

INTEGRATING LIBRARY MEDIA SKILLS

INTO THE READING PROGRAM: K-6

A Teaching Guide for
Library Media Specialists

Volume One:

Grades K-3

by

The Pulaski County Library Media Specialists

Pulaski County Special School District
Little Rock, Arkansas

Edited by

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Hi Willow Research and Publishing

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INTRODUCTION

Integrating Library Media Skills Into the Reading Program: K-6, is a revision of Teaching Literary and Media Skills K-6, developed by Pulaski County Special School District in 1979, and Resource Unites for Literary Appreciation (1973). This program, as the two preceding teaching guides, is designed as an extension of the adopted basal reading program. (Houghton Mifflin Reading Series, 1983 edition), and has been an integral part of Pulaski County District's reading program since 1973.

This revision is an attempt to combine the most successful points in the earlier editions and to expand in the areas of reference and study skills instruction. Primary emphasis is placed on: (1) introducing students to an appreciation of all types of literature; (2) creating an enthusiasm for reading; (3) strengthening literary skills taught by the classroom teacher; and (4) teaching students to locate, evaluate, use and reproduce information in a variety of formats.

The skills taught in this program are sequential. Each level, as in the reading series, builds on the literary, reference, and study skills presented at previous levels. The program is designed to build on children's earlier learning experiences in the classroom and the library media center. At kindergarten through level two, this is accomplished through resource units developed around concepts and/or topics that are introduced at these levels in the reading program and other curricular areas. Beginning at third level, specific stories in the basal reading program are used as a springboard to introduction of library media units. The charts for each level, found at the end of the Introduction provide a listing of skills presented in each unit of this program.

Format

Units at each level have been developed in teaching guide format and include the following:

- I. Unit Topic (Also includes name of correlating selection, with page numbers of Houghton Mifflin Teacher's Guide at levels 3-6)
- II. Unit Objective (divided according to literary and media skills at levels 3-6)
- III. Library Media Staff Preparation
 - A. Materials
 - B. Equipment
 - C. Student activities
- IV. Suggested Procedure (minimum sessions required to teach the unit)

- A. Session I: Instructions for teaching (objectives)
 - 1. Introduction (relationship to previous learning, statement of learning)
 - 2. Instruction (specific steps for teaching to the objectives; closure; evaluation; suggestions for reinforcement and/or enrichment activities)
- B. Session II (III,IV, etc): Instructions for teaching (same as A above)

- V. Glossary (includes terms, using same terminology as presented in basal reading series at levels 3-6)

- IV. Bibliography
 - A. Books
 - B. Software
 - C. Professional materials

- VII. Required and Optional Activities (instructions and/or masters for reproducing activities)

Teaching units for Levels K-2:

Units for the first three levels have been developed around three broad themes that are familiar to children at these levels:

Kindergarten: Our World Grows
 Level One: Getting Acquainted
 Level Two: Let's Be Friends

Monthly units are related to the broad theme and are designed to: (1) create an enthusiasm for learning to read by exposing children to positive library media center experiences; (2) provide opportunities for children to practice reading skills taught in the classroom; (3) and introduce beginning skills in locating, using, reproducing, and sharing information from library media resources.

A minimum of two sessions per month are required to present the K-2 resource units. It is recommended that one-half of a class (10-12 children) be scheduled for these sessions. This permits the library media specialist to give more individual attention to students and to monitor their mastery of the unit objectives. This procedure also proves effective for the classroom teacher by making it possible for him/her to work with the remaining students on other learning activities.

Teaching Units for Levels 3-6:

Beginning with the third year, the units are designed for a reading group to be scheduled into the media center immediately after the completion of a specific story in the reading series. The content of the media units is correlated closely with the introduction of literary, reference and study skills presented in

the basal reading series (Houghton Mifflin, 1983 edition), adopted by the Pulaski County District. A minimum of two sessions are required to complete each unit. Emphasis in session one is on discussing the type of story just completed in the reading book; reinforcing literary skills presented in the reading series; introducing resources in the media center that are of the same literary type (example: biography, adventure, historical fiction); teaching procedures for locating books and other materials; and motivating students to read, listen, and view these resources. Succeeding sessions involve a review, application, and extension of skills presented in the first session. Student are encouraged to share books and other information learned from previous visits to the library media center. Learning center activities developed for this program provide for reinforcement of skills of those students who have not mastered the skills taught. Students who have mastered the learning objectives are encouraged to pursue other individual and small group enrichment activities involving creative writing, production of media, and/or use of higher level thinking skills.

Planning/Integration of this Program Into the School Curriculum

The successful implementation of this program depends on complete cooperation, coordination, and communication among the principal, library media specialist, and classroom teachers. The principal must support the concept of library media program involvement with the curriculum and provide the leadership to make it happen. The library media specialist must be committed to assuming an instructional role and must initiate efforts to promote curriculum involvement. Teachers must plan with the library media staff and must be willing to release individuals and small groups of students to participate in library media activities.

Effective use of this program requires that rigid scheduling of full classes of students be replaced with a flexible schedule in which small group instruction can be implemented. Clerical assistance is invaluable in providing the release time for the library media specialist to plan with teachers, give direct instruction/assistance to students, and perform the other professional responsibilities required for LMC curriculum involvement.

Integrating Library Media Skills Into the Reading Program:
K-6 should be used as a basic skills program, leading to application and extension of the skills into other areas of the curriculum. The following suggestions should be helpful in planning, scheduling, and implementing this program:

1. Planning/Scheduling: The principal and library specialist should develop a plan for total integration of the media units into the school's instructional program. During the part of the day allocated to reading instruction, priority should be given to scheduling of levels 3-6, since these levels are correlated with

stories from the reading series. Levels K-2 could be arranged at other times during the school day. Appoint a media planning committee (including a primary and intermediate level teacher) to plan media program activities throughout the year. Decide on a method for regular planning with all teachers -- individual or small group.

2. Introducing the Overall Program to Teachers: The content and purpose of the media units should be explained to the total faculty in a preschool meeting. The scheduling plan, developed by the principal and library media specialist, should be explained. Stress that other class related activities will be developed for science, social studies, and other subject areas. Frequent contact with all teachers will be necessary to determine these needs as they arise. Explain to teachers how regular planning will be arranged. (If individual planning is used, the LM specialist has the responsibility of seeing that regular contact is made with all teachers.)

3. Introducing the K-2 Program: All K-2 groups (best size, 10-15 students) should be scheduled for the skills lessons prior to the beginning of the month. A block of time that best suits the overall school's program should be set aside for these units. After the skills lessons are scheduled, the remaining time in this block could be used for storytime, reading motivation activities and/or class related media activity (science or social studies units). Distribute "Literary and Media Skills" summary sheets to teachers of K-2 classes from which these students will be scheduled. Work with teachers to complete a sheet for each group. (Sample sheets for each level are included following the Correlation/Objective Charts)

4. Introducing the Level 3-6 Program: Teachers' manuals should be "flagged" at stories with which media units are correlated. Planning between the principal, instructional specialist and library media specialist determine the best procedure to follow to compete this. This might include separate meetings for each level. Duplicate and distribute copies of sequence charts for the level(s) taught by each teacher. Note the close correlation between skills taught in the reading book and those reinforced in media units. Stress the importance of scheduling each reading group immediately after the story is completed. Distribute copies of the "Literary and Media Skills" (summary sheets) for each level. Work with teacher to complete a form for each reading group at levels 3-6. A copy of this schedule will be retained by the reading teacher and a copy kept with the library media specialist's plan book. This schedule should be referred to continually to ensure that students do not miss a unit. A separate record sheet is to be kept on each group of students. Work closely with teachers to ensure that all students are scheduled into the center for each unit. By Thursday of each week, all teachers should have been contacted and units scheduled for the following week. Enter the schedule in the plan book and begin preparation for teaching the units. Organize materials,

activities, reading the story with which the unit is correlated
and study the steps in the procedure.

Teach the unit and enjoy the rewards!

LEVEL: KINDERGARTEN - OUR WORLD GROWS

| Month | Unit Topic | Objectives: Literary/Media Skills |
|-------|----------------------------|--|
| April | Clouds In Our World | <ol style="list-style-type: none"> 1. Recognize things that are the same (alike). 2. Recognize things that are not the same (different). 3. Identify likenesses and differences in objects and pictures. 4. Classify and sort objects and pictures. |
| May | Who In the World (Authors) | <ol style="list-style-type: none"> 1. Recognize an author as the person who thinks up a story. 2. Match like upper case letters in the Easy book section. 3. Recall that every book in the library media center has its own special place on the shelves (address). |
| | | |

LEVEL: KINDERGARTEN - OUR WORLD GROWS

| Month | Unit Topic | Objectives: Literary/Media Skills |
|-----------|--------------------------|--|
| September | Our Library Media Center | <ol style="list-style-type: none"> 1. Recognize that the library media center is a busy, friendly, "fun" place to visit. 2. Identify the library media staff as people who help students to use the library media center. 3. Identify acceptable behavior during story time. 4. Listen to a story without interrupting. |
| October | Books Are For Sharing | <ol style="list-style-type: none"> 1. Recognize acceptable behavior during library media center visits. 2. Follow directions to choose a book from the Easy shelves. 3. Recall basic procedures to care for books. 4. Identify the Easy section of the library media center as the area where picture books are located. 5. Follow directions to return a book to the library media center. |
| November | Our World of Books | <ol style="list-style-type: none"> 1. Follow directions to check out a book. 2. Locate the Easy section of the library media center. 3. Demonstrate correct procedure for returning books to the library media center. 4. Demonstrate acceptable behavior during library media center visits. |

LEVEL: KINDERGARTEN - OUR WORLD GROWS

| Month | Unit Topic | Objectives: Literary/Media Skills |
|----------|--------------------------|---|
| December | Names In Our World | <ol style="list-style-type: none"> 1. Identify the front, back and spine of a book. 2. Recall that every book has a name. 3. Identify the name of a book on its cover. 4. Recall that an Easy book is marked with an E on its spine. 5. Relate the E on an Easy book's spine to its location in the Easy section. 6. Identify letters of the alphabet on the spine of Easy books. |
| January | Our World Touches Others | <ol style="list-style-type: none"> 1. Recognize different emotions expressed in pictures of Mother Goose characters. 2. Act out feelings described on a recording. 3. Predict feelings and actions of people and of story characters. |
| February | Humor In Our World | <ol style="list-style-type: none"> 1. Recognize that funny stories make people laugh. 2. Recall simple details in a story. 3. Identify humor in story events. 4. Recognize that pictures help tell a story. |
| March | Animals In Our World | <ol style="list-style-type: none"> 1. Use picture clues to "read" an Easy book. 2. Interpret details and story situations in a picture. 3. Arrange a series of pictures in sequence of events. 4. Tell a story in sequence with the aid of pictures. |

LEVEL: FIRST YEAR - GETTING ACQUAINTED

| Month | Unit Topic | Objectives: Literary/Media Skills |
|-----------|--|---|
| September | Getting to Know the Library Media Center | <ol style="list-style-type: none"> 1. Identify the library media center staff by name and responsibility 2. Identify the easy section and circulation area 3. Recall correct procedures to care for books 4. Follow directions to select and check out a book from the Easy section |
| October | Others...Just Like Me | <ol style="list-style-type: none"> 1. Recognize happy and sad feelings 2. Recognize that children in books have some of the same feelings as the reader 3. Identify an author as the person who writes a book 4. Identify the title as the name of the book 5. Recall that the author's name and the title of a book are printed on the book |
| November | Imaginary Things and Real Things | <ol style="list-style-type: none"> 1. Identify imaginary things and real things in pictures 2. Recognize that an author may write books about imaginary or real things 3. Relate letters of the alphabet to the first letter in an author's last name 4. Recognize that books in the Easy section are arranged by the first letter in the author's last name |
| December | Can You Imagine That | <ol style="list-style-type: none"> 1. Interpret a story from illustrations in books without words 2. Identify illustrations as the pictures in a book 3. Recognize the illustrator as the person who draws or prints the pictures for a book 4. Recognize the Caldecott Medal Award and its purpose 5. Locate the call letters on Easy books 6. Relate Easy book call letters to the author's last name |
| January | It's Real...True Stories | <ol style="list-style-type: none"> 1. Recall real things depicted in book illustrations 2. Recall alphabetical order of the letters in the alphabet 3. Relate letters of the alphabet to alphabetizing authors' last names |
| February | Animals As Characters | <ol style="list-style-type: none"> 1. Define a character as the person or animal who does things in a story 2. Identify characters in specific picture books 3. Locate and identify the title page in a book 4. Recognize the title and the author on the title page |

LEVEL: FIRST YEAR - GETTING ACQUAINTED

| Month | Unit Topic | Objectives: Literary/Media Skills |
|-------|---------------------------|--|
| March | Making Friends | <ol style="list-style-type: none"> 1. Define a character as the person or animal who does things in a story 2. Recognize books as friends to share and to enjoy 3. Locate and identify the spine of the book 4. Recall the call letters on Easy books 5. Demonstrate responsibility in care and handling of books |
| April | Stories To Make You Laugh | <ol style="list-style-type: none"> 1. Recognize a funny story as a story that makes you laugh 2. Illustrate a funny part in a story 3. Name the parts of a story as beginning, middle and end 4. Retell a given story in sequence 5. Demonstrate operation of a cassette player |
| May | Story Seetings...Please | <ol style="list-style-type: none"> 1. Recognize setting as the place where the story happens. 2. Predict the outcome of a story. |
| | | |

Level: Second Year - Let's Be Friends

| Month | Unit Topic | Objectives: Literary/Media Skills |
|-----------|-------------------------------|---|
| September | Let's Be Friends | <ol style="list-style-type: none"> 1. Recall the purposes of the media center 2. Recall the proper care of books. 3. Follow media center procedures for book circulation. |
| October | Our Friends, the Authors | <ol style="list-style-type: none"> 1. Recognize authors as real people. 2. Locate a call number on the spine of the book. 3. Identify the parts of a call number. |
| November | ABC Friends at Home | <ol style="list-style-type: none"> 1. Use ABC order to arrange easy books by the author's last name. 2. Alphabetize the author's last name to the second letter. |
| December | Holiday Friends | <ol style="list-style-type: none"> 1. Recognize that the title of a book often tells us something about the story. 2. Recognize that authors write special stories for special times. |
| January | Real Friends | <ol style="list-style-type: none"> 1. Identify true stories as nonfiction stories. 2. Locate the nonfiction area of the Library Media Center. 3. Distinguish between make-believe stories and true stories. 4. Identify the Dewey Number System as the way to put nonfiction books in order. |
| February | Picture Friends | <ol style="list-style-type: none"> 1. Identify the Caldecott Medal. 2. Define illustrator as a person who draws our picture friends. 3. Recognize picture details. 4. Relate a story in sequence. |
| March | Folktale Friends | <ol style="list-style-type: none"> 1. Define folktales as stories that have been told and retold, passing down from one person to another and finally written down. 2. Recognize that people of all countries have their own folktales. 3. Identify the area of the Library Media Center where folktales are shelved. |
| April | Poetry Friends | <ol style="list-style-type: none"> 1. Recognize poetry as a literary form. 2. Operate a cassette recorder. |
| May | Let's Be Friends with Animals | <ol style="list-style-type: none"> 1. Students will identify the Reference Section of the library media center. 2. Students will recognize the <u>Precyclopedia</u> as a source of information about a wide variety of topics. 3. Students will recognize the purpose of guide letters on the spine of volumes of the <u>Precyclopedia</u>. 4. Students will use guide letters to locate information in the <u>Precyclopedia</u>. |

MEDIA SKILLS: THIRD YEAR (SPINNERS)

| Literary Type | TG Pages | Name of Story | Objectives | |
|------------------------------------|----------|--|---|--|
| | | | Literary Skills | Media Skills |
| Sensory Words (p. 170) | 71-77 | "Bowl of Sun" Sessions required: 3 | <ol style="list-style-type: none"> 1. Define sensory words. 2. Use sensory words. | <ol style="list-style-type: none"> 1. Identify a dictionary as a book of words arranged in alphabetical order that tells what the words mean. 2. Define entry words. 3. Use entry words. 4. Identify the section of the dictionary where a specific word is located. (front, middle, back) 5. Alphabetize to the third letter. 6. Define guide words. 7. Use guide words. |
| Animal Story (p. 209) | 194-207 | "What's the Matter With Carruthers?" Sessions required: 2 | <ol style="list-style-type: none"> 1. Define an animal story. 2. Distinguish between fiction and nonfiction animal stories. | <ol style="list-style-type: none"> 1. Locate animal books by using a call number, author and title. 2. Identify the card catalog. 3. Recognize the purpose of guide letters. 4. Identify the guide letters between which a given subject would be located in the card catalog drawers. 5. Name the three (3) kinds of cards found in the card catalog. |
| Informational Articles (p. 253) | 251-256 | "Skunk Baby" Sessions required: 3 | <ol style="list-style-type: none"> 1. Define informational article. 2. Identify an informational article. | <ol style="list-style-type: none"> 1. Name four sources of informational articles. 2. Identify a table of contents. 3. Locate a table of contents. 4. Use a table of contents to answer specific questions. 5. Identify an index. 6. Locate an index. 7. Use an index to answer specific questions. 8. Recognize a subject author, title and subject card 9. Identify the information on a catalog card |

(continued next page)

MEDIA SKILLS: THIRD YEAR (SPINNERS)

| Literary Type | TG Pages | Name of Story | Objectives | |
|------------------------|----------|---------------|-----------------|--|
| | | | Literary Skills | Media Skills |
| Informational Articles | 251-256 | "Skunk Baby" | | 10. Locate author, title, and/or subject card in the card catalog. 11. Locate a book on the shelf by using information on a catalog card. |
| | | | | |

MEDIA SKILLS: THIRD YEAR (WEAVERS)

| Literary Type | TG Pages | Name of Story | Objectives | |
|-------------------------|----------|---|---|---|
| | | | Literary Skills | Media Skills |
| Fairy Tales (p. 304) | 43-51 | "Petronella" Sessions required: 2 | <ol style="list-style-type: none"> 1. Define a fairy tale and a modern fairy tale. 2. Recognize the characteristics of fairy tales. | <ol style="list-style-type: none"> 1. Identify the call number of fairy tales. 2. Locate the fairy tale section in the library media center. 3. Review a title card. 4. Use a title card to locate a fairy tale book on the shelf |
| Folktale (p. 316) | 240-246 | "The Magic Pumpkin" Sessions required: 2 | <ol style="list-style-type: none"> 1. Identify folktales as a form of literature. 2. Review the definition of a folktale. 3. Discuss how different versions of folktales developed over the years. 4. Retell a folktale using your own words. | <ol style="list-style-type: none"> 1. Locate folktale area in Library Media Center. 2. Identify call number for folktales. |
| | | | | |

I. Unit Topic: Our Library Media Center

II. Unit Objectives: Students will:

- A. recognize that the library media center is a busy, friendly, "fun" place to visit.
- B. identify the library media staff as people who help students to use the media center.
- C. identify acceptable behavior during story time.
- D. listen to a story without interrupting.
- E. recognize the importance of proper care of books.

III. Library Media Staff Preparation:

A. Materials:

1. Books (see "Resources")
2. "Oscar," puppet

B. Equipment (none)

C. Student Activities:

1. "Glad Brad" and "Sad Sid," poster

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A, B, C, and D)

1. Introduction

- a) Your teacher has already told you that you would be visiting a special place today. This is the library media center. Your teacher uses many of the media center materials in your classroom. You will be coming to the media center for storytime. Soon you will be finding books to read for yourselves.

- *b) Statement of Learning: Today you will be taking a "trip" around the media center so you can see what a busy, friendly, "fun" place it is. You will also meet the people who are here to help you use the media center, and you will learn correct storytime behavior.

2. Instruction

- a) Guide children on a brief tour of the library media center, taking time to discuss displays of interest to students. Point out the various areas of the center (Easy section, reference area, circulation desk, work-room, etc.) explaining kinds of activities that might take place there. (listening to storytime; checking out materials; listening/viewing, etc.)

- b) Introduce yourself and the media aide. Explain that the media specialist and aide are people who work in the media center; that you are there to help students to find and to use materials in the LMC.
 - c) Following the tour through the library media center, check children's knowledge of the library media center and its staff by asking the following questions:
 - 1) What is a library media center?
 - 2) What kinds of things have you seen happening here today?
 - 3) Why are the media specialist and the media aide here?
 - d) Read the story, Calico Cat Meets Bookworm, by Donald Charles. Use "Oscar-Puppet" activity while reading the story.
 - e) At the end of the story, discuss Oscar's performance as a media center helper--how he can improve. Relate to students' behavior. Recognize students who listened attentively without interrupting.
 - *f) Closure: Today you have learned about the "fun" things that you can do in the library media center. You have met the library media staff (repeat the names of your staff) and we have talked about how to behave in the library media center.
3. Evaluation: Can students:
- a) recognize the library media center as a busy, friendly, "fun" place to visit?
 - b) identify the library media staff?
 - c) identify acceptable behavior during story time?
4. Reinforcement
- a) Oscar should be allowed to visit the classroom of students who are extra attentive during story time. Preplan with the classroom teacher for a short, positive statement from Oscar when the students return to the classroom.

B. Session II: (Objective E)

1. Introduction

- a) Using books that range from new to tattered (torn pages, marked with crayons, dirty, etc.), lead children to identify the different types of ways books have been abused.
- b) Read one of the books (a short one). Pretend to have difficulty while trying to read a dirty page.
- *c) Statement of Learning: Today you will learn how you can be a good media center helper by taking care of books. you will select a book to check out so that you can show how well you have learned to take care of a book.

2. Instruction

- a) Introduce the posters "Glad Brad" and "Sad Sid." Tell students that they can make Brad "Glad" by washing their hands after they put away their crayons and paste before they handle the pages of their books. Show them how to turn pages correctly so that the corners of the pages will not be bent and ragged. Remind them of dirty and marked books which they identified earlier. Tell them that those books make Sid "Sad."
- b) Let students point to the appropriate poster as you lead a discussion of some of the ways books are treated.
- *c) Closure: Now you have learned that it is important that you take care of the books that you borrow from the library media center.

3. Evaluation: Can students:

- a) recognize the importance of proper care of books?

4. Reinforcement

- a) This concept will be reinforced continuously as students borrow and return books. Media specialist and teacher will comment on students' care of books.

V. Resources

A. Books

| | | |
|-----------------|----------------------------------|--------------|
| Bonsall, Crosby | <u>Tell Me Some More</u> | Harper-61 |
| Charles, Donald | <u>Calico Cat Meets Bookworm</u> | Childrens-78 |
| Cohen, Miriam | <u>When Will I Read</u> | G' Willow-77 |

VI. Glossary

- A. Library Media Center--a busy, friendly, "fun" place to visit.
- B. Library Media Staff--people who work in the media center, helping students to use the library media center.

Objective: Identify acceptable behavior during story time.

Materials needed:

1. Any puppet that fits on your hand and is limber enough to fall over.

Directions for use:

Place the puppet on your hand. Tell the students the following: I am going to read a story, Tell Me Some More, by Crosby Bonsall. This is Oscar and he wants to hear the story. He wants to show you how to listen quietly and pay attention as I read the story. Sometimes Oscar forgets to listen and needs to be reminded to listen to the story. If you notice Oscar not being a good listener, I want you to clap your hands to remind him. He will be glad for you to do that because he is really trying to be a good media center helper. (If the children's attention begins to wander, let the puppet "fall over." As the children clap their hands, Oscar will pay attention again.

Student instructions for use:

Students will be instructed by the media specialist to participate in the activity by clapping their hands when they see Oscar fall over.

Objective: Identify care of books.

Materials needed:

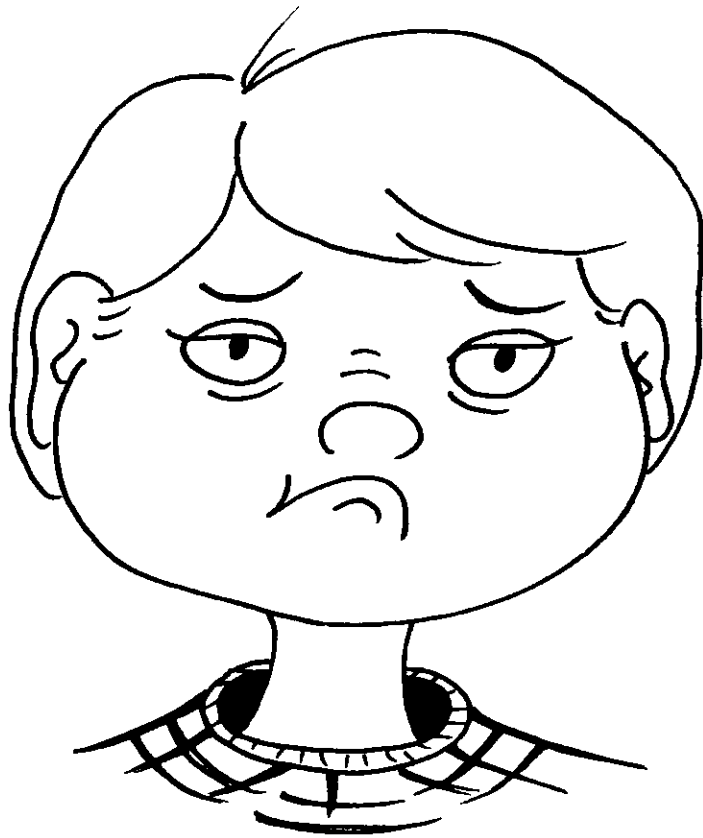
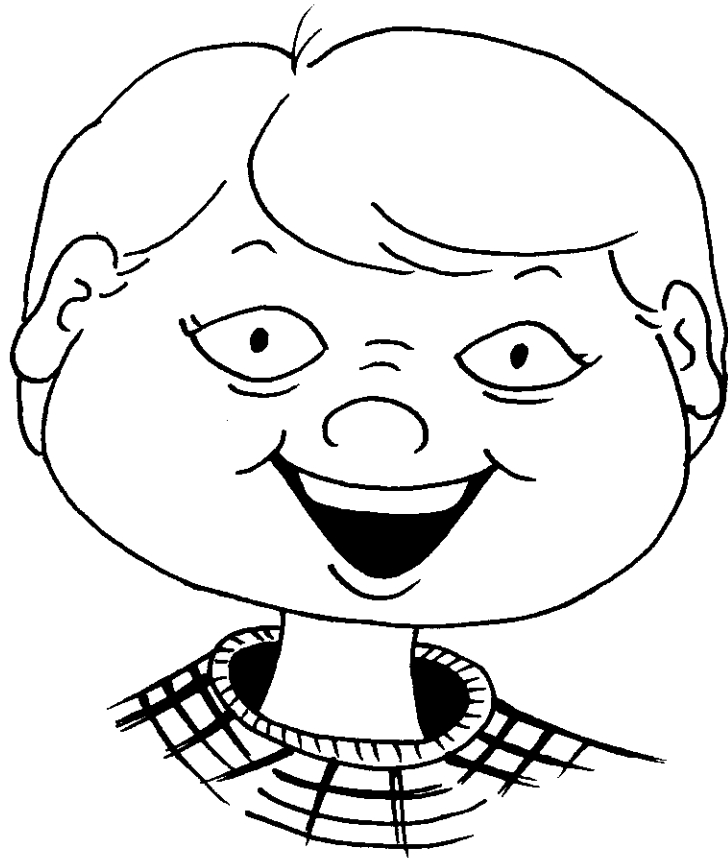
1. Pictures of Glad Brad and Sad Sid
2. Poster board
3. Marking pens

Instructions for making activity:

1. Enlarge pictures of Glad Brad and Sad Sid on a sheet of poster board.
2. Color pictures with marking pens.

Student instructions for using activity:

1. Let students point to the appropriate poster as you lead a discussion of some of the ways books are treated.



LEVEL: KINDERGARTEN - OUR WORLD GROWS (October)

- I. Unit Topic: Books Are For Sharing
- II. Unit Objectives: Students will:
 - A. recognize acceptable behavior during library media center visits.
 - B. follow directions to choose a book from the Easy shelves.
 - C. recall basic procedures to care for books.
 - D. identify the Easy section of the library media center as the area where picture books are located.
 - E. follow directions to return a book to the library media center.
- III. Library Media Staff Preparation
 - A. Materials
 1. Books (see "Resources")
 - B. Equipment (none)
 - C. Student Activities (none)
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 1. Introduction
 - a) Thank the students for remembering to come into the library media center quietly and orderly.
 - *b) Statement of Learning: Today you will learn where the Easy section is; how to find a book to check out; and how to take care of books.
 2. Instruction
 - a) Lead students to the Easy book section. Tell them that the books on these shelves are the favorite books of most boys and girls of their age because these books have more pictures and are easier to read.
 - b) Before the students handle the books, point out that each book is in a special place. Ask them to notice that each book has letters on its cover.
 - c) Demonstrate how a book should be returned to its own special place if they decide not to check it out.
 - d) Allow students to make selections. Instruct them to be seated when they have made their choices. Make your selection and make a point of returning books that you reject to their proper places in the shelves.
 - e) When all of the students are seated, show them the correct way to turn pages.

- f) Ask the students if they can remember two (2) other important ways to care for books.
- g) No attempt should be made to have students sign cards at this time. Let each child watch as his/her name is signed by media staff. You may want to ask the child to spell the name. This may encourage those students who cannot spell their names to try to learn. Tell the students that they will be allowed to sign the book cards themselves as soon as they learn to sign their names clearly.
- h) Read the book that you selected from the shelves.
- *i) Closure: Today you have checked out an easy book and learned how to take care of it.

3. Evaluation: Can students:

- a) follow directions to select a book from the shelves?
- b) recall basic procedures to care for books?
- c) identify the Easy section of the library media center as the place to find picture books?

4. Reinforcement

- a) Assist students who have difficulty finding books or replacing books in the shelves. Show those who turn the pages incorrectly the correct way to turn pages. If a large number needs assistance, this skill should be retaught.
- b) Give positive reinforcement to those students who follow directions.

B. Session II: (Objective E)

1. Introduction

- a) When students come in, seat them near your book return. comment on their good behavior or remind them of the behavior expected in the library media center.
- *b) Statement of Learning: Today you will learn how to return your books to the library media center.

2. Instruction

- a) Take a book from one of the children. Flip through the book and comment on the story, the pictures, and the condition of the book. If the book is old and worn, be sure that you do not accuse the child of mistreating the book. Comment that this book has been read by a lot of children. A fresh stain or tear in a new book may warrant further questioning about book care.

- b) Tell the first three or four children where and how to return their books. Let the others follow the leader if they appear to know where to put the books. If they seem uncertain, assist those who need assistance.
- c) Tell students that they should always return books in this way and at this place.
- d) Ask students to move to the story circle and read The Three Bears or show the filmstrip "The Three Little Pigs."
- *e) Closure: Today you learned to return books to the library media center. The next time we get together you will learn the correct way to check out a book.

3. Evaluation: Can students:

- a) follow directions to return a book to the library media center?

4. Reinforcement

- a) After you have read the story, hand the book to a child and ask the child to demonstrate to the class the correct procedure for book return. Be sure to correct any errors as the child returns the book.

V. Resources

A. Books

| | | |
|----------------|---|------------|
| *Galdone, Paul | <u>The Three Bears</u> | Clarion-72 |
| Galdone, Paul | <u>The Three Little Pigs</u> (and other fairy tales by Galdone) | Clarion-70 |

B. Software

Filmstrip, The Three Little Pigs. Weston Woods, 1 f/s, 1 cassette.

LEVEL: KINDERGARTEN - OUR WORLD GROWS (November)

- I. Unit Topic: Our World of Rocks
- II. Unit Objectives: Students will:
 - A. follow directions to check out a book.
 - B. locate the Easy section of the library media center.
 - C. demonstrate correct procedure for returning books to the media center.
 - D. demonstrate acceptable behavior during library media center visits.
- III. Library Media Staff Preparation:
 - A. Materials
 1. Books (see "Resources")
 2. Laminated book pockets and book cards
 - B. Equipment
 1. Sound filmstrip projector
 - C. Student Activities
 1. Practice circulation procedures
- IV. Suggested Procedures: (Minimum Sessions Required: 2)
 - A. Session I: (Objectives A, B)
 1. Introduction
 - a) Review book care from a previous session by looking carefully at students' books as they return them. Let them hear your remarks about the books. Say, "Curious George (or Petunia, Frances, etc.) is happy today because his face is clean."
 - *b) Statement of Learning: Since you have learned to take care of books so well, today you will learn how to check out a book.
 2. Instruction
 - a) Show students the Easy book section. Tell them that this is "their" section. That all of their book friends are here. Remind them that today they will select a book and check it out themselves (formerly their names have been written on the cards by media center staff).
 - b) Show students where to find the book card in the book pocket. Tell them that this card shows you (the library media specialist) which book they have checked out--in case they should forget or should misplace the book.
 - c) Demonstrate the correct line on the card where the name should be written.

- d) Allow students to select books.
- e) Let students write their names on the cards. Assist those who need help.
- f) Ask students to bring their books and sit in the story circle
- g) Read Pilgrim Children On the Mayflower by Ida Delage.
- *h) Closure: Today you have learned to check out a book. In our next session you will check out Thanksgiving books.

3. Evaluation: Can students:

- a) follow directions to check out a book?

4. Reinforcement

- a) Have laminated book cards and book pockets ready to practice finding the correct line to write their names. In order for kindergarten students to select the correct card from a pocket and to return that card to the correct pocket, paste like stickers on the card and pocket (Strawberry Shortcake, etc.). This would be a good follow-up exercise for students to practice in the classroom. Preplan with the classroom teacher.

B. Session II: (Objective C, D)

1. Introduction

- a) Ask students to bring their books to a special place at the circulation desk. Have book cards ready and return them to the correct book pockets. Be sure to let each student see where he/she signed the book card during the last session.
- *b) Statement of Learning: Today you will demonstrate the correct way to return books to the media center.

2. Instruction

- a) Tell students to watch as you place a book through the correct slot (or book cart, table, etc.) at the circulation desk.
- b) Allow students to return the book in which you previously placed his/her book card.
- c) Lead students to the story circle. Tell them to sit quietly while you read them a story.
- d) Introduce Thanksgiving At the Tapletons by Eileen Spinelli by showing the cover while you read the author and title.

- e) Read the story.
- f) After you have read the story, make a positive remark about those students who sat quietly and listened attentively while you read the story.
- *g) Closure: Today you learned two things:
 - 1) to return a book to its proper place in the media center.
 - 2) to follow directions and to sit quietly while you listen to a story.

During your next storytime, you will hear the story Santa Mouse.

3. Evaluation: Can students:

- a) sit quietly and listen to a story?
- b) return a book to its proper place in the media center?

4. Enrichment

- a) Teach at least one student in each group how to handle filmstrips properly and how to thread and run a filmstrip projector or filmstrip viewer.

V. Resources

A. Books

| | | |
|-------------------|--|---------------|
| Bulla, Clyde | <u>Squanto, Friend of the Pilgrims</u> | Crowell-54 |
| Daugherty, James | <u>Landing of the Pilgrims</u> | Random-50 |
| Delage, Ida | <u>Pilgrim Children Come to Plymouth</u> | Garrard-81 |
| *Delage, Ida | <u>Pilgrim Children On the Mayflower</u> | Garrard-80 |
| Devlin, Wende | <u>Cranberry Thanksgiving</u> | Four Winds-71 |
| Janice | <u>Little Bear's Thanksgiving</u> | Lothrop-67 |
| Rock, Gail | <u>Thanksgiving Treasure</u> | Knopf-74 |
| Schulz, Charles | <u>Charlie Brown's Thanksgiving</u> | Random-74 |
| *Spinelli, Eileen | <u>Thanksgiving At the Tapleton's</u> | Addison-82 |

B. Software

The Bears Find Thanksgiving (Sound filmstrip). SVE.
The Gift of Thanksgiving (Sound filmstrip). SVE.

LEVEL: KINDERGARTEN - OUR WORLD GROWS (December)

I. Unit Topic: Names In Our World

II. Unit Objectives: Students will:

- A. identify the front, back and spine of a book.
- B. recall that every book has a name.
- C. identify the name of a book on its cover.
- D. recall that an easy book is marked with an E on its spine.
- E. relate the E on an easy book's spine to its location in the Easy section.
- F. identify letters of the alphabet on the spine of easy books.

III. Library Media Staff Preparation:

A. Materials

- 1. Books (see "Resources")
- 2. Butcher paper capes

B. Equipment (none)

C. Student Activities:

- 1. "The Spine Game"

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A, B, C, D, and F)

I. Introduction

- a) Ask students to return books that were checked out previously to the proper place at the circulation desk.
- *b) Statement of Learning: Today you will identify three parts of a book.

2. Instruction

- a) Lead students to the Easy section of the library media center.
- b) Pull the book Santa Mouse from the B section (be sure it is there).
- c) Turn the book with its front toward the students. Tell them that this is the front of the book. Turn the book over and identify the back. Turn the book over several times and emphasize the words front and back.
- d) Hold the book upright with its spine toward the students. Place your finger on the spine and identify this part as the spine. Point out the E on the spine and the E on the shelf where you found the book Santa Mouse. Let the students repeat the E with you. Now show them the B on the book and the B on the shelf.

e) Move to the story circle. Read Santa Mouse.

*f) Closure: Today you learned to identify three parts of a book. The next time we get together, we will talk about the name of a book.

3. Evaluation: Can students:

a) identify the front, back and spine of a book?

4. Reinforcement

a) Use the "Spine Game" activity.

B. Session II: (Objectives B, C)

I. Introduction

a) The last time you were here we talked about the body of a book. Who can show me the spine on your body? Who can show me the spine of a book (hold up the book, let a volunteer point out the spine)? Ask a specific student to show you his front, back and spine. Point out these same features on the book you are holding.

b) Statement of Learning: Today you will learn that the name of a book is its title.

2. Instruction

a) Hold up How Brown Bear Kept Christmas. Read the title. Show the back of the book where there is nothing. Turn the book over and read the title again. Call the name its title. Ask students to repeat the title. Tell them that you recognize this book's title because you can read it. Call several students by name. Tell them that you recognize their titles (names) because you know their names.

b) Read How Brown Bear Kept Christmas.

c) Closure: Today you learned that the name of a book is its title. During our next meeting in the library media center, we will talk about feelings.

3. Evaluation: Can students:

a) identify the name of a book on its cover?

4. Reinforcement

a) Have Christmas books pulled. Let students check out the books. As each student selects a book, read its name and identify its name as its title. Let each student repeat the title of his/her book.

V. Resources

A. Books

| | | |
|-----------------|---|---------------|
| *Brown, Michael | <u>Santa Mouse</u> | Grosset-67 |
| Delage, Ida | <u>ABC Christmas</u> | Garrard-78 |
| Devlin, Wende | <u>Cranberry Christmas</u> | Four Winds-76 |
| Erickson, R. | <u>Warton's Christmas Eve Adventure</u> | Lothrop-77 |
| Janice | <u>Little Bear's Christmas</u> | Lothrop-64 |
| Knight, Hilary | <u>The Twelve Days of Christmas</u> | Macmillan-81 |
| May, Robert | <u>Rudolph the Red-Nosed Reindeer</u> | Follett-73 |
| *Watson, Clyde | <u>How Brown Mouse Kept Christmas</u> | Farrar-80 |

Objective: Recall that an easy book is marked with an E on its spine.

Materials Needed:

1. White butcher paper.
2. Black marker
3. Scotch tape
4. Straight pins

Instructions for making the cape for the activity:

1. Measure one kindergarten student from fingertip to fingertip.
(With arms outstretched.)
2. Cut butcher paper along the length of the roll according to the length of paper needed.

Instructions for using the cape:

Place center of butcher paper at the nape of the student's neck and pin the butcher paper to the student's blouse or shirt. If the student is not wearing a blouse or shirt with a high neck, tape the cape to the neck with scotch tape. Have the student stand with outstretched arms and tape the ends of the paper to his/her wrists. Make sure that there is enough slack to move the arms in and out without tearing the paper.

When the class is over, line up the students in their capes and tell them that they are books on a book cart which is being rolled back to the classroom.

LEVEL: KINDERGARTEN - OUR WORLD GROWS (January)

- I. Unit Topic: Our World Touches Others
- II. Unit Objectives: Students will:
 - A. recognize different emotions expressed in pictures of Mother Goose characters.
 - B. act out feelings described on a recording.
 - C. predict feelings and actions of people and of story characters.
- III. Library Media Staff Preparation:
 - A. Materials
 1. Books (see "Resources")
 2. Software (see "Resources")
 - B. Equipment
 1. Cassette player
 - C. Student Activities (none)
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I: (Objective A)
 1. Introduction
 - a) Ask students the following questions:
 1. How would you feel if your special friend didn't come to school today?
 2. How would you feel if you woke up too late and missed the bus?
 3. How would you feel if everybody started singing "Happy Birthday" when you came into the room?

Lead students in a discussion of ways they have felt in various circumstances.
 - b) Play "Feelings" song from side 1 of Hap Palmer's "Getting To Know Myself." Tell students that they can tell how people are feeling by looking at their faces.
 - *c) Statement of Learning: Today you will look at pictures and tell me how you think the people feel.
 2. Instruction
 - a) Use the study prints "Many Moods of Mother Goose" to generate awareness of different situations and how a person might feel in each situation.

As each picture is shown, lead students to look at the faces of people in the pictures and tell how they think the people feel.

- *b) Closure: Today we have talked about feelings that all of us experience at some time or another. The next time we get together we will talk about other ways we can know how people are feeling.

3. Evaluation: Can students:

- a) recognize different emotions expressed in pictures of Mother Goose characters?

4. Reinforcement

- a) Make a point of listening to each child as his/her feelings are voiced in relation to the pictures. This will let the student know that you consider feelings important.

B. Session II: (Objective B)

1. Introduction

- a) Remind students that on their last visit they learned that you can tell how people feel by looking at their faces. Ask if they can think of another way you can tell how someone feels. Ask if you can tell by watching the way a person acts what he is feeling.

- *b) Statement of Learning: Today you will learn another way to tell how people feel--by the way they act.

2. Instruction

- a) Have students listen as you play the song "That's How They Show the World" from side 2 of Hap Palmer's "Getting To Know Me." Emphasize the actions of the song--that when a person is happy he may dance about and swing his arms. When things are not going well for him, he may drag his feet and hang his head down.
- b) Instruct students to listen and to act out the feelings as you play the song again.

- *c) Closure: Today you have learned to act out feelings described on a recording. This is another way to recognize the way a person feels.

3. Evaluation: Can students:

- a) act out feelings described on a recording?

4. Reinforcement

- a) Let students select a picture book from a display of picture

books that tell stories about the feelings of children. Let the students tell to a partner some of the feelings depicted in the pictures.

V. Resources

A. Books

| | | |
|----------------------|--|--------------|
| Aliki | <u>Keep Your Mouth Closed, Dear</u> | Dial-66 |
| Halliman, P. | <u>That's What A Friend Is</u> | Childrens-77 |
| Hanlan | <u>What If A Lion Eats Me</u> | Delacorte-75 |
| Hoffman, Phyllis | <u>Steffie & Me</u> | Harper-70 |
| Kantrowitz, Mildred | <u>Maxie</u> | Parents-70 |
| LeSieg, Theo | <u>I Wish That I Had Duck Feet</u> | Random-65 |
| Rockwell, Anne | <u>Sick In Bed</u> | M'Millan-82 |
| Sharmat, Marjorie | <u>Gladys Told Me To Meet Her Here</u> | Hsrper-70 |
| Stecher, Miriam | <u>Daddy & Ben Together</u> | Lothrop-81 |
| Van Woerkom, Dorothy | <u>Queen Who Couldn't Bake Gingerbread</u> | Knopf-75 |
| Wells, Rosemary | <u>Timothy Goes To School</u> | Dial-81 |

B. Software

Many Moods of Mother Goose (Study prints) Child's World, 1971.
Getting To Know Myself (Record) Educational Activities.

LEVEL: KINDERGARTEN - OUR WORLD GROWS (February)

- I. Unit Topic: Humor In Our World
- II. Unit Objectives: Student will:
 - A. recognize that funny stories make people laugh
 - B. recall simple details in a story.
 - C. identify humor in story events.
 - D. recognize that pictures help tell a story.
- III. Library Media Staff Preparation:
 - A. Materials:
 1. Books (see "Resources")
 2. Filmstrip, The Bear and the Fly" (Weston Woods)
 - B. Equipment:
 1. Automatic filmstrip projector.
 - C. Student Activities: (none)
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I: (Objectives A, B, and C)
 1. Introduction
 - a) The last time you were here, you learned that people have feelings and that you can tell how people feel by the way they act. If I should say "Today we are going to have ice cream and cookies," how would you act? If I should give it to you and then take it away, how would you feel?
 - *b) Statement of Learning: Today you will learn that a humorous story is a funny story that makes you laugh.
 2. Instruction
 - a) The title of our humorous filmstrip is The Bear and the Fly (the title on the filmstrip). The person who thought up this story is Beverly Cleary. We call this story "humorous" because it makes you laugh. What makes you laugh? (ask several students.) If nobody mentions "funny," tell them that you laugh at funny stories.
 - b) Show the filmstrip.
 - c) Ask the following questions (or others of your own):

1. What did you think was the funniest part of "The Bear and the Fly"?
2. Would you laugh if someone hit you with a fly swatter? Why or why not?
3. Do you think the baby bear thought his father was funny? Why or why not?
4. Do you think the mother bear thought the father bear was funny? Why or why not?
5. Tell the class one other humorous story that you can remember that made you laugh.

- *d) Closure. Today you learned three things:
1. that funny stories make you laugh.
 2. to recall things that happen in a story.
 3. to tell about the funny parts in a story.

3. Evaluation: Can students:

- a) recognize that funny stories make you laugh?
- b) recall simple details in a story?
- c) identify humor in story events?

4. Reinforcement

- a) Check out humorous books from a collection of humorous books. (Put the books on a cart with a picture of a book character above the cart. Make sure that the book character is smiling-- a grinning Snoopy for example.)

B. Session II (Objective D)

I. Introduction

- a) Allow students to return books from the previous session on humorous books. Take time to comment on the title and funny story.
- *b) Statement of Learning: Today you will look at pictures and retell parts of a story.

2. Instruction

- a) Show students the book Harry By the Sea. Read the title and show the parts of the book. Read Harry By the Sea without showing the pictures.
- b) After you have finished reading the story, turn to the pictures and ask, What is happening on this page (name)? Show each student a picture and ask a question with each picture.
- *c) Closure: You learned today that pictures help to tell a story.

3. Evaluation: Can students:

- a) retell simple details from a story when looking at pictures.

4. Reinforcement

Classroom--have filmstrips available on Harry By the Sea, Harry the Dirty Dog or other funny filmstrips. Plan with the classroom teacher to let students retell simple details from a story after viewing a filmstrip.

C. Enrichment

- a) Show the filmstrip Curious George.
- b) Use the alphabet chart inside the filmstrip kit to identify, in chorus, the animals and alphabet letters. Use a pointer to identify the letter and animal that comes next. For example: A - Alligator.
- c) Students may check out Curious George books.

V. Resources

A. Books

| | | |
|-----------------|-----------------------------------|-------------|
| Phillips, Louis | <u>Upside Down Riddle Book</u> | Lothrop-82 |
| Rose, Anne | <u>Triumph of Fuzzy Fogtop</u> | Dial-79 |
| Rey, H.A. | <u>Curious George (series)</u> | Houghton-41 |
| Schwartz, Alvin | <u>There's A Carrot In My Ear</u> | Harper-82 |
| Zion, Gene | <u>Harry By the Sea</u> | Harper-65 |

B. Software

The Bear and the Fly (Sound Filmstrip) Weston Woods.

LEVEL: KINDERGARTEN - OUR WORLD GROWS (March)

- I. Unit Topic: Animals In Our World
- II. Unit Objectives: Students will:
 - A. use picture clues to "read" an Easy book.
 - B. interpret details and story situations in a picture.
 - C. arrange a series of pictures in sequence of events.
 - D. Tell a story in sequence with the aid of pictures.
- III. Library Media Staff Preparation
 - A. Materials
 1. Books (see "Resources")
 2. Sufficient sets of simple pictures for sequencing (mounted and laminated)
 3. Piece of cord for "clothesline" between two chairs
 4. Clothespins for attaching pictures to line
 - B. Equipment (none)
 - C. Student Activities:
 1. Place pictures in sequence of events.
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I: (Objectives A, B)
 1. Introduction
 - a) Begin a discussion with students about books they have read. Usually one will respond that he/she cannot read. This gives an opening to demonstrate how to "read" pictures. Pick up a book or a picture and ask students what they see or what is happening in the picture. Tell students that they have been "reading" for a long time. Some books do not have printing in them.
 - *b) Statement of Learning: Today you are going to "read" the pictures in a book.
 2. Instruction
 - a) "Read" with the student's cooperation What Whiskers Did by Ruth Carroll (a story without words). Suggest that they look for other picture books with animals as they choose books to check out.
 - *b) Closure: Today you have learned to read books with pictures. The next time you are here you will make stories from pictures.

3. Evaluation: Can students:

- a) interpret a series of pictures in a book?

4. Reinforcement

- a) Encourage students to practice their interpretation of pictures by "reading" the books they check out and by telling the story to someone else.

B. Session II: (Objectives C, D)

1. Introduction

- a) Clip pictures to a clothesline--not in correct sequence. Tell students that they learned during their last visit that pictures tell a story.
- *b) Statement of Learning: Today you will arrange pictures in correct order to tell a story.

2. Instruction

- a) Ask students to look at each picture separately and to tell what is happening.
- b) Lead students to identify which picture will come first in the story of happenings which they are telling.
- c) Rearrange pictures on the line in proper sequence as the story develops.
- *d) Closure: Now you have learned to arrange pictures in order and to tell a story with them.

3. Evaluation: Can students:

- a) arrange a series of pictures in sequence of events?
- b) tell a story in sequence with the aid of pictures?

4. Reinforcement

- a) Give each child a set of different pictures to sequence. As they finish, listen to their stories. Give those students who finish first additional pictures to keep them occupied. Move around within the group to hear all stories.

