figure to create a poster about that person's life.

"I Can" Statement: I can create a poster based on the research I've done on my selected famous person or historical figure.

Common Core Standards: CC.5.SL.2 Comprehension and Collaboration: Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.5.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

AASL Standards: 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

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Procedures:

1. Have students complete any unfinished research. 2. Have students create a poster about their chosen famous person or historical figure using information from the Biography Research Organizer.

Assessment:

Students will complete their poster using information they have discovered during their research.

Additional Resources:

Biography Research Organizer, Found at <http://elementarylibrarian.com/november>

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