V. Resources

A. Books

| | | |
|-------------------|---------------------------------|------------|
| Adler, David | <u>Bunny Rabbit Rebus</u> | Crowell-83 |
| Alexander, Martha | <u>Maggie's Moon</u> | Dial-82 |
| Baker, Alan | <u>Benjamin's Book</u> | Lothrop-83 |
| Brenner, Barbara | <u>Mr. Tall & Mr. Small</u> | Scott-66 |
| Caldwell, Mary | <u>Morning, Rabbit, Morning</u> | Harper-82 |
| *Carroll, Ruth | <u>What Whiskers Did</u> | Walck-65 |

Objective: Tell a story in sequence with the aid of pictures.

Materials needed:

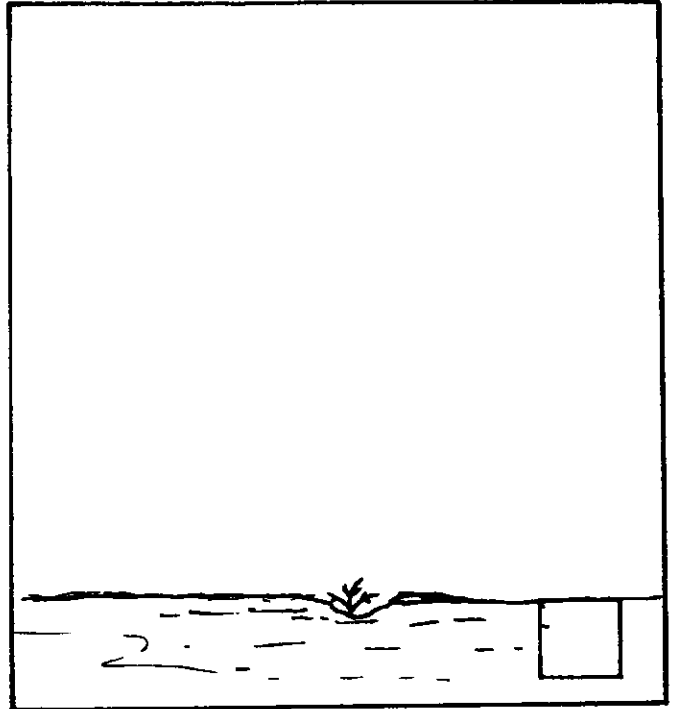
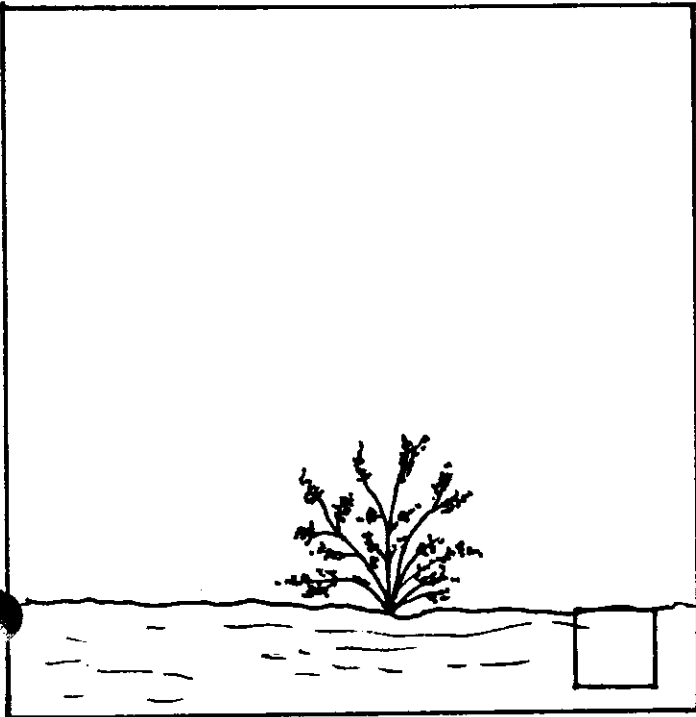
1. Four sets of pictures for sequencing.
2. Board for mounting pictures (poster or tag)
3. Piece of cord for clothesline between two chairs.

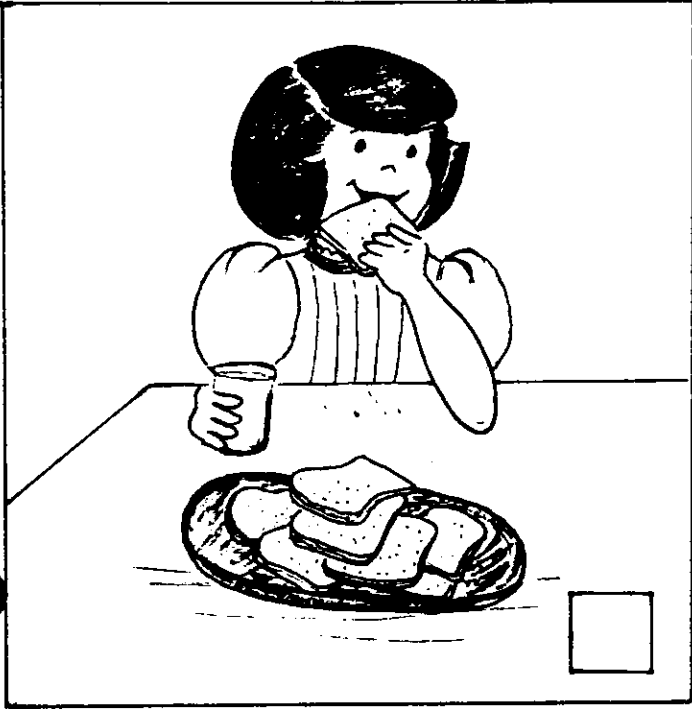
Instructions for making pictures for sequencing:

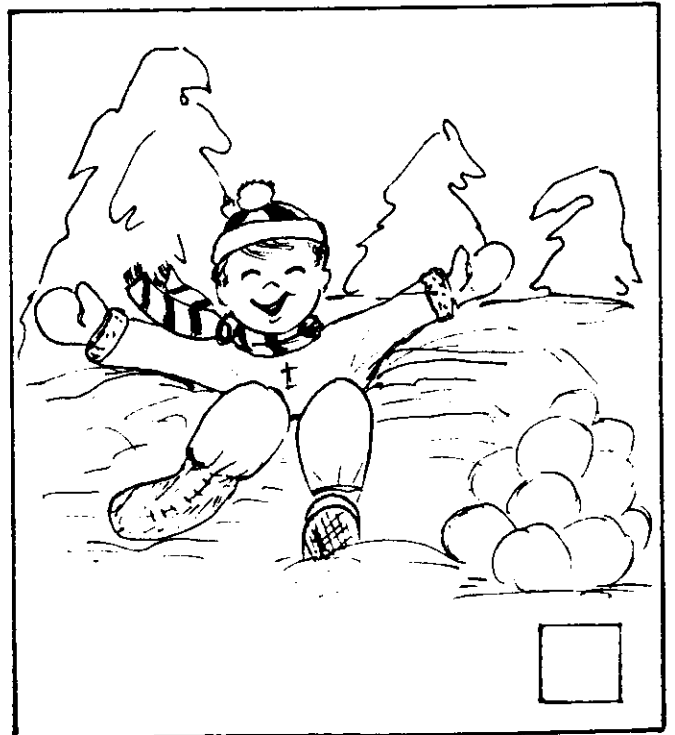
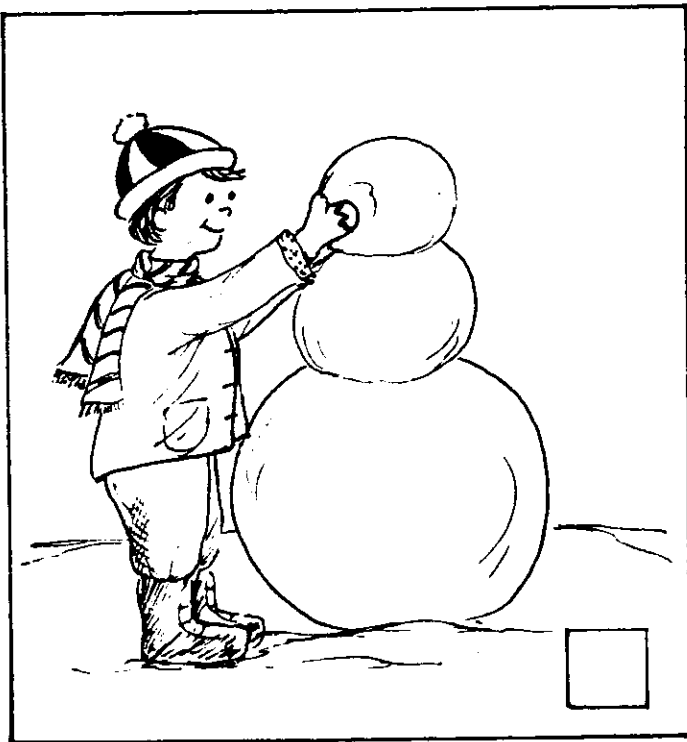
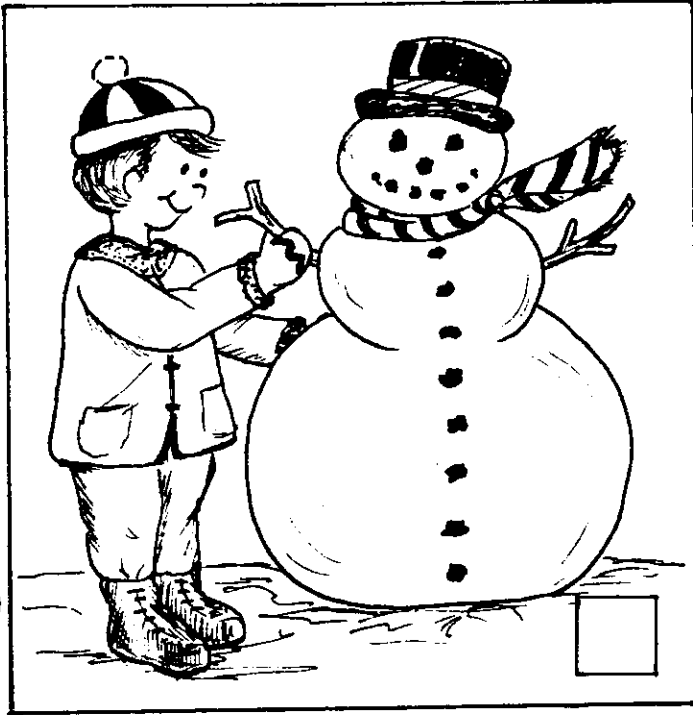
1. Mount the four (4) sets of pictures for sequencing.
2. Laminate the pictures.

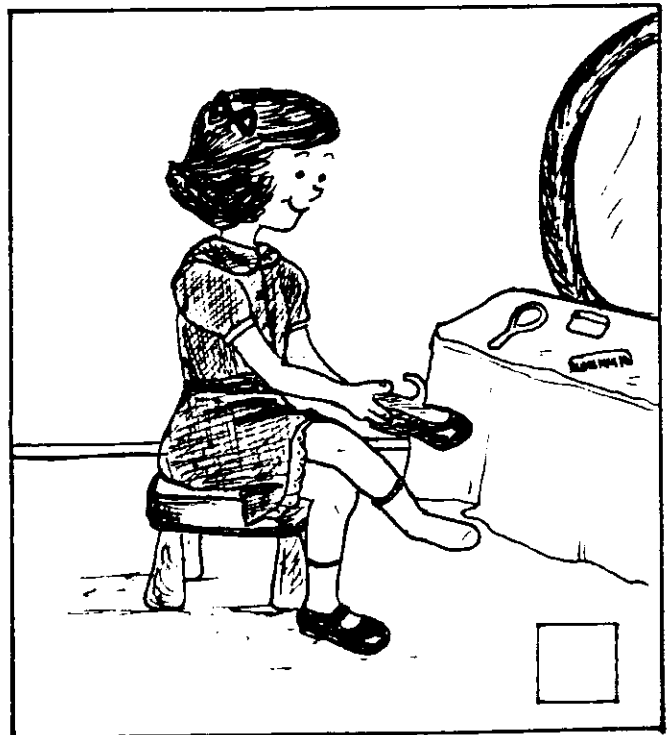
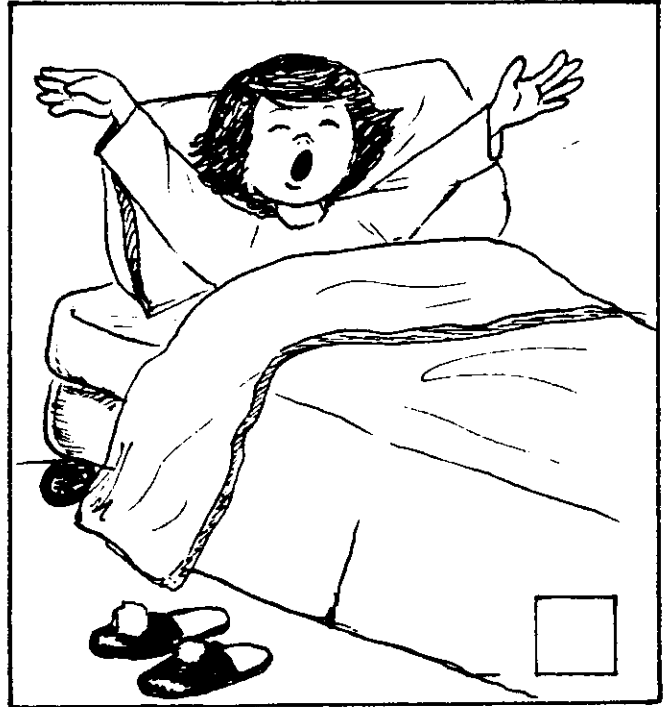
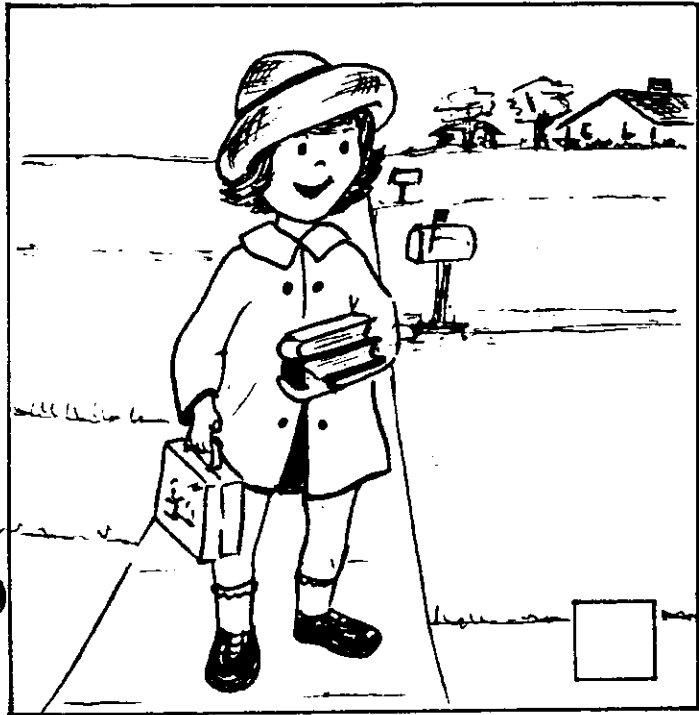
Instructions for using pictures for sequencing with students:

1. Distribute pictures to students in sets of four.
2. Let students tell which picture will come first in the sequence.
3. Place pictures on a clothesline in proper sequence as the story develops.









LEVEL: KINDERGARTEN - OUR WORLD GROWS (April)

- I. Unit Topic: Clouds In Our World
- II. Unit Objectives: Students will:
 - A. recognize things that are the same (alike).
 - B. recognize things that are not the same (different).
 - C. identify likenesses and differences in objects and pictures.
 - D. Classify and sort objects and pictures.
- III. Library Media Staff Preparation:
 - A. Materials:
 1. Books (see "Resources")
 2. Prism
 3. Glass dish
 4. Paper for drawing
 5. Crayons
 6. Polyester fiber or cotton balls.
 7. Powdered tempera - black and blue
 8. Glue
 9. Containers for "clouds"
 - a) white fluffy
 - b) lightly powdered blue-gray
 - c) dark gray
 - B. Equipment:
 1. Source of heat to boil water
 - C. Student Activities:
 1. Draw and/or color pictures
 2. Paste clouds on pictures
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I: (Objectives A, B, and C)
 1. Introduction
 - a) (If possible, assemble students where they can see the sky.)
Begin a discussion of the clouds you can see. Ask questions to find out how much the students know or notice about differences in clouds. You could start the questions with Have you ever seen...(a big dark cloud, a cloud that looked like cotton, etc.).
 - *b) Statement of Learning: Today you will look at pictures of clouds and discuss why some look the same and some look different.
 2. Instruction
 - a) Share with students What Causes It? by Jane Moncure.
This book mentions a prism. If the sun is shining, take time to demonstrate what happens to light when it enters the prism.

- b) Use any additional pictures and posters available to extend or to clarify your explanation of clouds--especially information on how clouds are formed and how they effect people and nature.
- c) Include a display of books about weather for students to check out.
- *d) Closure: Today you have learned why some clouds look alike and why some clouds look different.

3. Evaluation: Can students:

- a) recognize things that are the same?
- b) recognize things that are different?
- c) identify likenesses and differences in objects and pictures?

4. Reinforcement

- a) Demonstrate the effect of a warm, moist cloud when it comes in contact with a cold air mass by holding a chilled glass container over boiling water. Let the children see that "rain" will collect on the cool surface and fall down.

B. Session II: (Objective D)

1. Introduction

- a) Who remembers what clouds are made of? What kind of clouds will you see on a sunny day? What kind of weather do dark heavy clouds bring?
- *b) Statement of Learning: Today you will color pictures of different types of days and add the kind of clouds that would be in the sky on your kind of day.

2. Instruction

- a) (For kindergarten, it might be well to have an example prepared before class.) Give each child crayons and paper. Instruct them to color an outdoor picture of a day that is either sunny, rainy or just cloudy.
- b) Use "Clouds" activity.
- *c) Closure: Today you learned to match fluffy white clouds with fair weather and to match dark clouds with dull or rainy weather.

3. Evaluation: Can students:

- a) draw pictures that show classifications of clouds?

4. Reinforcement

- a) Let each student tell what kind of day his picture shows as you display them for the whole group to see.
- b) Plan ahead with the classroom teacher to display the pictures in the classroom or on a prominent bulletin board in the media center.

A. Books

| | | |
|-------------------|---|------------------|
| Berenstain, Stan | <u>The Bears' Almanac</u> | Random-73 |
| Branley, Franklyn | <u>Flash, Crash, Rumble & Roll</u> | Crowell-64 |
| Branley, Franklyn | <u>Rain & Hail</u> | Crowell-63 |
| Branley, Franklyn | <u>Snow is Falling</u> | Crowell-63 |
| De Paola, Tomie | <u>The Cloud Book</u> | Holiday House-75 |
| Garellick, May | <u>Where Does the Butterfly Go</u> <u>When It Rains?</u> | Scott-61 |
| Kalan, Robert | <u>Rain</u> | Greenwillow-78 |
| *Moncure, Jane B. | <u>What Causes It?</u> | Childrens-77 |
| Rayner | <u>Rain Cloud</u> | Atheneum-80 |
| Shaw, Charles G. | <u>It Looked Like Spilt Milk</u> | Harper/Row |
| | (No copydate available in <u>Books in Print</u>) | |

B. Software

- "Learning About Weather" by David C. Cook. 12 study prints.
 "Familiar Cloud Forms", SVE. 8 study prints.

Objective: Classify and sort objects and pictures.

Materials Needed:

1. Polyester fiber or cotton balls
2. Powdered tempera - black and blue
3. Glue
4. Containers for "clouds"
 - a) white fluffy
 - b) lightly powdered blue-gray
 - c) dark gray

Directions for making clouds:

1. White clouds can be either polyester fiber or cotton balls.
2. Lightly powdered blue-gray clouds should have powdered blue tempera. You can make varying shades of clouds by adding more blue-gray, gray or black tempera.
3. Dark gray clouds may be made with black tempera added to the polyester fiber or cotton balls.

Directions for using clouds with students:

1. Place the three (3) different clouds above into different containers.
2. When the students have finished their drawings of different kinds of days, have them select the type clouds that go with their type of day from the containers.
3. Let the students glue the clouds on their drawings.

I. Unit Topic: Who In the World (Authors)

II. Unit Objectives: Student will:

- A. recognize an author as the person who thinks up a story.
- B. match like upper case letters in the easy book section.
- C. recall that every book in the library media center has its own special place on the shelves (address).

III. Library Media Staff Preparation:

A. Materials

- 1. Books (see "Resources)

B. Equipment (none)

C. Activities

- 1. Students will shelve books while matching like letters.

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I: (Objectives A)

1. Introduction

- a) Who remembers what the name of a book is called? (title).
The title of a book can be found in two places on a book: one place is the front of a book; where is the other place? (on the spine).

*b) Statement of Learning: Today you will learn that the person who thinks up a story is called an author.

2. Instruction

- a) Ask the question, How many of you have ever thought up a story? (A few have, or think they have.) To those students who have thought up a story say, then you are an author. A person who thinks up a story and writes it down or tells it to somebody else is an author. Ask them the title of their story. Emphasize that the person who thinks up a story is the one who names it.

b) Tell the students that the story for today is Mike Mulligan and His Steam Shovel and that this story was thought up by Virginia Burton.

c) Read Mike Mulligan and His Steam Shovel.

*d) Closure: Today you have learned that the person who thinks up a story is called an author.

3. Evaluation: Can students:

- a) recognize a person who thinks up a story as an author?

4. Reinforcement

- a) In preplanning with the classroom teacher, schedule filmstrips to be shown in the classroom that emphasize one author.
- b) Provide the classroom teacher with information on the author so that she can talk about the title and the person who thought up the story when she shows the filmstrips.

B. Session II (Objectives B, C)

1. Introduction

- a) Ask for a volunteer to tell which book you read to the class during your last session (Mike Mulligan and His Steam Shovel). If nobody remembers, remind them. Pick the book from the B section (be sure it is there!). Hold the book while you give the statement of learning.
- b) Statement of Learning: Today you will match the alphabet letter on a book with alphabet letters on the shelves in the Easy book section.

2. Instruction

- a) Remind students that Virginia Burton is the author of Mike Mulligan and His Steam Shovel. Tell them that the B on the book matches the B on the shelf.
- b) Remove other books (2 or 3) from the A and C sections. Tell students that every book has its own place in the shelves.
- c) Ask students if they ride a school bus. Most will raise their hands. Remind them that the bus driver lets them off at "their" stops every day. Ask them how they would feel if the bus driver should let them out at a different stop in a strange neighborhood. "Your mother would look for you but she would not know where to find you." Tell them that each book has its very own place on the shelf. If it is placed in a strange place, nobody can find it.
- d) Choose a book from the A-C Easy section and read it in the Easy section.
- *e) Closure: You have learned two things today:
 - 1) that each book has its own place on the shelves;
 - 2) that you can match the letter on the book with its like letter on the shelf.

3. Evaluation: Can students:

- a) match like upper case letters in the Easy book section?

- a) Give each student a book and tell each student to place that book on a shelf by matching the alphabet letter on the book with the alphabet letter on the shelf where it belongs. If a student cannot match the letters, allow a "buddy" to help him.

V. Resources

A. Books

| | | |
|-------------------|---|-------------|
| *Burton, Virginia | <u>Mike Mulligan and His Steam Shovel</u> | Houghton-39 |
| Peet, Bill | <u>How Droofus the Dragon Lost His Head</u> | Houghton-71 |

- I. Unit Topic: Getting to Know the Library Media Center
- II. Unit Objectives: Students will:
 - A. identify the library media center staff by name and responsibility.
 - B. identify the Easy section and circulation area.
 - C. recall correct procedures to care for books.
 - D. follow directions to select and check out a book from the Easy section.
- III. Library Media Staff Preparation:
 - A. Materials:
 1. Books (see "Resources")
 2. Book puppets
 3. 22" X 28" poster board circulation card
 4. Copies of circulation cards
 - B. Equipment: (none)
 - C. Student Activities:
 1. Book Care Stick Puppets
 2. 22" X 28" circulation card
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I: (Objectives A, B)
 1. Introduction
 - a) Welcome students to the library media center.
 - *b) Statement of Learning: Today you will learn about this special room and the people who work here.
 2. Instruction
 - a) Introduce staff to students. Explain the role of the staff. (Help students to learn to use and enjoy the media center.)
 - b) Tour library media center and identify areas of the center, activities that take place and types of materials and equipment housed there. Special emphasis should be placed on location/purpose of Easy book section and circulation area.
 - c) Read the book, Blue Bug Goes To The Library. Lead students in a brief discussion of the story.
 - *d) Closure: Today you toured the library media center and met the people who work here. You learned where the Easy section and the circulation areas are located. On your next visit, you will use the Easy section and the circulation area. You will also learn how to check out a book and how to take care of a book.

3. Evaluation: Can students:

- a) identify the library media center staff?
- b) identify the **Easy** book section and the circulation area?

4. Reinforcement

- a) Students may return to the library media center for another tour in small groups until they can correctly locate the Easy section and the circulation area.

B. Session II: (Objectives C, D)

1. Introduction

- a) On your last visit you took a tour of our library media center and learned the names of the people who work here.
- *b) Statement of Learning: Today you will learn:
 - 1) how to take care of books.
 - 2) how to select and borrow a book from the library media center.

2. Instruction

- a) Introduce proper care of books using Book Puppets. ("Book Care Stick Puppets")
- b) Ask students to recall proper ways of caring for books.
- c) Discuss circulation procedures with students. Stress the following points:
 - 1) books are borrowed.
 - 2) books belong to all students.
 - 3) taking care of books is part of being a good media center user.
- d) Use the large tag board circulation card to introduce and to explain the signing of cards to students. (22" X 28" Circulation Card.) Have students take turns signing the circulation card.
- e) Ask students to identify and to locate the Easy section.
- f) Demonstrate the correct procedure for selecting a book from the Easy section. Also demonstrate how to return a book.
- g) Guide students as they select and check out a book. (Students who can sign their names independently may do so. Media staff will assist others.)
- h) Read and discuss the book, Petunia.
- *i) Closure: Today you learned how to take care of books and how to check out a book from the library media center. As you look at the book you checked out, see if you can find a boy or girl in it that is "just like you" or someone you know. We'll talk about books and the people you meet in them on your next visit.

3. Evaluation: Can students:

- a) recall proper ways to care for books?
- b) locate the Easy section and the circulation area?
- c) select a book from the Easy section?
- d) follow directions to check out a book?

4. Reinforcement

- a) To develop independence in signing names on cards, give copies of circulation cards to all first year teachers for students to practice signing cards.
- b) To reinforce understanding of proper book care, students may work in pairs and use puppets to recall the "do's" and the "don'ts" of book care.

V. Resources

A. Books

| | | |
|------------------|-------------------------------------|------------------------|
| Charles, Donald | <u>Calico Cat Meets Bookworm</u> | Children's Press, 1978 |
| Duvoisin, Roger | <u>Petunia</u> | Knopf, 1950 |
| Poulet, Virginia | <u>Blue Bug Goes To The Library</u> | Children's Press, 1979 |

VI. Glossary

- A. Easy Books--books with many pictures and large print written especially for boys and girls.
- B. Circulation Card--a card to be signed when books are borrowed from the library media center.
- C. Circulation Desk--area where books are checked out and returned.
- D. Library Media Center -- a place where students can find and enjoy using books, materials and equipment.
- E. Media Aide - person who helps the media specialist and students.
- F. Media Specialist - person who helps students learn to use and to enjoy the library media center.

BOOK CARE STICK PUPPETS

Objective: Students will recall proper book care by using stick puppets.

Materials Needed:

1. Tag board or poster board
2. Marking pens
3. Laminating film
4. Scissors
5. Masking tape
6. Pencil
7. Crayon
8. Candy
9. Tongue depressors (7)

Directions For Making:

1. Trace each pattern on tag board or poster board
2. Color each puppet with marking pens.
3. Laminate each puppet and cut out.
4. Tape tongue depressor on back of each puppet with masking tape.
5. Tape a piece of candy on hand of candy puppet.
6. Tape crayon to back of crayon puppet.

Directions For Use:

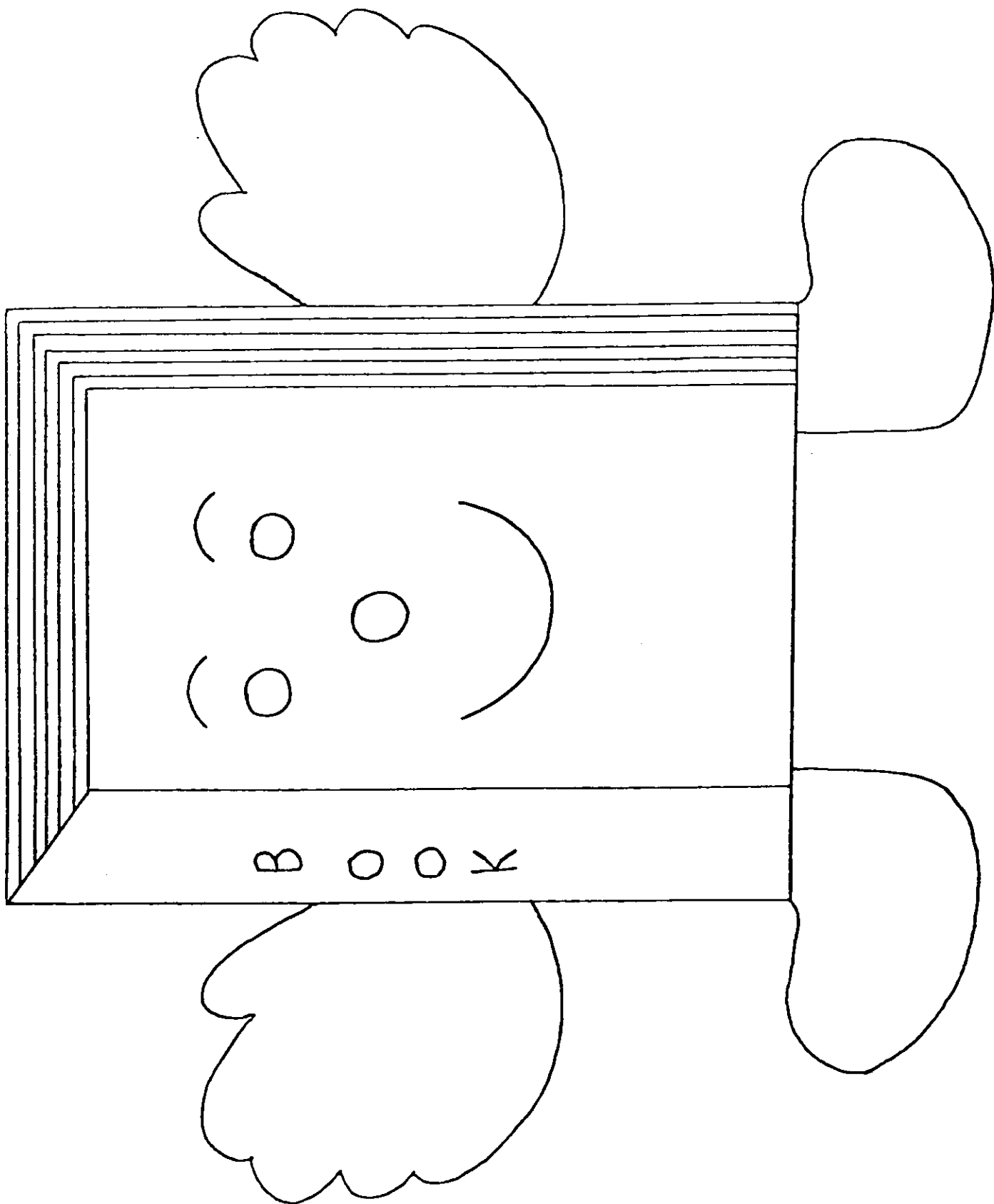
1. Discuss with students how to care for books:

Examples:

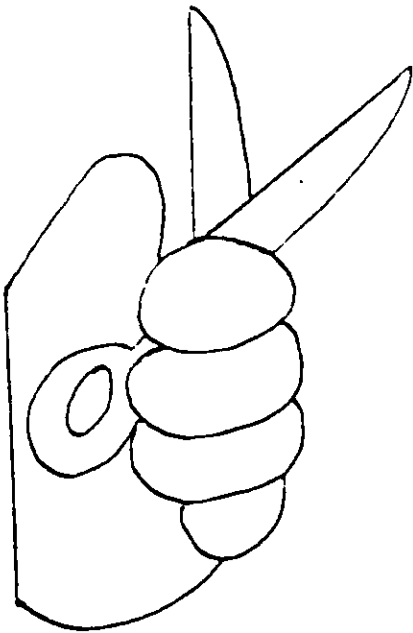
- a) Dirt Stick Puppet. Media specialist says, "Someone had dirty hands when he looked at Mr. Book and this has made Mr. Book very sad. Now he has dirty pages and pictures. Should we have dirty hands when we look at a book?" (Students answer NO)
- b) Follow above procedure with paste, scissors, candy, pencil and crayon stick puppets.
- c) Clean Hands Stick Puppet. Media specialist says, "Is Mr. Book happy?" (Students answer YES) Media specialist says, "He is happy because boys and girls who look at him have clean hands. Clean hands keep Mr. Book's pages and pictures clean. We take care of books by having clean hands."

Patterns for Stick Puppets:

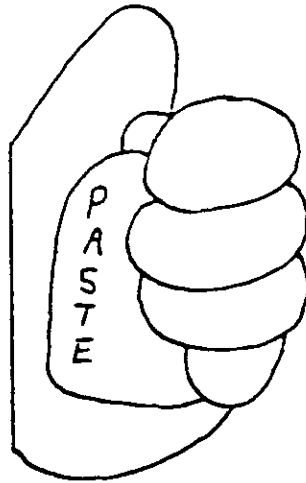
Make 6 puppets with frown and 1 puppet with smile.



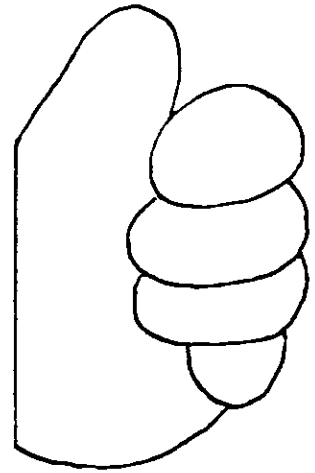
Patterns for right hands of puppets:



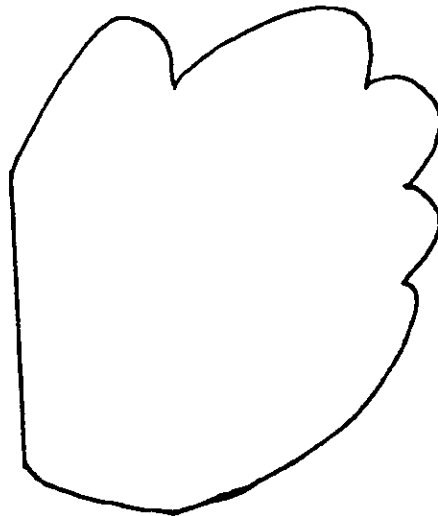
1 Scissors Puppet



1 Paste Puppet



1 Crayon Puppet
1 Pencil Puppet



1 Candy Puppet
1 Dirty Hands Puppet
1 Clean Hands Puppet

Objective: Students will demonstrate proper procedure in signing circulation card.

Materials Needed:

1. Poster board (22" X 28")
2. Marking pen
3. Laminating film

Directions For Making:

1. Copy a circulation card on the poster board.
2. Print the call number, accession number, author and title on the card.
3. Laminate the card.

Directions For Use:

1. Explain circulation card to students.
2. Use a marking pen to show students where to sign the card, etc.
3. Have students to take turns signing the circulation card.

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LEVEL: FIRST YEAR - GETTING ACQUAINTED (October)

- I. Unit Topic: Others...Just Like Me
- II. Unit Objectives: Students will:
 - A. recognize happy and sad feelings.
 - B. recognize that children in books have some of the same feelings as the reader.
 - C. identify an author as the person who writes a book.
 - D. identify the title as the name of the book.
 - E. recall that the author's name and the title of a book are printed on the book.
- III. Library Media Staff Preparation:
 - A. Materials:
 1. Books (see "Resources")
 2. Sound filmstrip: "Just Like Me" (Pied Piper/Time: 11 minutes)
 3. Study prints: "Moods and Emotions" (Child's World)
 - B. Equipment:
 1. Sound filmstrip projector
 2. Slide projector
 - C. Student Activities:
 1. Happy and Sad Slides
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I: (Objectives A, B, C)
 1. Introduction
 - a) Display two pictures, one showing a happy child with the caption "Happy" and one showing a sad child with the caption "Sad." (Flashcards)
 - *b) Statement of Learning: Today you will learn about feeling happy and sad. Also, you will learn that boys and girls in books have some of the same feelings that you have.
 2. Instruction
 - a) Lead students to recall times they have felt happy or sad, why they felt as they did and how they showed their feelings.
 - b) Display and discuss the study prints, "Moods and Emotions." (Child's World.)
 - c) Introduce the filmstrip "Just Like Me" by telling the students to see if they can tell how the children in the stories feel. Ask them to be prepared to discuss these feelings in questions at the end of the filmstrip.

- d) Discuss the questions at the end of the filmstrip.
- e) Go to the Easy shelves and select some picture books. Show pictures that depict happy or sad children. Tell students that pictures often give clues to the feelings of people in books.
- f) Guide students to browse through picture books. Tell them to select and to check out a book that shows boys and girls that feel the way they feel. Ask for volunteers to show a picture from books they have checked out. Ask them to tell whether the child in the picture is happy or sad and why they think as they do.
- *g) Closure: Today you learned about feeling happy and sad. You also learned that some of your book friends feel the same just like you do. On your next visit you will learn about the person who writes a book and about the name of a book.

3. Evaluation: Can students:

- a) identify happy and sad feelings depicted on study prints? in picture books?
- b) recognize that children in books show the same feelings that they have?

4. Reinforcement

- a) Listening Center: Set up the sound filmstrip of "Just Like Me" (Pied Piper) for students to come to the library media center to view again.
- b) Activity "Feelings."
- c) Handmade slides: Students will make slides showing feelings.

B. Session II: (Objectives C, D)

1. Introduction

- a) Discuss with the children happy and sad feelings they have had since the last meeting. Remind students that children in books have these same feelings.
- *b) Statement of Learning: Today you will learn about the person who writes a book and you will learn about the name of a book.

2. Instruction

- a) Tell students: Some of you have told about things that have happened to you to make you happy or sad. If you could write down the story you told, and if the story were put into a book, you would be an author. An author is the person who writes a book.

- b) Explain to students that all books have an author and that when children tell or write a story they become an author. When an author's story is printed in a book and put in the library media center, he/she wants everyone to know who wrote the book. That is the reason the author's name is written on the outside of the books.
- c) Tell students that something else is always written on the outside of a book - the name of the story. After writing a story, an author always gives the story a name. Lead students to think of a name for some of the stories they have told. Tell them that another word for the name of a book is title.
- d) Question students to determine their understanding of author, title, and the location of each (see evaluation).
- e) Show the author's name and the title on the cover of the book, Sam, and on the cover of the book, Umbrella.
- f) Read and discuss the book, Alexander and the Terrible, Horrible, No Good, Very Bad Day. Call special attention to the author's name, to the title of the book and to Alexander's feelings.
- g) Have each student select a book to check out and show the book to the class as the media specialist reads aloud the author's name and the title of the book.
- *h) Closure: Today you learned that an author is the person who writes a book and you learned that the title is the name of the book. You also learned that an author's name and the title of a book are printed on the outside of a book.

3. Evaluation: Can students:

- a) identify an author as the person who writes a book?
- b) identify the title as the name of a book?
- c) recall that the author's name is printed on the outside of a book?
- d) recall that the title is printed on the outside of a book?

4. Reinforcement

- a) Have students practice locating the author's name and the title on a book cover.

C. Enrichment Activities

1. Provide a place in the library media center for an author's corner. Display the author's picture with a short biographical sketch (may be recorded) along with books the author has written.
2. Classroom Activity: Students may dictate 3-5 sentences about a good or bad day they have had. These may be illustrated by the student to show feelings. "Books" may be stapled together and given a title and author (student's name.) Books could be displayed in the library media center.

V. Resources

A. Books

| | | |
|--------------------|--|----------------|
| Mayer, Mercer | <u>There's A Nightmare In My Closet</u> | Dial, 1968 |
| *Scott, Ann | <u>Sam</u> | McGraw, 1967 |
| *Viorst, Judith | <u>Alexander And The Terrible, Horrible, No Good, Very Bad Day</u> | Atheneum, 1972 |
| *Yashima, Taro | <u>Umbrella</u> | Viking, 1958 |
| Zolotow, Charlotte | <u>The Quarreling Book</u> | Harper, 1963 |

B. Software

- *Early Childhood Study Prints: Moods And Emotions (study prints).
The Child's World, 1969.
- *Literature For Children 7A: Just Like Me (sound filmstrip).
Pied Piper Production, 1982.

VI. Glossary:

- A. Author--person who writes the book.
- B. Happy--feeling or showing pleasure or gladness.
- C. Sad--not happy; sorrowful.
- D. Title--name of the book.

Objective: Recognize happy and sad feelings

Materials Needed:

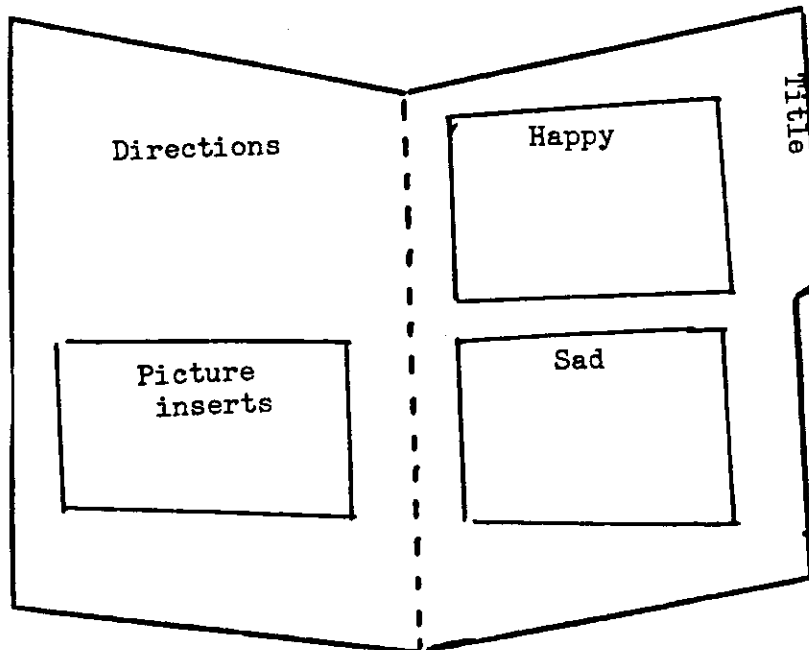
1. Magazine pictures of happy/sad children
2. Colorful file folder
3. 3 pockets
4. Colored tag board

Instructions for making activity.

1. Cut pictures of happy/sad children from magazines.
2. Mount pictures on tag board squares; laminate.
3. Decorate folder; place three pockets inside (happy, sad, picture inserts).
4. Laminate

Student instructions for using activity.

1. Take a picture from the picture pocket
2. Is the boy or girl happy or sad?
3. Put the picture in the "happy" or "sad" pocket.



LEVEL: FIRST YEAR - GETTING ACQUAINTED (November)

I. Unit Topic: Imaginary Things and Real Things

II. Unit Objectives: Students will:

- A. identify imaginary things and real things in pictures.
- B. recognize that an author may write books about imaginary or real things.
- C. relate letters of the alphabet to the first letter in an author's last name.
- D. recognize that books in the Easy section are arranged by the first letter in the author's last name.

III. Library Media Staff Preparation:

A. Materials:

1. Books (see "Resources") and select other books with illustrations of dragons/castles
2. Fiction and nonfiction books about the same animal
3. Sound filmstrip: "Imagine That!" (Pied Piper Productions, time: 10 minutes)

B. Equipment:

1. Sound filmstrip projector
2. Overhead projector (optional, Session II)

C. Student Activities

1. "Real and Imaginary Animals"

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I (Objectives A, B)

I. Introduction

- a) Play the sound only of the sound filmstrip "Imagine That" (see Resources), using the beginning segment that asks children to close their eyes and picture a dragon...a castle ...etc., "that's your wonderful imagination where anything can happen" (approximately 1½ minutes).
- b) Ask students if they have ever seen a real dragon...a real castle. Review the meaning of real things (that can actually be touched/felt with the hands, seen with the eyes) and imaginary things (something pictured in the mind).
- *c) Statement of Learning: Today you will learn about real things and imaginary things. You will learn that authors write stories that may be real or imaginary.

2. Instruction

- a) Show illustrations of a dragon and/or a castle from picture books. Ask students to compare the dragon or castle in the picture(s) with the one they "saw" in their minds.
- b) Using the flashcards for the words Imaginary and Real, ask the children if they have ever made up a story, or imagined something in their minds. Did they tell the story to someone? Explain that authors of books often do this--make up a story in their minds--then write the imaginary story in a book for others to enjoy. Sometimes authors write stories about things they have actually seen with their eyes or know to be true. These are true stories about real things (show Real flashcard).
- c) Introduce and show the sound filmstrip, "Imagine That!" Tell students to look for the dragon and the castle that the two children imagined in the filmstrip. (Note: Do not use the Activities at the end of the filmstrip.)
- d) Discuss the filmstrip briefly. Tell students that many of the books in the library media center are about real or imaginary things. Some books are about imaginary (show flashcard) animals doing things that could not really happen. (example: Sendak's Where The Wild Things Are.) Some books are about real (show flashcard) animals doing the things that real animals do. (Show a nonfiction animal book.)
- e) Use the "Real and Imaginary Animals" activity to check students' understanding of Real and Imaginary.
- f) Lead students to a table or shelves displaying a selection of easy nonfiction and easy fiction books about animals. Have students browse through the books, select one and check it out.
- *g) Closure: Today you have learned about imaginary things and real things. You have learned that authors write imaginary books about things they see in their minds and that authors write books about real things they actually see with their eyes or that they know are true. You have checked out a book about something real or imaginary (hold up flashcards). When you come back for your next visit, I want you to tell us whether your story is real or imaginary.

3. Evaluation: Can students:

- a) recall the meaning of real things? imaginary things?
- b) identify real things in pictures? imaginary things?
- c) recognize that authors write both real and imaginary stories?

4. Reinforcement

- a) Learning Center: Set up "Real and Imaginary Animals" activity using a file folder with two pockets labeled "Real" and "Imaginary." Students may work individually or in pairs.

B. Session II (Objectives B, C)

1. Introduction

- a) As students enter the library media center, give each child a large alphabet card to correspond with his/her last name.
- b) After a brief review of the meaning of Imaginary and Real (using flashcards), have children tell whether their book was about real or imaginary animals or things. As students respond (giving a reason for the answer) have them place their books by the appropriate label for each book--Real or Imaginary. (Use flashcards displayed on a table.)
- c) Tell the students: You have learned the difference between real and imaginary things in books. You also know that authors write books about both imaginary things and real things.
- *d) Statement of Learning: Today you will learn how we use the alphabet and an author's last name to help us to decide on a special place on the shelves to keep imaginary books written by each author.

2. Instruction

- a) Review the meaning of author (person who writes a story). Recall the location of the author's name on the outside of a book (October unit). Using the books placed on the table by students, read names of authors, and stress first and last names.
- b) Ask each student to tell his/her name. As the names are given, print names on a chalkboard, chart, or sheet of paper. Have students to point to their first, then to their last, names. Underline each last name as the student points to it. Ask children to point to the first letter in their last names. Draw a circle around the first letter of each child's last name. As the circle is drawn, ask each child to look at the alphabet letter given to him/her at the beginning of the session. Ask students why they think they were given that special letter of the alphabet. (They should relate the letter to the first letter of their last names.)
- c) Explain to students that most authors have first and last names. It is important to know an author's last name because people who work in the library media center use the author's last name to decide on a special place to put each author's books.
- d) Using the Transparency: Alphabet--Beginning, Middle, End, ask students to form a line (left to right) as the beginning letters A-G are pointed to and called. (Students with last names matching A-G.) Students should hold up their alphabet letter as each repeats, "My letter is A, because my last name is Allen," etc. When all children in the first group have given their letters and last names, follow the same procedure using the letters H-Q and R-Z until all children in the group are standing.

- e) Lead children to the Easy section of the library media center. Point out the shelf labels. Lead students through the shelves showing each letter of the alphabet. After shelf labels for all letters of the alphabet have been pointed out, ask students to find the letter on the shelves to match the first of their last names. Have students to stand by the shelf and to point to their letter and the matching shelf label until each response is checked. Tell students that if they were to write an imaginary story that their book would be at that special place on the shelves.
- f) Ask children to locate a book (on the shelf where each is standing) by an author whose last name begins with the same letter as theirs. Ask students to point to the author's last name on the outside of the book as their responses are checked.
- g) Ask students to browse through books by authors whose last names begin with the same letter as their last name. Encourage them to select and to check out a book by one of "their" authors.
- *h) Closure: Today you have learned how we use the alphabet and an author's last name to decide on a special place to keep imaginary books written by each author. We will learn more about books on your next visit.

3. Evaluation: Can students:

- a) recognize and name letters of the alphabet?
- b) correctly select the last name when given first and last names?
- c) correctly locate the first letter in a last name?
- d) match the first letter of a last name with the alphabet label on the shelves?
- e) locate the name of an author on a book's cover?
- f) locate an author's last name on a book's cover?
- g) relate an author's last name to the location on the shelves of books by that author?

4. Reinforcement

- a) To reinforce location of author names on book covers, recognition of last names and author letters: Mount and laminate fronts of book jackets showing title and author names. Have students to locate author names, underline the last name, and circle the first letter of the author's last name. Using washable marker, media staff or older student may check responses.
- b) To give practice in locating the specific author letters on the shelves: Let older students assist children in matching author letters to shelf labels.

C. Enrichment Activities:

Classroom: Let students use their imaginations to create a story that could not happen. These may be recorded on cassette or dictated/written (language experience chart), and illustrated with pictures in various formats.

V. Resources

A. Books

| | | |
|----------------------|-----------------------------------|------------------------|
| Alexander, Martha | <u>Blackboard Bear</u> | Dial, 1969 |
| *Mahy, Margaret | <u>A Lion In The Meadow</u> | Watts, 1969 |
| *Scheer, Julian | <u>Rain Makes Applesauce</u> | Holiday, 1964 |
| Sendak, Maurice | <u>Where The Wild Things Are</u> | Harper, 1963 |
| Shecter, Ben | <u>Conrad's Castle</u> | Harper, 1967 |
| *Van Allsburg, Chris | <u>The Garden of Abdul Gasazi</u> | Houghton Mifflin, 1979 |

B. Software

Literature for Children, Series 7A: "Imagine That!" (Sound filmstrip.)
Pied Piper Productions, 1982.

VI. Glossary:

- A. Real things--things that actually can be touched/felt or seen with the eyes.
- B. Imaginary things--something pictured in the mind.
- C. Real stories--stories about things that an author knows to be true or has actually seen with his/her eyes; true stories.
- D. Imaginary stories--stories made up in an author's mind about things that are not real or could not actually happen.

Objective: Student will identify real and imaginary animals.

Materials Needed:

1. Two tagboard flashcards
2. Pictures from catalogs and magazines of real animals and fantasy animals (Dumbo, Mickey Mouse, Donald Duck, Dr. Sues characters, etc.)
3. 2½" X 4" cards
4. Paste

Directions for making the activity:

1. Letter flashcard with the following words: REAL or IMAGINARY
2. Paste animal pictures on 2½" X 4" cards

Directions for using the activity:

1. Student chooses a card and tells if that animal would be in a real story or an imaginary story and gives a reason for his/her response.
2. Student matches the picture with the appropriate flashcard: REAL or IMAGINARY.

ALPHABET

Beginning

A B C D E F G

Middle

H I J K L M N O P

End

Q R S T U V W X Y Z

I. Unit Topic: Can You Imagine That!

II. Unit Objectives: Students will:

- A. interpret a story from illustration in books without words.
- B. identify illustrations as the pictures in a book.
- C. recognize the illustrator as the person who draws or paints the pictures for a book.
- D. recognize the Caldecott Medal Award and its purpose.
- E. locate the call letters on Easy books.
- F. relate Easy book call letters to the author's last name.

III. Library Media Staff Preparation:

A. Materials:

1. Books (see "Resources")
2. Sound filmstrip: "Stories Without Words" (Pied Piper/10 minutes)
3. Book jackets from Caldecott Medal Award books

B. Equipment:

1. Sound filmstrip projector

C. Student Activities:

1. "Fishing For Illustrators"

IV. Suggested Procedure: (Minimum Sessions Required: 2)

A. Session I (Objectives A, B, C)

I. Introduction

- a) Display several picture books without words. Open two or three books briefly showing the illustrations page by page. Ask children if they see anything different about the books. If no one realizes that the books have no words, explain that many books are told entirely with pictures.
- b) Tell the students: On your last visit to the library media center we learned how authors use their imaginations to write stories. Sometimes authors have someone to help them to tell their stories by drawing or painting pictures to go along with the stories. Sometimes authors who like to draw pictures will tell a story entirely in pictures.
- *c) Statement of Learning: Today you will learn how to "read" stories told with pictures only and that the person who draws the pictures is called an illustrator.

2. Instruction

- a) Introduce the sound filmstrip Stories Without Words by telling students that it is their turn to be the storyteller.

- b) Show the filmstrip, stopping whenever necessary to give children time to interpret the pictures. Stop the filmstrip at the end of frames showing The Good Bird. Return to the beginning of Catastrophe Cat and have students tell the story by asking the following questions:
- 1) what do you see?
 - 2) what do you think is happening?
 - 3) why do you think he is doing that?
 - 4) what do you think will happen next?
 - 5) what would you like to see happen?
- c) Repeat the same questions while showing frames from The Good Bird.
- d) Stop the filmstrip on the frame showing the word "ILLUSTRATOR" and a picture of Peter Wezel. Reemphasize the definitions:
- 1) illustrations--the pictures in a book.
 - 2) illustrator--the person who draws or paints the pictures for a book.
- e) Review location of books on Easy shelves by the author's last name. Tell students that when a person imagines a story and tells the story in pictures, that person's name is on the front of the book; and the author/illustrator's books are kept in the Easy section on shelves labeled with the first letter of his/her last name. Use the wordless picture books displayed in the introduction of this session to point out the names of the author/illustrator on each book's cover.
- f) Let students browse through books in the Easy section and look for wordless books to check out. Encourage children to locate the author's name on the front of the book and to look for the last name and its first letter. Assist students as needed.
- *g) Closure: Today you have learned how to use your imagination to "read" a book without words. You have learned another name for the pictures in a book (illustrations). You have also learned that the person who draws or paints the pictures in a book is called an illustrator. On your next visit, we will learn about a special prize that is given each year to a person chosen as the best illustrator of children's books.

3. Evaluation: Can students:

- a) recognize details in book illustrations?
- b) interpret story action from illustrations in wordless books?
- c) recall that illustrations are another word for pictures?
- d) recall that illustrator is another name for the person who draws or paints the pictures in a book?

4. Reinforcement

- a) Set up a learning center with filmstrips of picture book stories (without sound). Let children practice telling the story as the filmstrip is advanced.

B. Session II (Objectives D, E, F)

1. Introduction

- a) Display several books with their original jackets--some Caldecott winners, some non-winners. Ask children if they see anything different about the books. (someone should notice that some books have the gold seal on the jackets while others do not.)
- b) Tell students: On your last visit, we learned about illustrations (pictures) and illustrators (people who draw or paint pictures in books).
- *c) Statement of Learning: Today you will learn about an award that is given each year to the person voted as the best illustrator of children's books. You will also learn about special clues on each book that will help you to find books on the Easy shelves.

2. Instruction

- a) Show the remainder of the sound filmstrip, Stories Without Words, begun in Session I. (Begin with frame/sound showing the word "illustrator.")
- b) Following showing of the filmstrip, point out that only one book can receive the Caldecott Award each year. Many excellent books are printed each year, but only one can win each year--that is why it is so special.
- c) Guide students to locate the names of the Caldecott illustrators on the front of each book displayed.
- d) Use the "Fishing for Illustrators" activity.
- e) After each child has "caught" a fish, remove book jackets. Tell children that the library media helpers always place special clues on each book to show where it belongs on the shelf. Lead students to "discover" the call letters on the spine of the book.
- f) Explain that the "E" on the top line of the call letters stands for the word "Easy." (Show the flashcard of the word "Easy" and point out the "E" at the beginning.) Explain that the bottom letter is the first letter in the author's last name. (Demonstrate by pointing out the last name on the front of the book, its first letter, and the call letter on the spine.)
- g) Check student's understanding of call letters by holding up various easy books as children do the following:
 - 1) locate the name of the author (or author/illustrator) on the book's cover.
 - 2) point to last name of author (or author/illustrator).
 - 3) identify the first letter of the last name.
 - 4) locate the letter corresponding to the author's last name on the spine of the book.
 - 5) recall the meaning of the "E" in the call number (letter).

- h) Permit students to go to the Easy section to practice locating call letter clues. Encourage them to find and to check out a book.
- *i) Closure: Today you have learned about a special prize, the Caldecott Award, that is given each year to a special illustrator of children's books. You have learned how books are marked so that each author's books can be kept in their own places on the shelves, along with other Easy books.

3. Evaluation: Can students:

- a) identify Caldecott Award winning books by the gold seal?
 b) recall why the Caldecott Award is so special? (Only one illustrator is given the award each year.)
 c) locate the **call** letters on an Easy book?
 d) relate the Easy book call letters to an author's last name? (See instruction: #2-g for evaluation steps.)

4. Reinforcement

- a) Place Easy books in a learning center. Permit older students to assist children as they follow the five (5) steps listed in #2-g.

C. Enrichment Activities:

1. Set up a learning center using the sound filmstrip The Biggest Bear (Weston Woods)--or another Caldecott Award winner. Allow students to watch the filmstrip without the sound. After they have watched the filmstrip, allow students to record their interpretations of the story on a blank cassette.
2. See also: "Extended Learning" in Teacher's Guide to accompany sound filmstrip used in this unit: "Stories Without Words" (Pied Piper Productions).

V. Resources

A. Books

| | | |
|------------------|-------------------------|---------------------|
| Briggs, Raymond | <u>The Snowman</u> | Random, 1978 |
| *De Paola, Tomie | <u>Flicks</u> | Harcourt, 1979 |
| Emberly, Edward | <u>Drummer Hoff</u> | Prentice Hall, 1968 |
| Hutchins, Pat | <u>Changes, Changes</u> | Macmillan, 1971 |
| *Panek, Dennis | <u>Catastrophe Cat</u> | Bradbury, 1978 |
| Spier, Peter | <u>Noah's Ark</u> | Doubleday, 1977 |
| *Wezel, Peter | <u>The Good Bird</u> | Harper, 1966 |

B. Software

Literature For Children, Series 7A: Stories Without Words (sound filmstrip). Pied Piper Productions, 1982.
 Ward, Lynd. The Biggest Bear (sound filmstrip). Weston Woods, 1952.

VI. Glossary

- A. Illustrations--the pictures in a book.
 B. Illustrator--the person who draws or paints the pictures for a book.

- C. Caldecott Medal Award--a gold medal given each year to the person voted the best illustrator of children's books.
- D. Call letters--letters marked on the Easy books to give a special place on the shelves.

FISHING FOR ILLUSTRATORS

Objectives: Students will recognize illustrators of Caldecott Medal Award books.

Materials Needed:

1. Fish pattern
2. Construction paper of various colors
3. Magnetic strip or paper clips
4. Small magnet
5. Dowel rod
6. String
7. Box
8. Blue paper or blue paint
9. Marking pens

Directions For Making:

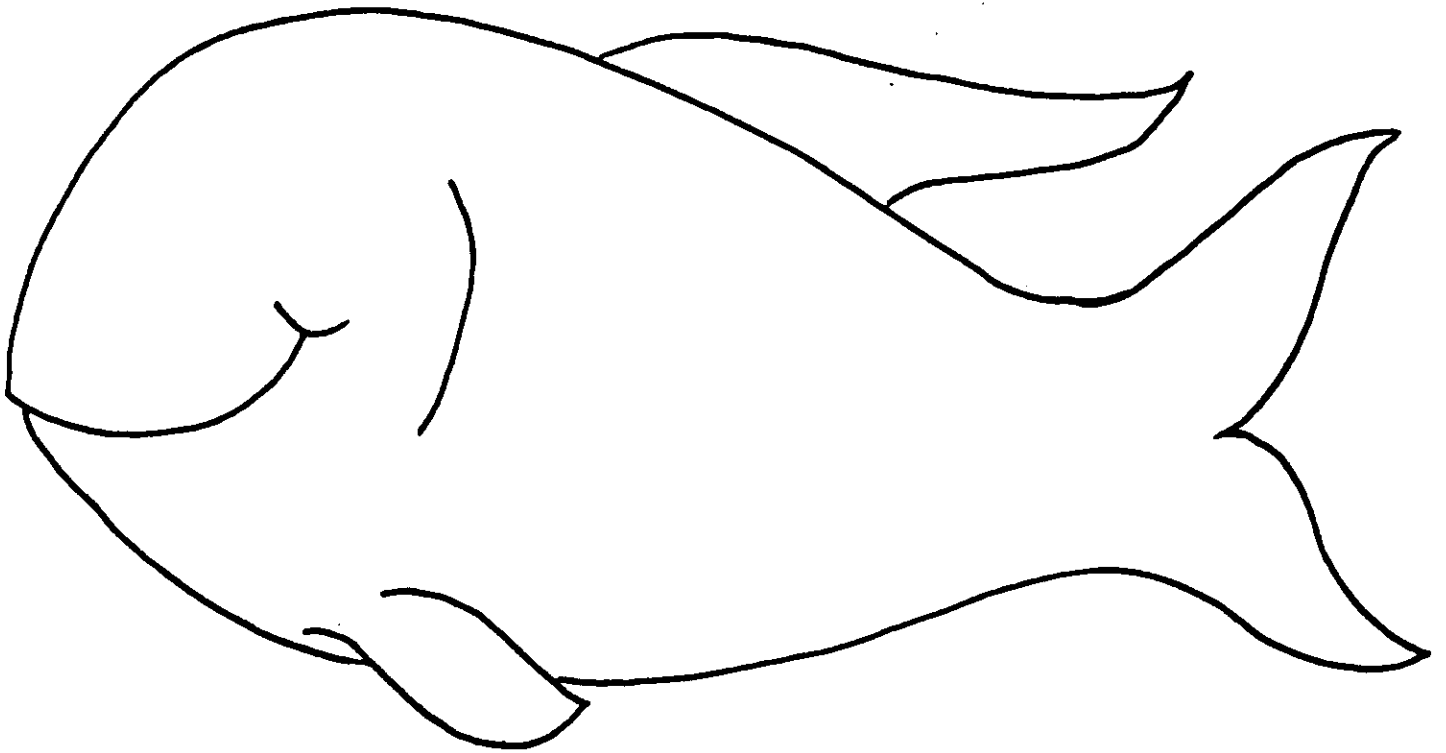
1. Trace the fish pattern on construction paper.
2. Make a fishing pole from the dowel rod and a piece of string. Attach a small magnet to the end of the string for a hook.
3. On each fish pattern, glue a magnetic strip for an eye and write a Caldecott Medal Award illustrator's name on the fish. Suggested Caldecott Medal Award Illustrators:

| | |
|-------------|-----------|
| Brown | McDermott |
| De Regniers | Sendak |
| Emberley | Spier |
| Hader | Steig |
| Keats | Udry |
| Lawson | Ward |
| Lobel | Zemach |
| McCloskey | |

4. Cover a box with blue paper or paint the box blue. Place the fish in the box.

Directions For Use:

1. Students take turns "fishing". Read the illustrator's name as the student catches a fish.



LEVEL: FIRST YEAR - GETTING ACQUAINTED (January)

- I. Unit Topic: It's Real...True Stories
- II. Unit Objectives: Students will:
 - A. recall real things depicted in book illustrations.
 - B. recall alphabetical order of the letters in the alphabet.
 - C. relate letters of the alphabet to alphabetizing authors' last names.
- III. Library Media Staff Preparation:
 - A. Materials:
 1. Books (see "Resources"). Select other books about real things.
 2. Sound filmstrip, "Books About Real Things" (Pied Piper/11 mins.)
 3. Jar of ants or picture of ants
 4. ABC cards
 5. Author ABC popcorn cards
 6. Bowl of popcorn kernels and a bowl of popped corn.
 - B. Equipment:
 1. Sound filmstrip projector
 - C. Student Activities:
 1. ABC Cards
 2. Author ABC Popcorn
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I: (Objective A)
 1. Introduction
 - a) Display several picture books showing real things. Open two or three books briefly showing the illustrations. Explain that these books are about real things.
 - *b) Statement of Learning: Today you will learn about stories of real things. You will learn that some authors write stories about real things.
 2. Instruction
 - a) Lead students to recall real things they have seen in books such as bears, dinosaurs, boats, rockets, trains and airplanes.
 - b) Review the meaning of real stories (stories about things that an author knows to be true or has actually seen with his/her own eyes).
 - c) Introduce the sound filmstrip, "Books About Real Things" (Pied Piper), by showing a jar of ants. If not available, use a picture of ants. Tell students to look for the ants in the filmstrip.

- d) Discuss the filmstrip briefly using questions at the end of the filmstrip. Tell students that many of the books in the library media center are about real things.
- e) Lead students to a table displaying a selection of easy nonfiction books. Have students to browse through the books, select one and check it out.
- *f) Closure: Today you have learned about real stories. You have learned that some authors write stories about real things. On your next visit you will learn about alphabetical order for authors' names.

3. Evaluation: Can students:

- a) recall real things depicted in book illustrations?

4. Reinforcement

- a) Listening Center: Set up the sound filmstrip of "Books About Real Things" (Pied Piper) for students to come to the library media center to view again.

B. Session II: (Objectives B, C)

1. Introduction

- a) Display a bowl of popcorn kernels and a bowl of popped corn.
- *b) Statement of Learning: At your last visit you learned about real things in a book. All books have an author. Today you will learn about placing an author's name in ABC (alphabetical) order.

2. Instruction

- a) Review letters of the alphabet by having students place the ABC cards in alphabetical order on the floor or on a table. (Student Activity: "ABC Cards".)
- b) Ask students to select a card with the first letter of their last name and line up alphabetically in groups of six while holding the card of the first letter of their last name.
- c) Review author (person who writes the story). Explain that an author's name is placed in ABC order by the first letter of his/her last name.
- d) Have students place the author popcorn cards in alphabetical order on the floor. (Student Activity: "Author ABC Popcorn")
- e) Read the book, The Popcorn Book. Stress that this is a book about real things and that the author's last name (Tomie de Paola) begins with a D.

- f) Guide students to browse through picture books on the Easy⁶⁶ shelves and to select and check out a book of their choice.
- *g) Closure: Today you learned to put your names and authors' names in ABC (alphabetical) order.

3. Evaluation: Can students:

- a) recall alphabetical order of the letters in the alphabet?
 b) relate letters of the alphabet to alphabetizing authors' last names?

4. Reinforcement

- a) Repeat the "ABC Cards" and "Author ABC Popcorn" activities.

C. Enrichment Activities

1. Show the students popcorn kernels. Explain that the small kernels of corn will be popped when added to oil and heated. Pop the corn and allow students to eat it.

V. Resources

A. Books

| | | |
|-------------------|---------------------------------------|-----------------|
| Aliki | <u>My Visit To The Dinosaurs</u> | Crowell, 1969 |
| *De Paola | <u>The Popcorn Book</u> | Holiday, 1978 |
| Garten, Jan | <u>The Alphabet Tale</u> | Random, 1964 |
| *George, Jean | <u>All Upon A Sidewalk</u> | Dutton, 1974 |
| Harris, Susan | <u>Space</u> | Watts, 1979 |
| Marston, Hope | <u>Big Rigs</u> | Dodd, 1980 |
| Zacharias, Thomas | <u>But Where Is The Green Parrot?</u> | Delacorte, 1968 |

B. Software

Literature For Children, Series 7A: Books About Real Things (sound filmstrip). Pied Piper Productions, 1982.

VI. Glossary:

- A. Alphabet--the letters used to write words.
 B. Alphabetical order--arranged in the order of the letters of the alphabet. (A, B, C, ...)
 C. Author--person who writes the story.
 D. Real things--things that actually can be touched/felt or seen with the eyes.
 E. Real stories--stories about things that an author knows to be true or has actually seen with his/her eyes; true stories.

Objective: Students will place alphabet cards in alphabetical order.

Materials Needed:

1. Large blank cards
2. Marking pen

Directions for making the activity:

1. Write each letter of the alphabet on a card. Make four sets of the alphabet cards.

Directions for student use of the activity:

1. Divide students in to groups of six. Each student chooses the beginning letter of his last name and stands in alphabetical order holding his/her card.

- I. Unit Topic: Animals As Characters
- II. Unit Objectives: Students will:
 - A. define a character as the person or animal who does things in a story.
 - B. identify characters in specific picture books.
 - C. locate the title page in a book.
 - D. recognize the title and the author on the title page.
- III. Library Media Staff Preparation:
 - A. Materials:
 1. Books (see "Resources"). Select other books whose characters are animals.
 2. Sound filmstrip: "Animal Stories" (Pied Piper/10 minutes)
 3. Record: "Sounds of Animals" (Folkways Record)
 4. Paper, pencils and crayons
 5. Stuffed toy animal book characters
 - B. Equipment
 1. Sound filmstrip projector
 2. Record player
 - C. Student Activities:
 1. Animal Pictures
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I: (Objectives A, B)
 1. Introduction
 - a) Play the record "Sound of Animals" (Folkways Record). Ask students to identify the animal sounds.
 - *b) Statement of Learning: Today you will learn that people or animals in a story are called the characters.
 2. Instruction
 - a) Lead students to recall books about animals which they have read or which have been read to them.
 - b) Define and discuss characters in a book. (Animals or people who do things in a story.)
 - c) Display familiar picture books and have students name the characters in the books. (Suggested titles: Curious George, Petunia, There's A Party At Mona's Tonight, Madeline, Five Chinese Brothers and Amelia Bedelia.)
 - d) Introduce the sound filmstrip, "Animal Stories" (Pied Piper) by asking students to look for the main characters in the filmstrip. Show the filmstrip.

- e) Discuss the filmstrip briefly. Lead students to name the main characters in Little Gorilla (Little Gorilla), Leo the Late Bloomer (Leo), George And Martha Rise And Shine (George and Martha), and Katy No-Pocket (Katy).
- f) Guide students to a table display of easy fiction books about animals. Allow students to browse through the books, to select one and to check it out.
- *g) Closure: Today you learned that characters in a book are animals or people in the story. On your next visit you will write the name of your book on the picture you have drawn and you will learn that a book has a special page where you can find the title and author for the book.

3. Evaluation: Can students:

- a) identify a character as the animal or person who does things in a story?
- b) identify characters in specific picture books?

4. Reinforcement

- a) Listening Center: Set up the sound filmstrip of "Animal Stories" (Pied Piper) for students to come to the library media center to view again.

B. Session II: (Objectives C, D)

1. Introduction

- a) Display of stuffed toy animal book characters (Curious George, and Paddington) with the books.
- b) At your last visit, you learned about book characters.
- *c) Statement of Learning: Today you will learn about the title page and where it is located in a book.

2. Instruction

- a) Recall that the title is the name of the book.
- b) Use a book to identify the title and author information on a title page. Call special attention to the location in a book for the title page.
- c) Allow each student to select a book to check out. Each student will show the title page to the class as the media specialist reads the title and author information on the title page.
- d) Read the book Mr. Tall And Mr. Small. Call special attention to the title page. At the end of the story, have students identify the characters in the story. (Mr. Tall, giraffe; Mr. Small, mouse)

*e) Closure: Today you learned where the title page is located in a book. You also learned that the title or name of the book and the author's name are on the title page.

3. Evaluation: Can students:

- a) locate and identify the title page in a book?
- b) recognize the title and author information on the title page in a book?

4. Reinforcement

- a) Interest Center: Display books and have students locate and identify the title page. Media staff or older student may check responses.

C. Enrichment Activities:

- 1. Interest Center: Allow students to make a clay model of one of their favorite animal book characters. Media staff will assist students in writing the name of the character on a card to display with the clay model in the library media center.
- 2. Ask students to draw a picture of their favorite animal book character. (Student Activity: "Animal Pictures")

V. Resources

A. Books

| | | |
|-------------------|---|-----------------------------|
| *Brenner, Barbara | <u>Mr. Tall And Mr. Small</u> | Young Scott, 1966 |
| *Bornstein, Ruth | <u>Little Gorilla</u> | Houghton Mifflin 1976 |
| *Kraus, Robert | <u>Leo The Late Bloomer</u> | Simon and Schuster, 1971 |
| *Marshall, James | <u>George And Martha Rise And Shine</u> | Houghton, 1976 |
| *Payne, Emmy | <u>Katy No-Pocket</u> | Houghton, 1969 |
| Rey, H.A. | <u>Curious George</u> | Houghton, 1941 |
| Ward, Lynd | <u>The Biggest Bear</u> | Houghton, 1952 |

B. Software

Literature For Children, Series 7B: Animal Stories (sound filmstrip).
Pied Piper Productions, 1982.

Sounds Of Animals (record). Folkways Record, 1955.

VI. Glossary:

- A. Character--the animal or person who does things in a story.
- B. Title--the name of the book.
- C. Title page--a page of information located near the front of the book which gives the name of the book and the author's name.

LEVEL: FIRST YEAR - GETTING ACQUAINTED (March)

- I. Unit Topic: Making Friends
- II. Unit Objectives: Students will:
 - A. recognize friends as people who share and enjoy good times together.
 - B. recognize books as friends to share and to enjoy.
 - C. Locate and identify the spine of the book.
 - D. recall the call letters on Easy books.
 - E. Demonstrate responsibility in care and handling of books.
- III. Library Media Staff Preparation:
 - A. Materials:
 1. Books (see "Resources"), select other books about friends.
 2. Sound filmstrip: "Stories About Friends" (Pied Piper/Time 9 minutes)
 3. 2" X 8½" paper strips or bookmarks.
 - B. Equipment:
 1. Sound filmstrip projector
 - C. Student Activities:
 1. Media Monster Manners
- IV. Suggested Procedure: (Objectives A, B)
 1. Introduction
 - a) Display easy books about friends together with the caption: "Friends." (flashcard)
 - *b) Statement of Learning: Today you will learn how boys and girls in storybooks make friends and how they share and enjoy each other.
 2. Instruction
 - a) Lead students to discuss friends, their importance and the fun you can have with a friend.
 - b) Let students recall some things they have done with their friends.
 - c) Explain to students that books are also our friends and that book characters can become our friends.

- d) Introduce and show the sound filmstrip, "Stories About Friends" (Pied Piper). Tell students to choose someone in the filmstrip that they would like to have for a friend.
- e) Discuss the filmstrip briefly:
 - 1. Which person in the filmstrip did you choose for a friend?
 - 2. Why did you choose that person?
- f) Guide students to browse through picture books, to select and to check out a book that shows boys and girls who are friends.
- *g) Closure: Today you learned how boys and girls in storybooks make friends and how they share and enjoy each other. On your next visit you will learn some new ways of taking care of books. You will also learn about a special part of a book called the spine and the letters (call letters) that are on the spine of the book.

3. Evaluation: Can students:

- a) recognize friends as people to share and enjoy good times together?
- b) recognize books as friends to share and enjoy?

4. Reinforcement

- a) Listening Center: Set up the sound filmstrip of "Stories About Friends" (Pied Piper) for students to come to the library media center to view again.

B. Session II: (Objectives C, D, E)

1. Introduction

- a) Display several books on a table with book spines showing.
- b) Tell the students: At your last visit you learned about friends. You learned that books are also your friends and can be enjoyed over and over.
- *c) Statement of Learning: Today you will learn about a part of the book called the spine and about the letters (call letters) on the spine. Also, you will learn some new ways of taking care of books.

2. Instruction

- a) Introduce and identify the spine of a book. (The part of the book that shows when it is standing on the shelf.)
- b) Review the meaning of author (person who writes a story).

- c) Briefly and simply review call letters. The top letter "E" means "easy" and the bottom letter stands for the first letter of the author's last name. Call letters help us to find books on the shelf in the library media center. They are the books' address.
- d) Guide students to the "Easy" shelves to select a book of their choice to check out. The students will show the media specialist the location of the spine and the call numbers for their books.
- e) Review book care and demonstrate how to:
 - 1. handle books properly
 - 2. hold books properly
 - 3. turn pages properly
 - 4. use bookmarks
- f) Give each student a bookmark or a paper strip. Allow students to demonstrate book care. Have students to show the class how to handle a book, to hold a book, to turn pages in a book, and to use a bookmark, etc.
- g) Use "Media Monster Manners."
- h) Read the book, Something Queer At The Library. Call attention to the location of the book's spine and the call letters.
- *i) Closure: Today you learned the location of the spine of the book and the location of the call letters on the spine of an Easy book as being the book's address. Also, you learned some new ways of caring for books.

3. Evaluation: Can students:

- a) locate and identify the spine of the book?
- b) locate the call letters on Easy books?
- c) demonstrate responsibility in care and handling of books?

4. Reinforcement

- a) Repeat "Media Monster Manners" activity.

C. Enrichment Activities

- 1. Interest Center: Let students create a bookmark using paper strips, pencils and crayons.

V. Resources

A. Books

| | | |
|--------------------|---------------------------------------|-----------------|
| Clifton, Lucille | <u>My Friend Jacob</u> | Dutton, 1980 |
| *Cohen, Miriam | <u>Will I Have A Friend?</u> | Macmillan, 1967 |
| *Keats, Ezra Jack | <u>Goggles!</u> | Macmillan, 1969 |
| *Levy, Elizabeth | <u>Something Queer At The Library</u> | Delacorte, 1976 |
| Viorst, Judith | <u>Rosie and Michael</u> | Atheneum, 1974 |
| Zolotow, Charlotte | <u>Hating Book</u> | Harper, 1969 |

B. Software

- *1. Literature For Children, Series 7B: Stories About Friends
(sound filmstrip). Pied Piper Productions, 1982.

VI. Glossary:

- A. Author--person who writes the book.
- B. Bookmark--a strip of paper used to mark your place in a book.
- C. Call letters--letters marked on the Easy books to give books a special place on the shelf.
- D. Spine--the part of the book that shows when it is standing on the shelf.

Objective: Students will show responsibility in care and handling of books.

Materials Needed:

1. File folder
2. Monster Happy picture
3. Monster Sad picture
4. Marking pen
5. 2½" X 4" cards with book care statements typed or written on them.
6. Two book pockets.

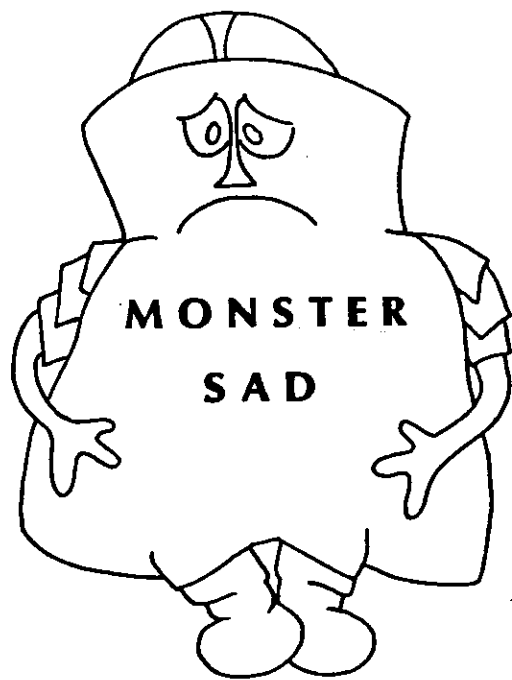
Directions for making the activity:

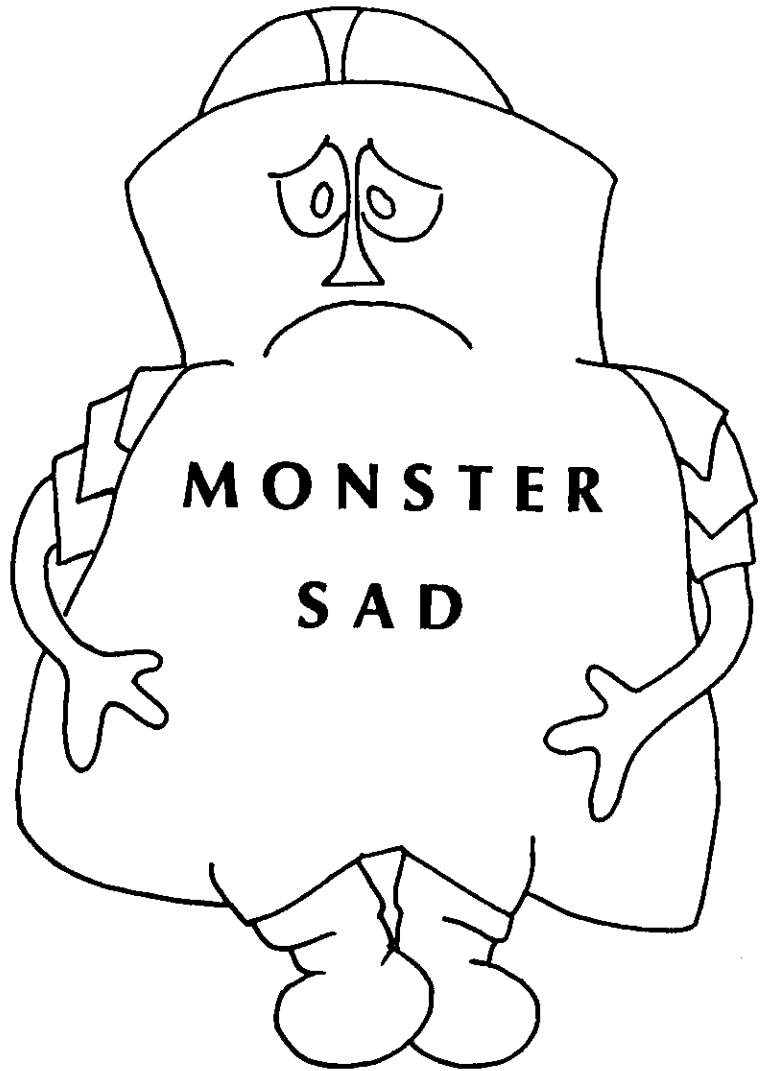
1. Paste the Monster Happy picture on the left side of the opened file folder and write "Monster Happy" on the picture or below it.
2. Paste the Monster Sad picture on the right side of the opened file folder and write "Monster Sad" on the picture or below it.
3. Paste a library pocket below each picture.
4. On the 2½" X 4" cards, write statements that relate to book care:
 - Tim marked his place in his book with a bookmark.
(Monster Happy)
 - Gary carried his book on his head and dropped it on the floor.
(Monster Sad)
 - Sally folded the page in her book.
(Monster Sad)
 - Joan's hands were dirty when she looked at her book.
(Monster Sad)

Directions for using the activity:

1. Explain that library media center books that are cared for belong to "Monster Happy" and books that have not been cared for belong to "Monster Sad."
2. Have students select a card. Media specialist will read the card. Student will place the card in the pocket for "Monster Happy" or "Monster Sad."

MEDIA MONSTER MANNERS





SUSAN LEFT HER BOOK ON
THE FLOOR. THE DOG
CHEWED ONE OF THE CORNERS.

JOHN LEFT HIS BOOK
OUT IN THE RAIN.

MARY ALWAYS RETURNS HER
BOOK AS SOON AS SHE
READS IT.

JERRY KEEPS HIS BOOKS OUT
OF HIS BABY SISTER'S
REACH.

TIM MARKED HIS PLACE IN
HIS BOOK WITH A BOOKMARK.

GARY CARRIED HIS BOOK ON
HIS HEAD AND DROPPED IT
ON THE FLOOR.

SALLY FOLDED THE PAGE
IN HER BOOK.

JOAN'S HANDS WERE DIRTY
WHEN SHE LOOKED AT HER
BOOK.

1. Unit Topic: Stories To Make You Laugh
- II. Unit Objectives: Students will:
 - A. recognize a funny story as a story that makes you laugh.
 - B. illustrate a funny part in a story.
 - C. name the parts of a story as beginning, middle and end.
 - D. retell a given story in sequence.
 - E. demonstrate operation of a cassette player.
- III. Library Media Staff Preparation:
 - A. Materials
 1. Books (see "Resources"), and select other funny stories
 2. Sound filmstrip: "What's So Funny?" (Pied Piper/Time 13 minutes)
 3. Story cassette tapes
 4. Cassette tape recording of laughter
 5. Paper and pencils
 6. Comic strips
 7. Toy train
 - B. Equipment
 1. Sound filmstrip projector
 2. Cassette player(s)
 - C. Student Activities
 1. Funny Pictures
 2. Comic Strip Sequence
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I: (Objectives A, B, E)
 1. Introduction
 - a) Play a cassette tape recording of laughter. Ask students, Why is this person laughing?
 - *b) Statement of Learning: Today you will learn about stories that make you laugh. Some people call them "funny stories." Also, you will learn to operate a cassette player.
 2. Instruction
 - a) Lead students to define "funny" (something that makes you laugh). Discuss stories that make us laugh, such as The Cat In The Hat, Curious George, and Amelia Bedelia.
 - b) Introduce and show the sound filmstrip, "What's So Funny?" (Pied Piper). Ask students to watch for something funny in the filmstrip.
 - c) Discuss the filmstrip briefly. Allow students to illustrate the part that they thought was the funniest in the filmstrip. (Student activity: "Funny Pictures")

- d) Introduce the cassette player by demonstrating how to:
1. plug it in.
 2. turn it on.
 3. place cassette tape in the machine.
 4. rewind tape.
 5. press play control.
 6. adjust volume control.
 7. stop.
 8. remove cassette tape from the machine.
 9. return materials and equipment to proper storage.
- e) Allow students to demonstrate proper use of operating a cassette player using the above steps with a story cassette tape(s).
- f) Lead students to a table or to shelves displaying a selection of Easy books that are funny. Have students to browse through the books, to select one and to check it out.
- *g) Closure: Today you learned about stories that make you laugh and you learned to operate a cassette player. On your next visit you will learn about the parts of a story and about telling a story in the order that it happened. That is called "telling the story in sequence."

3. Evaluation: Can students:

- a) recognize a funny story as a story that makes you laugh?
- b) illustrate a funny part in a story?
- c) demonstrate operation of a cassette player?

4. Reinforcement

- a) Listening Center: Set up the sound filmstrip of "What's So Funny?" (Pied Piper) for students to come to the library media center to view again.

B. Session II: (Objectives C, D)

I. Introduction

- a) Display a toy train. Point to the engine as the beginning of the train, the cars in the middle as the middle of the train and the caboose as the end of the train.
- b) At your last visit you learned that funny stories are stories that make you laugh.
- *c) Statement of Learning: Today you will learn that all stories have a beginning, a middle, and an end. Also, you will learn to tell a story in correct order as it happened. That is called "telling the story in sequence."

2. Instruction

- a) Identify the parts of a story (beginning, middle and end). Every story has a beginning part, middle part and an end part.

- b) Explain and discuss that a story is told in order as it happens. That is called "telling the story in sequence."
- c) Read the book, There's A Party At Mona's Tonight. Lead students to retell the story in correct order as it happened: (sequence)
1. beginning--Potter Pig is nightfishing and someone shouts, "There's a party at Mona's tonight!"
 2. middle--Potter Pig dresses in different disguises to get into Mona's house for the party. Mona will not let Potter Pig in the door.
 3. end--Potter Pig is kicked out of Mona's house. He returns to the door disguised as Aunt Gertrude.
- d) Use "Comic Strip Sequence"
- e) Allow students to browse and to select a book of their choice to check out. Ask students to look for the beginning, middle and end parts of the book.
- *f) Closure: Today you learned about the beginning, middle and end of a story and you learned to tell a story in order as it happened. That is called "telling the story in sequence."
3. Evaluation: Can students:
- a) name the parts of a story as beginning, middle and end?
 - b) retell a given story in sequence?
4. Reinforcement
- a) Learning Center: Have students repeat the "Comic Strip Sequence" activity.

V. Resources

A. Books

| | | |
|-----------------|--|-------------------|
| *Allard, Harry | <u>The Stupids Step Out</u> | Houghton, 1974 |
| *Allard, Harry | <u>There's A Party At Mona's Tonight</u> | Doubleday, 1981 |
| *Kahl, Virginia | <u>The Duchess Bakes A Cake</u> | Scribner, 1955 |
| Low, Joseph | <u>A Mad Wet Hen And Other Riddles</u> | Greenwillow, 1977 |
| Parish, Peggy | <u>Amelia Bedelia</u> | Harper, 1963 |
| *Rey, H.A. | <u>Curious George</u> | Houghton, 1941 |
| Seuss, Dr. | <u>The Cat In The Hat</u> | Random, 1957 |

B. Software

- *Literature For Children, Series 7B: What's So Funny?
(sound filmstrip). Pied Piper Productions, 1982

- A. Beginning--the first part of a story.
- B. Middle--the part of the story between the beginning and the end.
- C. End--the very last part of a story.
- D. Funny--something that makes you laugh.

Objective: Students will tell a story in sequence using comic strips.

Materials Needed:

1. Comic strips with few or no words
2. 3" X 5" cards
3. Paste

Directions for making the activity:

1. Cut comic strips in sections
2. Paste each section on a card.

Directions for using the activity:

1. Give each student a set of comic strip cards to place in correct sequence.

- I. Unit Topic: Story Settings...Places
- II. Unit Objectives: Students will:
 - A. recognize setting as the place where the story happens.
 - B. Predict the outcome of a story.
- III. Library Media Staff Preparation:
 - A. Materials:
 1. Books (see "Resources") and selections of other books about new places.
 2. Sound filmstrip: "Exploring New Places" (Pied Piper/Time 8 minutes)
 3. Picture of the four (4) phases of the moon
 4. Pictures of city and country scenes
 5. Pictures of city and mountain settings (see student activity "Story Setting")
 6. Large still pictures (see student activity: "Picture Outcome")
 - B. Equipment
 1. Sound filmstrip projector
 - C. Student Activities:
 1. "Story Setting"
 2. "Picture Outcome"
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I: (Objective A)
 1. Introduction
 - a) Display of city and country scenes. Ask students to tell which pictures remind them of the city and which pictures remind them of the country.
 - *b) Statement of Learning: Today you will learn about places where stories happen. Some of these places may be new to you.
 2. Instruction
 - a) Define and discuss setting in a story as the place where the story happens.
 - b) Display the book Swimmy. Briefly show some of the illustrations in the book. Ask students to look for the place where the story happens. Lead students to observe that the setting for Swimmy is water.

- c) Introduce and show the sound filmstrip "Exploring New Places" (Pied Piper). Tell students to look for faraway places, example: Paris, France; space, etc.
- d) Discuss the filmstrip briefly. Tell students that many of the stories in the library media center happen in different places.
- e) Use "Story Setting" activity.
- f) Lead students to a table display of a selection of Easy books with a city or country setting. Have students browse through the books and make a selection to check out.
- *g) Closure: Today you learned about stories that happened in new places and about the settings for these stories. On your next visit you will learn about how a story ends and predict the outcome in a story.

3. Evaluation: Can students:

- a) recognize setting as the place where the story happens?

4. Reinforcement

- a) Repeat "Story Setting" activity.

B. Session II: (Objective B)

1. Introduction

- a) At your last visit, you learned about the setting for a story. Tell students that they will hear an imaginary story about the moon today (display a picture of the four (4) phases of the moon).
- *b) Statement of Learning: Today you will learn about the ending of a story and predict the outcome in a story.

2. Instruction

- a) Lead students to tell the story setting for the book they checked out at the last visit. Ask them if they knew ahead of time how the story would end.
- b) Use "Picture Outcome" activity.
- c) Read the book Moon Man and stop just before the end. Ask students to tell how they think the story will end. (Moon Man returns to his home on the moon.) Lead students to tell the setting of this story. (Earth)
- d) Guide students to browse through picture books on the Easy shelves and to select a book to check out.
- *e) Closure: Today you learned how to predict the outcome of a story by guessing what might happen at the end of a story.

3. Evaluation: Can students:

a) predict the outcome of a story?

4. Reinforcement

a) Repeat the "Picture Outcome" activity.

V. Resources

A. Books

| | | |
|---------------------|-------------------------------------|----------------|
| *Bemelmans, Ludwig. | <u>Madeline</u> | Viking, 1939 |
| *Damjan, Mischa | <u>The Little Green Man</u> | Parents, 1972 |
| *Lionni, Leo | <u>Swimmy</u> | Pantheon, 1963 |
| *Taylor, Mark | <u>Henry Explores the Mountains</u> | Atheneum, 1975 |
| *Ungerer, Tomi | <u>Moon Man</u> | Harper, 1967 |

B. Software

Literature For Children, Series 7B: Exploring New Places (sound filmstrip). Pied Piper Productions, 1982.

VI. Glossary:

- A. Outcome--what happens at the end of the story.
 B. Setting--place where the story happens.

Objective: Students will identify settings.

Materials Needed:

1. File folder
2. Pictures relating to a city setting
3. Pictures relating to a mountain setting
4. Construction paper
5. Paste
6. Marking pen

Directions for making the activity:

1. Cut pictures from magazines which relate to city and mountain settings. (Bear, subway, deer, fire truck, river and McDonald's)
2. Paste the pictures on construction paper.
3. Inside the file folder, paste a picture of a city scene on the left side and paste a picture of a mountain scene on the right side.
4. Write "CITY SETTING" and " MOUNTAIN SETTING" below each scene.

Directions for using the activity:

1. Students will take picture cards and place them with the correct story setting.

Objective: Students will predict the outcome from seeing a picture.

Materials Needed:

1. Large still pictures
2. Construction paper
3. Paste

Directions for making the activity:

1. Cut pictures and paste them on construction paper.

Directions for using the activity:

1. Show a picture and ask students to tell what might happen next (predicting the outcome).

- I. Unit Topic: Let's Be Friends (Orientation)
- II. Unit Objectives: Students will:
 - A. recall the purpose of the library media center.
 - B. recall the proper care of books.
 - C. follow library media center procedures for book circulation.
- III. Library Media Staff Preparation:
 - A. Materials
 1. 5-10 cardboard forms of Media Mate.
 2. Books (see "Resources")
 3. Media Mate Book Care Puppets.
 4. Media Mate's bookmarks.
 5. Large cardboard circulation card model.
 6. Colored stickers
 - B. Equipment
 1. Easel for circulation card model.
 - C. Student Activities
- IV. Suggested Procedure: (Minimum Sessions Required: 3)
 - A. Session I: (Objective A)
 1. Introduction
 - a) Welcome students and remind them of names of library media specialist and library media aide.
 - *b) Statement of Learning: Today we are going to learn about all the different things we can do in the media center. One thing we will do almost every time is read a story. Today's story is May I Bring a Friend?. (After reading book) We have a new friend this year in the media center - Media Mate! Media Mate will show you many different things in the media center this year. Will all of you tell me one thing you enjoyed in the media center last year?
 2. Instruction
 - a) Put the cardboard forms of Media Mate at various places in the media center. As the group tours and Media Mates are discovered discuss what activities can take place in those locations. (Examples: Easy section, listening center, periodical corner, reading table, circulation desk, etc.)

- b) Review lesson briefly. "The media center is a good place to bring a friend, be a friend, and help a friend."
- c) Closure: Today you have learned about many different things that we do in the media center. Will you each tell me one thing that you are looking forward to doing soon? (As each student responds, give each a "Media Mate" colored sticker - known only to second grade - which tells other second graders that they are a "Media Mate" and will be a friend to others in the media center.

3. Evaluation: Can students:

- a) recall the purposes of the media center?

4. Reinforcement

- a) Encourage children to return to the media center before the next session to familiarize themselves with media center facilities, materials and activities.

B. Session II: (Objective B)

1. Introduction

- *a) Statement of Learning: Today we are going to remember how to take care of our books. One book you will really like is Do You Want to Be My Friend? by Eric Carle. (Read book)

2. Instruction

- a) "Remember Media Mate from last week? Look at what we have today!" (Media Mate Book Puppets). Show the puppets representing books that have been misused and let students examine them.
- b) Question students about what they think might have happened to make the books so sad. How can mistreatment of books be prevented?
- c) Show the happy book puppet, and ask several children to tell a reason the book is happy.
- *d) Closure: Today we have learned some things to remember in caring for our book friends. I will be your friend, and so will (media clerk), and anytime you need help in the media center, please tell us.

3. Evaluation: Can students:

- a) recall the proper care of books?

- a) Show students a book display with books about friends. (See bibliography. Media Mate should be prominently displayed). Tell them that these books are only for second grade, and that they will be there for them to read. Invoke enthusiasm by telling them that on the next visit they will check out books!

C. Session III: (Objective C)

1. Introduction

- a) Relate book checkout to procedures used in your library media center.
- b) Statement of Learning: Today we are going to check out a book! That is why Media Mate is on the circulation desk.

2. Instruction

- a) Ask students to demonstrate proper procedures for browsing and choosing a book.
- b) Use a large cardboard model of a circulation card to show proper signing.
- c) Each child will select and check out a book. They will sign their card and place it in the proper place. Give each child a Media Mate Bookmark to use with the book they just checked out.
- *d) Closure: Today we have learned how we will check out our books this year.

3. Evaluation: Can students:

- a) follow media center procedures for book circulation?

4. Reinforcement

- a) Subsequent visits to the media center. Remind them of their "special" book collection (see Session II).

D. Enrichment Activities (None)

E. Notes

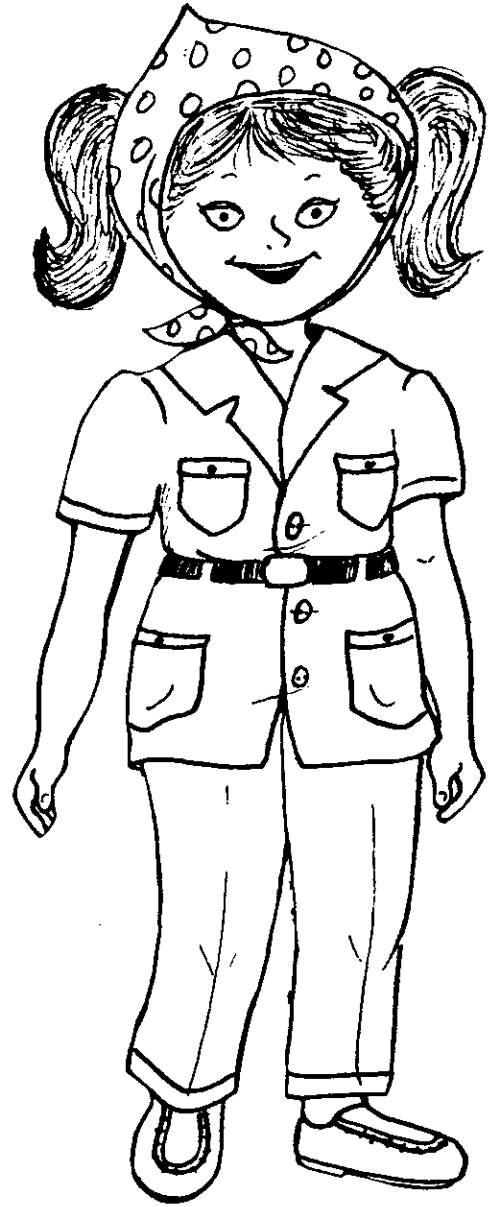
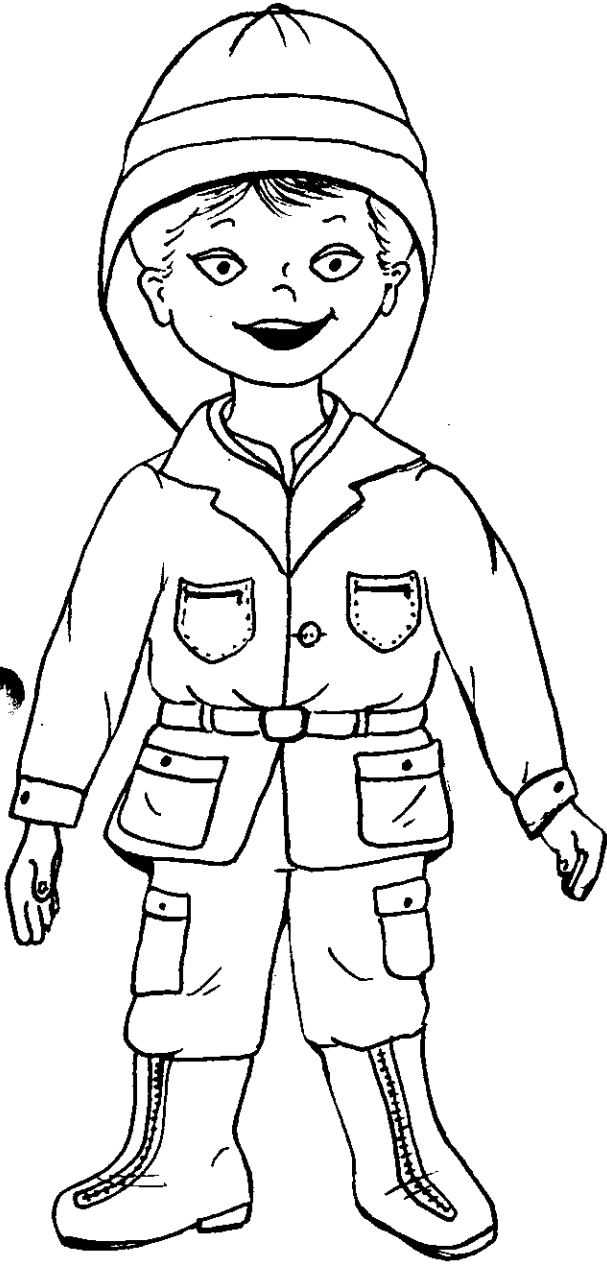
1. If another session is possible, it would be a good idea to focus on periodicals so that perhaps they could be better utilized during the school year.

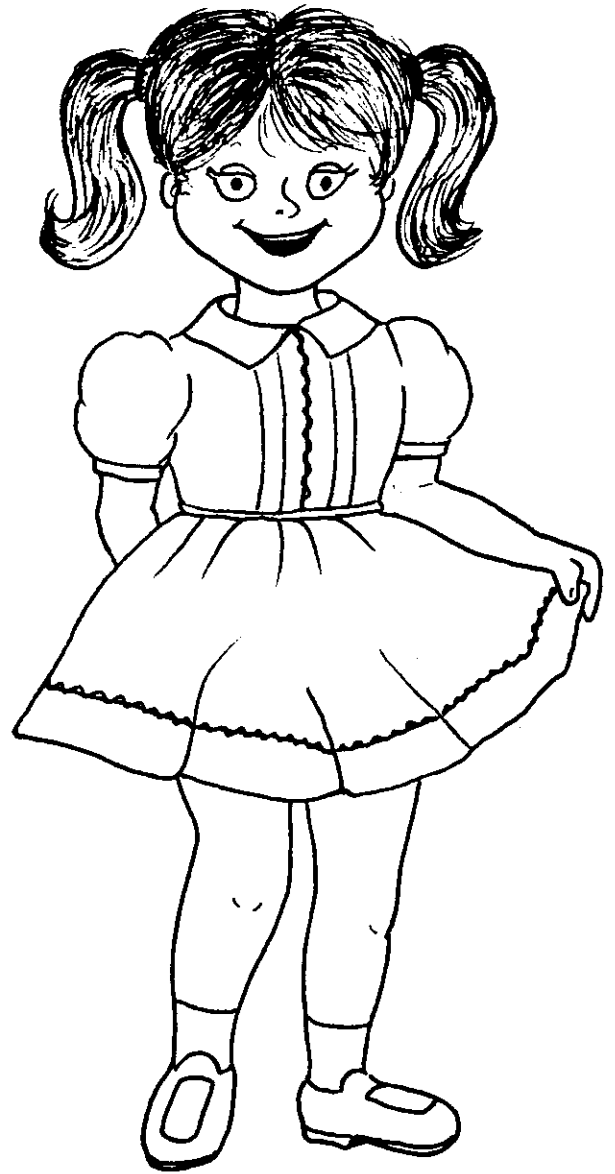
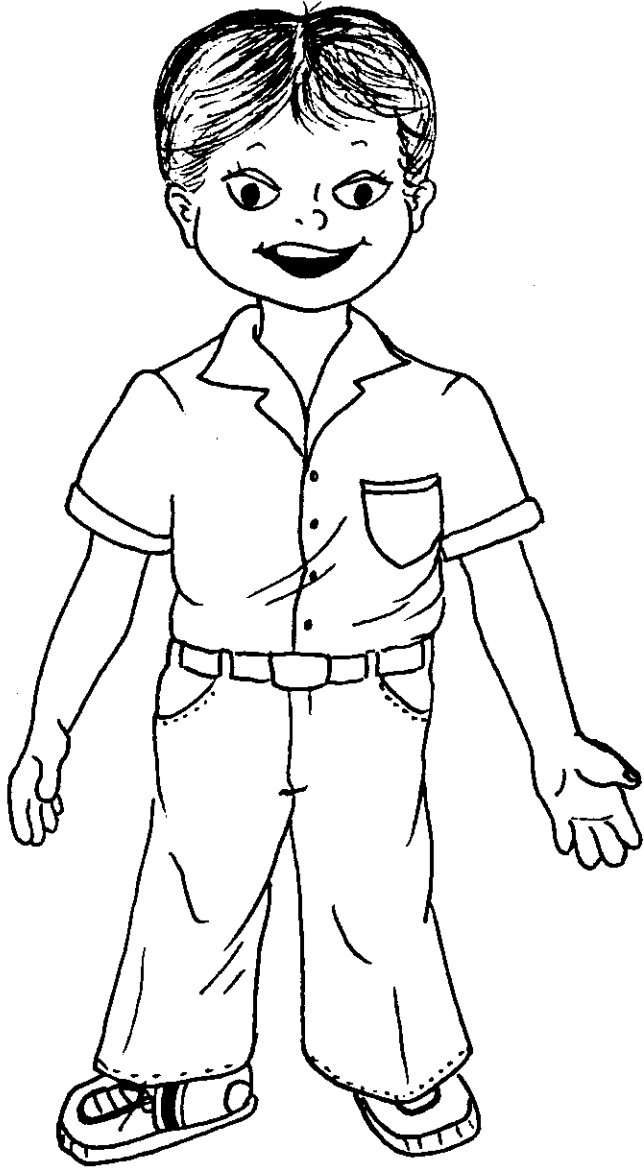
F. Resources

A. Books

1. Andrews, F. Emerson. Nobody Comes to Dinner. Little, 1977.
2. Battles, Edith. One to Tetter-Totter. Whitman, 1973.
3. Berger, Terry. A Friend Can Help. Raintree, 1974.

4. Botner, Barbara. Horrible Hannah. Crown, 1980. 94
5. Carle, Eric. Do You Want to Be My Friend? Crowell, 1971.
6. DeRegniers, Beatrice. May I Bring a Friend? Atheneum, 1964.





Objective: Students will recall proper care of books.

Materials Needed:

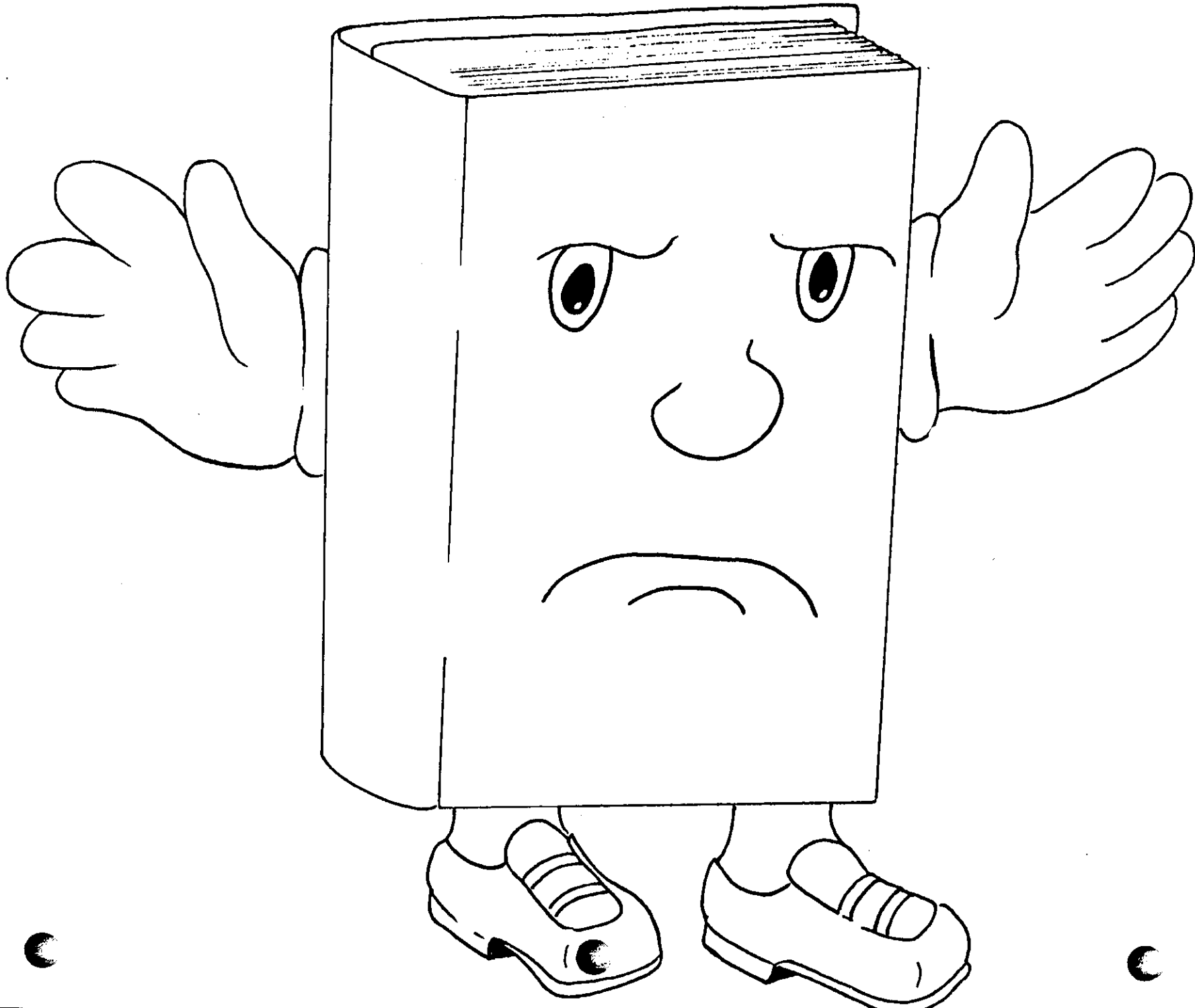
1. Four frowning book puppet patterns
2. One smiling book puppet pattern
3. Hand patterns with scissors, glue, crayons, dirty hand
4. Tag board or poster board
5. Tongue depressors

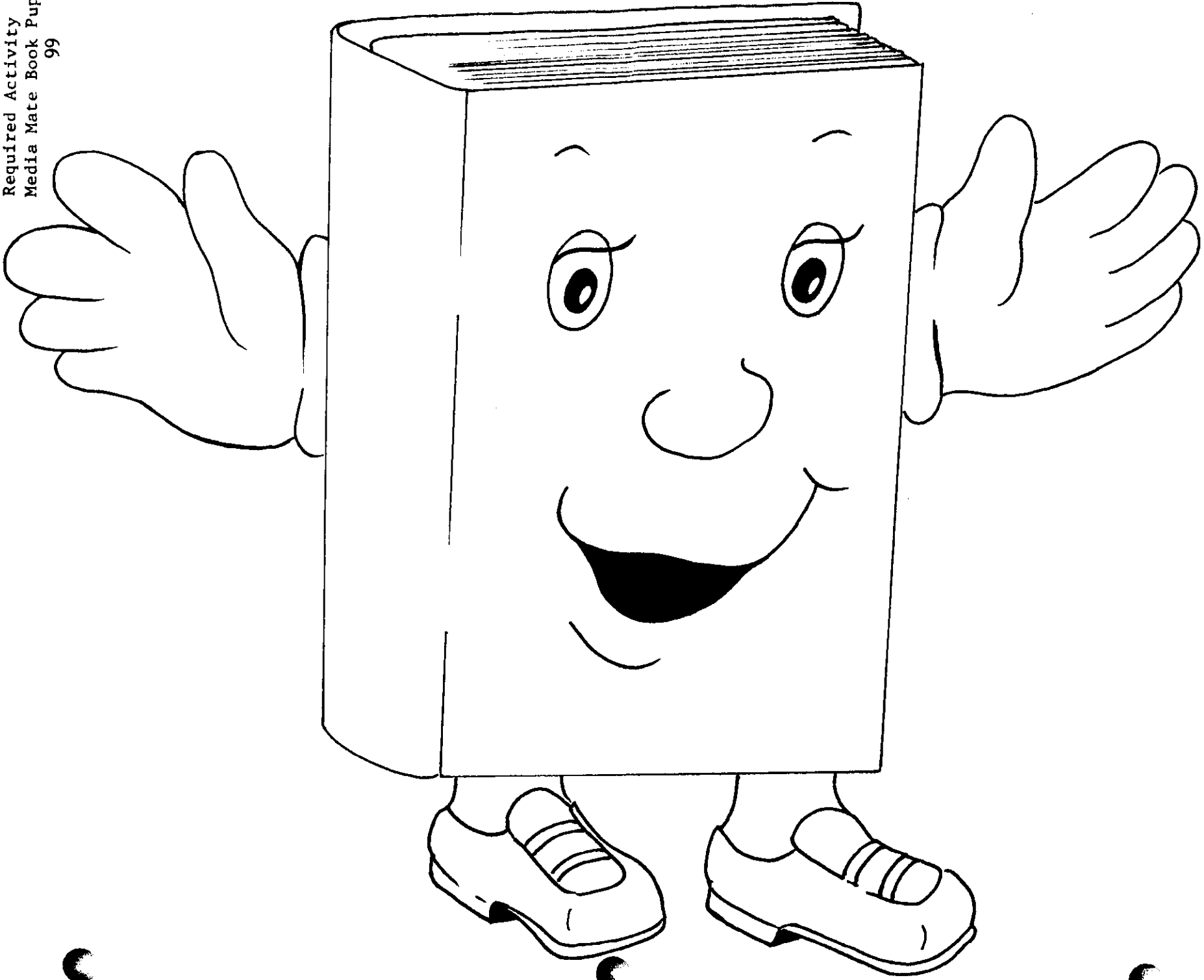
Instructions for making activity:

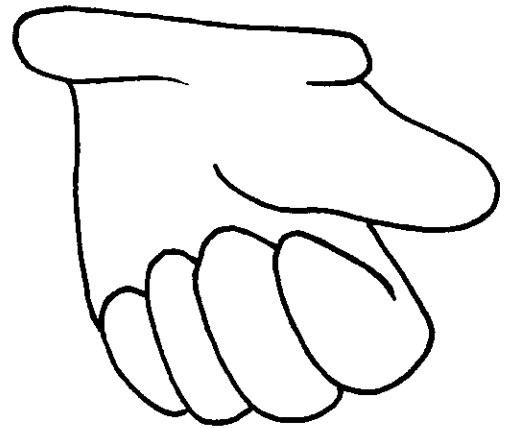
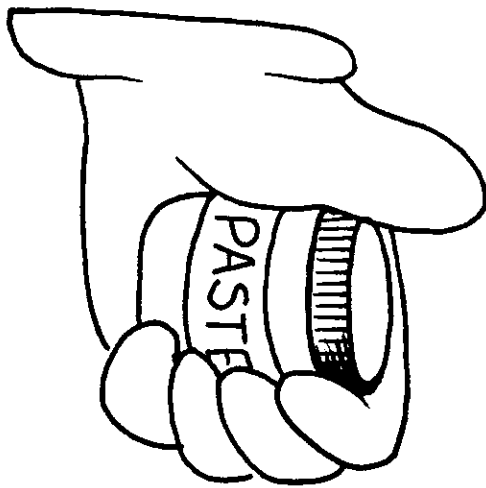
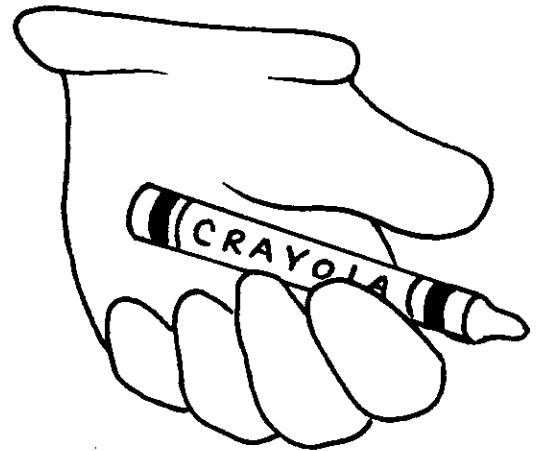
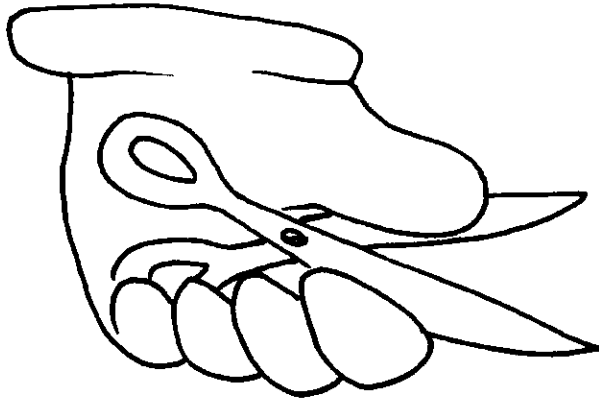
1. Mount each puppet on tag board or poster board
2. Color, if desired
3. Laminate
4. Tape or glue a tongue depressor on each puppet

Instructions for using activity:

1. Show sad book puppets to students.
2. Allow students to tell why these books are sad.
3. Question students as to how mistreatment of books may be prevented.
4. Show happy book puppet.
5. Question students as to why this book is happy.
6. Discuss how the students will take care of books to make them happy.

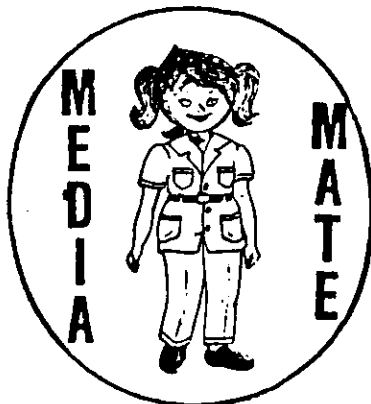
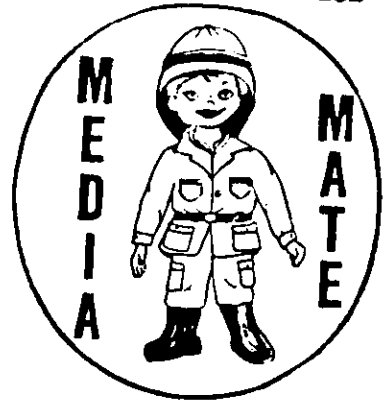






| |
|---|
| <p>MEDIA MATE</p> |
|  A black and white line drawing of a young girl with pigtails, wearing a short-sleeved button-down shirt, a belt, and pants. She is standing with her hands at her sides. |
| <p>OUR MEDIA EXPLORER FRIEND</p> |

| |
|--|
| <p>MEDIA MATE</p> |
|  A black and white line drawing of a young girl wearing a cap, a long-sleeved button-down shirt, a belt, and pants. She is standing with her hands at her sides. |
| <p>OUR MEDIA EXPLORER FRIEND</p> |



- I. Unit Topic: Our Friends, the Authors
- II. Unit Objectives: Students will:
 - A. recognize authors as real people.
 - B. locate a call number on the spine of the book.
 - C. identify the parts of a call number.
- III. Library Media Staff Preparation:
 - A. Materials
 1. Books (see "Resources")
 2. P-slips on 3" X 5" cards
 - B. Equipment (None)
 - C. Student Activities
 1. "Author Picture Cards" (see "Activities")
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I: (Objective A)
 1. Introduction
 - a) Show the students a picture of a well-known author. Dr. Seuss or H. A. Rey would be a good example. Ask students who they think the person is. Ask them what they think the person does for a living. Then tell them who the person is.
 - *b) Statement of Learning: Today we will learn that an author is a real person. Some of them lived a long time ago, and some of them are alive today. An author can look many different ways. They can be short or tall. They can be men or women.
 2. Instruction
 - a) Review that an author is a person who writes a book.
 - b) Use activity "Author Picture Cards"
 - c) Have several books by the authors they have just talked about, and ask students to choose a story they would like to hear. Read the story. The second choice can be read at the beginning of Session II.

- *d) Closure: Today we have learned that authors are real people. They can look many different ways, and they have different things that they like to do....just like YOU! The author's name is very important to the Media Center. The next time you come we will learn a special way to use the author's last name.

3. Evaluation: Can students:

- a) recognize that authors are real people?

4. Reinforcement

- a) Learning Center: Keep a set of Author Picture Cards in a decorated box for students to look at independently. Make a cassette recording describing the authors that the students can listen to while they are looking at the cards.

5. Enrichment

- a) Have students draw a picture of an author they like. The author can be doing something they have learned about from the Author Picture Cards.
- b) Have students make a book jacket and include information about the author on the jacket.

B. Session II: (Objective B, C)

1. Introduction

- a) Read the "second choice" book from Session I. (2c)

- *b) Statement of Learning: When we tell someone our address they are able to find our house. A book has an address too. We call it the call number. Today we will learn how the call number tell us how to find the home for a book.

2. Instruction

- a) After the book has been read, show the students the call number on the spine and explain to the students that this is where the call number is always found.
- b) Explain and discuss the parts of a call number. The top part will tell what section the book is in, and the bottom is the first three letters of the author's last name.
- c) Have the students choose an Author Picture Card and make a call number from the author's last name. Have students write the call number on a p-slip.
- d) Have the students take the call number they have made and locate a book on the shelf with the same call number.

- *e) Closure: Today we have learned that the call number is found on the spine of the book. It will help us to know where the book belongs on the shelf.

3. Evaluation: Can students:

- a) recognize a call number and know where it is found on the spine of a book?
- b) Explain the two parts of a call number?

4. Reinforcement

- a) Allow students to return independently to the Media Center and create more call numbers by using the Author Picture Cards.

V. Resources

A. Books

1. Allard. Miss Nelson is Missing. Houghton, 1977.
2. Berenstain. Bears in the Night. Random, 1971.
3. Brown. Author's Eyes. Little, 1979.
4. DePaola. Big Anthony and the Magic Ring. Harcourt, 1979.
5. Kellogg. Mysterious Tadpole. Dial, 1977.
6. Rey. Curious George Takes a Job. Houghton, 1947.
7. Sendak. Where the Wild Things Are. Harper, 1963.
8. Seuss. McElligot's Pool. Random, 1947.

IV. Glossary

- A. Author - person who writes the book
- B. Call number - The top of the call number stands for what section the book is located, and the bottom contains the first three letters of the author's last name.

Objective: Students will recognize authors as real people.

Materials needed:

1. 9" x 12" construction paper
2. felt tip markers
3. pictures of authors cut from catalogs and book jackets

Instructions for making activity:

1. Cut different colors of 9" x 12" construction paper in half. This will serve as your cards.
2. Cut as many pictures as you can find of easy book authors. These can be found on book jackets, and from AV and book catalogs.
3. Write the author's name at the top with the last name first, as you would find it on a card catalog card. The name can be written in felt-tip pen. Under the name write one or two interesting facts about the author. The Junior Book of Authors series could be used in finding facts, but most book jackets would have sufficient information. Try to write the information as briefly as possible, using words that 2nd level students would recognize.
4. If there is room, glue the author's picture at the bottom of the card. If there is not enough room, the picture may be glued on the back of the card.
5. If an appropriate picture is available, and if room allows on the card, glue a picture of one of the author's book characters on the card.

Student instructions for using the activity:

1. Library media specialist will give each student an "Author Picture Card".
2. Students will read cards and study picture.
3. Students will stand and share information about "their" author. They may describe him/her, and read aloud what is written on the cards.

LEVEL: SECOND YEAR (NOVEMBER)

- I. Unit Topic: ABC Friends at Home
- II. Unit Objectives: Students will:
 - A. alphabetize the author's last name to the second letter.
 - B. use ABC order to arrange easy books by the author's last name.
- III. Library Media Staff Preparation:
 - A. Materials
 1. Books (see "Resources")
 2. Records (see "Resources")
 3. Filmstrips (see "Resources")
 - B. Equipment
 1. Record Player
 2. Sound Filmstrip Projector
 - C. Student Activities
 1. Author Picture Cards (see Session I - October)
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I: (Objective A)
 1. Introduction
 - a) Read an ABC book. (The Cat in the Hat Comes Back is a good choice because it is in story form.) An ABC song or filmstrip could be shown in addition to the story or in the place of a story. (see "Resources")
 - *b) Statement of Learning: Today we will learn about ABC order, and how we use it in the Media Center.
 2. Instruction
 - a) Explain (or review) that ABC order is a way of arranging words by using the alphabet. All the words that start with A would come first, all the words that start with B would be second, and you would continue until the end of the alphabet.
 - b) Have students choose an "Author Picture Card," and have them put the cards in order using the author's last name. (Remind students that they used the last name of the author to make the call number.)

- c) Have students choose from a second group of "Author Picture 108 Cards," and this time make sure that some of the author's last names start with the same letter.
- d) Tell the students that when two authors' name start with the same first letter they must look at the second letter of the names to put them in order. Choose two author cards from the activity that begin with the same letter. Show the students how to put them in order to the second letter.
- e) Have students practice alphabetizing to the second letter by using the new set of "Author Picture Cards."
- *d) Closure: Today we learned about ABC order, and how we use it to put books in order.

3. Evaluation: Can students:

- a) alphabetize to the second letter?
- b) use ABC order to arrange easy books by the author's last name.

4. Reinforcement

- a) Have students return to the Media Center independently. Let them put the last name of several authors in ABC order. They could use a stack of books, or the Author Picture Cards.

B. Session II: (Objective B)

1. Introduction

- a) Read a book about having a home. (see "Resources")
- *b) Statement of Learning: Today we will learn that every book has a home. The book's home is the special place where the book belongs on the shelf. We can find this place by putting easy books in ABC order by the author's last name.

2. Instruction

- a) Discuss how everything needs a place to be. Ask such questions as: "How do you think we would like the Media Center if we just threw books anywhere we wanted to put them?"
- b) Have students choose an "Author Picture Card," and see if they can find the letter on the shelf that matches the author's last name. You may want to make large cardboard letters to place on the shelves to make finding the location of the author's name easier for the students.

- c) Let students choose a book from a stack, and tell them to locate the call number on the spine. Remind students that the bottom part of the call number stands for the author's last name. Have students use the call number to find the book's home on the shelf.

*d) Closure: Today we learned that every book has a home.

3. Evaluation: Can students:

- a) arrange easy books the correct way on the shelves.

4. Reinforcement

- a) Have students return to the Media Center independently. Have a stack of books prepared for them to shelve. Students would not be expected to know the exact place the book belongs. If they knew the first letter in the author's last name and could find the place for that first letter on the shelf, that would be sufficient.

5. Enrichment

- a) Let students make their own ABC book by drawing a picture to represent each letter of the alphabet.
- b) Let students make a slide show by drawing a picture to represent each letter of the alphabet. Use a Visual Maker to make the slides. Make a cassette recording giving each student a chance to describe his/her own picture.
- c) Have a story time session on having a home. Include a song, story and filmstrip. (see "Resources")
- d) Have students choose a favorite book character and make a shadow box of the character's home. Shadow box could be individual or a group project.

V. Resources

A. Books

- Anno. Anno's Alphabet. Crowell, 1975.
- Eastman. Best Nest. Random, 1968.
- Hoberman. House is a House for Me. Viking, 1978.
- Kellogg. Island of the Skog. Dial, 1978.
- Miller. Mousekin's Golden House.
- Rey, H. A. Curious George Learns the Alphabet. Houghton.
- Rockwell. Awful Mess. Four Winds, 1973.
- Sendak, Maurice. Alligators All Around. Harper.
- Sesame St. ABC Storybook. Random, 1974.
- Seuss, Dr. Cat in the Hat Comes Back. Random, 1958.

B. Software

- "Alligators All Around" (Sound filmstrip). Weston Woods.
"Alphabet Soup" (Record). Clarus.
"At Home With Bert and Ernie" (Record). Sesame Street.
"Berenstain's B Book" (Sound filmstrip). Cream of the Crop.
"Bollweil: It's Fun to Laugh and Sing" (Record)
Classroom Materials.
"Dr. Seuss's ABC" (Sound filmstrip). Cream of the Crop.
Freeman. Corduroy. Viking, 1968.
"Little Moster's Alphabet Book" (Sound filmstrip). Cream of the
Crop.
"Muppets Alphabet Album" (Record). Listening Library.
"Richard Scarry's Find Your ABC's" (Read-a-longs). Listening Library.
"Town Mouse and the Country Mouse" (Sound filmstrip). SVE.

IV. Glossary

- A. Alphabetical order - arranged in the order of the letters of the
alphabet. (A, B, C,)

- I. Unit Topic: Holiday Friends
- II. Unit Objectives: Students will:
 - A. recognize that the title of a book often tells us something about the story.
 - B. recognize that authors write special stories for special times.
- III. Library Media Staff Preparation:
 - A. Materials
 1. Books (see "Resources")
 2. Chalkboard; chalk or chart
 - B. Equipment (none)
 - C. Student Activities (none)
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I: (Objective A)
 1. Introduction
 - a) Begin the session by asking students to name Christmas stories they recall that are favorites. Ask the students if the titles of the stories help them to know what the stories are about.
 - *b) Statement of Learning: Today you will learn that authors often give a story a title that helps the reader to know what the story is about.
 2. Instruction
 - a) Tell the group that now you are going to read a story aloud to them, but that you will not tell them the story's title. (Ask them to keep the title a secret if they already know it.) Direct the students to listen carefully to the story; pretend that they are the author; and select a title that will tell others something about the story. Let students share suggestions orally and list them either on the chalkboard or a chart sheet. Use the story How the Grinch Stole Christmas by Dr. Seuss (or another Christmas favorite) for this session.
 - b) After listing title suggestions, ask students to tell how their "title" relates to the story. Tell them the name of the story they heard and ask if it tells them something about the story.

- *c) Closure: Today you have learned that the title of a story will often tell you a little bit about the story itself. On your next visit, we will be talking about some of your favorite authors and the special stories they have written for you.

3. Evaluation: Can students:

- a) recognize that the title of a book often tells us something about the story?

4. Reinforcement

- a) Have students complete "Santa's Stocking Stuffers" activity.

5. Enrichment

- a) Student will use "Mouse-y Stories - A Mini-Mouse Story" activity; page 84, Winter Wonders, Good Apple, 1978. Student will create an original story and give it a title relating to the story.

B. Session II: (Objective B)

1. Introduction

- a) Assist the student in recalling that authors are real people who have written stories for them. Also discuss the previous lesson and author's choices of titles for stories.
- *b) Statement of Learning: Today you will learn that authors write special stories for special times.

2. Instruction

- a) Introduce the students to books by several authors, using a regular story and a holiday story. Use the works of such authors as Dr. Seuss (Green Eggs and Ham; How the Grinch Stole Christmas) Berta Hader (Snowy Day; Reindeer Trail) Marc Brown (Arthur's Eyes; Arthur's Valentine) Sid Hoff (Danny and the Dinousaur; Santa's Moose.)
- b) Ask the students to identify the "special" day books that are present.
- c) Share a holiday story with the group.
- *d) Today you have learned that authors write special stories for special times.

3. Evaluation: Can students:

- a) recognize that authors write special stories for special times?

4. Reinforcement

- a) Set up an interest center for students containing holiday books by some of their favorite authors. Allow students to visit the media center and read these stories during free time.

5. Enrichment

- a) Use Carson-Delosa Holiday Story Starters and allow students to create their own special stories. Display the stories in the media center.

6. Resources

a) Books

- Brown, Marc. Arthur's Eyes. Little, 1979.
Brown, Marc. Arthur's Halloween. Little, 1982.
Brown, Marc. Arthur's Valentine. Little, 1980.
Brown, Michael. Santa Mouse. Grosset, 1967.
Hader, Berta and Elmer. Big Snow. Macmillan, 1948.
Hader, Berta and Elmer. Reindeer Trail.
Hoff, Syd. Danny and the Dinosaur. Harper, 1958.
Hoff, Syd. Santa's Moose. Harper, 1979.
Seuss, Dr. Green Eggs and Ham. Random, 1960.
Seuss, Dr. How the Grinch Stole Christmas. Random, 1957.

b) Reference Sources (none)

c) Software (none)

d) Professional Materials

- Bauman, Toni and Zinkgraf, June. Winter Wonders. Good Apple, 1978.
Carson, Patti and Dellosa, Janet. Cartloads of Creative Story Starters. Carson-Dellosa, 1978.

Objective: Student will create a title for a short story.

Materials Needed:

1. Colored tagboard
2. Old Christmas cards

Instruction for making activity:

1. Mount a picture from an old Christmas card on tagboard.
2. Cut tagboard large enough to have room for a three line story.
3. Write a three line story leaving enough space for students to add a title.
4. Construct a stocking to keep stories in or you may wish to cover a box with Christmas wrapping paper.

Student instructions for using activity:

1. Look at the picture.
2. Read the short story.
3. Give the story a title.

| |
|-------------|
| Picture |
| _____ |
| Title |
| Story _____ |
| _____ |
| _____ |

LEVEL: SECOND YEAR - (JANUARY)

- I. Unit Topic: Real Friends
- II. Unit Objectives: Students will:
 - A. identify true stories as nonfiction stories.
 - B. locate the nonfiction area of the Library Media Center.
 - C. distinguish between make-believe stories and true stories.
 - D. identify the Dewey Number System as the way nonfiction books are located.
- III. Library Media Staff Preparation:
 - A. Materials
 1. Books (see "Resources")
 2. Media Mate (see Second Year - September)
 3. Software (see "Resources")
 4. Dewey Decimal Chart
 - B. Equipment
 1. Sound filmstrip projector
 2. Record player
 - C. Student Activities
 1. Laundry Line-Up
 2. Dewey Number Cards
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I (Objectives A, B, C)
 1. Introduction
 - a) Read If the Dinosaurs Came Back by Bernard Most
 - b) Tell the students: "The story about dinosaurs that we just read is not real. But if the dinosaurs really did come back, you might want to know something about them. To find out about dinosaurs, you need to look in a true book."
 - *c) Statement of Learning: Today we are going to learn about true books - what to call them and where they are in the library media center. We will also practice telling the difference in a make-believe book and a true book.

2. Instruction

- a) Define the word nonfiction. (Nonfiction means a book that is true. It gives facts and information).
- b) Question students for examples of books that are true or nonfiction books.
- c) Point out where Media Mate is sitting. (In the Nonfiction section). Tell the students that we keep true or nonfiction books in a special area of the library media center called the Nonfiction section. Media Mate is there to show them where this special section is.
- d) Discuss what students would expect to find in a nonfiction book. (Nonfiction books would have true facts, photographs) Discuss what they would expect to find in a make-believe story. (Animals might wear clothes, animals might talk)
- e) Introduce "Laundry Line-up" by telling the students that now they will get to practice telling the difference in a book that is make-believe and a book that is a nonfiction book. Use "Laundry Line-up."
- f) Let students browse in the nonfiction section as time permits.
- *g) Closure: Today you learned about real or true books. Who remembers what name we give true books? (Nonfiction) You learned that these books are in the area of the library media center called the Nonfiction section. You also were able to tell the difference in a nonfiction book and a make-believe book. In our next lesson we will learn how the books in the Nonfiction section are arranged on the shelves.

3. Evaluation: Can students:

- a) identify true stories as nonfiction stories?
- b) locate the Nonfiction section of the library media center?
- c) distinguish between make-believe stories and true stories?

4. Reinforcement

- a) Set up a display of make-believe and nonfiction books. Students will look at books and place a "Stegosaurus Stack-Up" card on each book that is nonfiction.

B. Session II (Objective D)

1. Introduction

- a) Read a story about numbers. Hippos Go Berserk by Sandra Boynton is a good choice. You might also want to show a filmstrip or sing a number song. (see "Resources")

- *b) Statement of Learning: Today we will learn one way we use numbers in the library media center. We will learn that we find nonfiction books by using numbers.

2. Instruction

- a) Remind students that every book has a home. Explain that nonfiction books have numbers on their spines to help us put them in order or find their homes. This system of numbers is called the Dewey Decimal System.
- b) If possible, show a picture of Melvil Dewey, and explain that he is the man who invented the Dewey Decimal System.
- c) Show the students a simple Dewey Decimal chart. You may want to make your own using subjects that they would be interested in and words they would understand. Explain at this time that you do not expect students to memorize all the numbers, but that you hope by using the chart and reading the signs on the shelves that they will be able to find the subjects that they want. As you show the chart, point out each number on the shelves.
- d) Introduce "Dewey Number Cards" activity by telling the students that now they will practice finding the numbers in the Nonfiction section.
- e) Have students bring a book from the Nonfiction section back to the group and explain what section it came from and what the book is about.
- *f) Closure: Today you learned one way numbers are used in the library media center - to locate nonfiction books. We call this system of numbers the Dewey Decimal System.

3. Evaluation: Can students:

- a) identify the Dewey Decimal System as the way nonfiction books are located?

4. Reinforcement

- a) Have students return to the library media center independently. Let the students take a stack of Dewey Number cards and find the correct place for the numbers on the shelf. When students have found the number on the shelf, they can write down a title to match the number.

C. Enrichment Activities

- a) "Dewey Number Sheet" activity
- b) Have students choose a Dewey Number and make a mural showing the different subjects under that number.

- c) Have students draw pictures to represent each Dewey number. Use a Visual maker to make slides of the pictures. Have students make a tape to describe their pictures.
- d) Have students make transparencies explaining the Dewey Numbers and what they represent.

V. Resources

A. Books

1. Aliki. My Visit to the Dinosaurs. Crowell, 1969.
- *2. Boynton, S. Hippos Go Berserk. Little, 1979.
3. Clark, Mary Lou Dinosaurs. Childrens, 1981.
4. Cole, J. Dinosaur Story. Morrow, 1974.
5. Cohen, D. What Really Happened to Dinosaurs. Dutton, 1977.
6. Emberley, M. Dinosaur Drawing Book. Little, 1980.
7. Hoban, T. Count and See. MacMillan, 1972.
8. Kaufman, J. Little Dinosaurs and Early Birds. Crowell, 1977.
9. Kepes, J. Five Little Monkeys. Houghton, 1952.
- *10. Most, B. If the Dinosaurs Came Back. Harcourt, 1978.
11. Parish, P. Dinosaur Time. Harper, 1974.
12. Radlauer, E. Dinosaur Mania. Childrens, 1979.
13. Selsam, M. Tyrannosaurus Rex. Harper, 1978.

B. Reference Sources (None)

C. Software

1. The Count Counts. Sesame Street.
2. One Was Johnny (Sound filmstrip) Weston Woods.

D. Professional Materials (None)

VI. Glossary

1. Dewey Decimal System - a number system for putting nonfiction books in order.
2. Nonfiction - a book that is true; gives facts and information.
3. Nonfiction section - the area of the Library Media Center where true books are kept.

Objective: Students will identify the Dewey Number System as the way to locate nonfiction books.

Materials needed:

1. Construction paper (assorted colors)
2. Markers
3. Magazines, book jackets

Instructions for making activity:

1. Cut different colors of 9" x 12" construction paper for cards.
2. With felt tip, place a general Dewey number at the top of the card.
(100, 200, 300, 400, 500, 600, 700, 800, 900, 000)
3. Cut pictures from magazines and book jackets that illustrate the Dewey area and glue under printed numbers.

Student instructions for using activity:

1. Choose a Dewey Picture card.
2. Take the card, look at the number and the picture.
3. Find the location of that section in your media center.
4. Look at some of the books in that section.
5. Choose one book from that section to read.

Objective: Students will distinguish between make-believe stories and nonfiction stories.

Materials needed:

1. Book jackets (from nonfiction and easy fiction books)
2. Tag board
3. Laundry basket
4. Clothes lines
5. Clothes pins
6. T-shirt shape

Instructions for making activity:

1. Mount book jackets on tagboard T-shirt shape.
2. Mark one shirt "Make-believe" and one "Nonfiction".
3. Put up two clotheslines. Pin "Make-believe" T-shirt to one line and "Nonfiction" T-shirt to the other.
4. Place T-shirt bookjackets in laundry basket between the two lines.

Student instructions for using activity:

1. Students form two relay teams.
2. Each student will select a book jacket from the basket.
3. Student will study the book jacket and decide on which clothesline the shirt belongs.
4. Student will pin shirt on proper line.
5. First team to finish is winner.

Objective: Student will distinguish between make-believe stories and true stories.

Materials Needed:

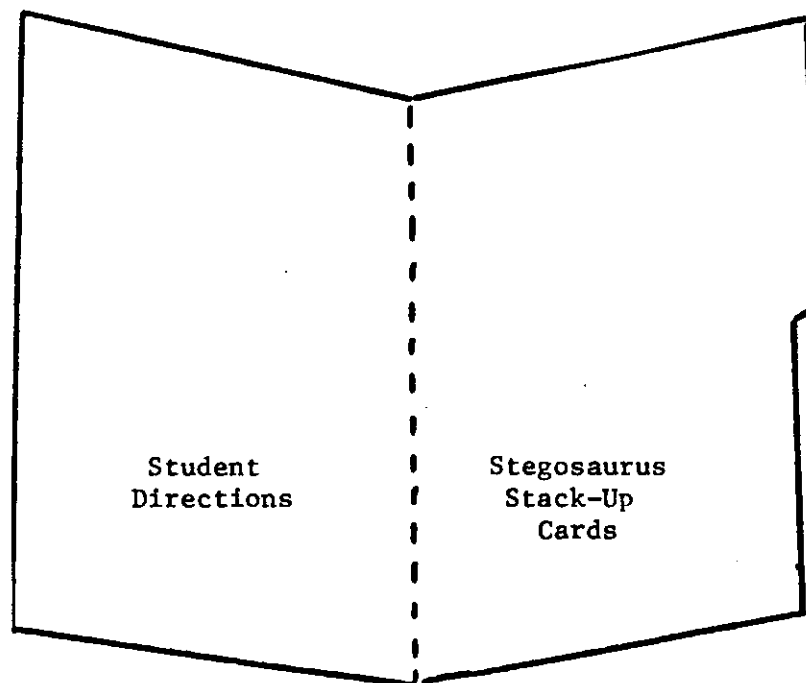
1. Books
2. Stegosaurus Stack-Up pattern
3. Tag board

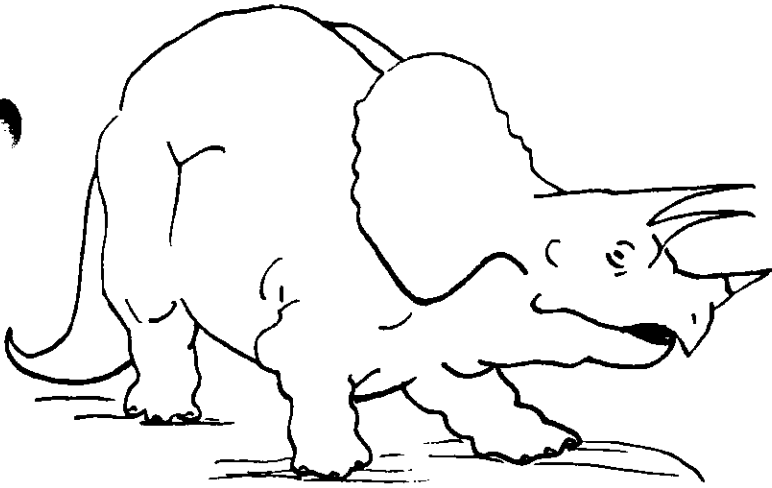
Instruction for making activity:

1. Mount dinosaurs on tag board
2. Mount student directions and a pocket for dinosaurs on file folder
3. Set up a display of make-believe and nonfiction books

Student instructions for using activity:

1. Look at each book.
2. Decide if it is a true book or a make-believe book.
3. Put a Stegosaurus Stack-Up card in the book pocket if the book is a true book.
4. Ask the library media specialist to check your work.

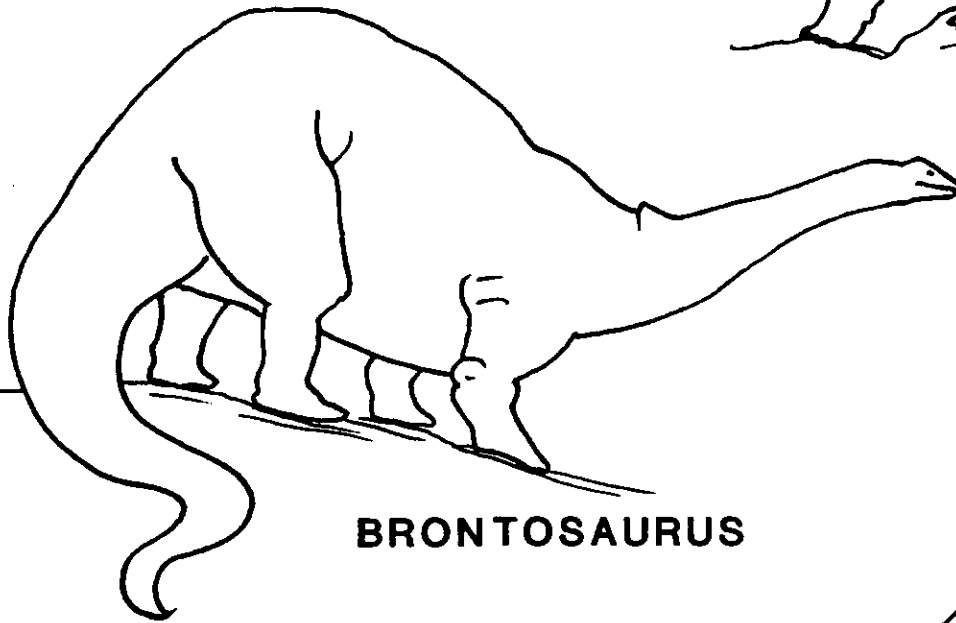




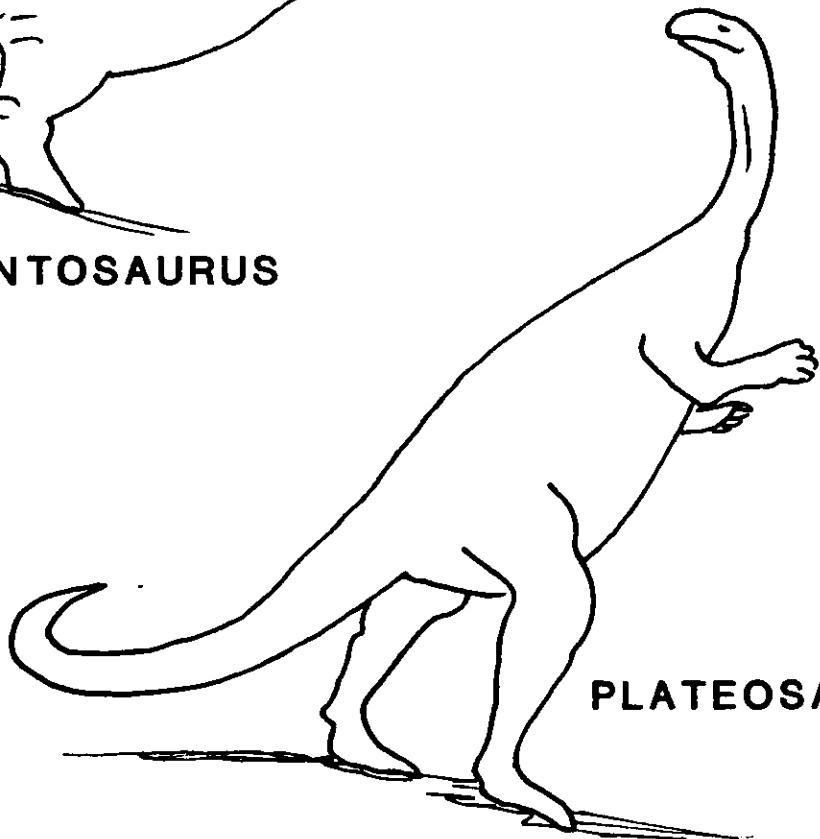
TRICERATOPS



STEGOSAURUS



BRONTOSAURUS



PLATEOSAURUS

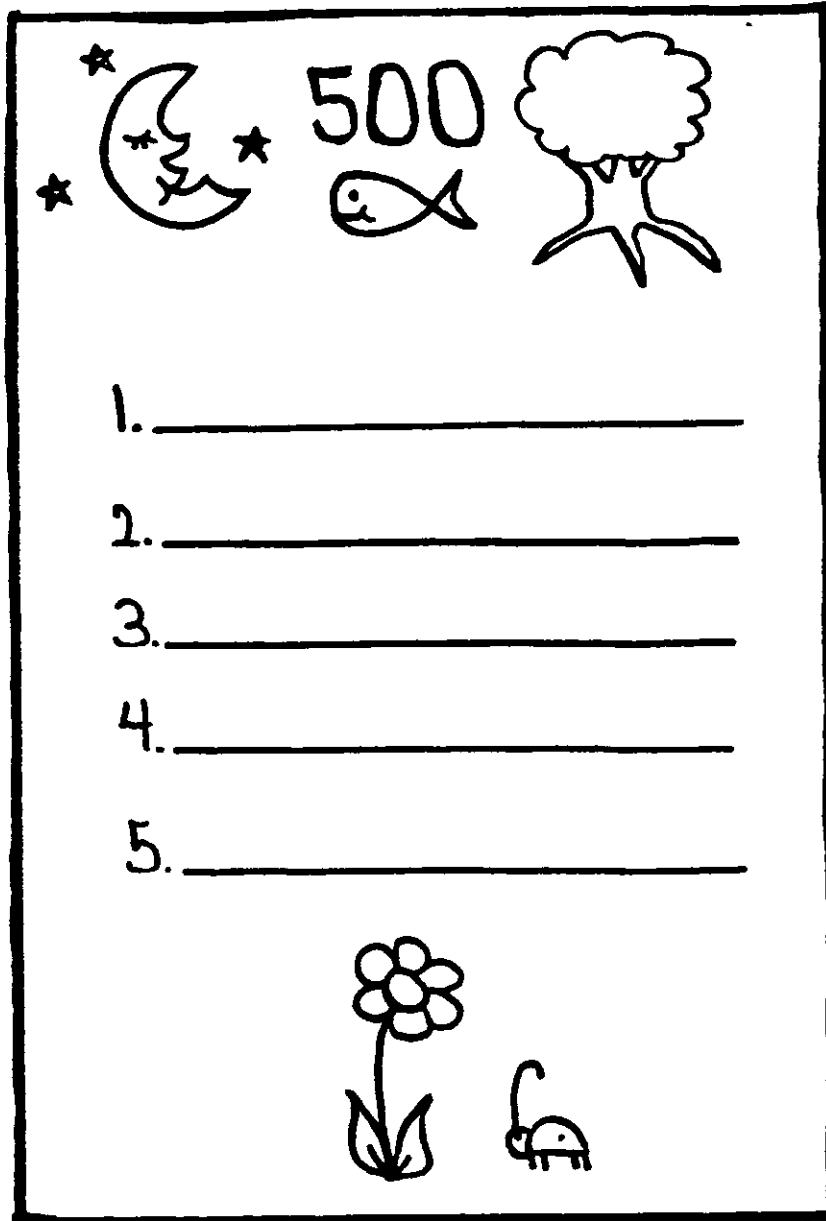
Objective: Students will recognize that certain Dewey numbers stand for specific subjects.

Materials needed:

1. Activity sheets with general Dewey number at the top of the sheet.
2. Under the number, place appropriate pictures for that number.
3. Line five to eight spaces for book titles.

Student instructions for using activities:

1. Take a Dewey Number Sheet.
2. Find the Nonfiction section in your media center.
3. Find the section of shelves that matches the number on your card.
4. Copy the titles of five books with this same number.



A rectangular box containing a drawing of a crescent moon with three stars, the number 500, a fish, a tree, a flower, and a mouse.

1. _____
2. _____
3. _____
4. _____
5. _____

- I. Unit Topic: Picture Friends
- II. Unit Objectives: Students will:
 - A. recall the reason for the Caldecott Medal
 - B. define illustrator as a person who draws our picture friends
 - C. recognize picture details
 - D. relate a story in sequence
- III. Library Media Staff Preparation:
 - A. Materials
 1. Books (see "Resources")
 2. Picture of the Caldecott Medal
 - B. Equipment (none)
 - C. Student Activities (none)
- IV. Suggested Procedure (Minimum sessions required: 2)
 - A. Session I: (Objectives A and B)
 1. Introduction
 - a) Read one of the Caldecott Medal winners. (Do not read The Funny Little Woman. It is used in the next session.)
 - *b) Statement of Learning: This book won a special award known as the Caldecott Medal. You have already learned that this medal is given to the person who has created the best pictures for a children's book, and only one medal is given each year. Today we are going to learn a new word that is important to use when talking about books, especially those that have won the Caldecott Medal.
 2. Instruction
 - a) Define illustrator as a person who draws the pictures for a book.
 - b) Show the students a picture of the Caldecott Medal. You may want to relate "John Gilpin's Ride" from Randolph Caldecott's John Gilpin and Other Stories. (This may be too hard for them to understand as read. It is better to explain the poem and show them the pictures.)
 - c) Have a display of the Caldecott Medal Winners. Allow time for students to browse through these books.

- *e) Closure: Today we have talked about the Caldecott Medal and you have learned what the word illustrator means. In our next lesson we will read another Caldecott Medal Winner that you will like.

3. Evaluation: Can students:

- a) recall the reason for the Caldecott Medal?
- d) define illustrator?

4. Reinforcement

- a) Give each student a picture of the Caldecott Medal to color.

B. Session II: (Objective D and E)

1. Introduction

- a) Ask students to recall the definition of an illustrator.
- b) Have them briefly explain how the Caldecott Medal is chosen.
- *c) Statement of Learning: Today we are going to read a book (Funny Little Woman) that won the Caldecott Medal. I want you to pay special attention to the pictures at the top of the page - the ones done in pencil. (Show them the example of the pictures.) When we are finished, I am going to ask you some questions about the pictures.

2. Instruction

- a) Read The Funny Little Woman by Arlene Mosel.
- b) After reading the story, discuss the line drawings from the story. Suggested questions include:
 - 1) What is happening in the pictures? (The pictures show what is happening in The Funny Woman's house while she is away.)
 - 2) Who is the person in the pictures? (We don't know. It may be a neighbor, a friend, a relative, etc.)
 - 3) What do the changes in seasons tell us? (She was gone a long time - maybe even a year.)
- c) On the chalkboard write what the students dictate about what happened in the beginning of the story, the middle of the story, and in the end of the story.

3. Evaluation: Can students:

- a) recognize picture details?
- b) relate a story in sequence?

4. Reinforcement

- a) Using the "Story in Sequence" activity sheet, have the students draw a picture of something that happened in the beginning, middle, end of the story. Have them use the list from the chalkboard.

C. Enrichment Activities

- a) Contract with better students to read a number of Caldecott Medal winners.
- b) More Caldecott Medal books can be read with the students making their own pictures using a method of art similar to that used in the book.

Suggestions:

1. Using "A STORY, A STORY" - Student could create illustrations by making vegetable prints
2. "DRUMMER HOFF" - vegetable prints
3. "A SNOWY DAY" - collage
4. "CINDERELLA" - watercolors

These pictures could be displayed in the Library Media Center or in the classroom.

V. Resources

A. Books

1. Aardema, Verna. Why Mosquitoes Buzz in People's Ears. Dial, 1975.
2. Bemelmans, Ludwig. Madeline. Viking, 1939.
3. Brown, Marcia. Cinderella. Scribner, 1954.
4. Deregniers, Beatrice Schenk. May I Bring A Friend? Harcourt, 1954.
5. Emberley, Barbara. Drummer Hoff. Prentice, 1967.
6. Goble, Paul. The Girl Who Loved Wild Horses. Bradbury, 1979.
7. Hall, Donald. The Ox-Cart Man. Viking, 1979.
8. Hogrogian, Nonny. One Fine Day. Macmillan, 1971.
9. Keats, Ezra Jack. The Snowy Day. Viking, 1962.
10. Lobel, Arnold. Fables. Harper, 1980.
- *11. Mosel, Arlene. The Funny Little Woman. Dutton, 1972.
12. Sendak, Maurice Where The Wild Things Are. Harper, 1963.
13. Udry, Janice May. A Tree Is Nice. Harper, 1956.
- *14. Caldecott, Randolph. Randolph Caldecott's John Gilpin and Other Stories. Warner, 1978.

B. Reference Sources (none)

C. Software (none)

D. Professional Materials (none)

VI. Glossary

- A. Illustrator - The person who draws the pictures for a book.
- B. Caldecott Medal - A gold medal given each year to the book with the best illustrations.



Name

Objective: Students will illustrate a story in sequence; beginning, middle and end.

Materials Needed:

1. Activity sheets
2. Crayons
3. Pencils

Instructions for making activity:

1. Duplicate student activity sheets

Student instructions for using activity:

1. Draw a picture about something that happened in the beginning of the story.
2. Draw a picture about something that happened in the middle of the story.
3. Draw a picture about something that happened at the end of the story.

STORY IN SEQUENCE

DIRECTIONS: From the list on the board, draw a picture about one of the sentences from the list marked BEGINNING, a picture about one of the sentences from the list marked MIDDLE, and a picture about one of the sentences from the list marked END. Underneath your picture, write the sentence you chose.

BEGINNING

MIDDLE

END

YOUR NAME

LEVEL: SECOND YEAR - MARCH

- I. Unit Topic: Folktale Friends
- II. Unit Objectives: Students will
 - A. define folktales as stories that have been told and retold, passing down from one person to another and finally written down.
 - B. recognize that people of all countries have their own folktales.
 - C. identify the area of the Library Media Center where folktales are shelved.
- III. Library Media Staff Preparation
 - A. Materials
 1. Books (see "Resources")
 2. Software (see "Resources")
 3. Globe
 - B. Equipment
 1. Sound filmstrip projector
 - C. Student Activities
 1. "Stone Soup" Activity
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I: (Objective A)
 1. Introduction
 - a) Begin the session by asking students if they have ever helped prepare meals for their family. Discuss whether they used a written recipe or were told by their mother how to prepare a dish.
 - b) Point out to students that some recipes are written down and others are told from person to person and finally written down.
 - *c) Statement of Learning: Today you will discover that there are also stories that have been told and retold and finally written down for us to read and enjoy. These stories are called folktales.

2. Instruction

- a) Introduce the story Stone Soup by telling the students that in this folktale the main characters use a special recipe to get food for themselves.
- b) Ask the students to listen carefully so that they can recall the recipe's ingredients when they "prepare" stone soup.
- c) Use the illustrations in Stone Soup by Marcia Brown as you tell the story. (Or use the filmstrip by Weston Woods.)
- d) After telling the story, use the "Stone Soup" activity.
- *e) Closure: Today you have learned that there are special stories called folktales. These stories have been told and retold and were finally written down. In your next lesson you will discover that there are many other folktales, and that folktales are kept in a special place in the library media center.

3. Evaluation: Can students:

- a) define folktales?

4. Reinforcement

- a) Set up an interest center of sound filmstrips, cassettes, and books that are folktales for students to listen and view independently.

B. Session II (Objectives B and C)

1. Introduction

- a) Ask the students to recall the definition of a folktale (see Glossary).
- b) Ask students to recall the title of the folktale they heard on their last visit. (Stone Soup) Point out that this story came from the country of France. Show the students the location of France on a globe.
- *c) Statement of Learning: Today you will learn that all countries have their own folktales and that folktales are kept in a special place in the library media center.

2. Instruction

- a) Introduce the story Tikki Tikki Tembo by Arlene Mosel by pointing out that this story came from China.
- b) Read the story aloud. Have the students chorus "Tikki Tikki Tembo No-Sa Rembo Chari Bari Ruchi Pip Peri Pembo."
- c) Question students to see if they can recall where this story originated. Point out the location of China on a globe.
- d) Lead the students to the area of the library media center where folktales are kept. Allow students to browse and select a folktale.

*e) Closure: Today you have learned that all countries have their own folktales and that folktales are kept in a special place in the library media center.

3. Evaluation: Can students:
 - a) recognize that people of all countries have their own folktales?
 - b) identify the area of the library media center where folktales are shelved?
4. Reinforcement
 - a) "Folktale Puzzle"Activity

C. Enrichment Activities

V. Resources

A. Books

1. Bang, Molly. Wiley and the Hairy Man. Macmillan, 1976.
- *2. Brown, Marcia. Stone Soup. Scribner, 1947.
3. Galdone, Paul. Old Woman and Her Pig. McGraw, 1960.
- *4. Mosel, Arlene. Tikki Tikki Tembo. Holt, Rinehart, and Winston, 1968.
5. Sawyer, Ruth. Journey Cake, Ho! (Reissue) Viking, 1982.
6. Tresselt, Alvin. The Mitten. Lothrop, 1964.

B. Reference Sources (None)

C. Software

1. Stone Soup (sound filmstrip) Weston Woods.
2. Tikki Tikki Tembo (sound filmstrip) Weston Woods.

D. Professional Materials (None)

VI. Glossary

folktales - stories that have been told and retold, passing down from one person to another, and finally written down.

Objective: Students will recall the ingredients in the folktale Stone Soup.

Materials Needed:

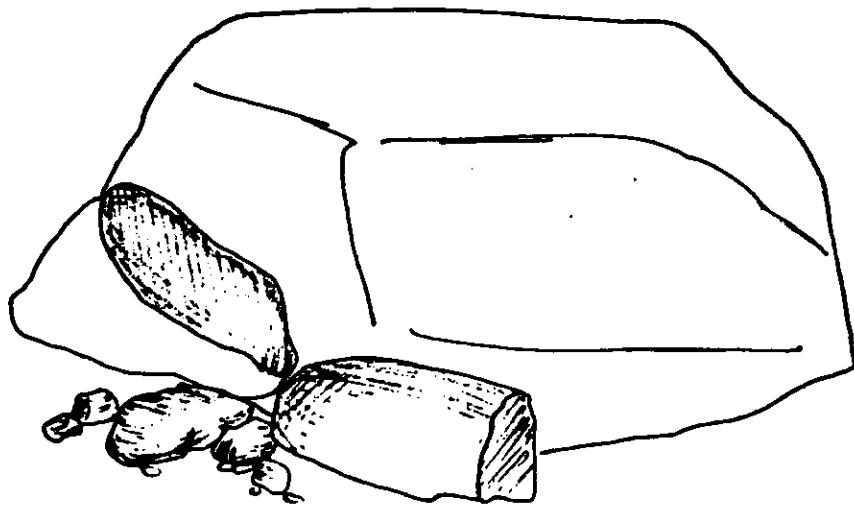
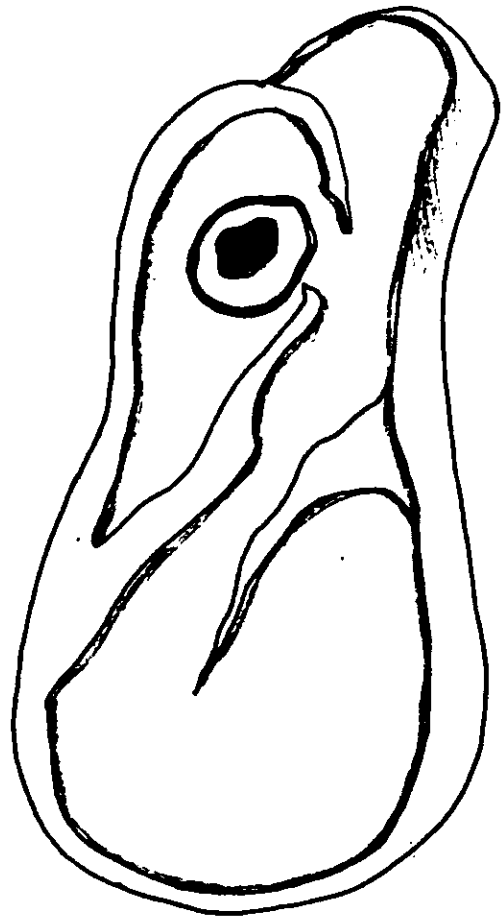
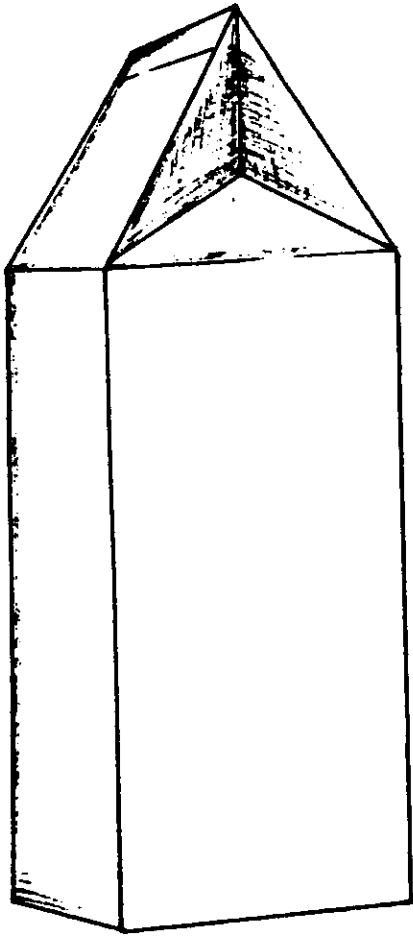
1. Food Patterns
2. Tag Board
3. Real cooking pot or tag board pot with pocket

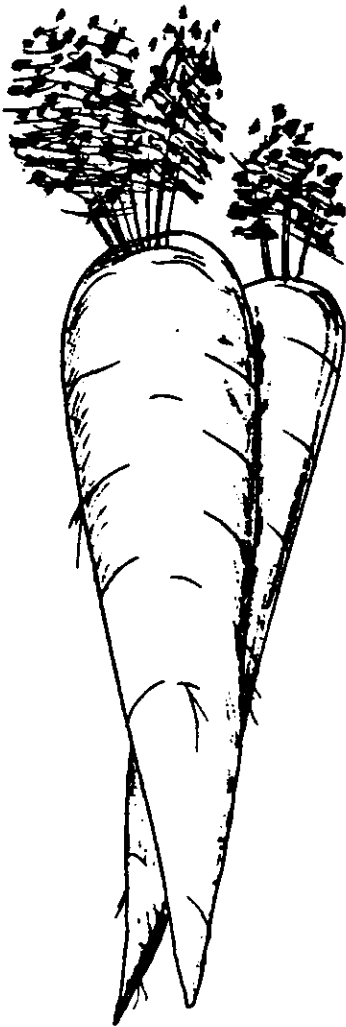
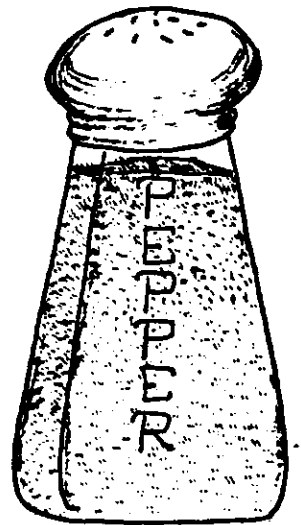
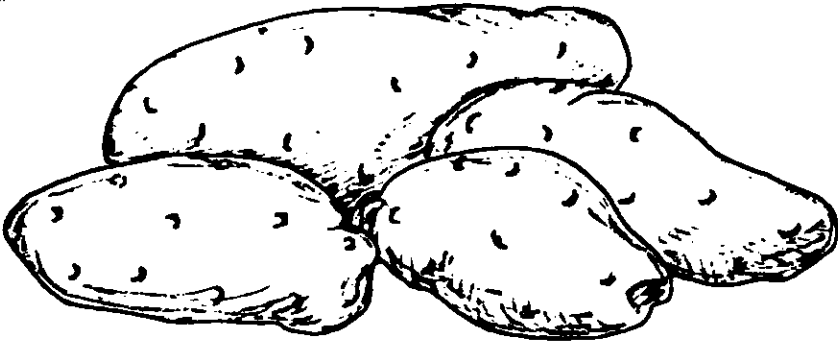
Instructions for making activity:

1. Mount and laminate food patterns.
2. If using tag board pot, mount pocket on front and laminate.

Instructions for using activity:

1. Pass out pieces of food to students.
2. Retell story, letting students recall the ingredients of the soup and put each piece of food into the pot.





Objective: Students will identify the area of the library media center where folktales are kept.

Materials Needed:

1. Book jackets of folktales
2. Tag board
3. Large envelopes to store each puzzle

Instruction for making activity:

1. Mount book jackets on tag board
2. Cut into puzzle pieces
3. Store in large envelope

Student instructions for using activity:

1. Work the folktale puzzle in the envelope
2. Go to the 398 section of the media center and look for the folktale that was in the puzzle you worked.

LEVEL: SECOND YEAR - (APRIL)

- I. Unit Topic: Poetry Friends
- II. Unit Objectives: Students will:
 - A. recognize poetry as a literary form
 - B. operate a cassette recorder
- III. Library Media Staff Preparation:
 - A. Materials
 1. Books (see "Resources")
 2. Blank tape
 - B. Equipment
 1. Cassette recorder
 - C. Student Activities
 1. "Poetry Pie"
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session 1: (Objective A)
 1. Introduction
 - a) Read excerpts from Let's Marry Said the Cherry by N. M. Bodecker.
 - *b) Statement of Learning - Today we are going to talk about a special type of literature called poetry. "Poetry is very much like music. It has rhythm, rhyme, tunefulness and special messages." (Skylights TG 24)
 2. Instruction
 - a) Ask students to tell what they think of when you say "Poetry". (some responses may be that it rhymes; it is something funny; it is short, etc.)
 - b) Guide the students in recalling that their first experiences with poetry were probably nursery rhymes. Ask the students to recall the names of some of their favorites. Tell the students one poetry author, Lee Bennett Hopkins, says

"Poetry can -
 Make you chuckle,
 Or laugh, or cry,
 Make you dance
 Or shout, or sigh - - (Pass the Poetry Please!)

by Lee Bennett Hopkins, Citation Press, 1972, pp. 176.)
 Ask the students: "Do you think this is a poem or a story?"
 "Why?" (Students response will vary).

- c) Read a poem aloud to the group. After reading the poem ask students to illustrate their favorite part of the poem. Pass out paper and pencil to each student. Illustrations may be in the media center or classroom.
- d) Tell the students, "Poetry books are located in the non-fiction area." (Refer to January unit). Take students to poetry section and let students select a book and share poems from books as time permits. (Students may check out books as they leave).
- *e) Closure - Today we have talked about poetry. You have found out that poetry is very much like music. It has rhythm, rhyme, tunefulness and special messages. On your next visit we will use rhyming words to complete a poem and then we will record these poems using a cassette recorder.

3. Evaluation: Students will:

- a) recognize poetry as a literary form?

4. Reinforcement

- a) For additional instruction have students complete "Poet's Corner".

B. Session II: (Objective B)

1. Introduction

- a) Ask students to recall elements of poetry. (Poetry sounds like music. It has rhythm, rhyme, tunefulness and special messages.)

- *b) Statement of Learning - Today you are going to operate a cassette recorder.

2. Instruction

- a) Pass out "Poetry Pie" activity cards. Have the students complete the poems by using a rhyming word.
- b) Instruct the students in the use of cassette recorder.
- c) Have them practice the use of the recorder by taping the poems they have completed using "Poetry Pie."

- *d) Closure - Today you have completed poems by using rhyming words. You also learned how to operate a cassette recorder. On your next visit you will be introduced to the reference area of the media center and examine a precyclopedia.

3. Evaluation: Can students:

- a) Operate a cassette recorder?

4. Reinforcement

- a) For additional instruction have students complete "Poet's Corner".

B. Session II: (Objective B)

1. Introduction

- a) Ask students to recall elements of poetry. (Poetry sounds like music. It has rhythm, rhyme, tunefulness and special messages.)
- *b) Statement of Learning - Today you are going to complete some poems by using rhyming words. Then you are going to record these poems by using a cassette recorder.

2. Instruction

- a) Pass out "Poetry Pie" activity cards. Have the students complete the poems by using a rhyming word.
- b) Instruct the students in the use of the cassette recorder.
- c) Have them practice the use of the recorder by taping the poems they have completed using "Poetry Pie."
- *d) Closure - Today you have completed poems by using rhyming words. You also learned how to operate a cassette recorder. On your next visit you will be introduced to the reference area of the media center and examine a precyclopedia.

3. Evaluation: Can students:

- a) operate a cassette recorder?

C. Enrichment Activities

- 1. Poetry usually lends itself well to making poetry collections for booklets. You may want to work with individual teachers to encourage the students to collect poems for individual poetry booklets. A cover should be designed along with a title page which can reinforce other skills learned through the year about parts of a book, etc.

V. Resources

A. Books

- 1. Bodecker, N. M. Let's Marry Said the Cherry. Atheneum, 1974.
- 2. Brewton, J. They Discovered a Head in the Box for the Bread. Crowell, 1978.
- 3. Ciardi, J. I Met a Man. Houghton, 1961.
- 4. Geismer, Barbara Very Young Verses. Houghton, c1956.
- 5. Hopkins, Lee Morning, Noon and Nighttime, Too. Harper, 1980.
- 6. Merriam, Eve The Birthday Cow. Knopf, 1978.
- 7. Prelutsky, Jack Rolling Harvey Down the Hill. Greenwillow, 1980.
- 8. Prelutsky, Jack Random House of Poetry for Children. Random House, 1983

9. Tripp, Wallace A Great Big Ugly Man Came and Tied His Horse To Me.
Little, 1973.

B. Reference Sources (None)

C. Software (None)

D. Professional Materials

"Poet's Corner" Forte, Imogene and Joy Mackenzie. Kids Stuff
Reading and Language Experience, Primary Level. Incentive, Publication,
1975.

VI. Glossary

- A. Poem - Poetry sounds like music. It has rhythm, rhyme, tunefulness
and special messages.

Objective: Complete a poem by using a rhyming word.

Materials needed:

1. "Poetry Pie" cards
2. Colored file folder
3. Answer key

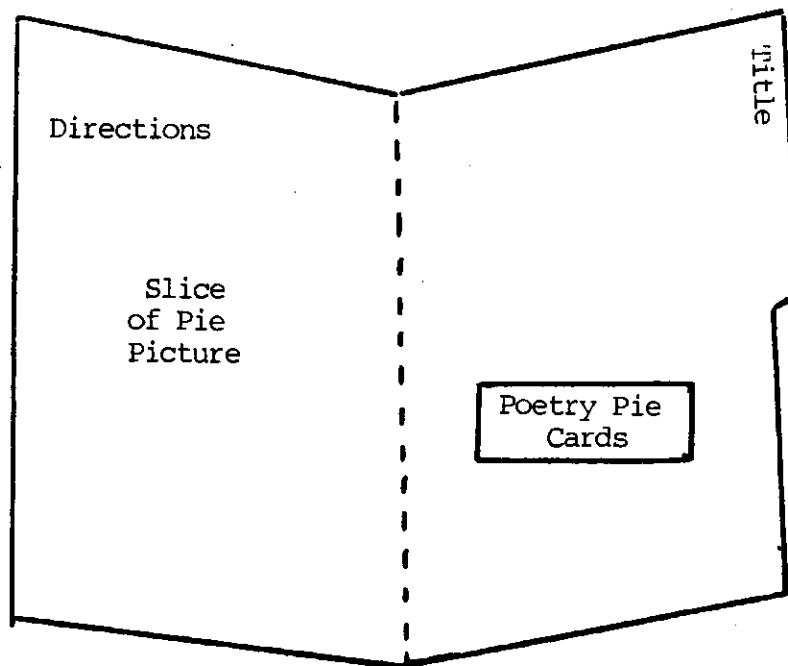
Instruction for making activity:

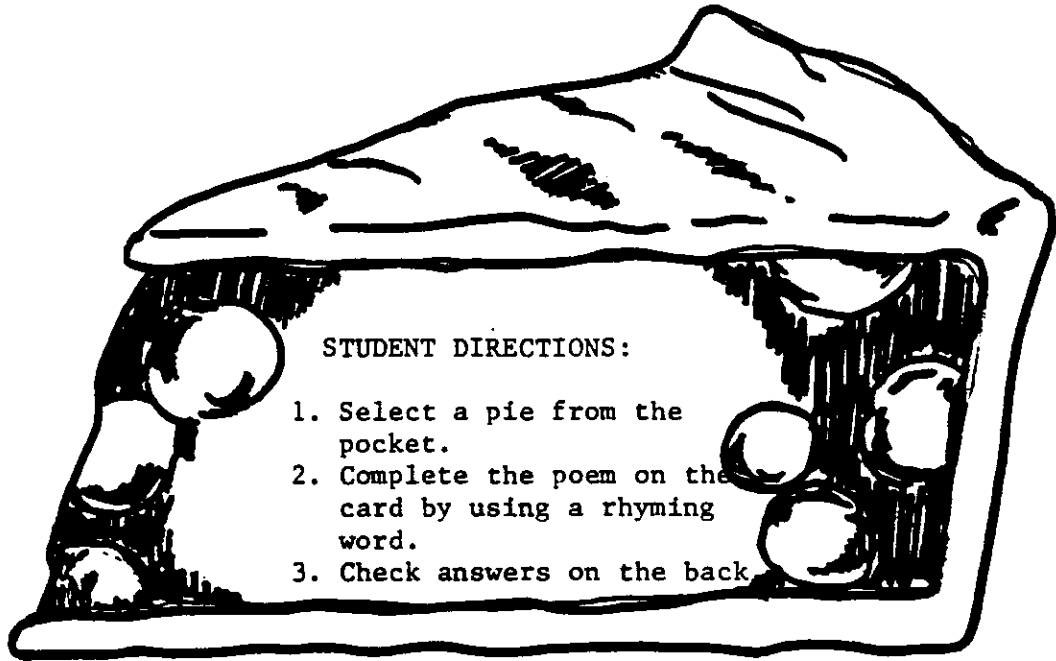
Prepare file folder as follows:

1. Cut out pie and mount on front of folder
2. Mount pocket on right side of open folder for "Poetry Pie" cards.
3. Place student directions on left side of open file folder.
4. Place answer key on back of folder.

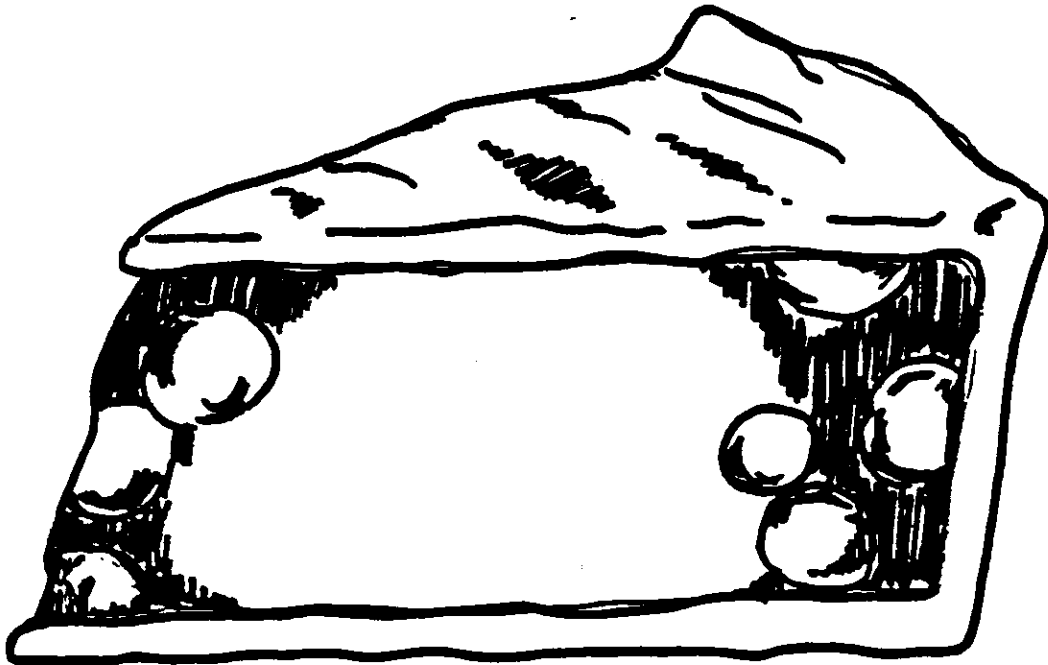
Student instructions for using activity:

1. Select a "pie" from the pocket.
2. Complete the poem on the card by using a rhyming word.
3. Check your answer with answer key on back of folder.



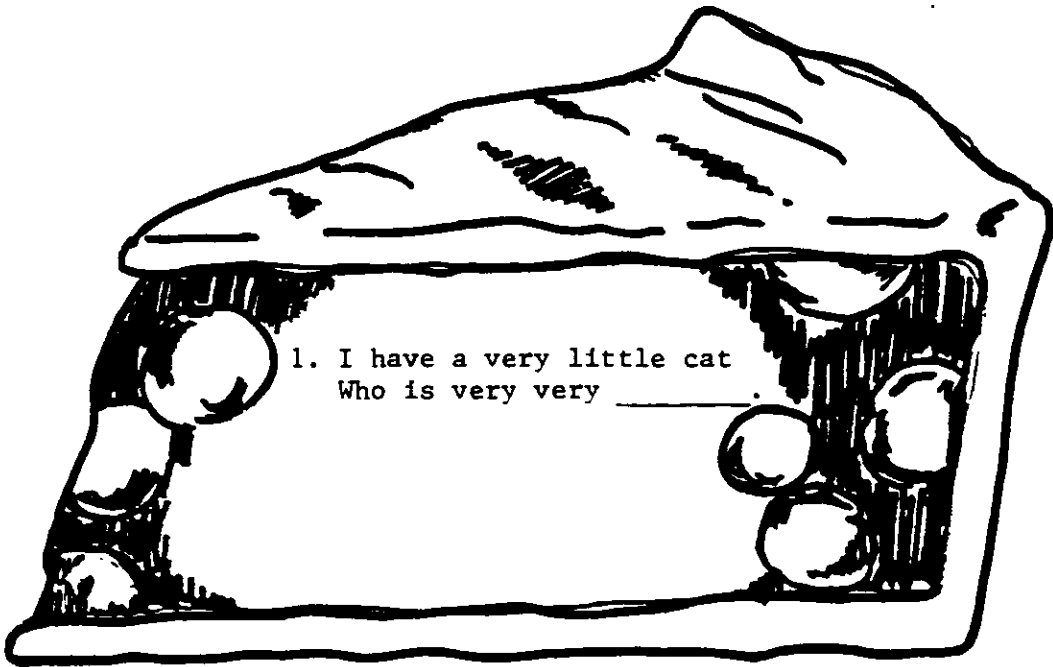
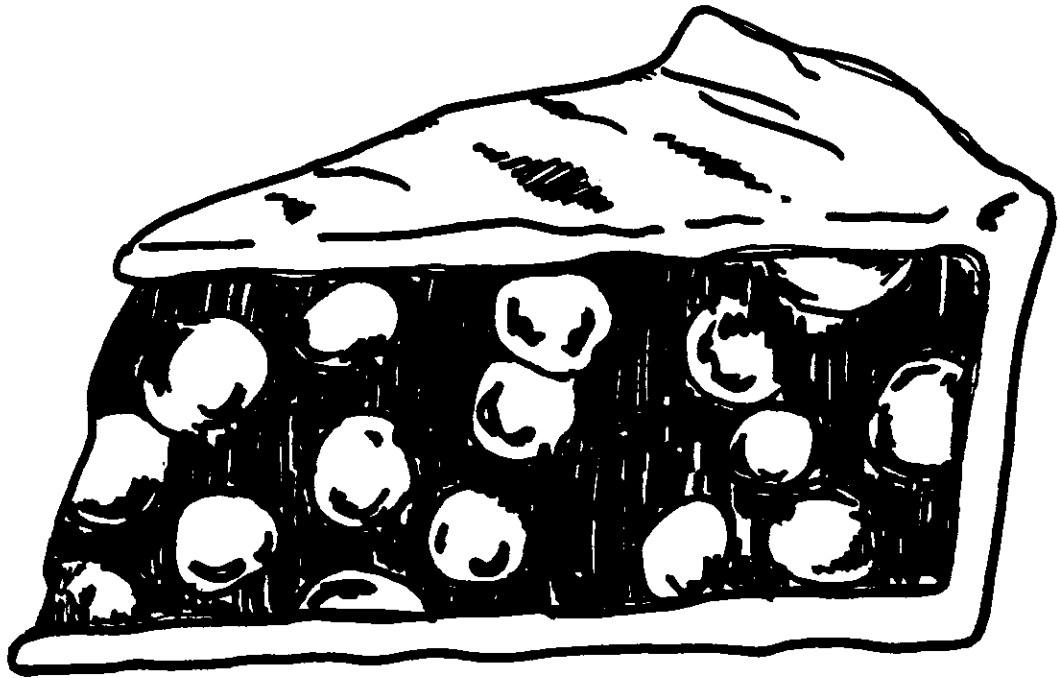


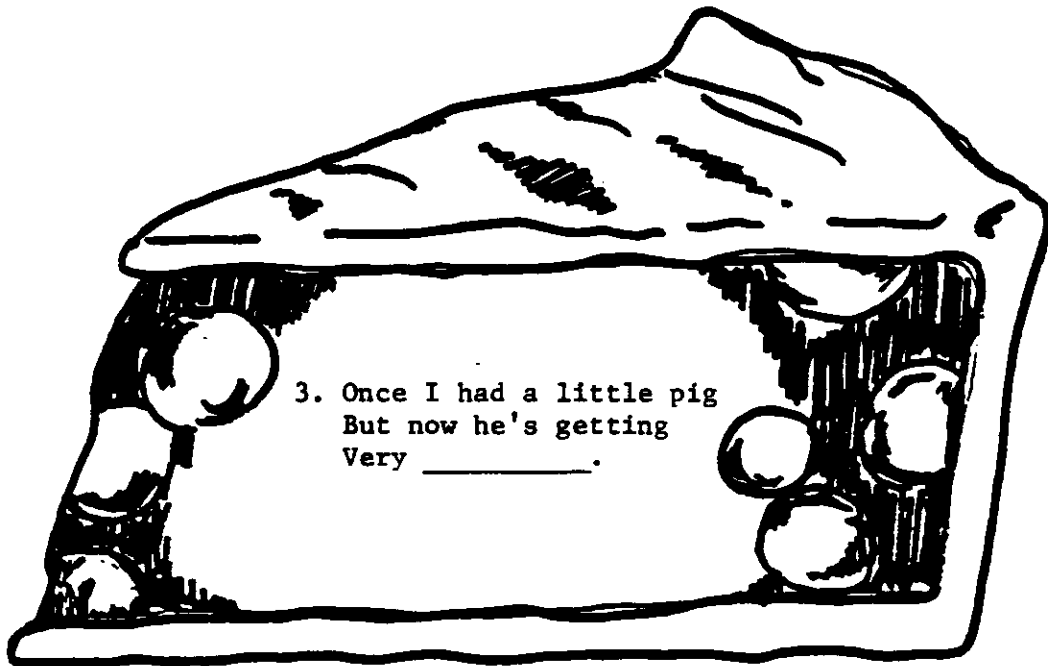
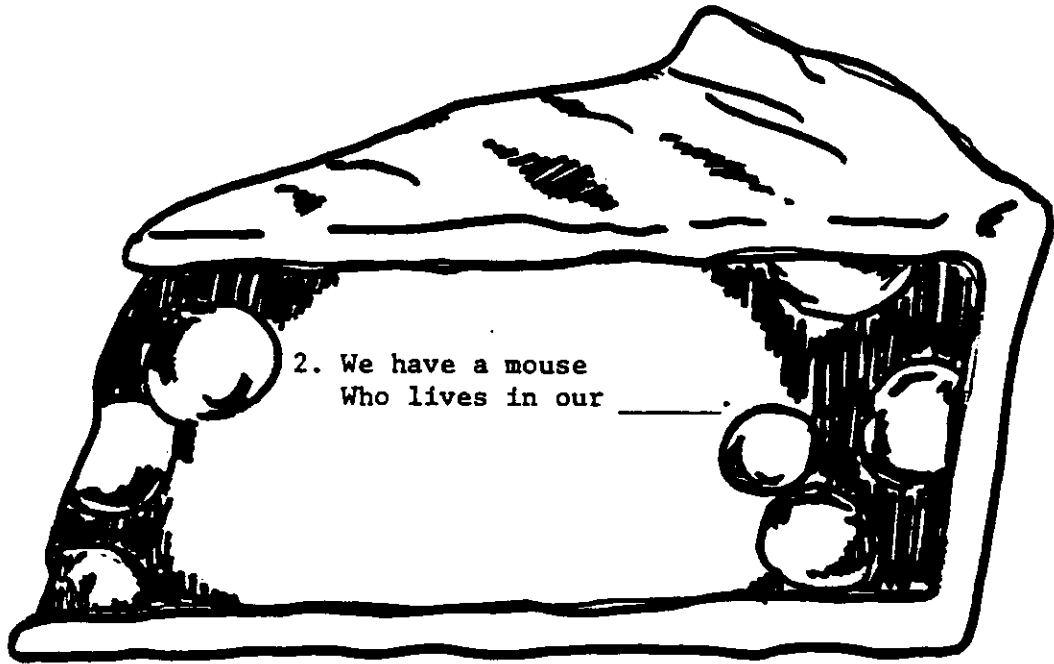
EXTRA!
YUM!

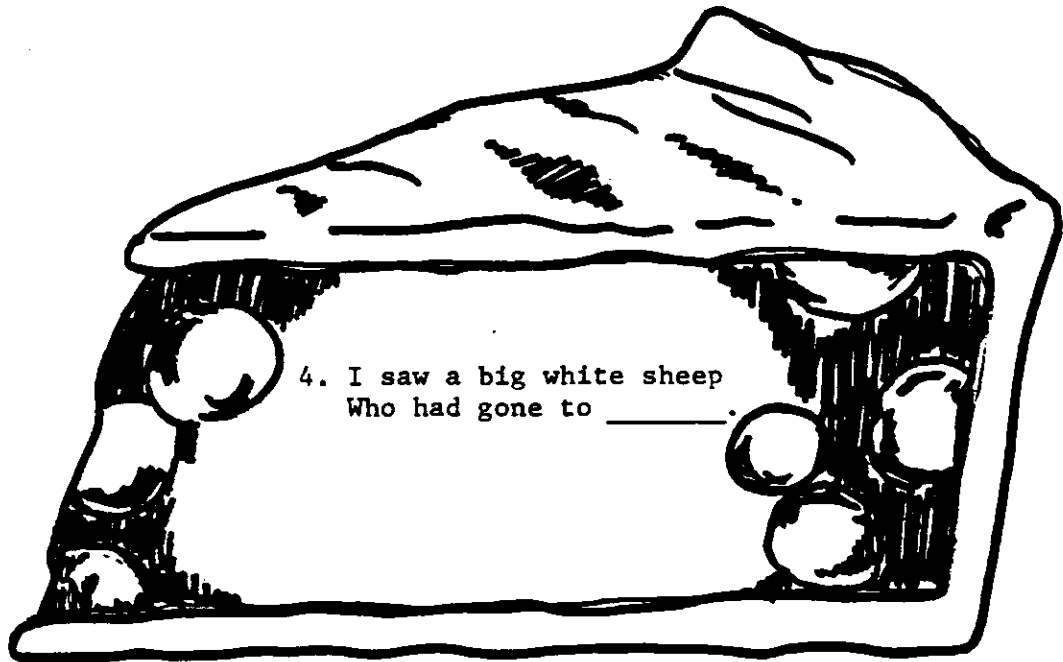


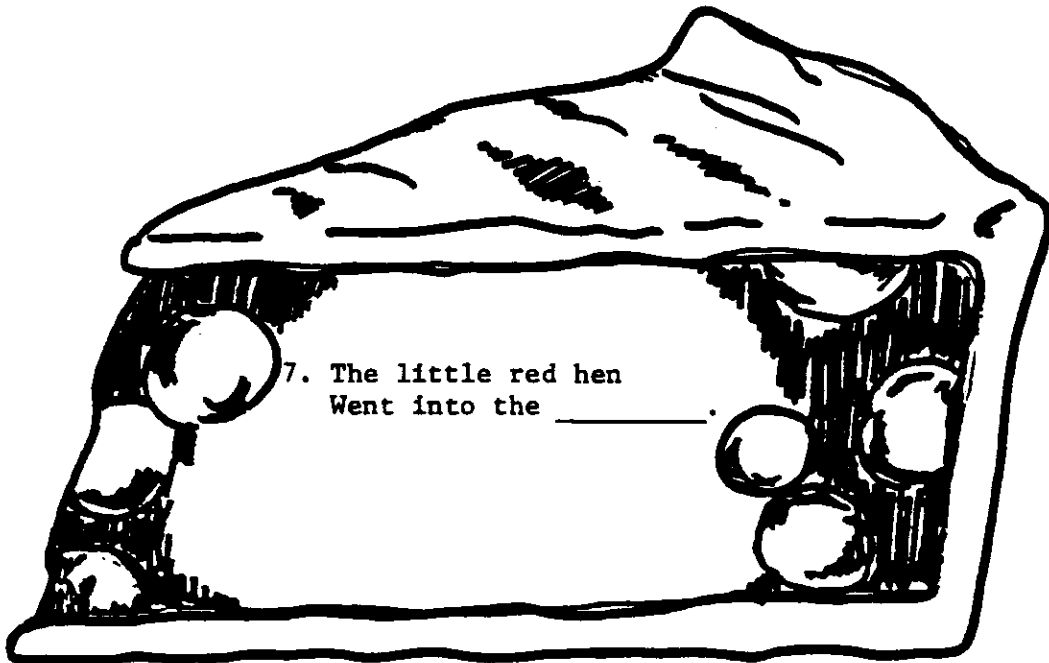
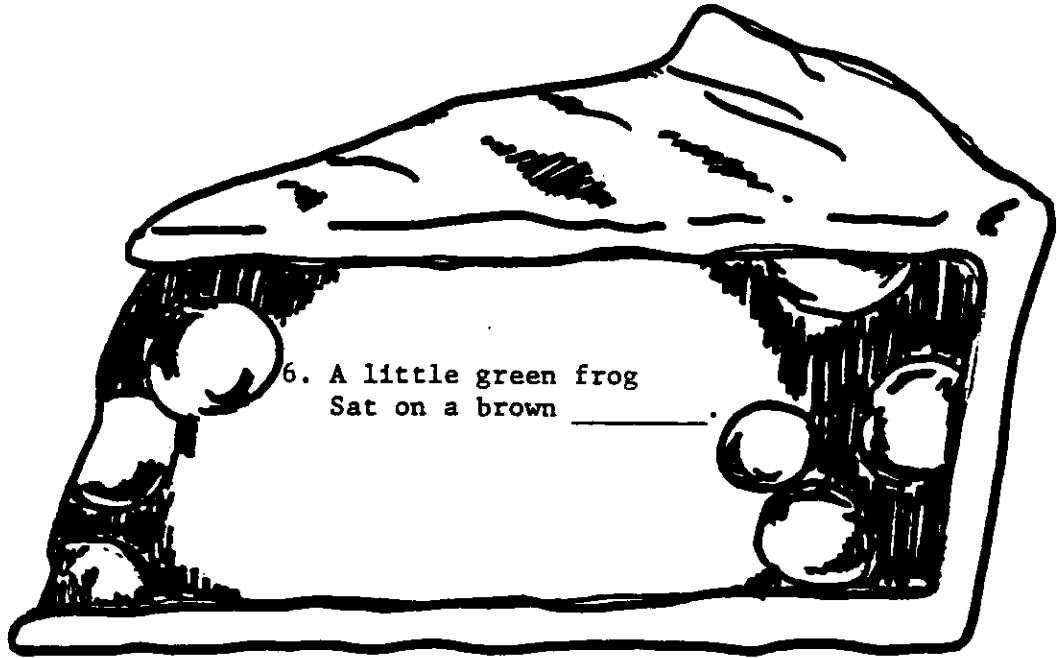
Second Year-Let's be friends (April)
Required Activity
Poetry Pie

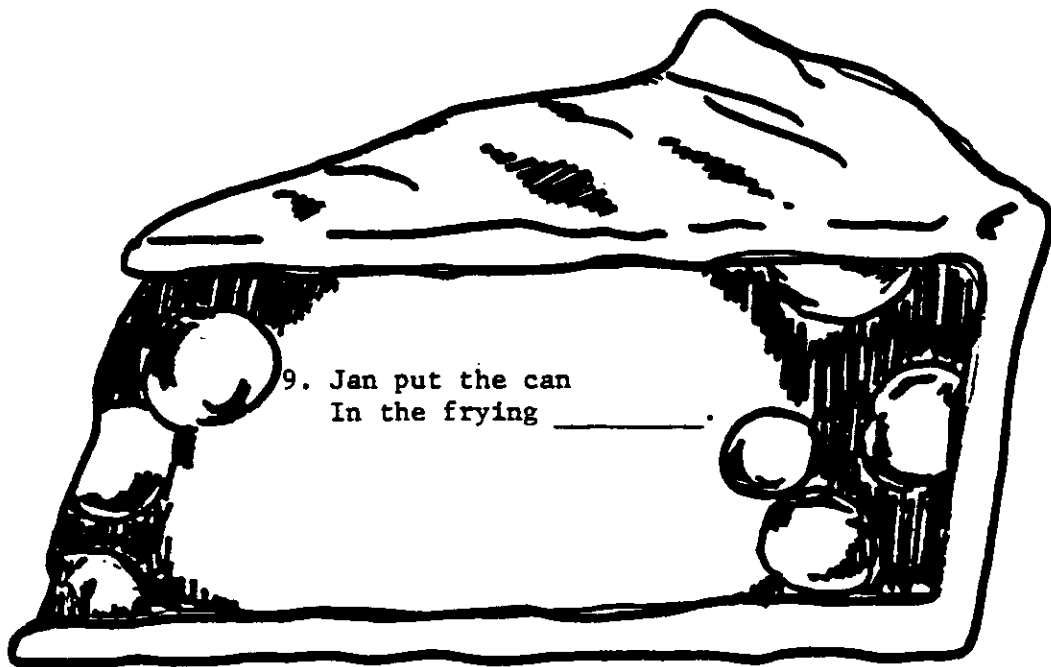
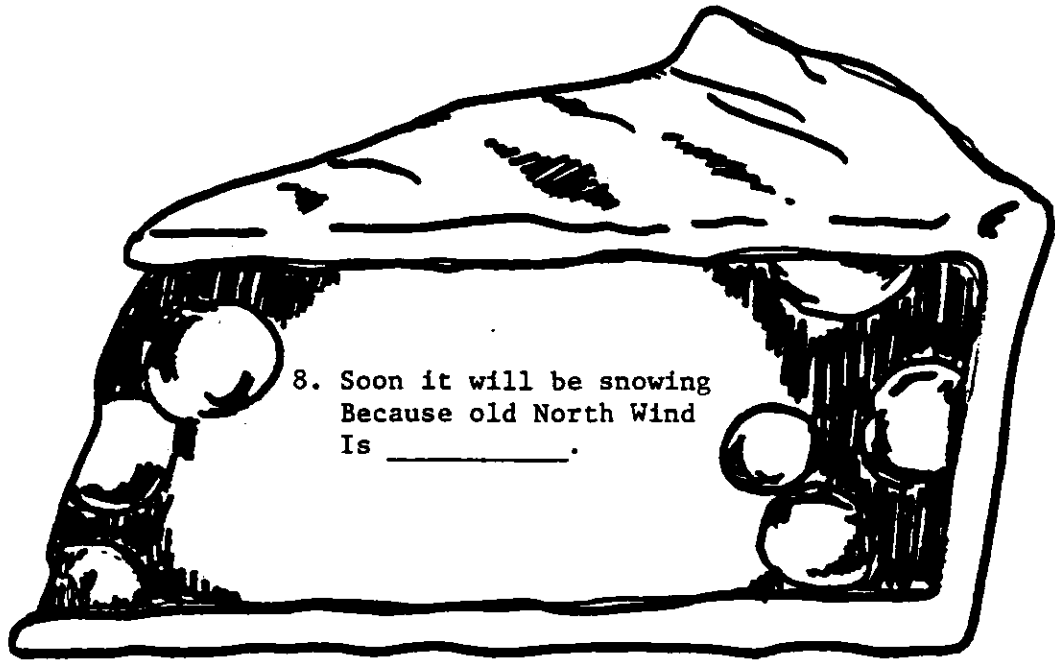
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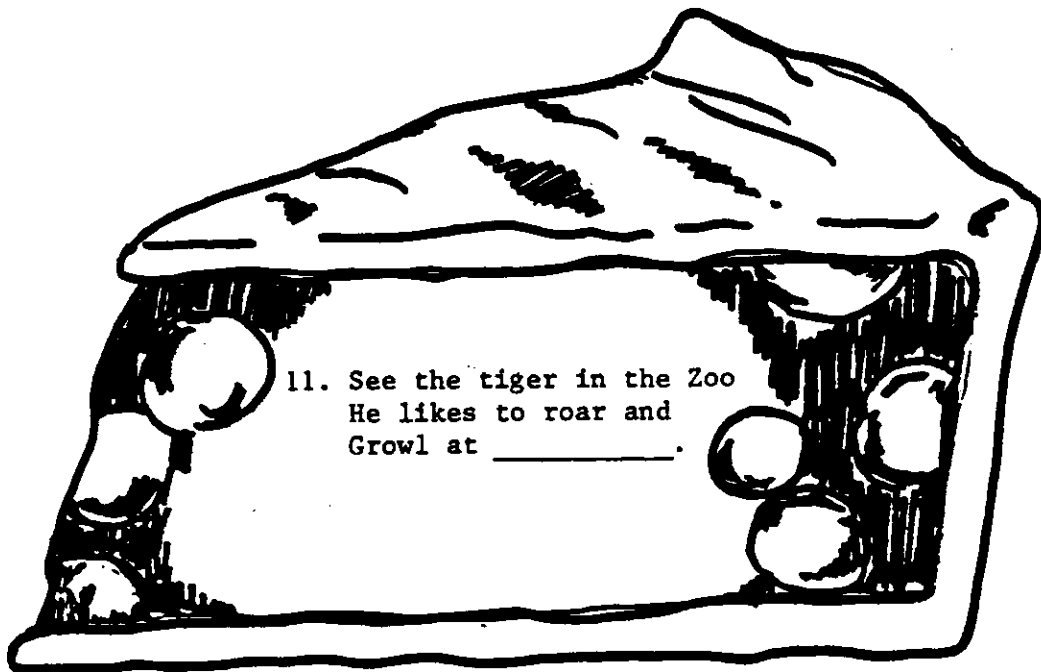
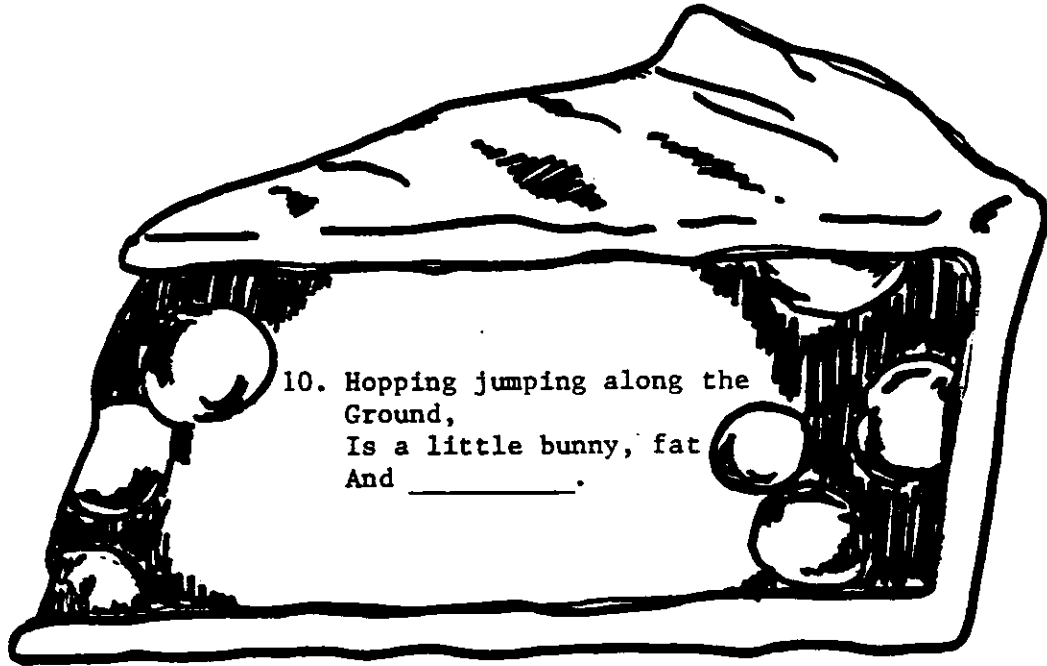


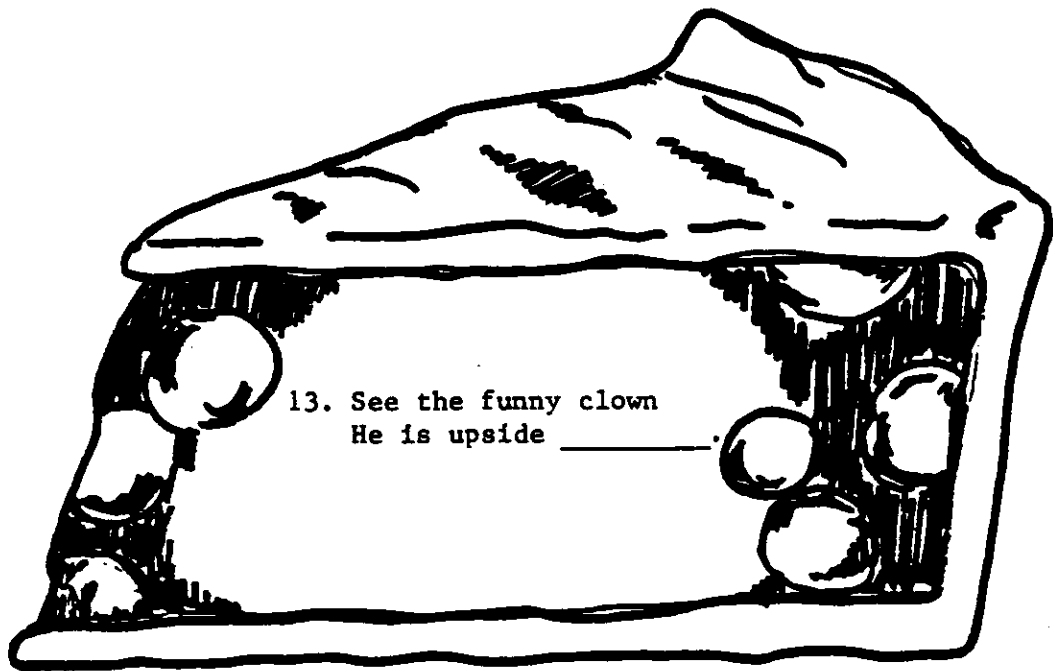


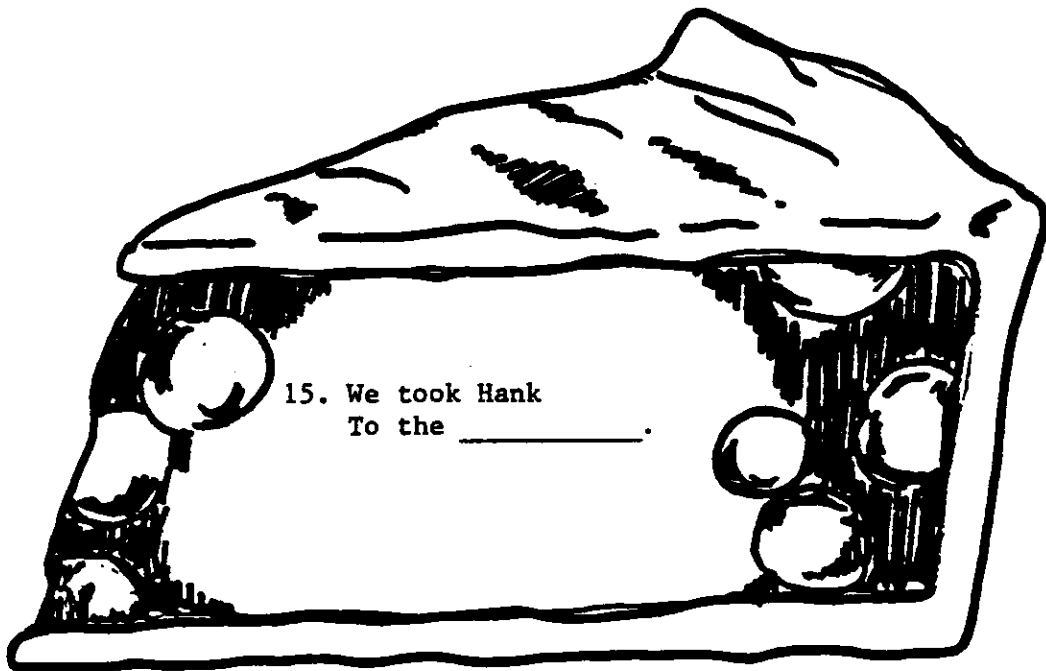
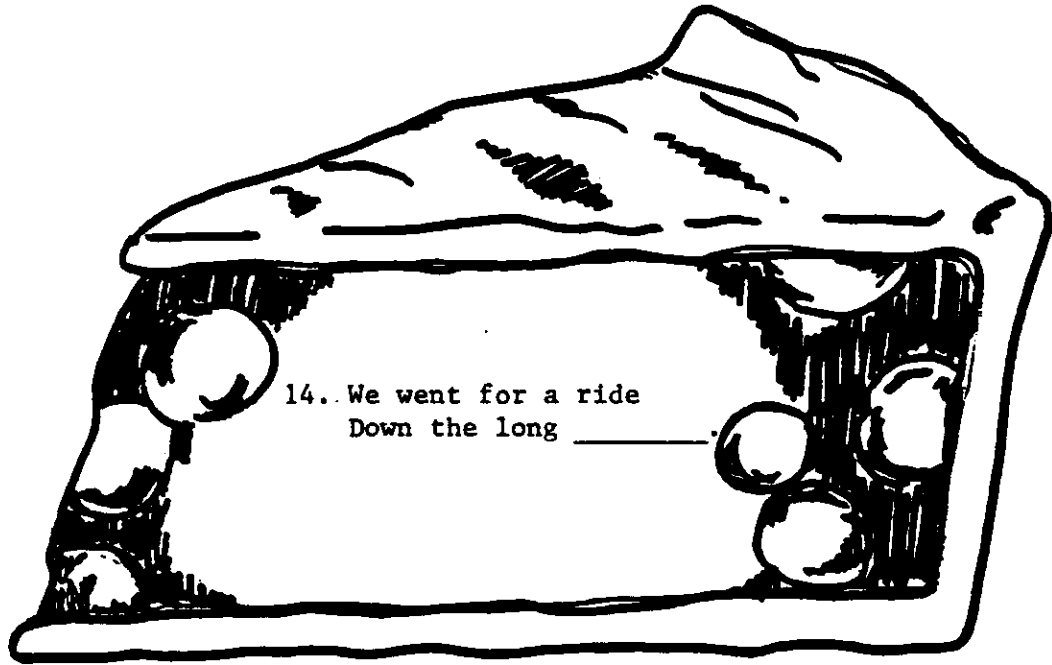












SECOND YEAR - LET'S BE FRIENDS (APRIL)
REQUIRED ACTIVITY
POETRY PIE - ANSWERS

1. FAT
2. HOUSE
3. BIG
4. SLEEP
5. RATS
6. LOG
7. PEN
8. BLOWING
9. PAN
10. ROUND
11. YOU
12. TOYS
13. DOWN
14. SLIDE
15. BANK

Objective: Make a rhyme by writing a word in each blank.

Materials Needed:

1. Poet's Corner activity sheet.

Instruction for making activity

1. Make a copy of activity sheet for each student

Student instructions for using activity:

1. Make a rhyme by writing a word in each blank.

Name _____

Make a little rhyme
by putting a word on the line.

A little gray mouse
Found a hat for a
_____.



The man in the
moon
Fell in love with a
_____.



Old North Wind is blowing
And soon it will be
_____.



The tiger in the zoo
Likes to roar and
growl at _____.



This old cat
Is very _____.



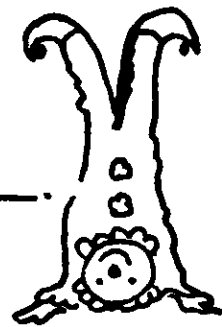
All little boys
Like playing with _____.



Little duck says, "Quack
Quack Quack
Let me ride on my
Mother's _____."



The funny clown
Was upside _____.



Jan put the can
In the frying _____.



I like to ride
Down the long _____.



Little bunny, fat and round
Hops and jumps along
the _____.



Little boy with big bass drum
Play a rat-tat-tat-tat
_____.



SECOND YEAR: (MAY)

- I. Unit Topic: Let's Be Friends With Animals (Precyclopedias)
- II. Unit Objectives: Student will:
 - A. identify the Reference section of the library media center.
 - B. recognize the Precyclopedia as a source of information about a wide variety of topics.
 - C. recognize the purpose of guide letters on the spine of volumes of the Precyclopedia.
 - D. use guide letters to locate information in the Precyclopedia.
- III. Library Media Staff Preparation:
 - A. Materials
 1. Media Mate (see Second Year - September)
 2. Compton's Precyclopedia
 - B. Equipment (none)
 - C. Student Activities
 1. "Gorilla Guide Letters"
 2. "Precyclopedia Pals"
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
 - A. Session I: (Objectives A. B. C)
 1. Introduction
 - a) Discuss the sections of the library media center that students know about already. (Easy and Nonfiction)
 - *b) Statement of Learning: Today we will learn about a special section of the library media center, and we will learn about some of the books that are there.
 2. Instruction
 - a) Show students where Media Mate is sitting. (In the Reference section)
 - b) Define Reference section. (The Reference section is a special area in the library media center where books with all kinds of information can be found.)
 - c) Tell students that the books in the Reference section may not be checked out. These books are used for looking up facts and information. They are not usually read from cover to cover.

- d) Introduce Compton's Precyclopedia as one set of books the students may enjoy. Describe it as having information about many different things. Show students several colorful articles to capture their interest.
- e) Tell the students that before they can enjoy these books they must learn how to use them. Define volume as another word that means book. Point out the guide letters of the spine of each volume in the Precyclopedia. Ask students to note the order of the letters. (ABC)
- f) Explain the purpose of the guide letters: they tell the first letters of all the main topics or subjects found in each volume. Demonstrate choosing the correct volume by using the guide letters to find specific animals. Point out that some volumes have two or more letters on the spine.
- g) Have students practice using guide letters with "Gorilla Guide Letters" activity.
- *h) Closure: Today you have learned about a special section of the library media center. Who can remember what it is called? (Reference section) You also learned about a special set of books called the Precyclopedia, and you learned how the guide letters on the spine of these books will help you use them. In our next lesson we will use the Precyclopedia to find information about animals.

3. Evaluation: Can students:

- a) identify the Reference section of the library media center?
- b) recognize the Precyclopedia as a source of information about a wide variety of topics?
- c) recognize the purpose of guide letters on the spine of volumes of the Precyclopedia?

4. Reinforcement

- a) Individual help by the library media specialist in using guide letters.

B. Session II: (Objective D)

1. Introduction

- a) Review the things taught in the first session:
 - 1) definition of Reference section
 - 2) recognition of the Precyclopedia
 - 3) purpose of guide letters on spine of volumes of the Precyclopedia

- *b) Statement of Learning: Today you will learn how to use the Precyclopedia to find information about an animal.

2. Instruction

- a) Demonstrate use of "Precyclopedia Pal Cards". Point out that the name of the animal on each card will be in a box at the top of the page where the information is found.
- b) Assist students as needed as they use "Precyclopedia Pals" activity.
- c) Closure: Today you have learned to use the Precyclopedia to find information about an animal. Now you will be able to use the Reference Section of the Media Center.

3. Evaluation: Can the students:

- a) locate information in the Precyclopedia by using guide letters?

4. Reinforcement

- a) Set up Precyclopedia Pals Activity. Have students use it individually with observation by library media specialist.

C. Enrichment Activities

1. Use the "Precyclopedia Index" transparency to teach the use of the index. Students will complete "Precyclopedia Search" Activity.
2. Individual reports may be done using "Research Report" Activity.

V. Resources

A. Books (none)

B. Reference Sources

1. Compton's Precyclopedia. F. E. Compton Company, 1977.

C. Software (none)

D. Professional Materials (none)

VI. Glossary

- A. Guide letters - letters on the spine of books that help us locate information quickly.
- B. Reference section - the area of the library media center where books with all kinds of information can be found.
- C. Volume - a word that means book.

Objective: Student will choose the correct volume of Compton's Precyclopedia by using the guide letters.

Materials Needed:

1. "Gorilla Guide Letters" Activity sheet.

Instructions for making activity:

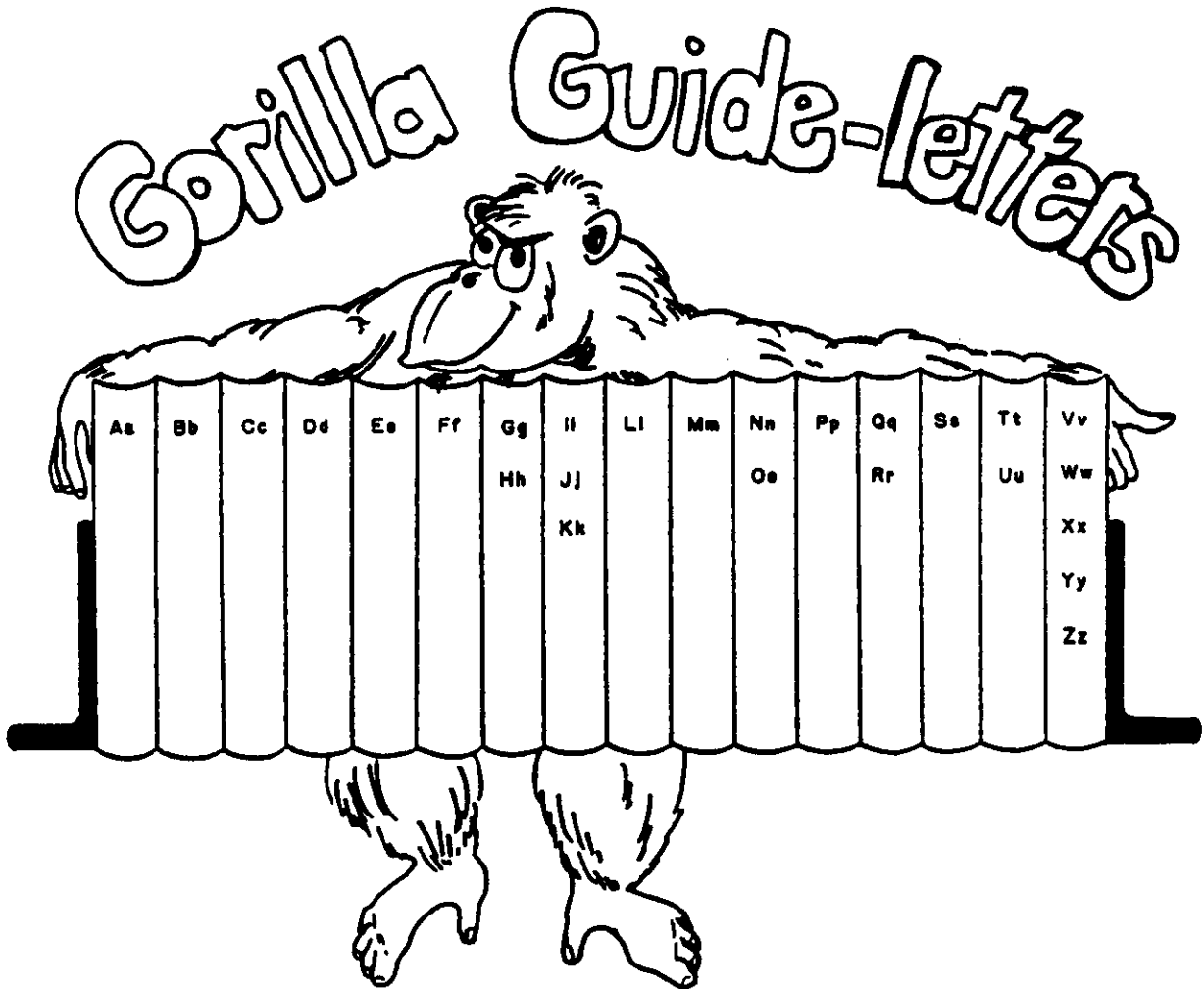
1. Reproduce "Gorilla Guide Letters" activity sheet for each student.

Student instructions for using activity:

1. Study the set of Compton's Precyclopedia shown below.
2. Write the guide letters of the book you would use to find each of the animals on your list.

Student instructions:

1. Study the set of Compton's Precyclopedia shown below.
2. Write the guide letters of the book you would use to find each of the animals on your list.



PORCUPINES _____

KANGAROOS _____

ELEPHANTS _____

ANTS _____

MICE _____

GORILLAS _____

RABBITS _____

FROGS _____

HORSES _____

SNAKES _____

Objective: Students will locate information about an animal in Compton's Precyclopedia.

Materials Needed:

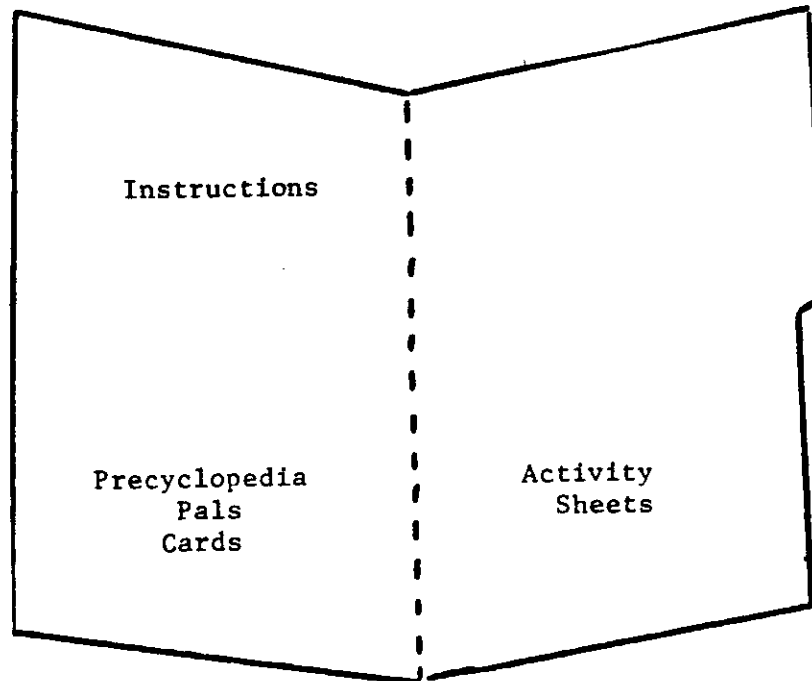
1. "Precyclopedia Pals" cards
2. "Precyclopedia Pals" activity sheet.
3. Colored folder with 2 pockets

Instructions for making activity:

1. Mount colorful picture of animal on front of folder
2. Place pockets and student instructions inside folder and laminate
3. Cut and mount animal names on pals cards and laminate
4. Prepare student activity sheets for each student

Student instructions for using activity:

1. Take one card from the card pocket and an activity sheet
2. Find the animal on your card in Compton's Precyclopedia.
3. Answer the questions on the activity sheet about your animal.
4. Replace your card in the pocket.



| | | |
|-----------|-------------|---------|
| ANTS | GORILLAS | RABBITS |
| BATS | KOALA BEARS | SHARKS |
| CATS | LIZARDS | TURTLES |
| DINOSAURS | MONKEYS | WHALES |
| EAGLES | OPOSSUM | |
| FROGS | PETS | |

1. What is the name of your animal? _____
2. What volume is it in? _____
3. What page is it on? _____
4. Look at the story about your animal. Tell one thing you liked about this story. _____

5. If you finish, draw a picture of your animal at the top of this page.

J

**J, letter (stories, rhymes,
riddles, and games)**
8-vii-ix

Japan 8-82-89

Clothes 3-99

Dolls 8-85; 4-89

Flying bandit 8-140-141

Tokyo 15-60-61; 8-85

Warriors 10-25

**Jefferson, Thomas 2-51;
4-25**

**Sculpture on Mount
Rushmore 13-156-159**

Jews 8-72-73

Germany 7-34

Jobs 8-90-101

Aquanauts 1-108-117

**Automobile mechanics
11-125-126**

Cartoonists 4-122-125

**Circuses 3-72-79,
104-107**

City services 3-80-85

Dentists 4-26-29; 10-78

Diamond cutters 4-40-41

Druggists 4-130-133

Firemen 6-72-75; 13-92-97

Forest rangers 15-94-99

Garbage men 7-15; 11-47

Objective: Students will use the index to the Precyclopedia to locate the volume and page where information can be found about certain countries.

Materials Needed:

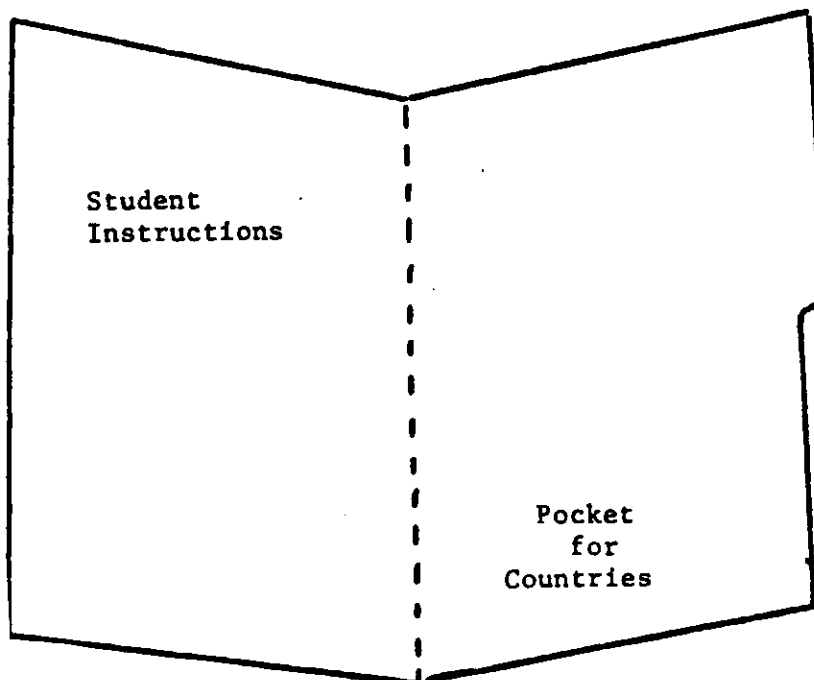
1. Country Patterns
2. Tag board
3. Washable pens
4. Index to Compton's Precyclopedia
5. Colored folder

Instructions for making activity:

1. Mount country shapes on tag board and laminate.
2. Decorate folder and place pocket for countries as shown below.
3. Put answers on back, if desired.

Student instructions for using activity:

1. Choose a country from the pocket.
2. Look in the index to the Precyclopedia for that country.
3. Write the volume and the page number on the country where it would be found.
4. Try as many as you like.
5. Have the library media specialist check your work.





ARGENTINA

VOLUME _____

PAGE _____

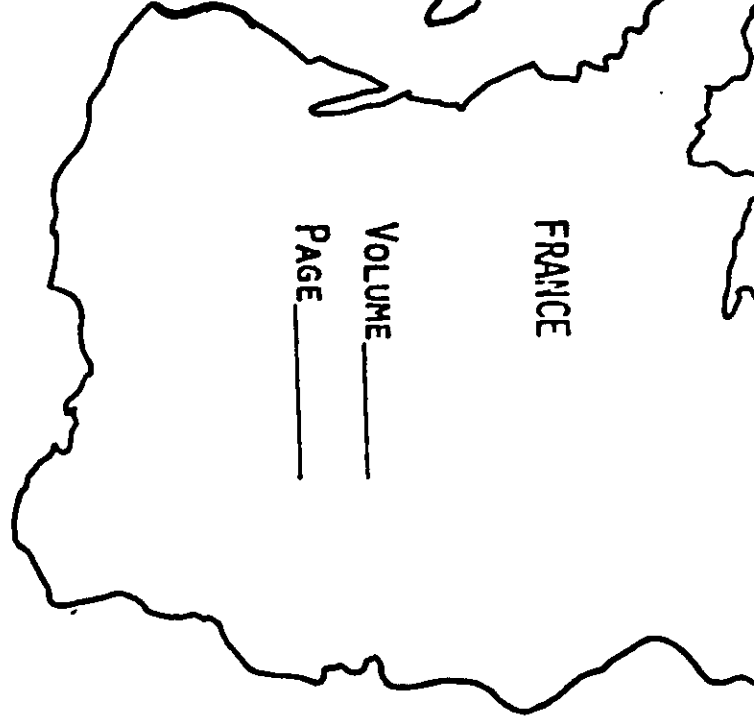
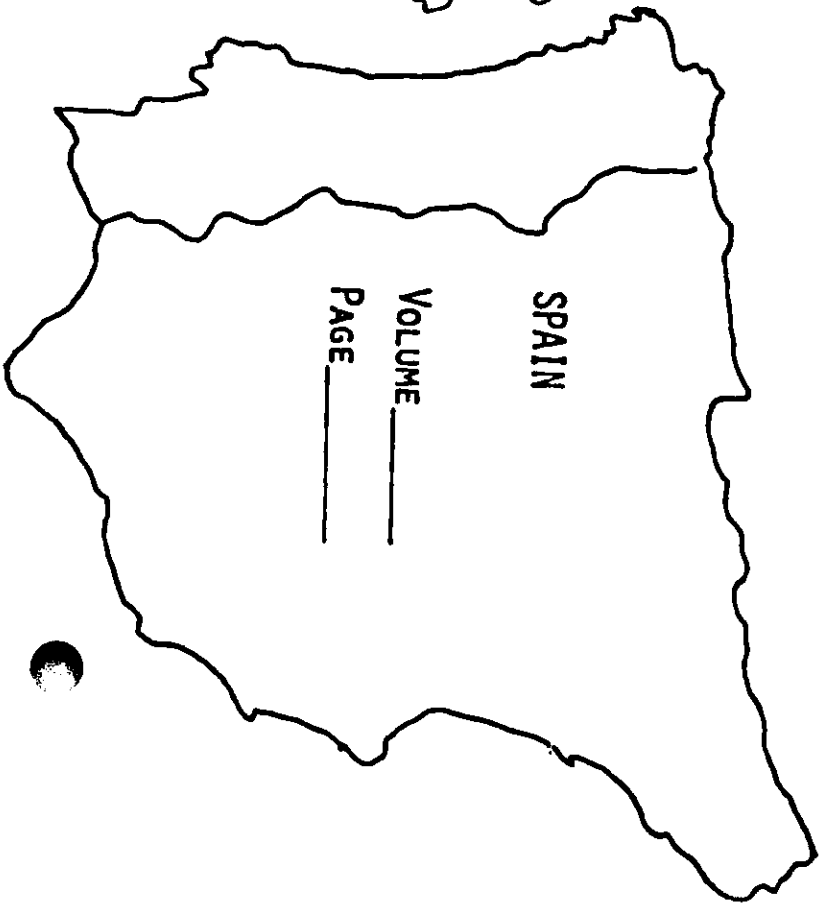
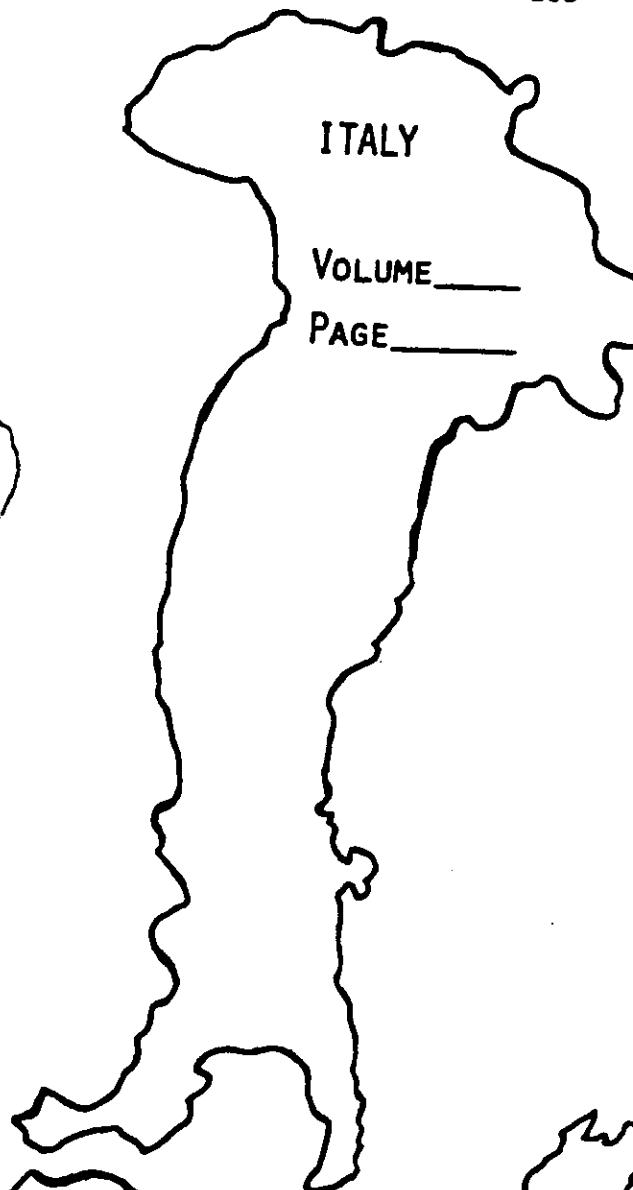
PAGE _____
VOLUME _____

BRAZIL

EGYPT

VOLUME _____

PAGE _____



Objective: Students will write a paragraph using information found in Compton's Precyclopedia.

Materials Needed:

1. Colored Folder
2. Research Report sheets
3. Pocket
4. Index to Compton's Precyclopedia
5. Compton's Precyclopedia

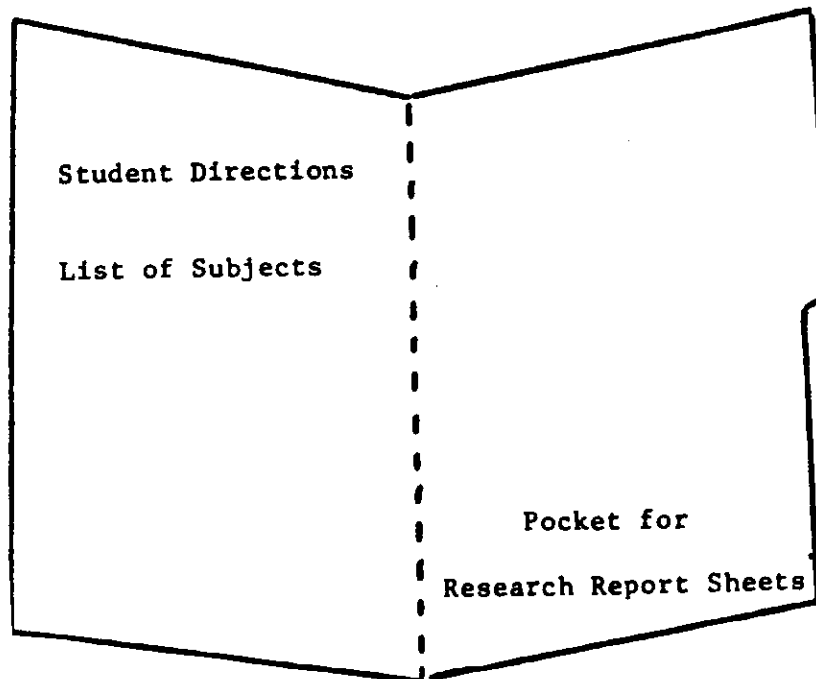
Instructions for making activity:

1. Decorate folder as shown below
2. Reproduce Research Report sheets
3. Place folder in an activity center with the Precyclopedia and its index.

Student Directions:

1. Choose a subject that you want to know more about from the list below.
2. Answer the questions about the subject on the Research Report Sheet.
3. Some subjects you may want to know more about are:

- | | | |
|-------------|-------------|-------------|
| AIRPLANES | COWBOYS | INDIANS |
| ALPHABET | DINOSAURS | LIGHTNING |
| ANTS | DOCTORS | LIONS |
| ASTRONAUTS | DRAGONS | LIZARDS |
| AUTOMOBILES | FIRE | LOCOMOTIVES |
| BANANAS | FOSSILS | OCTOPUSES |
| BEARS | FROGS | PARACHUTES |
| BALLOONS | GIRAFFES | PIGS |
| CIRCUSES | HELICOPTERS | SPIDERS |



NAME _____

RESEARCH REPORT

MY SUBJECT IS _____

USE THE INDEX TO THE PRECYCLOPEDIA:

1. MY SUBJECT IS IN VOLUME _____, PAGES _____

USE THE PRECYCLOPEDIA:

1. READ THE INFORMATION ABOUT YOUR SUBJECT.

NOW USE YOUR HEAD!

1. ON THE FOLLOWING LINES, WRITE WHAT YOU ENJOYED READING ABOUT THIS SUBJECT. REMEMBER TO INDENT YOUR PARAGRAPH. BEGIN YOUR SENTENCES WITH A CAPITAL LETTER.

LEVEL: SPINNERS

I. Unit Topic: Sensory Words: (Correlated with: "Bowl of Sun,"
TG pp. 71-77.)

II. Unit Objectives:

A. Literary Skills -- Students will:

1. define sensory words.
2. use sensory words.

B. Media Skills -- Students will:

1. identify a dictionary as a book of words arranged in alphabetical order that tells what the words mean.
2. define entry words.
3. use entry words.
4. identify the section of the dictionary where a specific word is located. (front, middle, back)
5. alphabetize to the third letter.
6. define guide words.
7. use guide words.

III. Library Media Staff Preparation

A. Materials

1. Macmillan Beginning Dictionary for each student.
2. Pied Piper "Sensory Description", Series 2.

B. Equipment

1. Sound filmstrip projector

C. Student activities

1. "Dictionary Doggie"
2. ABC order transparency
3. "Scarecrow ABC"
4. "Guide words transparency"

IV. Suggested Procedure: (Minimum Sessions Required: 3)

A. Session I: (Objectives A-1, A-2)

1. Introduction

a) Discuss the story "Bowl of Sun".

- 1) Who were the main characters? (Megan, Mike and Rose)
- 2) What was special about Megan? (she was blind)
- 3) Why was it hard for Megan to leave her home by the sea and move to the city? (she knew where everything was and how to get from place to place)

- 4) How did Mike describe the color of the sunset?
(as pink as a rose)
 - 5) Even though Megan could not see the color,
why did she think it was a happy color?
(she could tell by the sound of Mike's
voice and she could remember the smell of
a rose.)
- b) Review the meaning of the term blind. (without the
sense of sight, TG pp. 72) Tell students that
sight is only one of our five senses. Lead students
in naming the other four. (touch, taste, smell,
hearing)
 - c) Statement of Learning - Today you will learn that
there is a special term to use when referring to
words which appeal to the five senses. You
will also learn to use these words to make
sentences more interesting.

2. Instruction

- a) Introduce the sound filmstrip "Sensory Words",
(Pied Piper) by asking the students to watch
for:
 1. words that describe sight, taste, touch,
smell and hearing.
 2. ways these special words help make our
communications to others more interesting.
- b) View filmstrip.
- c) Have students orally complete filmstrip activities
I, II and III.
- *d) Closure: You have learned that words which describe
the five senses are called sensory words, and you
have also learned to use these words to make
descriptions more interesting and clear.

On your next visit, you will learn to use a
dictionary, a special book, in which sensory
words and many other words can be found.

3. Evaluation: Can Students:

1. define sensory words?
2. use sensory words?

1. Pied Piper "Sensory Description", Series 2, Activity sheet.
2. "Match Up"
3. "Sensory Words"

B. Session II: (Objectives B-1, B-2, B-3, B-4)

1. Introduction

- a) On your last visit you learned that special words called sensory words make reading more exciting. Many times when we are reading we find words that are unfamiliar to us. To become better readers we need to be able to find the meanings of these words. We can find these meanings by using a dictionary.
- b) Statement of learning: Today you will learn what a dictionary is, how it is arranged and how to locate words more quickly.

2. Instruction

- a) Media specialist will give each student a copy of Macmillan Beginning Dictionary. Have the students examine the dictionary. Lead the students in answering these questions:
 - 1) What is a dictionary? (A book that has words in alphabetical order together with information about them. Macmillan Beginning Dictionary, pp. G182)
 - 2) How are the words arranged? (alphabetical)
- b) Ask students to turn to page (3) three in their dictionaries. Note that each word listed in heavy black print is called an entry word that these words are placed at the left-hand side of the column, and that this arrangement makes finding a word much easier.
- c) Have all students locate the same entry word on a given page. (example: blue, pp. 72) Note the alphabetical arrangement of all of the words on the page. Point out that the meaning of the word follows the entry word.
- d) Give each student an entry word to locate. (Use small slips of paper on which is typed a word and its page number.) Allow students to locate words and read the word and its definition aloud.
- e) Explain to students that to locate words quickly we think of the dictionary as being divided into (3)

three sections: Front A-G.; Middle H-P; Back Q-Z.

- f) Have students examine the dictionary and locate words in each of the (3) three sections. Ask:

- 1) Who can find a word beginning with the letter "D"?
- 2) What section of the dictionary is it in? (front)

Repeat this activity until students are familiar with the sections.

- g) Use "Dictionary Doggie" activity.

- *h) Closure: Today you have learned what a dictionary is; that it is arranged in alphabetical order and that we think of it as being divided into Front, Middle and Back. You also learned that words found in the dictionary are called entry words, and you located entry words and their meanings.

3. Evaluation: Can students:

- a. identify the dictionary as a book of words arranged in alphabetical order that tells what the words mean?
- b. define entry words?
- c. use entry words?
- d. identify the section of the dictionary where a specific word is located?

4. Reinforcement

- 1) "Dictionary Doggie" activity.

C. Session III (Objectives B-5, B-6, B-7)

1. Introduction

- a) On your last visit you learned what a dictionary is, how it is arranged, and that every word listed is called an entry word.
- *b) Statement of Learning: Today you will learn to alphabetize to the third letter. This will make it easier to locate words in the dictionary. You will also learn what a guide word is and how to use it.

2. Instruction:

- a) Use ABC order transparency to demonstrate how to alphabetize to the third letter.
- b) Use Scarecrow ABC to provide practice in alphabetizing to the third letter.

- c) Give each student a copy of Macmillan Beginning Dictionary. Tell students that guide words are aids to help them find words more quickly. "Guide means show the way, and guide words show the way to the word you are looking for." (Macmillan Beginning Dictionary, pp. G13) Tell students to turn to page 206 and look at the top outside corner. The guide words are early/east. The first guide word tells you the first entry word on the page and the second guide word tells you the last entry word on the page. The first entry word on page 206 is early and the last entry word is east. Only the words that come alphabetically between early and east will be on this page.
- d) Use guide word transparency
- *e) Closure: Today you have learned to alphabetize to the third letter. You have also learned to use guide words to help you locate an entry word quickly.

3. Evaluation: Can the student:

1. alphabetize to the third letter?
2. define guide words?
3. use guide words?

4. Reinforcement

1. ABC Hook-up'
2. ABC Bookworm
3. "Dictionary Doggie"

C. Enrichment Activities

1. "Story Starters" - (Learning Center)
2. "Alphabetizing" JMH (See Resources) Commodore 64

V. Resources

A. Books

1. Adams, Barbara Like it is: Facts and Feelings About Handicaps From Kids Who Know. Walker, 1979.
2. Caudill, R. A Certain Small Shepherd. Holt, 1965.
3. Corbin, W. Golden Mare. Coward-McCann, 1955.
4. Cunningham, J. Burnish Me Bright. Pantheon, 1970.
5. Davidson, M. Louis Braille. Hastings House, 1972.
6. DeAngeli, M. The Door in the Wall. Doubleday, 1964.
7. Gags, W. Down the Boondocks. Greenwillow, 1977.

8. Hunter, E. F. Child of the Silent Night. Houghton, 1963.
9. Jensen, V. A. What's That? Collins, 1979.
10. Kamien, Janet What If You Couldn't..? A Book About Special Needs. Scribner, 1979.
11. Keats, E. Apt. 3 Macmillan, 1971.
12. Levine, E. S. Lisa and Her Soundless World. Human Sciences Press, 1974.
13. Litchfield, A. B. A Button in Her Ear. Whitman, 1976.
14. Little, Jean Mine For Keeps. Little, 1962.
15. Malone, M. Annie Sullivan. Putnam, 1971.
16. Peter, Diana Claire and Emma. Day, 1977.
17. Petersen, Palle Sally Can't See. Day, 1977.
18. Peterson, Jeanne I Have a Sister-My Sister is Deaf. Harper, 1977.
19. Pevsner, S. Keep Stompin' Till the Music Stops. Seabury, 1977.
20. Robinson, V. David in Silence. Lippincott, 1966.
21. Stein, Sara About Handicaps: An Open Family Book of Parents and Children Together. Walker, 1974.
22. Sullivan, Mary Feeling Free. Addison-Wesley, 1979.
23. White, Paul Janet at School. Crowell, 1978.
24. Winthrop, E. Journey to the Bright Kingdom. Holiday House, 1979.
25. Wolf, Bernard Anna's Silent World. Lippincott, 1977.
26. Wolf, Bernard Connie's New Eyes. Lippincott, 1976.
27. Wolf, Bernard Don't Feel Sorry for Paul. Lippincott, 1974.
28. Yolen, J. The Seeing Stick. Crowell, 1977.

B. Reference Sources

C. Software

1. Sound Filmstrip: "Sensory Description" (Pied Piper, Series 2)
2. Alphabetize (Computer Cassette) JMH software of Minnesota, Inc., 1983.

D. Professional Materials

VI. Glossary

- A. Sensory words - appeal to the reader's senses of sight, smell, touch, hearing and taste, TG pp. 365
- B. Blind - means without the sense of sight. TG pp. 72
- C. Card catalog - is a special aid provided in most libraries for locating desired books. TG pp. 354
- D. Guide words - words printed at the outer edge of the top of the page to help you find the article you are looking for more quickly.

Objective: To identify the section of the dictionary where a special word is located. (front, middle, back)

Materials needed:

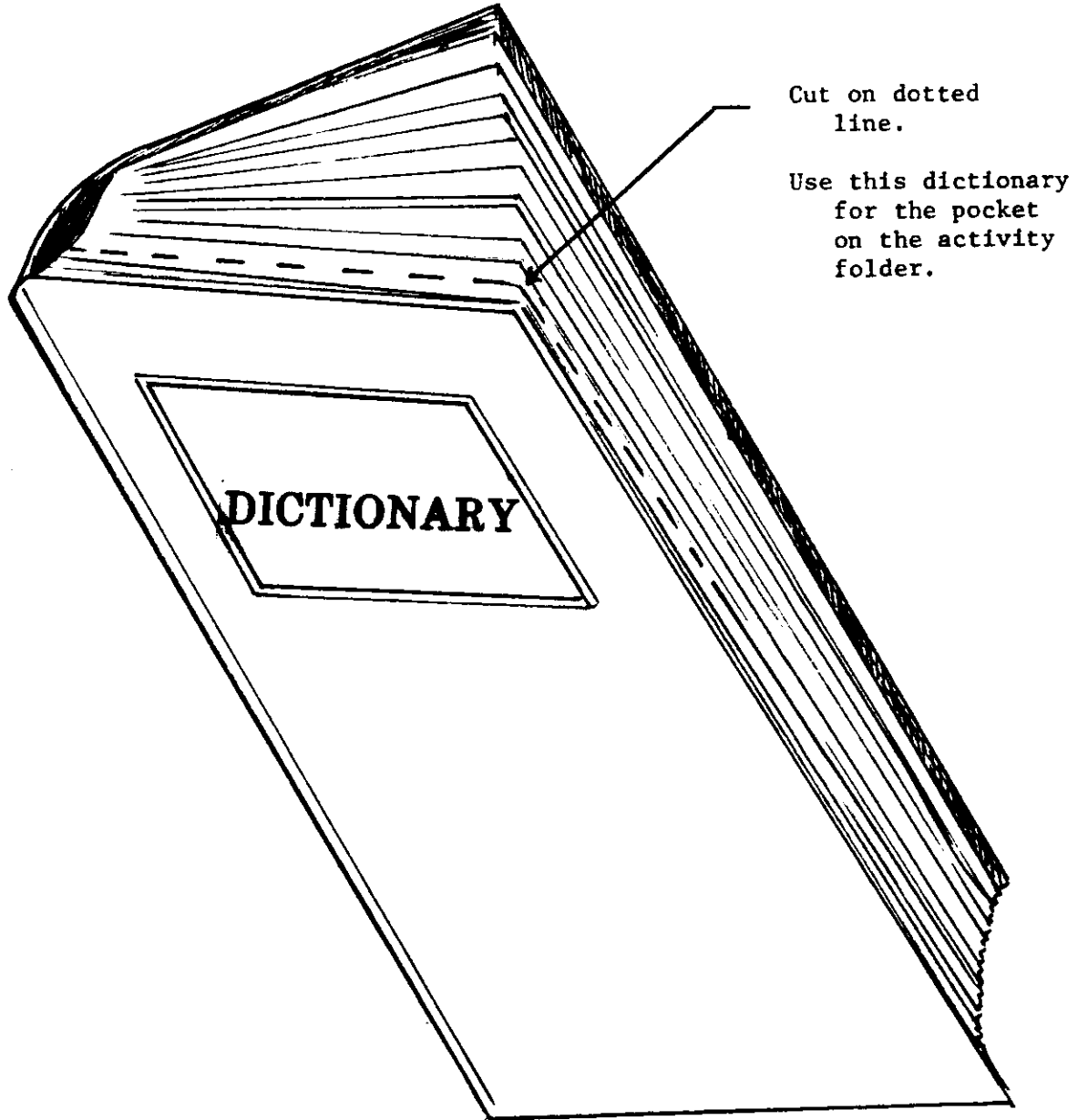
1. File folders
2. Laminating film

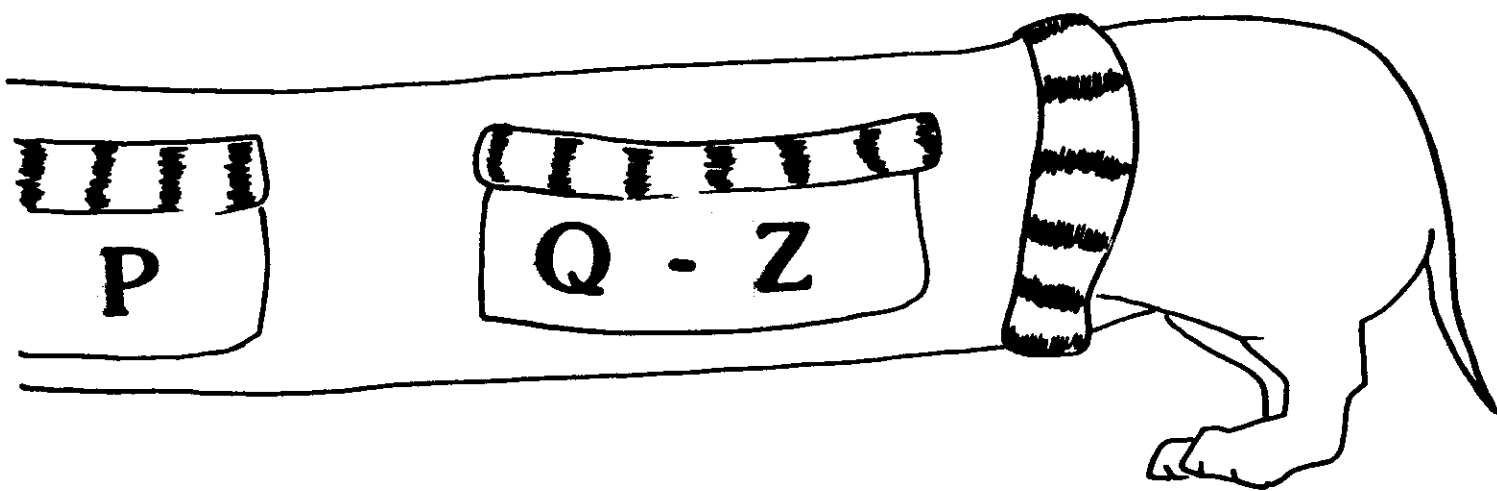
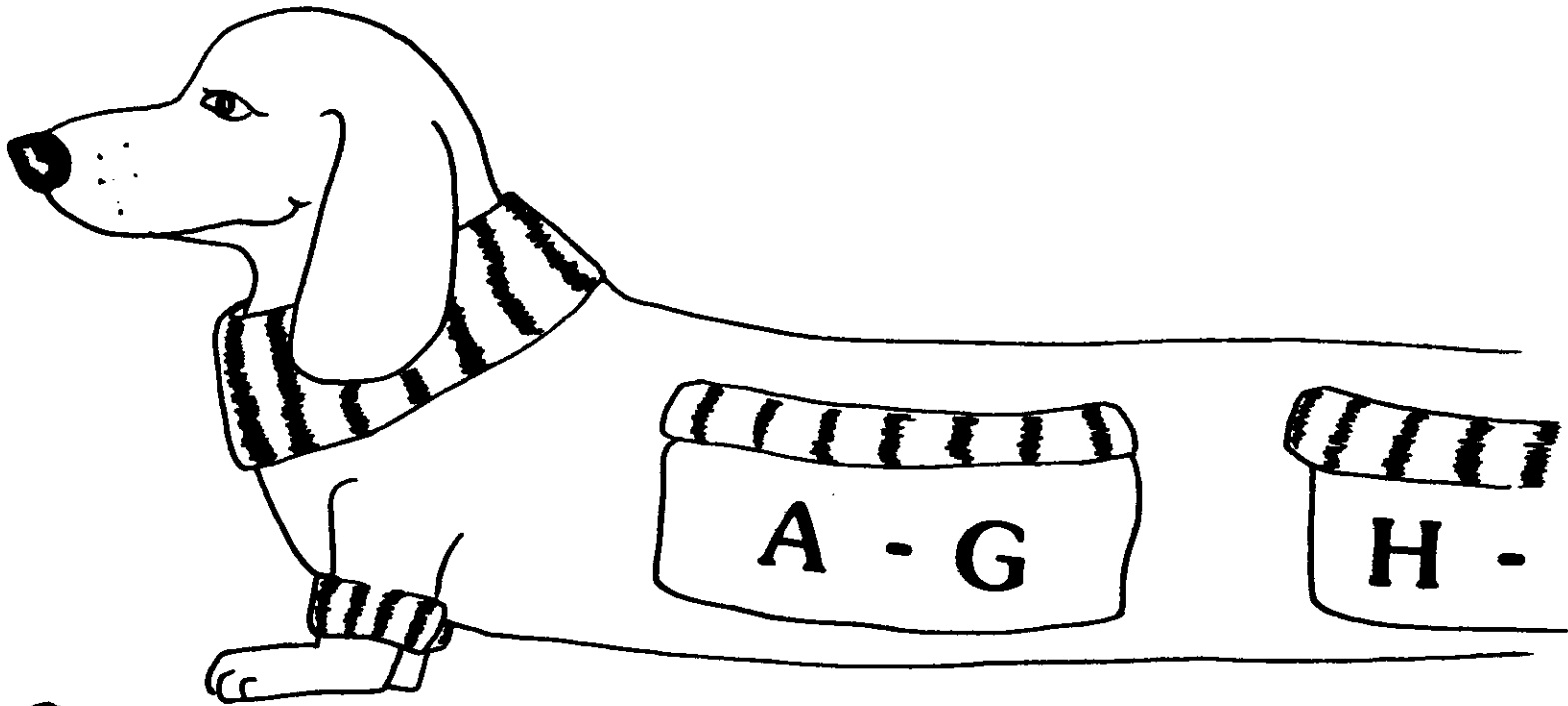
Instructions for making activity:

1. Cut out dog and dictionary
2. Glue dog across the inside bottom of file folder. (Do not glue on pockets on sweater.) Glue instructions and dictionary pocket above the dog.
3. Cut out bones. Write "A-G", "H-P", or "Q-Z" on the back of each bone for self-checking.
4. Laminate
5. Slit dictionary and sweater pockets. Add words to extra bones to use for reinforcement activity.

Student instructions for using activity:

1. Take a "bone" from the dictionary pocket.
2. Read the word on the bone and decide in which section of the dictionary the word would be found.
3. Place the card in the correct pocket on the dog.
4. Check answers on back of bone.





A horizontal spinner shape with rounded ends and a small black dot at the top left.

alarm

A horizontal spinner shape with rounded ends.

relief

A horizontal spinner shape with rounded ends.

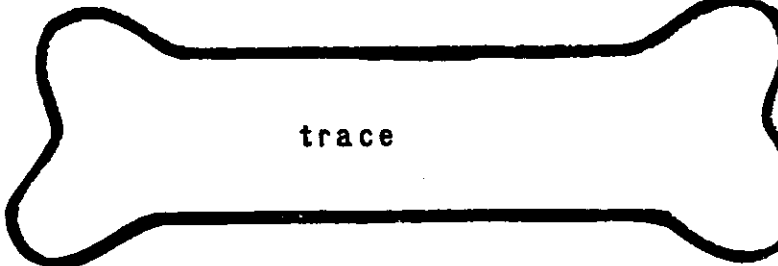
bitter

A horizontal spinner shape with rounded ends.

spray

A horizontal spinner shape with rounded ends and a small black dot at the bottom left.

camera

A horizontal spinner shape with rounded ends.

trace

A horizontal spinner shape with rounded ends.

dozen

A horizontal spinner shape with rounded ends.

urgent

A horizontal spinner shape with rounded ends.

emergency

A horizontal spinner shape with rounded ends.

fantasy

A horizontal spinner shape with rounded ends and a small black dot at the bottom left.

pierce

A horizontal spinner shape with rounded ends.

gorgeous

honor

operator

imagine

vanity

knead

weave

liquid

mood

nervous

a - g

h - p

q - z

ape
bat
duck
goose

horse
jaguar
leopard
mole
owl
porcupine

rhinoceros
snake
tiger
whale
wolf

ant
beaver
buffalo
elephant
fox
giraffe

hawk
lamb
mouse
otter
panther

sheep
skunk
turtle
viper
wren

antelope
bear
bird
camel
dog

hippopotamus
hog
lion
lizard
ox
pig

rat
sandpiper
seal
tortoise
walrus

badger
bison
cat
deer
frog

hare
llama
opossum
monkey
panda

rabbit
squirrel
swan
turkey
zebra

ABC Order

If the first and second letters in a list of words are the same, then to put the list of words in ABC order, you must look at the third letter.

| | |
|---------------|------|
| co <u>n</u> e | coal |
| co <u>m</u> e | colt |
| co <u>a</u> l | come |
| co <u>s</u> t | cone |
| co <u>l</u> t | cost |

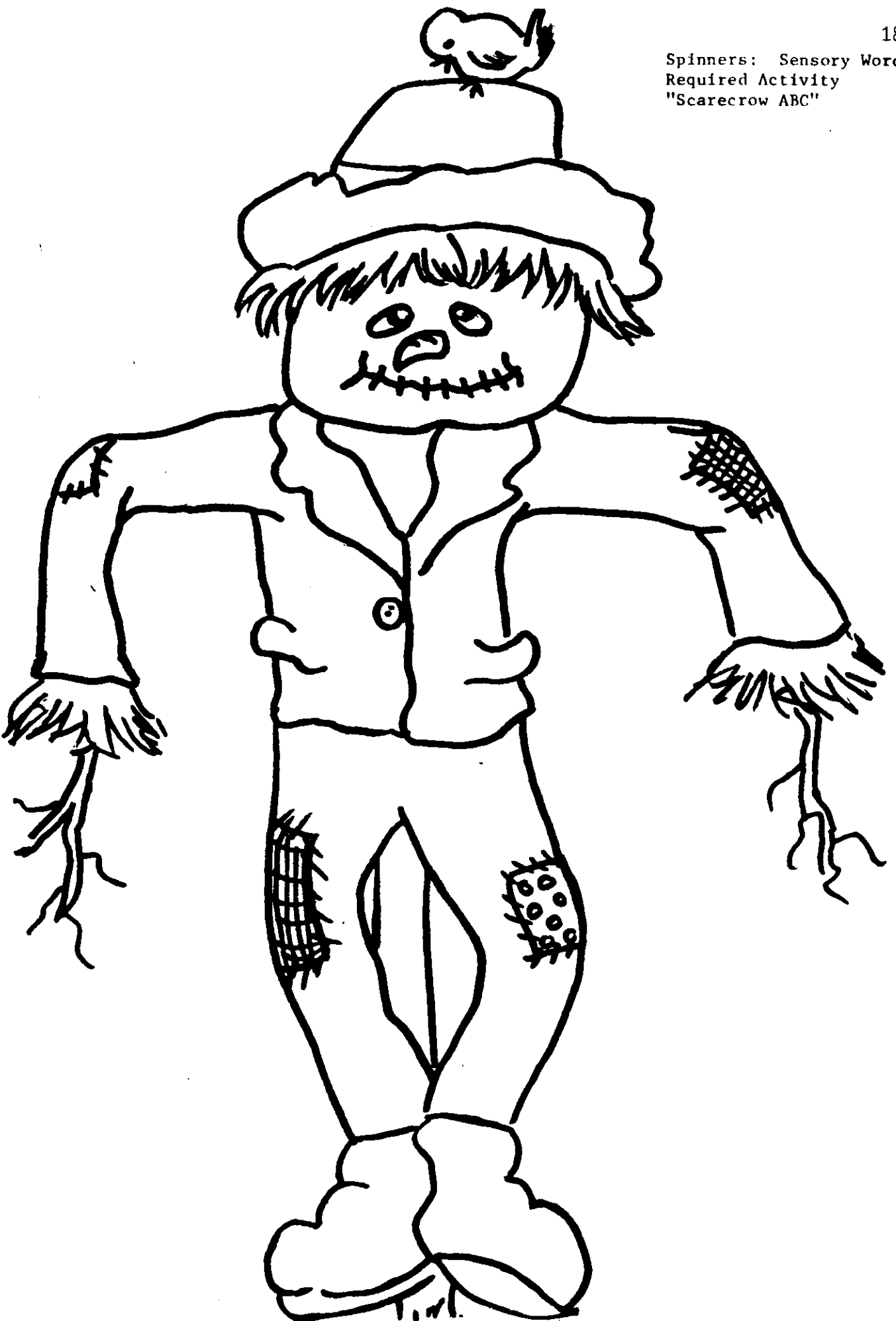
When the first two letters are the same, in order to put words in ABC order we learned to look at the third letter but if there is a word that has no third letter, that word comes first. (Nothing before something)

| | |
|---------------|------|
| go <u>n</u> e | go |
| go <u>_</u> | goat |
| go <u>t</u> | gone |
| go <u>a</u> t | got |

Spinners: Sensory Words
Required Activity
"Scarecrow ABC"

- I. Activity: Scarecrow ABC
- II. Purpose: To provide practice in alphabetizing to the third letter.
- III. Media Staff Preparation:
 - A. Materials
 1. File folder
 2. Tagboard and pockets
 3. Laminating film
 4. Marking pens
 5. Scissors
 6. Glue
 7. Scarecrow design
 8. Shape designs
 - B. Equipment
 1. Dry mount press or laminator
- IV. Procedure:
 - A. Put these words in A B C order.
 - B. Check your work by looking at the 'Answer List'
 - C. Please put each shape back in the pocket before taking another shape out of the pocket.

Spinners: Sensory Words
Required Activity
"Scarecrow ABC"



ALPHABETIZING TO THIRD LETTER

The following sets of words could be used to practice alphabetizing.
Type each word on a separate card: laminate the cards. (Cards of different colors will be helpful.)

| | | | | |
|------|-------|------|------|------|
| tar | cab | pin | bus | sat |
| tab | car | pit | but | sad |
| tag | cat | pig | bulb | sale |
| tan | cap | pile | buck | sail |
| tap | can | pine | bud | saw |
| tax | cake | pipe | bun | safe |
| tape | carp | pick | bug | sag |
| talk | cars | | bull | sang |
| tale | cards | | | same |
| | care | | | say |
| | cane | | | salt |
| | cape | | | |

| | | | | |
|------|------|------|------|------|
| cub | den | day | did | ham |
| cut | desk | dad | dig | had |
| cud | deep | dam | dime | hag |
| cup | deal | dart | die | hall |
| curl | dear | dare | dip | hand |
| curb | dew | date | dive | has |
| | dead | | dice | hat |
| | | | dirt | hard |
| | | | | have |
| | | | | hay |

| | | | | |
|------|------|-----|------|------|
| hot | ban | ant | fat | man |
| home | bat | and | fan | mat |
| hog | bag | any | fame | mad |
| hold | baby | | fad | make |
| hope | bad | | fall | male |
| hood | bake | | fast | map |
| hose | ball | | fact | mart |
| | band | | | mask |
| | bar | | | |
| | base | | | |
| | bay | | | |

Spinners: Sensory Words
Session III Activity
Guide Words Transparency

Objective: Use guide words

Materials Needed:

1. Transparency for overhead
2. Overhead marking pens
3. Dictionaries

Directions for construction:

Make transparency from "Guide Words Transparency" sheet attached.

Directions for use:

1. Place transparency on overhead.
2. Assign each student a word from the transparency list.
3. Tell student to look up guide words for his/her entry word and to write the guide words on the transparency next to the assigned word.

GUIDE WORDS TRANSPARENCY

AGE

BOTH

CRY

FEED

DREAM

LOVE

LION

HOBBY

LEAP

MONEY

ME

OLD

PEEK

SEESAW

PIZZA

SKIN DIVING

READ

TELESCOPE

SAIL

WASP

GUIDE WORDS TRANSPARENCY

| | | | |
|-------|--------------------------------|-------------|------------------------------------|
| AGE | <u>AFIRE</u> <u>AGED</u> | BOTH | <u>BORN</u> <u>BOUND</u> |
| CRY | <u>CRUMB</u> <u>CRYSTAL</u> | FEED | <u>FEAST</u> <u>FEEL</u> |
| DREAM | <u>DRAWN</u> <u>DRIED</u> | LOVE | <u>LOT</u> <u>LOW</u> |
| LION | <u>LINE</u> <u>LIST</u> | HOBBY | <u>HIVE</u> <u>HOG</u> |
| LEAP | <u>LEAN</u> <u>LEAVE</u> | MONEY | <u>MONEY</u> <u>MONTHLY</u> |
| ME | <u>MAYOR</u> <u>MEASURE</u> | OLD | <u>OIL</u> <u>OLYMPIC GAMES</u> |
| PEEK | <u>PECK</u> <u>PEEP</u> | SEESAW | <u>SEED</u> <u>SELECTION</u> |
| PIZZA | <u>PITCH</u> <u>PLACE</u> | SKIN DIVING | <u>SKI</u> <u>SKIP</u> |
| READ | <u>RAW</u> <u>READ</u> | TELESCOPE | <u>TEASE</u> <u>TELL</u> |
| SAIL | <u>SAD</u> <u>SAINT</u> | WASP | <u>WARN</u> <u>WASTE</u> |

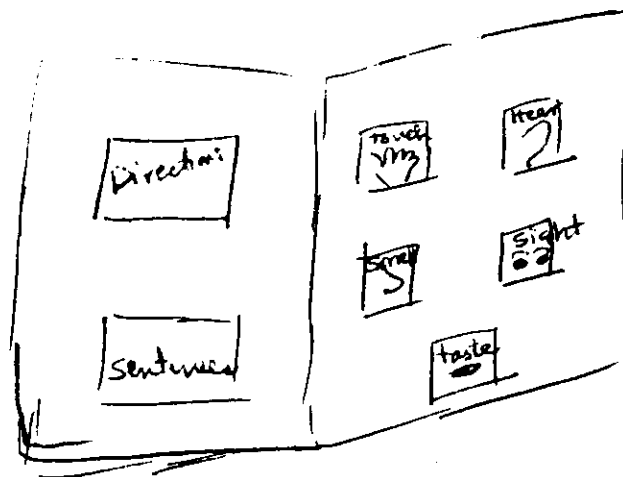
- I. Activity: Match-Up
- II. Purpose: To provide practice in identifying sensory words that appeal to one of the five senses.
- III. Media Staff Preparation:
- A. Materials
 - 1. File Folder
 - 2. Tagboard or pockets
 - 3. Laminating film
 - 4. Marking pens
 - 5. Scissors
 - B. Equipment
 - 1. Dry mount press or laminator

IV. Procedure:

- A. Take all the cards out of the pocket labeled 'Sentences'.
- B. Read the first sentence.
- C. Decide if the sentence appeals to the sense of sight, smell, touch, hearing or taste.
- D. Put the card in the pocket with that label.
- E. Do the other sentences.
- F. When finished, check your work using the answer key on back.
- G. Return all sentences to the pocket labeled 'Sentences'.

Construction:

- A. Make six pockets
 - 1. Glue one pocket on the lower left side and label 'Sentences'.
 - 2. Position and glue the five pockets on the right side and label each for one of the senses: sight, smell, touch, hearing and taste.
 - 3. Glue directions on the upper left side.
- B. Laminate.
- C. Cut along top of all pockets.
- D. Type sentences on cards and laminate.
- E. Put cards in pocket labeled 'Sentences'.



MATCH UP SENTENCES

1. The ice was cold and wet.
2. Thousands of flowers wave their colorful heads in the wind.
3. Tad dragged his toes in the warm sand.
4. A light flashed on and off.
5. The sound of the waves smashing against the rocks was deafening.
6. The strawberries were sweet and juicy.
7. The sound of the rattlers gave the snake away.
8. The dew in the spider's web sparkled like diamonds.
9. The witches' brew boiled in the old black pot.
10. A twig broke not far from where I stood.
11. The rotting wood gave out a musty odor.
12. The boxer buried his fist in the flesh of the other fighter.
13. The odor coming from the dog told us that the skunk had won.
14. Listen to the rustling of the Fall leaves.
15. The knife ripped through the skin.
16. Jingle, jingle, the bells are ringing.
17. The skin of the horse was like velvet.
18. The cries of the lost animal made our ears ache.
19. The clock alarmed early.
20. Honk, honk, went the horn.
21. I left the water cold as an icicle.
22. Smooth and wet was the nose of the puppy.
23. Snow covered the ground like a white blanket.
24. The cut was very painful.
25. The sunset filled the sky with shades of red, orange and yellow.

Spinners: Sensory Words
Reinforcement activity
"Sensory Words"

- I. Activity: Sensory Words
- II. Purpose: To provide practice in choosing sensory words to enhance a sentence.
- III. Media Staff Preparation:
 - A. Materials
 1. File Folder
 2. Tagboard
 3. Laminating film
 4. Scissors
 5. Marking pens
 - B. Equipment
 1. Dry mount press or laminator
- IV. Procedure:
 - A. Start with number 1.
 - B. Take the card from behind the shape.
 - C. Read the sentence.
 - D. Choose the word under the blank that best appeals to the senses.
 - E. Check your answer on the back of the card.
 - F. Return the card behind the shape.
 - G. Do the same with the other cards.

Construction:

- A. Cut out shapes (2 of each)
- B. Type sentences on appropriate shape.
- C. Glue directions on upper left side.
- D. Glue shapes on inside of folder and number (one of each shape).
- E. Glue other shapes on front for decoration.
- F. Laminate.
- G. Cut along the top for slits.



1. THE LEMON TASTES _____,
SOUR, NICE



2. THE RED APPLE IS _____,
CRISP, BRIGHT

3. THE GRAPES _____ IN THE MORNING LIGHT,
GLISTENED, LOOKED NICE



4. THE CAR _____ ALONG THE HIGHWAY,
RACED, WENT



5. THE _____ PEAR TASTED DELICIOUS,
GREEN, JUICY



6. THE WOOD _____ IN THE FIREPLACE,
CRACKLED, BURNED



7. THE CACTUS FELT _____,
PRICKLY, ROUGH



ABC Hook-Up

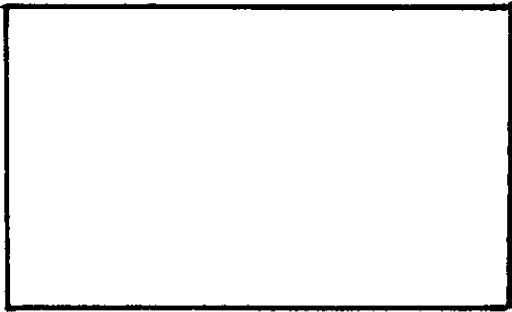
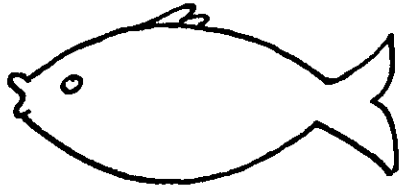
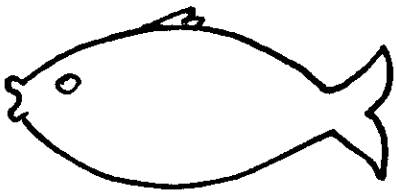
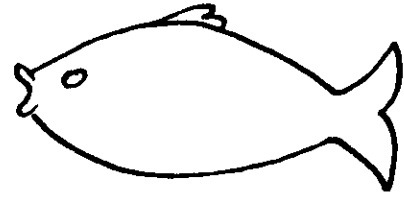
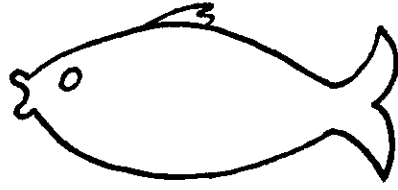
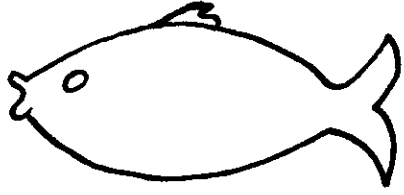
Level-Spinners 3¹

"A Bowl Of Sun"

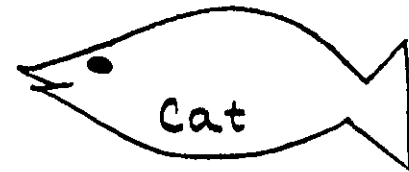
- I. Objective: Student will demonstrate the ability to alphabetize to the third letter.

- II. Instructions:
 1. Student will take the card from each pocket.
 2. Look at the words on the cards and decide how to put the words in ABC order.
 3. Then hang the cards on the hooks next to each pocket in ABC order.

- III. Media Staff Preparation:
 1. On the left side of a folder glue three pockets and the instructions.
 2. Then put three brackets through the back of the right side of the folder and bend the ends up to make a hook.
 3. Cut out the cards shaped like fish, laminate them and then punch out a hole on the top of each fish.
 4. To make this activity self-checking put a pocket on the back and have an answer sheet in it.



A.B.C. Hookup - Cards



Answer Sheet

- | | | |
|---------|------|-----|
| 1. Fan | Farm | Fat |
| 2. Cafe | Car | Cat |
| 3. Go | Goat | Got |

Objective: Student will alphabetize to the third letter.

Materials needed:

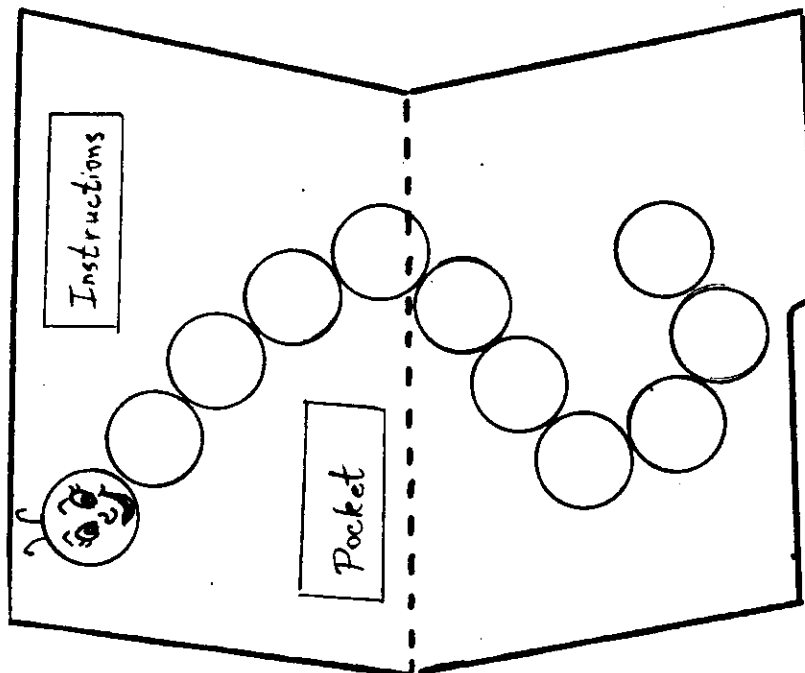
1. File folders

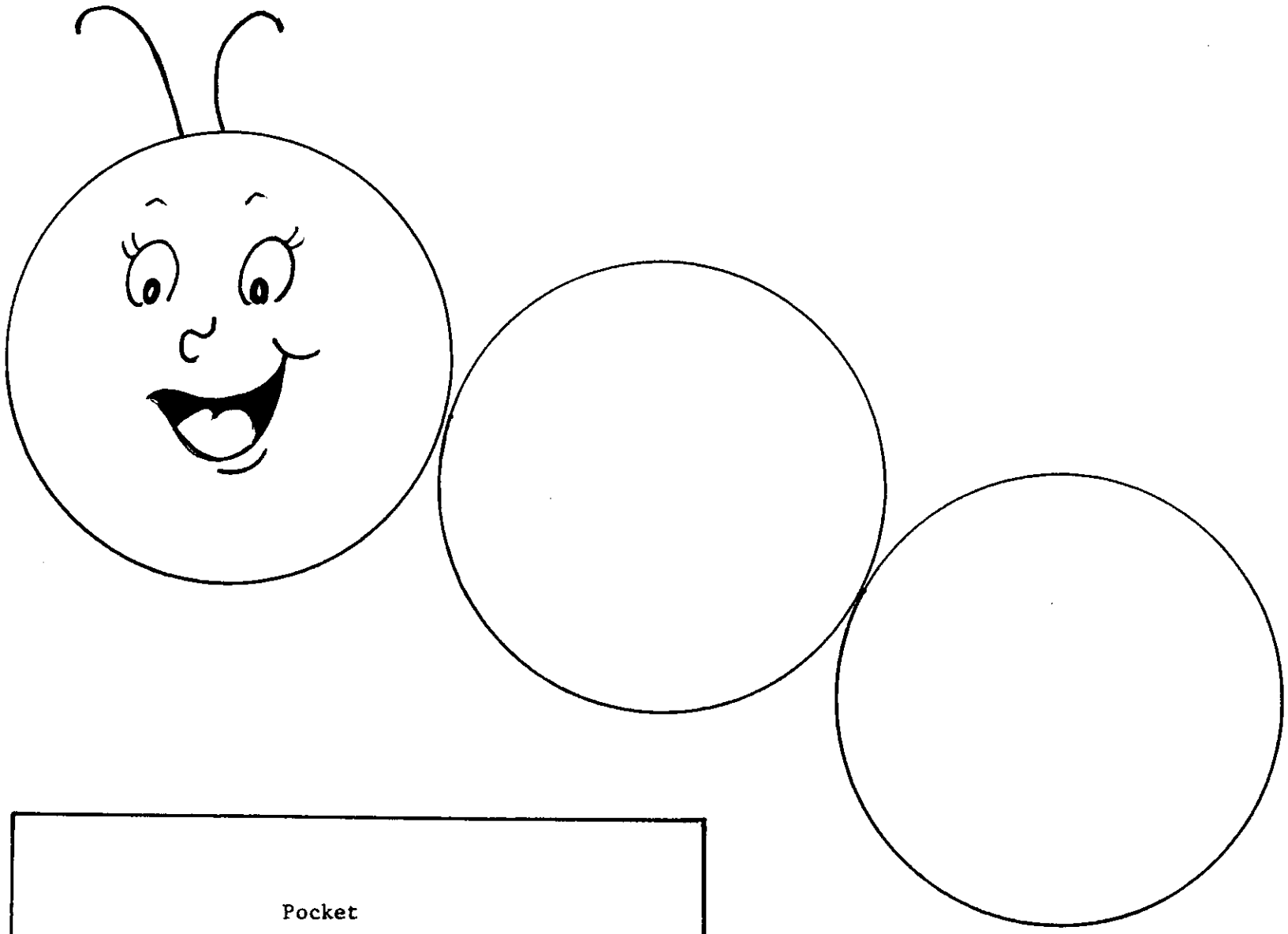
Instructions for making activity:

1. Use the pattern to draw the bookworm on each folder.
2. Cut at least 6 circles for each folder.
3. Type an author and title on each circle.
4. Laminate.

Student instructions for using activity.

1. Look at the author's name on each circle.
2. Place the circles on the bookworm in ABC order.

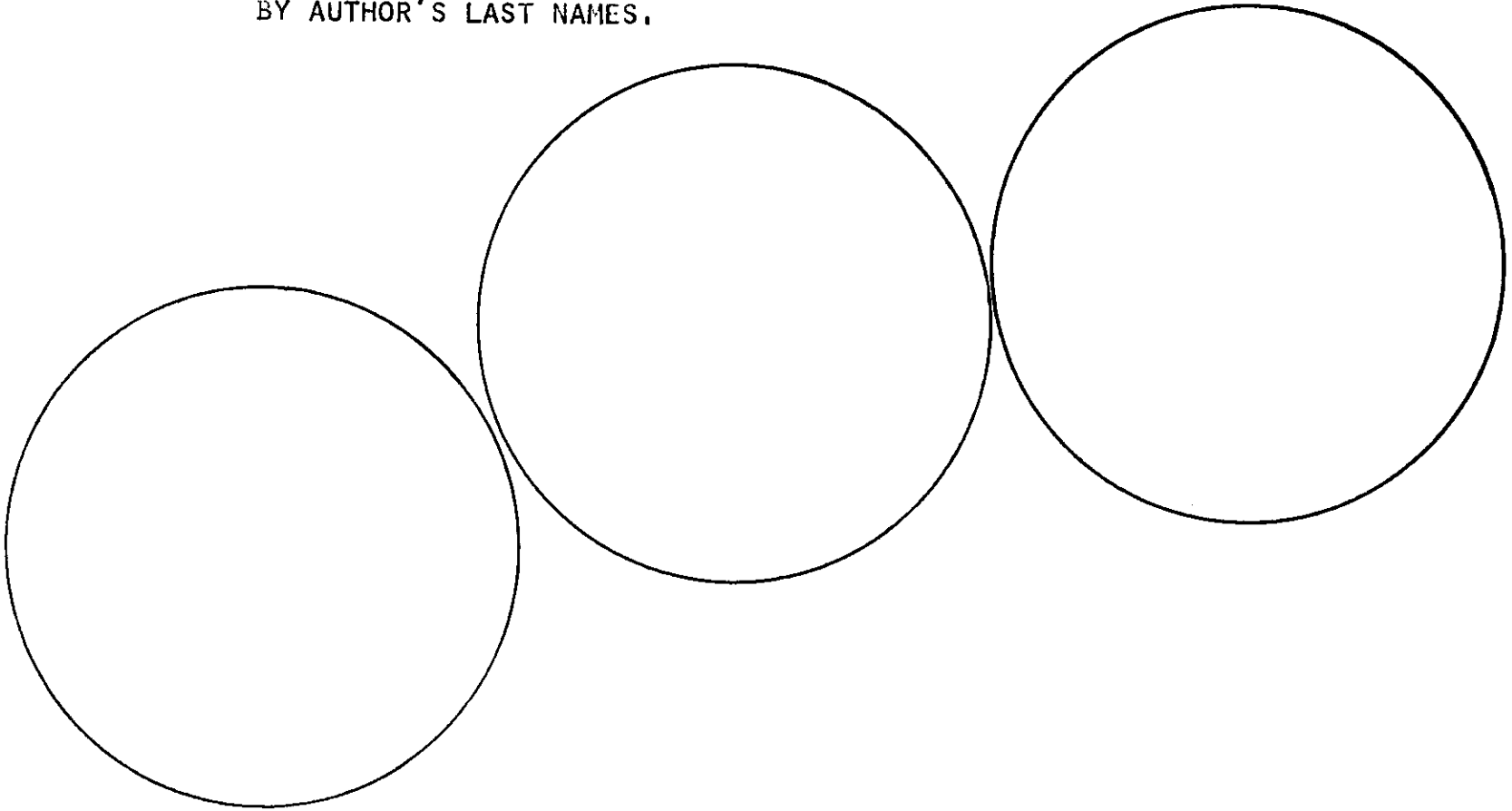


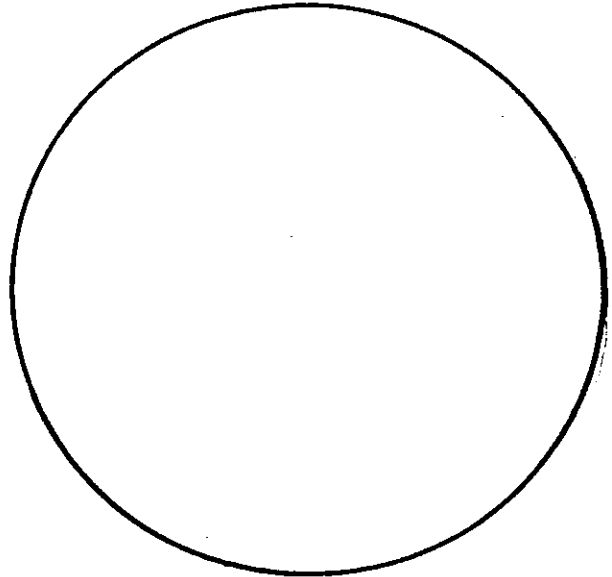
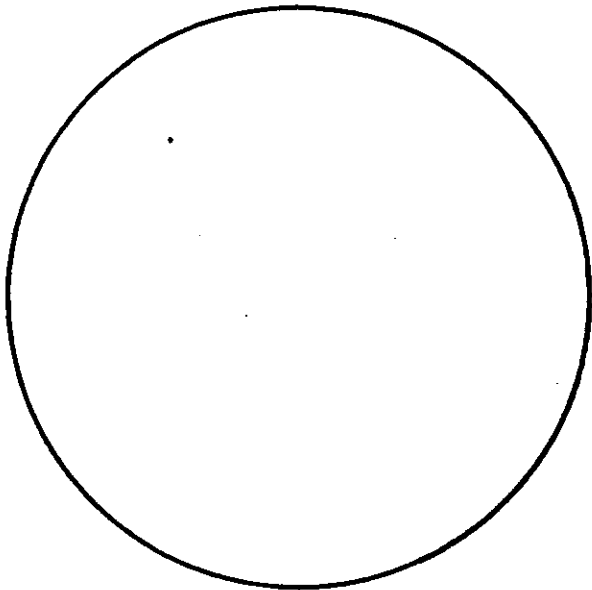
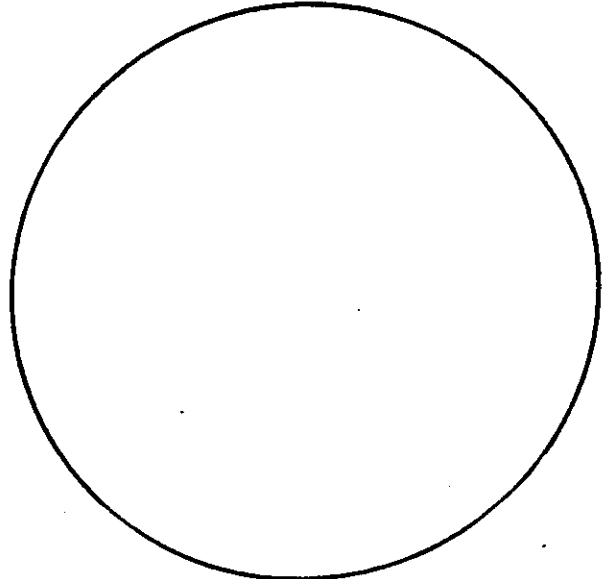
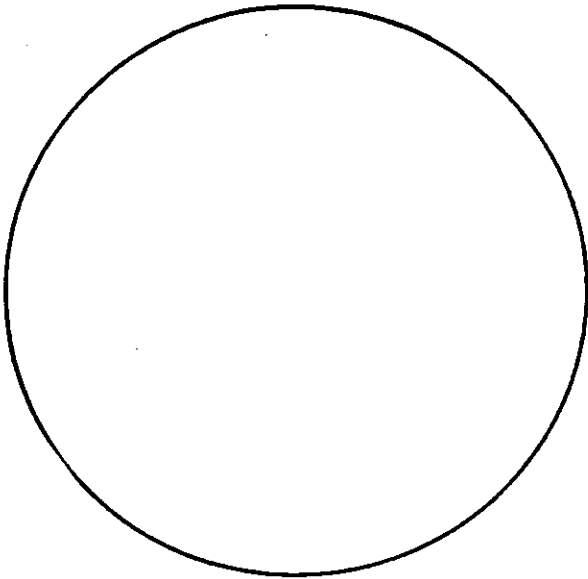


Pocket



FEED THE BOOKWORM ALPHABETICALLY
BY AUTHOR'S LAST NAMES.





Dictionary Dally

Objective: Use entry words to locate guide words.

Materials Needed:

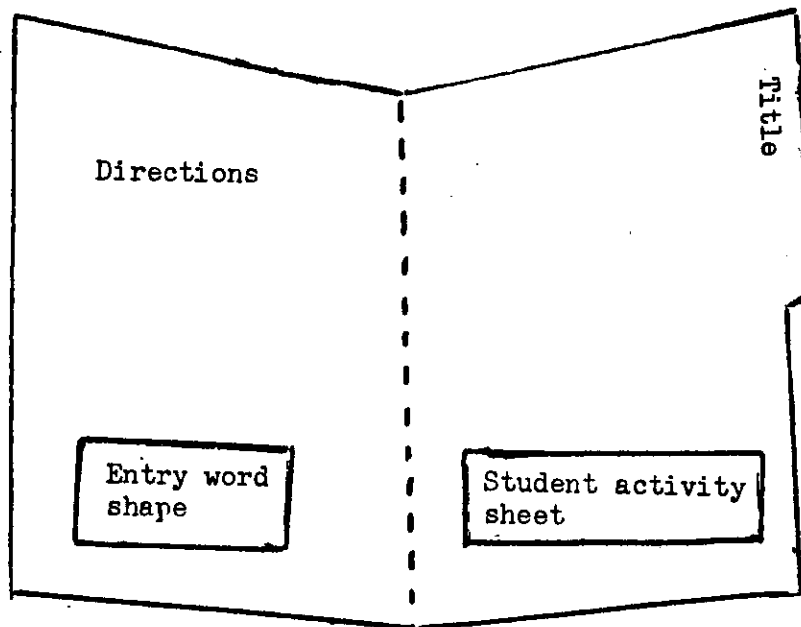
1. Entry words
2. Colorful folder
3. Student dictionary
4. Student activity sheet

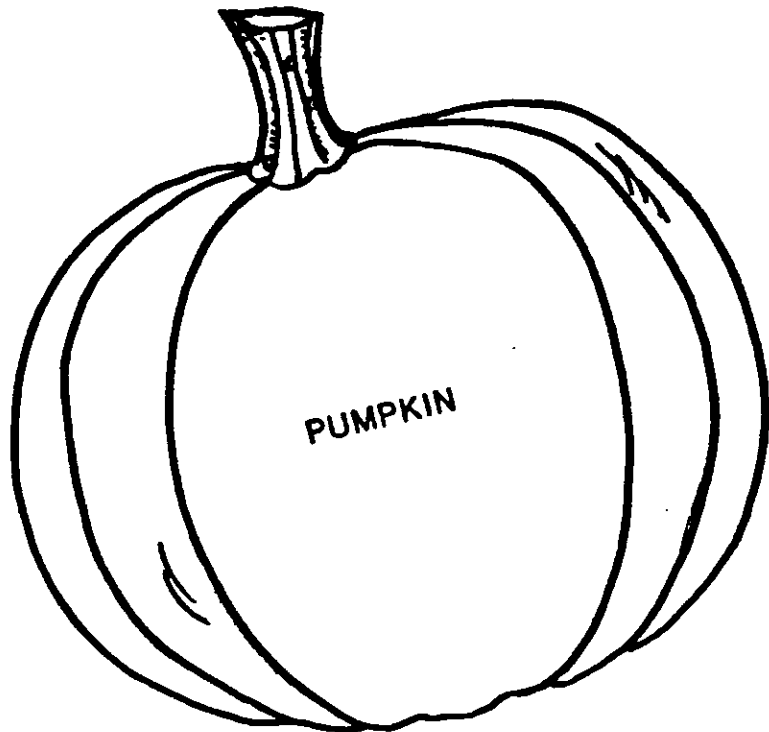
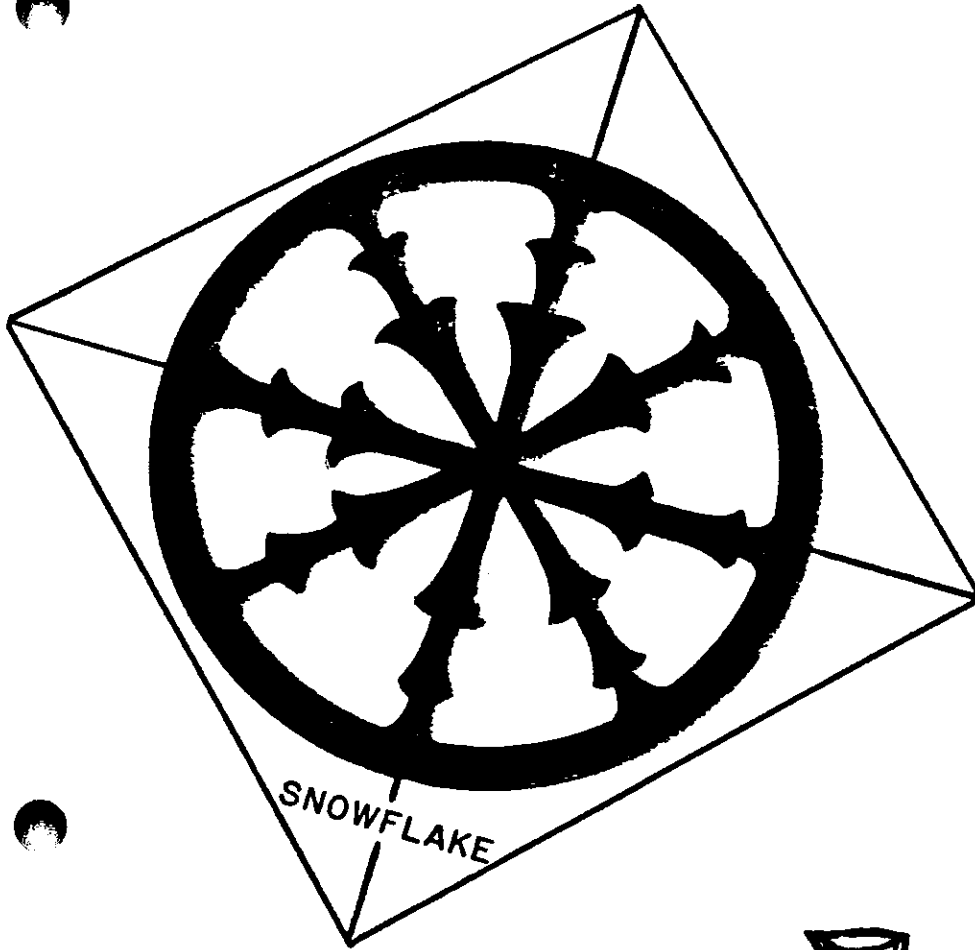
Instructions for making file folder activity:

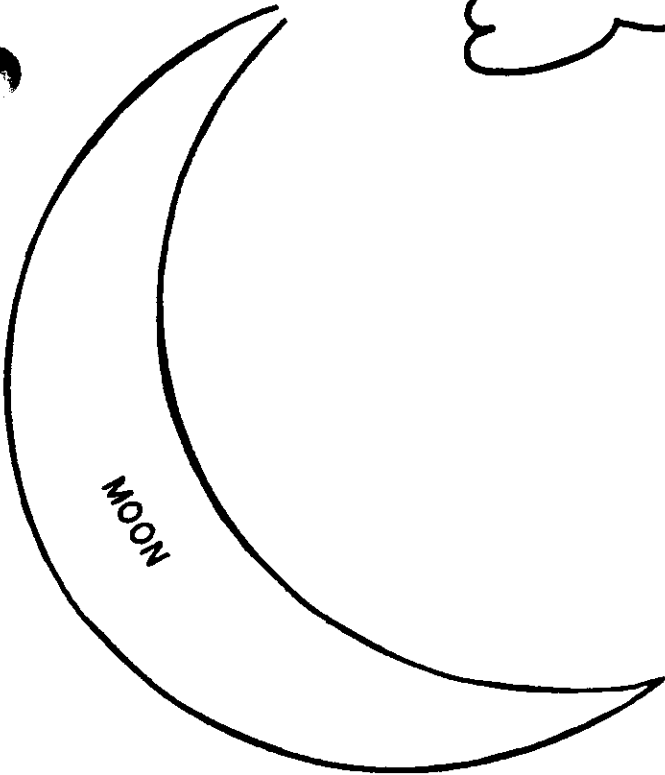
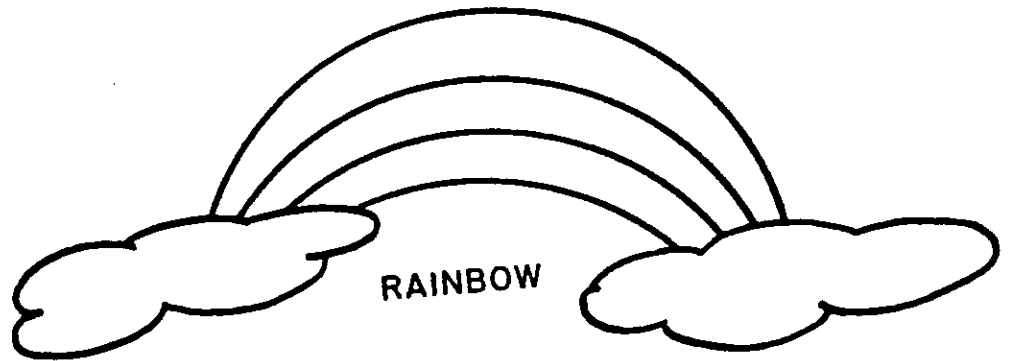
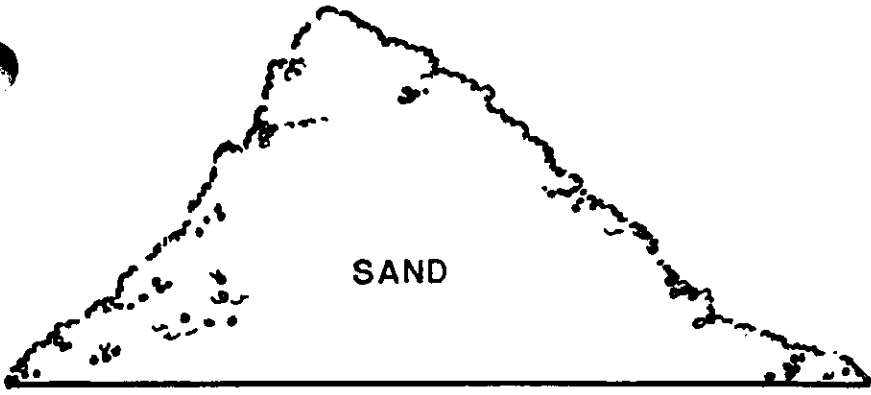
1. Cut and mount a sample entry word shape on front of folder.
2. Mount pocket for entry shape words on left side of file folder.
3. Place directions at top of left side of folder.
4. Mount pocket for activity sheets on right side of folder.

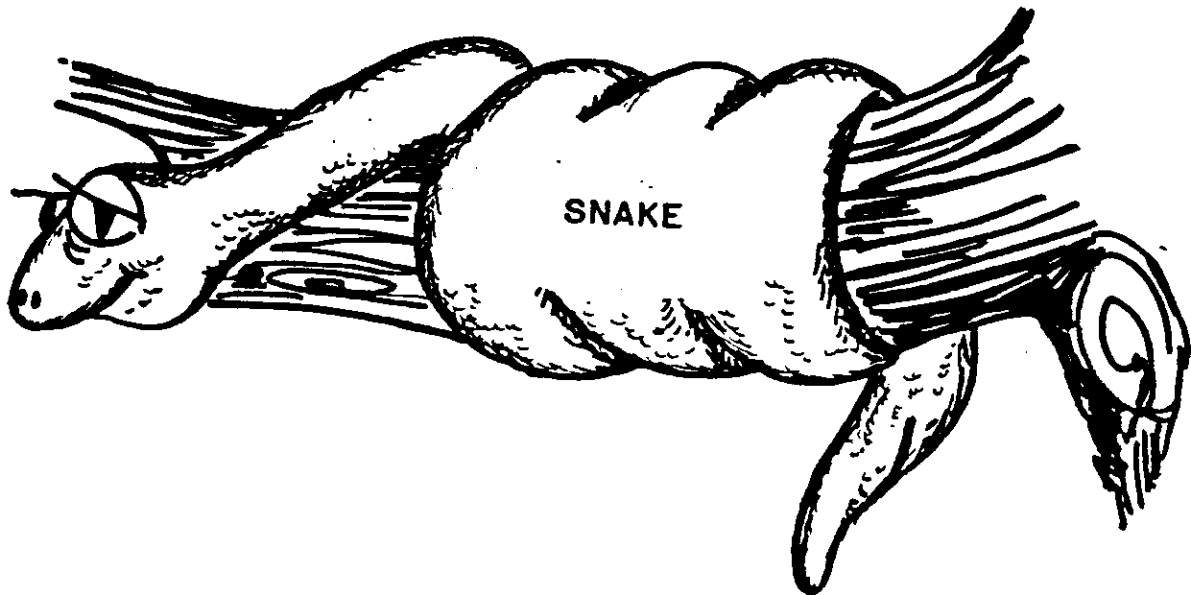
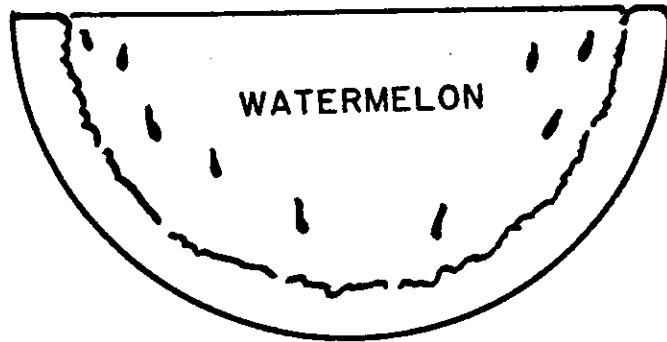
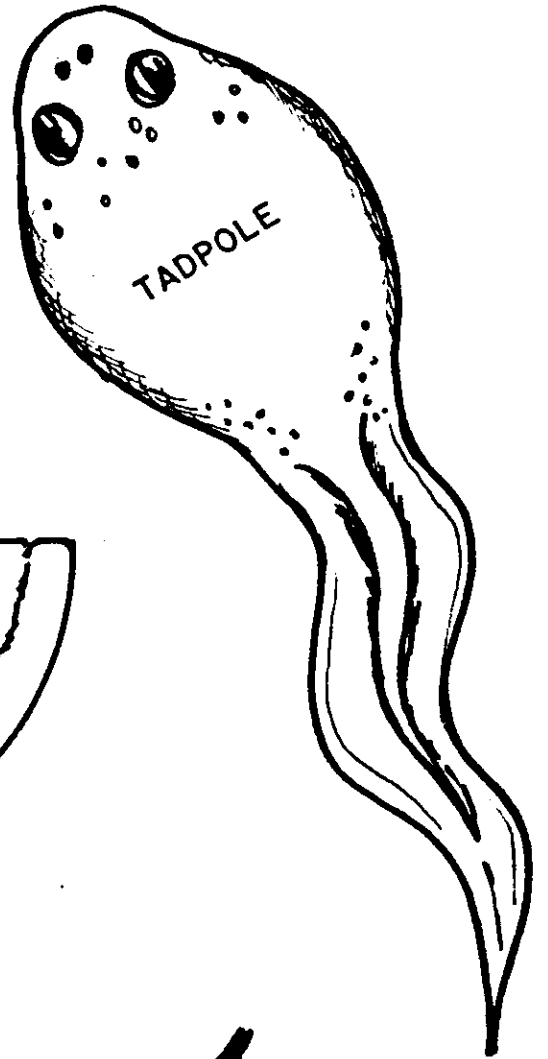
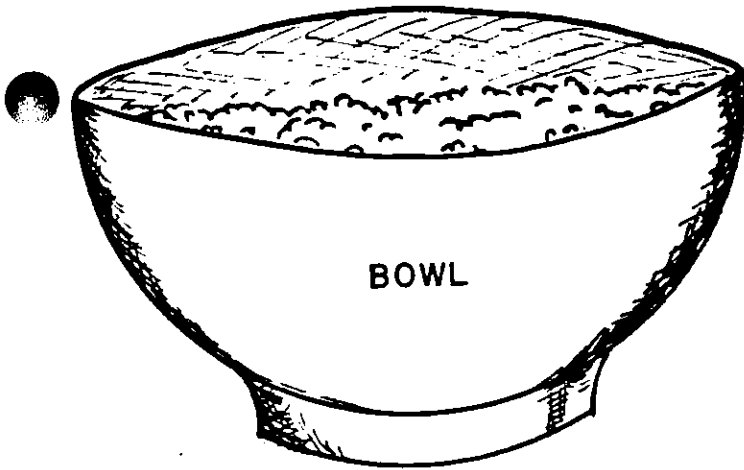
Instructions for student:

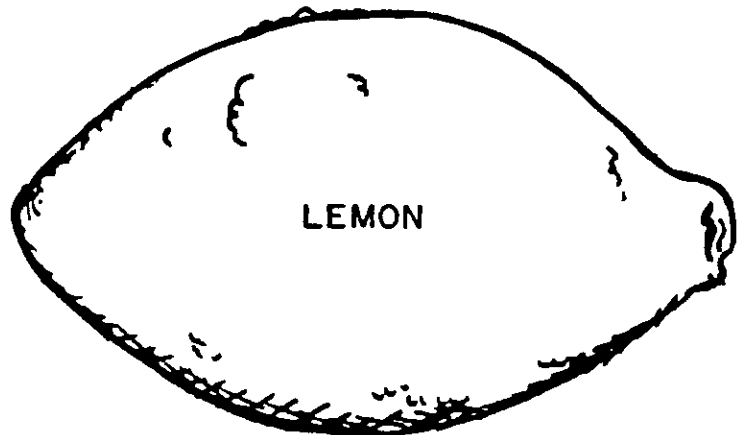
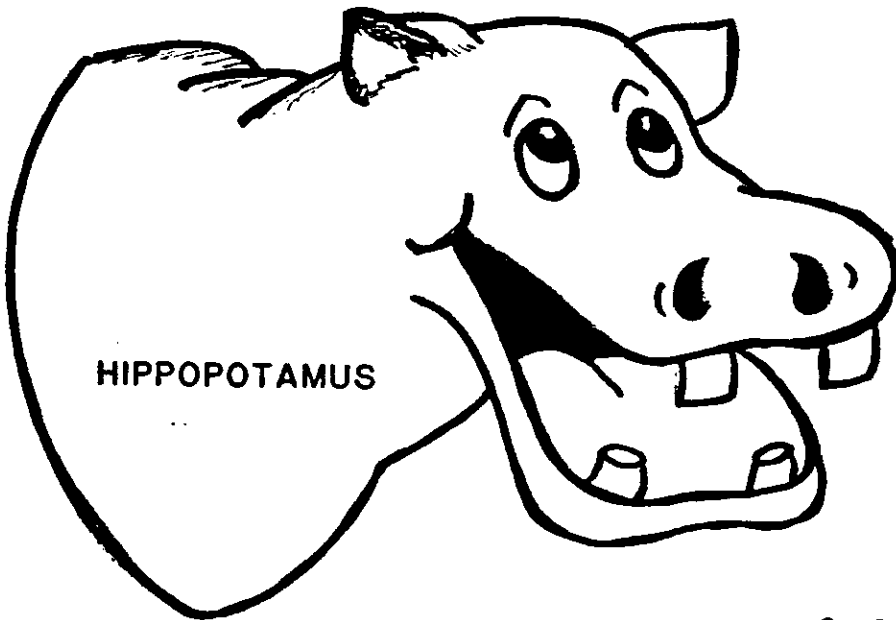
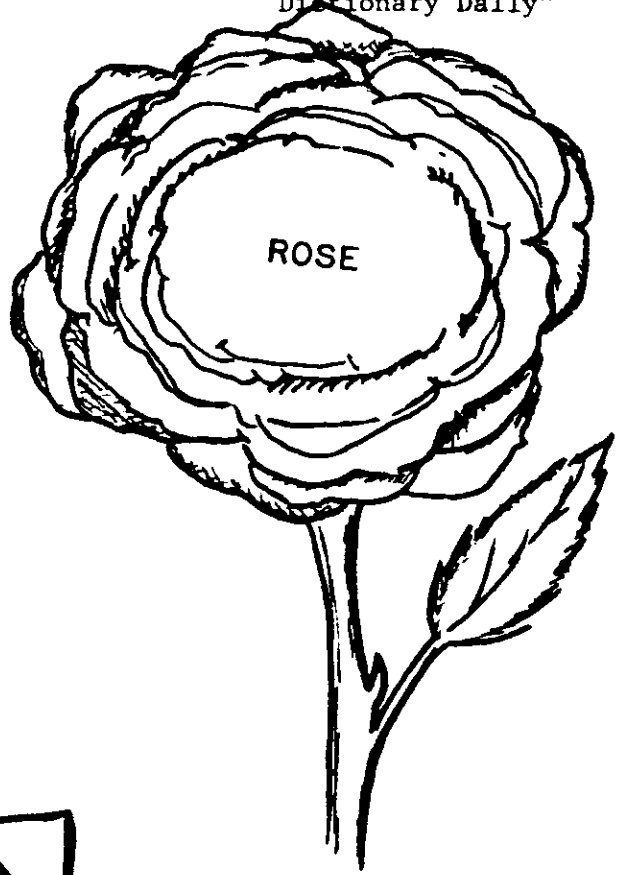
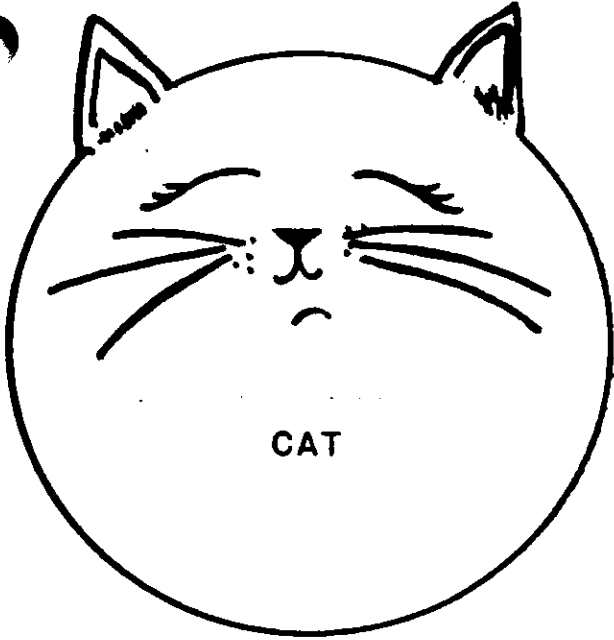
1. Take entry word shape from pocket.
2. Look entry word up in the dictionary.
3. Using the student activity sheet, write the guide words for your entry word. Also, write 3 sensory words for your entry word.

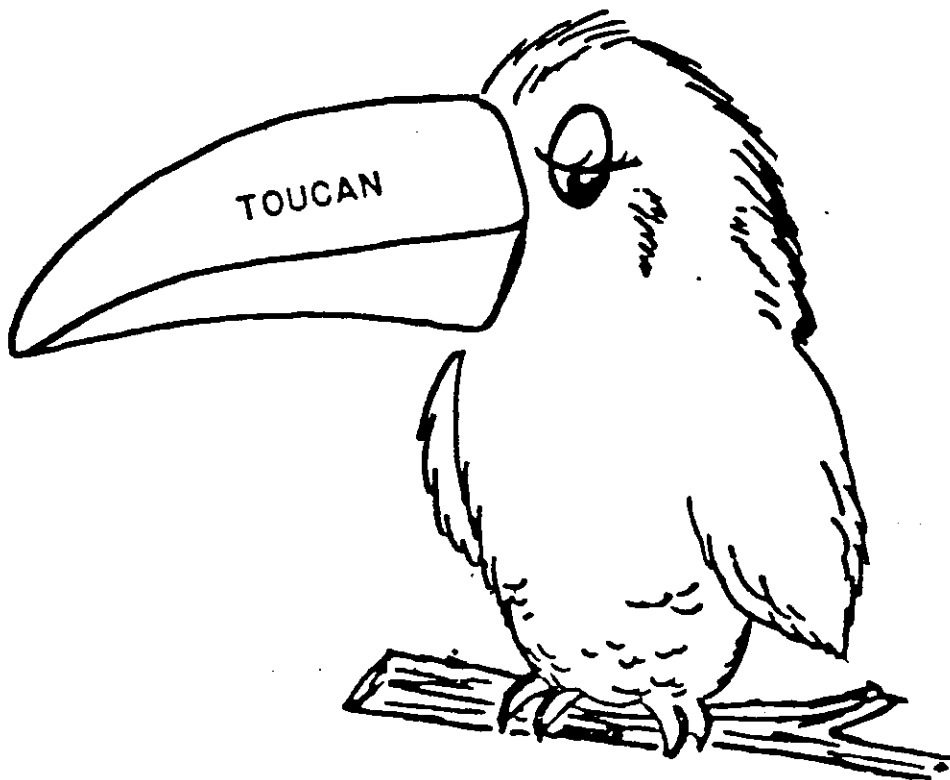
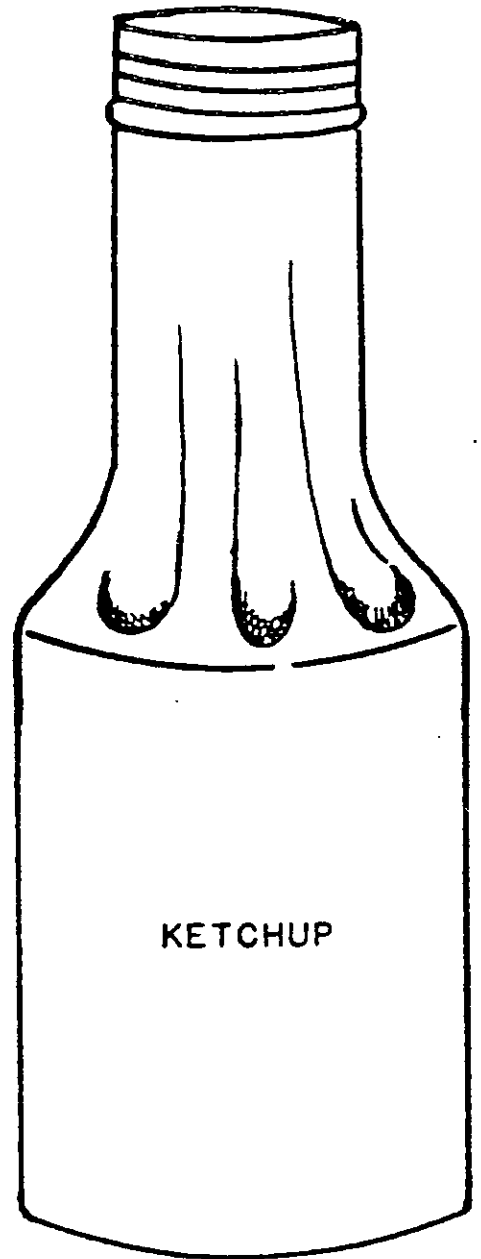
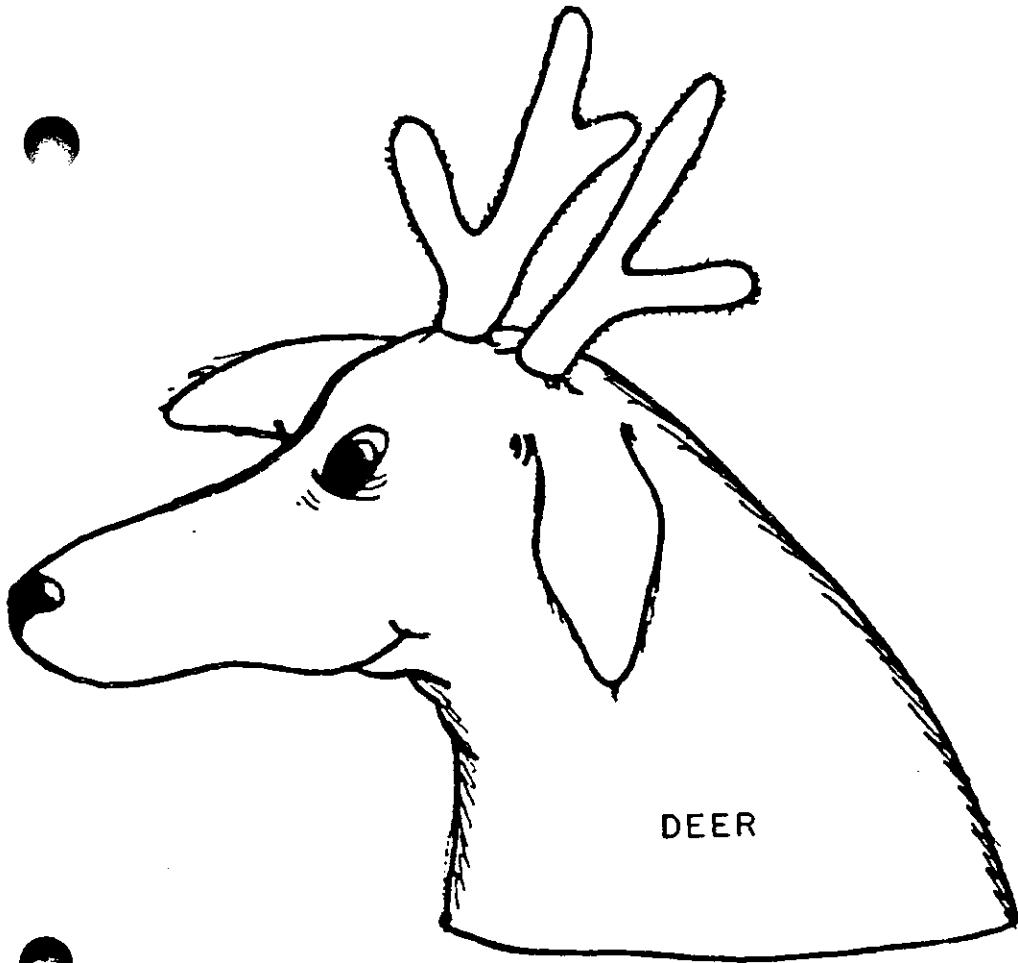


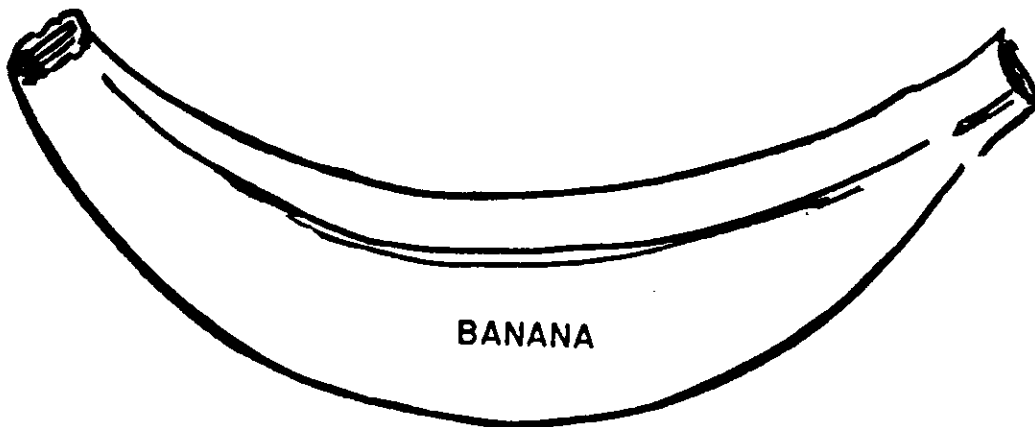
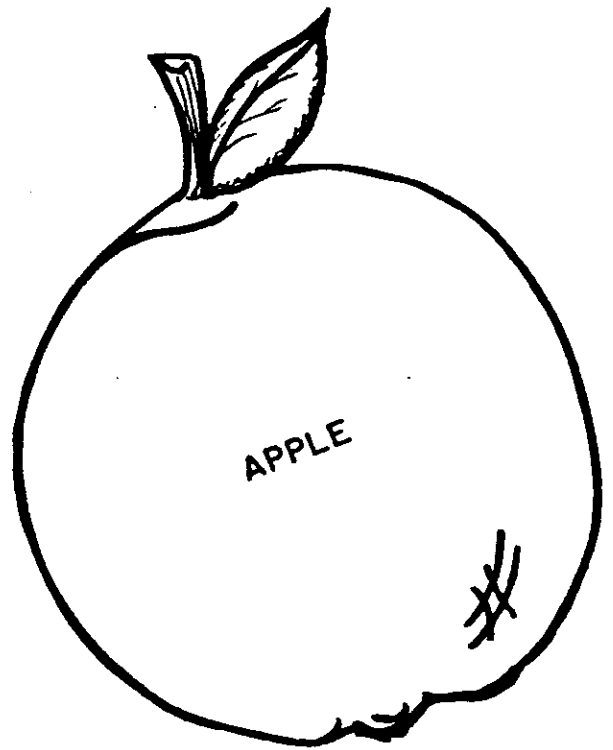
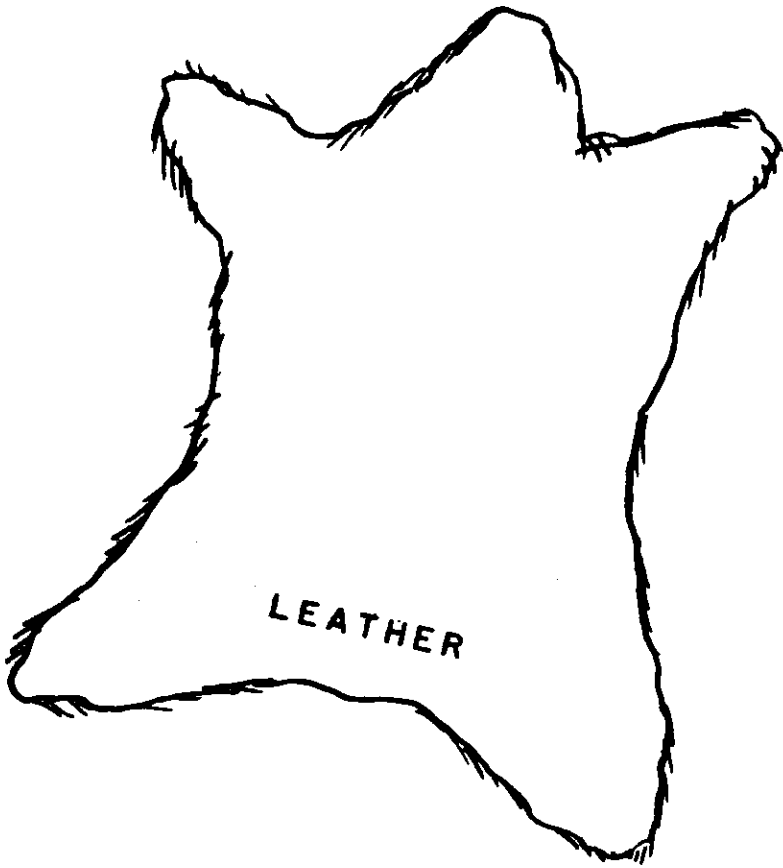
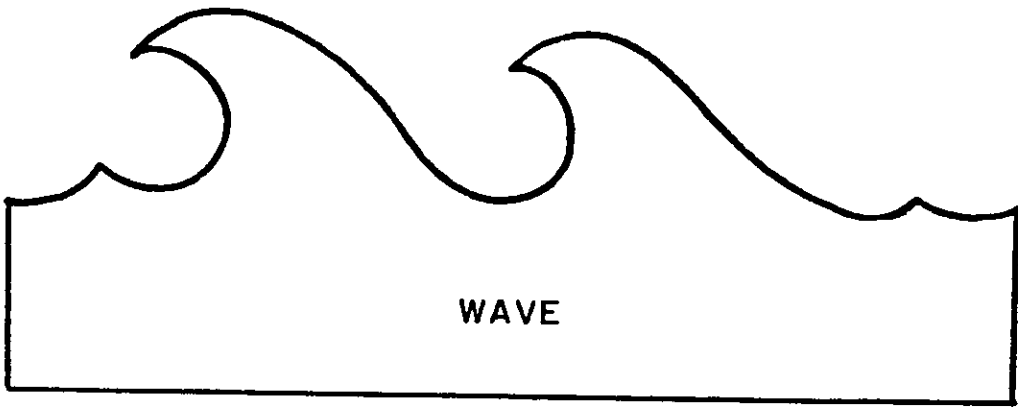












1. Apple
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
2. Banana
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
3. Cat
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
4. Deer
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
5. Hippopotamus
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
6. Lemon
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
7. Snake
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
8. Snowflake
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
9. Sand
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
10. Rose
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____

11. Moon
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
12. Rainbow
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
13. Pumpkin
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
14. Ketchup
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
15. Wave
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
16. Tadpole
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
17. Toucan
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
18. Watermelon
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
19. Bowl
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____
20. Leather
Guide words _____
Sensory words 1. _____ 2. _____ 3. _____

LEVEL: SPINNERS

- I. Unit Topic: Animal Story (Correlated with: "What's the Matter With Carruthers?" TG pp. 194-207)
- II. Objectives:
- A. Literary Skills -- Students will:
1. define an animal story.
 2. distinguish between fiction and non-fiction animal stories.
- B. Library Media Skills -- Students will:
1. locate animal books by using a call number, author and title.
 2. identify the card catalog.
 3. recognize the purpose of guide letters.
 4. identify the guide letters between which a given subject would be located in the card catalog drawers.
 5. name the three (3) kinds of cards found in the card catalog.
- III. Media Staff Preparation
- A. Materials
1. Magic markers
- B. Equipment
1. Overhead Projector
- C. Student Activities
1. "Calling All Animals", activity with transparency
 2. "Card Catalog Guide Letters", folder activity
 3. "Card Catalog Treasures", activity
- IV. Suggested Procedure: (Minimum Sessions Required: 2)
- A. Session I: (Objectives A-1, A-2, B-1)
1. Introduction
 - a) Discuss "What's the Matter With Carruthers?"
 - 1) Who was Carruthers? (A bear)
 - 2) Who were some of the other characters? (Emily, a pig; and Eugene, a turtle)
 - *b) Statement of Learning - Today we are going to learn what an animal story is, distinguish between fiction/non-fiction animal stories and locate them on the shelf by using call numbers, authors and titles.

2. Instruction

- a) Tell the students that if a story has animals for characters, it is called an animal story.
- b) Remind students that we learned last year that fiction books are "made up" stories and that non-fiction books have facts.
- c) Discuss ". . . Carruthers?" again to determine that it is fiction.
 - 1) Did the animals talk? (Yes)
 - 2) Did they do any other things like humans? (Yes, wear clothes, rake leaves, etc.)
 - 3) Could this story have really happened? (No)
- d) Help them recall other animal stories in Spinners (these are fiction)
 - 1) "Keola's Hawaiian Donkey" TG pp. 5
 - 2) "The Unemployed Elephant" TG pp. 21
- e) Point out that they have not read a non-fiction animal selection in this reader, yet; but they have read some non-fiction.
 - 1) "Mrs. Birdie's Bread, TG pp. 56
 - 2) "Puerto Rico", TG pp. 106
- f) And you will read a non-fiction animal story when you read "Skunk Baby" TG pp. 251
- g) Tell the students that we can locate both fiction and non-fiction in the media center by using call numbers.
- h) Remind them that they learned last year that the call number is on the spine of the book and is the "address" of the book.
- i) Use "Calling All Animals" transparency to teach the difference between fiction and non-fiction call numbers

| | | |
|---|-----|-----|
| E | Fic | 599 |
| M | Mor | Ebe |

- 1) Remind students that "E" stands for easy books (and these are usually made up stories, like fiction); M is for the author's last name.
- 2) Tell them that "Fic" is for fiction, and "Mor" is the first 3 letters of the authors's last name. (This is why we alphabetize to the third letter the last time you came to the media center)

- j) Use "Calling All Animals" activity to allow students to practice locating books on the shelf.
- 1) Be sure they know where the various sections are in your media center.
 - 2) Go with them to each section and locate a sample call number.
 - 3) Allow students to locate as many as time permits.
 - 4) Each student may bring one or more book(s) back to the group and check them out.
 - 5) You may wish to distinguish the fiction from the non-fiction.

*k. Closure

- 1) Today we have learned a definition for animal stories and have distinguished between fiction and non-fiction animal stories.
- 2) We have also learned to locate books on the media center shelves by using a call number, author and title.
- 3) Tomorrow we will start learning about the card catalog.

3. Evaluation: Can students:

- a) define an animal story?
- b) distinguish between fiction and non-fiction animal books?
- c) locate books by themselves?

NOTE: The above many take two sessions, especially at the beginning of the year. You may wish to teach "E" and "Fic" one day, teach non-fiction the next day.

4. Reinforcement

- a) LMS will review the definition of an animal story, then students will complete "Animal Search" activity (more call numbers, authors and titles on different pictures).

B. Session II (Objectives B-2, B-3, B-4, B-5)

1. Introduction

- a) Briefly discuss yesterday's activities.
- b) Ask students if they are reading the animal books they checked out yesterday.

- *c) Statement of Learning - Today we will learn what the card catalog is, about the guide letters on the drawers, and learn the three (3) different kinds of cards in the card catalog.

2. Instruction

- a) Take the students to the card catalog and explain that it is the key to locating all materials in the media center. It contains three (3) kinds of cards and they are in alphabetical order.
- b) Point out the labels on the front of the drawers. Explain that these labels are called guide letters and that they show us what cards are in each drawer. The first three (3) letters are the same as the first three (3) letters on the top line of the first card in the drawer. The last three (3) letters are the same as the first three (3) on the top line of the last card.
- c) Use "Card Catalog Guide Letters"
- 1) The media specialist will do the first two or three words to fully explain.
 - 2) Various students will do a few words orally.
 - 3) Allow students to do a few alone. (Check these)
- d) Use "Card Catalog Treasures" to allow students practice in selecting the correct drawer of the card catalog.
- e) Tell the students that there are three (3) kinds of cards in the card catalog: author, title and subject.
- 1) Ask several students to name these three (3) kinds of cards.

*f) Closure

- 1) Today we have learned that this cabinet is called the card catalog.
- 2) We have learned that there are guide letters on the drawers to help us locate a word.
- 3) We also know that there are three (3) kinds of cards in the card catalog; author, title and subject.
- 4) When you read "Skunk Baby" in your reader, you will come back to the media center to learn more about using the card catalog.

3. Evaluation: Can students:

- a) identify the card catalog?
- b) recognize the purpose of guide letters?

- c) identify the guide letters between which a given subject would be located in the card catalog drawers? 215
d) name the three (3) kinds of cards found in the card catalog?

4. Reinforcement

- a) "Card Catalog Guide Letters" (LM Specialist will provide guidance as needed.)
b) "Card Catalog Treasures" (LM Specialist will provide guidance as needed.)

C. Enrichment Activities

1. Set up a listening center

- a) Fiction - use any fiction filmstrip you have about animals.
b) Nonfiction - any nonfiction animal filmstrip may be used (for example: Animal Life. Filmstrip House, 1958.)

2. "Elephant Clue"

V. Resources

A. Books

- Alexander, Martha. Blackboard Bear. Dial, 1969.
Ambler, C. Ten Little Foxhounds.
Brown, Margaret W. Runaway Bunny.
Fatio, Louise. The Happy Lion and the Bear.
Freeman, Don. Bearymore. Viking, 1976.
Freeman, Don. The Turtle and the Dove. Viking, 1964.
Hoban, Lillian. Mr. Pig and Family. Harper, 1980.
Hoff, Syd. Henrietta Goes to the Fair. Garrard, 1979.
Joslin, Cesyle. Baby Elephant and the Secret Wishes.
Keats, Ezra Jack. Hi Cat.
Lobel, Arnold. Small Pig. Harper, 1969.
McCloskey, Robert. Blueberries for Sal. Viking, 1948.
Marshall, James. What's the Matter With Carruthers? Houghton, 1970.
Peet, Bill. The Wingdingdilly. Houghton Mifflin, 1970.
Selsam, Millicent, Let's Get Turtles. Harper, 1965.
Supraner, Robyn. Would You Rather Be a Tiger?
Ward, Lund. The Biggest Bear.
Zion, Gene. Harry the Dirty Dog.
Bond, Michael. A Bear Called Paddington. Houghton, 1960.
Brewster, Patience. Ellsworth and the Cats From Mars. Clarion, 1981.
Cleary, Beverly. Socks, Morrow, 1973.
Coatsworth, Elizabeth. The Cat Who Went to Heaven. Macmillan, 1958.
Cowley, Joy. The Duck in the Sun. Doubleday, 1969.
Morey, Walt. Gloomy Gus. Dulton, 1970.
Peet, Bill. Chester the Worldly Pig. Houghton, 1965.
White, E. B., Charlotte's Web. Harper, 1952.
Galdone, Paul. The Hare and the Tortoise, McGraw-Hill, 1962.
Galdone, Paul. The Three Little Pigs. Seaburg, 1970.
Lafontaine, Jean de. The Hare and the Tortoise. Watts, 1966.

Adrain, Mary. Secret Neighbors: Wildlife in a City Lot. Hastings House, 1972. 216

McClung, Robert. Animals That Build Their Homes. National Geographic Society, 1976.

Nussbaum, Hedda. Animals Build Amazing Homes. Random, 1979.

Riedman, Sarah. Odd Habitats of Land Animals. McKay, 1980.

Bronson, Wilfrid. Turtles. Harcourt, 1945.

Darling, Lois. Turtles. Morrow, 1962.

Freschat, Berniece. Turtle Pond. Scribner, 1971.

Eberle, Irmengarde. Bears Live Here. Doubleday, 1966.

Mason, George. The Bear Family. Morrow, 1960.

Fields, Alice. Pets. F. Watts, 1981.

Goldreich, Gloria. What Can She Be? A Veterinarian.

Ames, Lee J. Draw 50 Dogs. Doubleday, 1981.

Emberley, Ed. Ed Emberley's Drawing Book of Animals. Little, Brown, 1970.

Ilse, Elizabeth M. Hey Bug! American Heritage, 1972.

Jacobs, Leland B. Animal Antics in Limerick Land. Garrard, 1971.

Fischer, Aileen. Listen, Rabbit. Crowell, 1964.

Fischer, Aileen. Do Bears Have Mothers, Too? Cromwell, 1973.

B. Reference Sources (None)

C. Software

Animal Homes. (Cassette) Media Materials. 10 copies of worksheet.

Animal Life. (Sound filmstrip) Filmstrip House, 1956.

"Being The Thing" English Composition for Children. (Sound filmstrip) Pied Piper.

The Mouse and the Motorcycle-First Choice: Authors and Books (Sound filmstrip). Pied Piper.

Ribsy-First Choice: Authors and Books (Sound Filmstrip). Pied Piper.

White Bird-First Choice: Authors and Books (Sound filmstrip). Pied Piper.

The Cat and Mrs. Cary-First Choice: Authors and Books (Sound filmstrip). Pied Piper.

Brighty of the Grand Canyon-First Choice: Authors and Books (Sound filmstrip). Pied Piper.

VI. Glossary

A. Animal story - a story that has animals as characters.

B. Fiction - a story with characters and events that are not real: made-up story.

C. Non-fiction - a book or selection that is real; it has facts.

D. Call number - the numbers/letters that help you locate a book on the shelf.

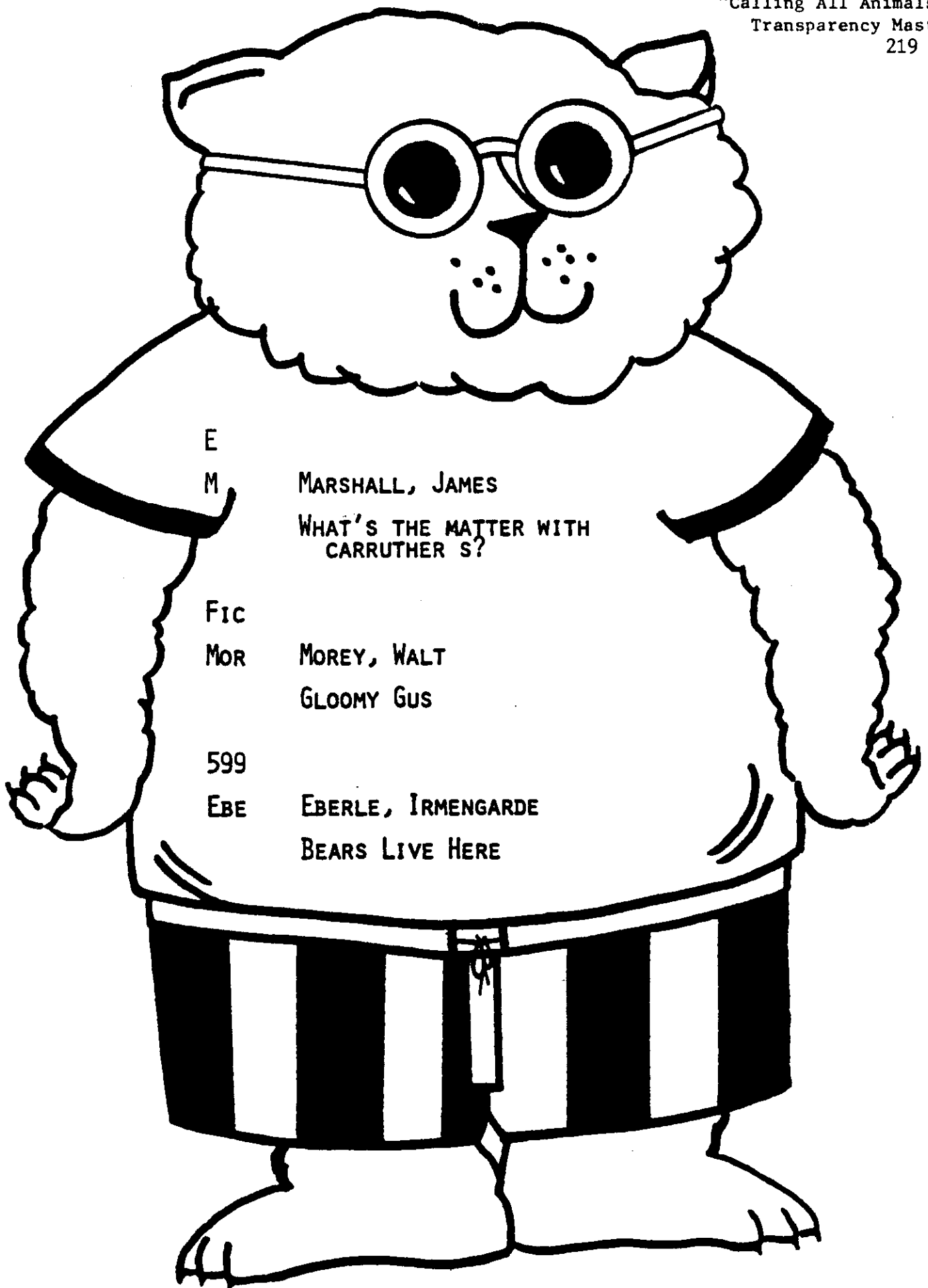
- E. Card Catalog - a cabinet of drawers with cards in ABC order. These cards have information that help you locate materials in the media center.
- F. Guide Letters - letters on the drawers that help you locate your words.

- I. Objective: Distinguish between fiction/non-fiction animal books and locate animal books by using call number, title and author.

- II. Materials Needed:
 1. file folders
 2. colored paper
 3. laminating film

- III. Instructions for making learning center:
 1. Copy the animals pictures found on the next page. (Make enough copies for each student in your group to have two or three animals.)
 2. Type call number, author and title from a book in your library media center on each. Number non-fiction items with odd numbers and fiction items with even numbers to make the activity self-checking.
 3. Cut apart.
 4. Glue or rubber cement packets inside file folder.
 - a) one large pocket to hold all cards.
 - b) one labeled "fiction".
 - c) one labeled "non-fiction".
 5. Laminate cards and folders.

- IV. Student instructions for using learning center:
 1. Take the cards out of the big pocket.
 2. Look at the call numbers. Put fiction call numbers in "Fiction" pocket. (Remember that easy books are considered fiction books) Put non-fiction call numbers in "non-fiction" pocket.
 3. See answer key on the back of the folder to check your answers.
 4. Choose one easy book, one fiction book, and one non-fiction book. Go to the shelves and find your books.



E
M

MARSHALL, JAMES
WHAT'S THE MATTER WITH
CARRUTHER S?

FIC
MOR

MOREY, WALT
GLOOMY GUS

599
EBE

EBERLE, IRMENGARDE
BEARS LIVE HERE



I. Objective: Locate fiction and non-fiction animal books by using call number, author and title.

II. Materials needed:

1. Colored paper

III. Instructions for Making Learning Center:

1. Copy the animal on colored paper.
2. Type a number, author and title on the back of each animal. (Be sure the books are in your media center.)

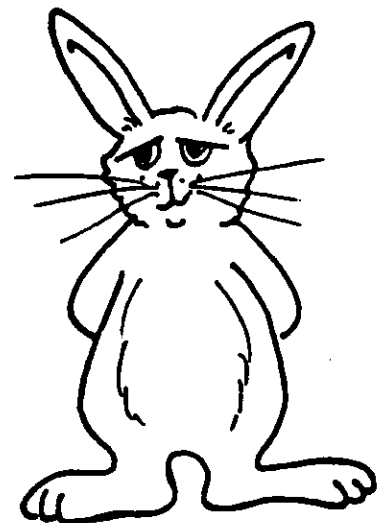
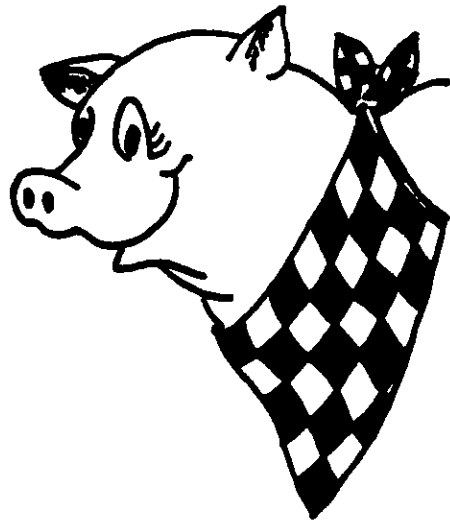
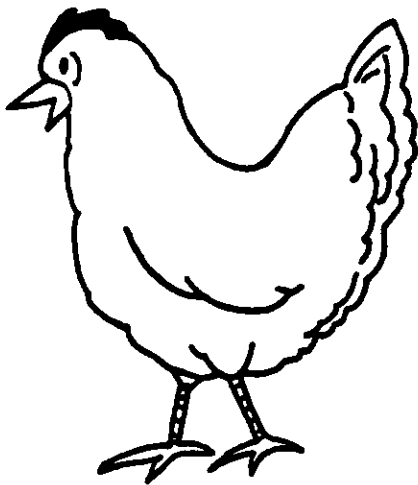
IV. Instructions to students:

1. Ask students to locate book(s) by using call number, author and title.

STUDENT INSTRUCTIONS:

1. LOCATE BOOKS BY USING THE CALL NUMBER, AUTHOR, AND TITLE PRINTED ON THE BACK OF THE CARDS.

ANIMAL SEARCH



Supplementary Bibliography

These books may be used for any of the games in this unit.

- E Alexander, Martha. Bobo's Dream. Dial, 1970.
- E Bach, Alice. The Most Delicious Camping Trip Ever. Harper, 1976.
- E McCloskey, Robert. Blueberries for Sal.
- E Russell, Solveig Paulson. If You Were a Cat.
- E Schweninger, Ann. The Hunt for Rabbit's Galosh.
- E Titus, Eve. Anatole.
- Fic Aldridge, Alan. The Butterfly Ball and the Grasshopper's Feast.
- Fic Baiden, Nina. The Peppermint Pig. Lippincott, 1975.
- Fic Bourne, Miriam, Anne. Raccoons Are for Loving.
- Fic Cleary, Beverly. Ribsy.
- Fic Gardiner, John Reynolds. Stone Fox.
- Fic George, Jean Craighead. The Wounded Wolf.
- Fic Hader, Berta, Big Snow.
- Fic Lawson, Robert. Rabbit Hill.
- Fic Minarik, Else Holmelund. A Kiss for Little Bear.
- Fic Moore, Lillian. The Snake That Went to School.
- Fic Oakley, Graham. The Church Mice Spread Their Wings.
- Fic Sacks, Marilyn. The Bears' House. Doubleday, 1971.
- Fic Stolz, Mary. Emmett's Pig. Harper, 1959.
- Fic Wahl, Jan. A Wolf Of My Own. MacMillan, 1969.
- Fic Wallace, Bill. A Dog Called Kitty. Holiday, 1980.
- 591 Branley, Franklyn. Big Tracks, Little Tracks.
- 591 Epple, Anne Orth. The Lookalikes.
- 591 Hess, Lilo. Animals That Hide, Imitate and Bluff.

Supplementary Bibliography

These books may be used for any of the games in this unit.

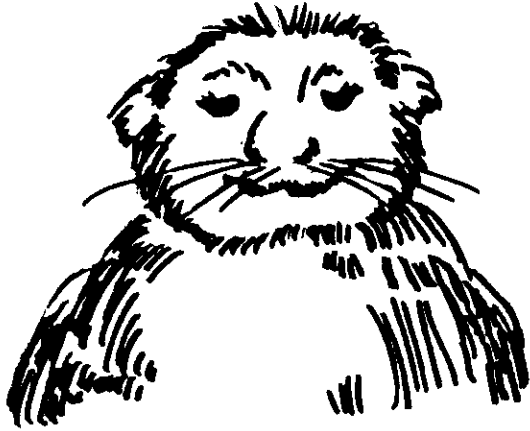
- 591 Selsam, Millicent E. When An Animal Grows.
- 591 Reit, Seymour. Animals Around My Block. McGraw-Hill, 1970.
- 591.5 Cartwright, Sally. Animal Homes. Coward, 1973.
- 591.5 Venino, S. Amazing Animal Groups.
- 598 Chapp, Martha & Charles. Let's Find Out About Birds.
- 599.2 Hunt, Patricia. Koalas. Dodd, 1980.
- 636.7 Henry, Marguerite, Album of Dogs.
- 636.9 Zim, Herbert G. Golden Hamsters.
- 704 Zuelke, Ruth. The Horse In Art.
- 704.94 Fish, Enrica. The Cat In Art. Lerner, 1970.
- 811 Fisher, Aileen. Feathered Ones And Furry. Crowell, 1971.
- 811 Fisher, Aileen. Sing, Little Mouse.
- 811 Prelutsky, Jack. The Terrible Tiger.

- I. Objective: Identify the guide letters between which a given subject would be located in the card catalog drawers.

- II. Materials Needed:
 1. File folders (enough for each student in your group)
 2. Magic markers

- III. Instructions for making learning center:
 1. Make the guide letters match those on your card catalog.
 2. Color the animals or copy them on colored paper.
 3. Cut out each part and arrange attractively on the folder.
 - a) the card catalog should be on the top of the folder
 - b) the words should be at the bottom
 4. Laminate the folders.

- IV. Student instructions for using learning center:
 1. Choose the correct card catalog drawer for each card.
 2. Use magic marker to write the number of the drawer on the line.



INSTRUCTIONS:

1. CHOOSE THE CORRECT CARD CATALOG DRAWER FOR EACH WORD.
2. WRITE THE NUMBER OF THE DRAWER ON THE LINE BY THE WORD.

DUCK _____

BAT _____

PIG _____

BEAR _____

ELEPHANT _____

TURTLE _____

DOG _____

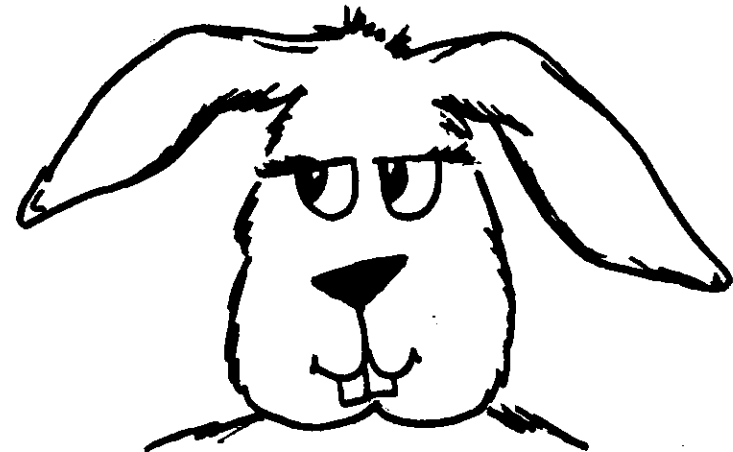
MOUSE _____

TIGER _____

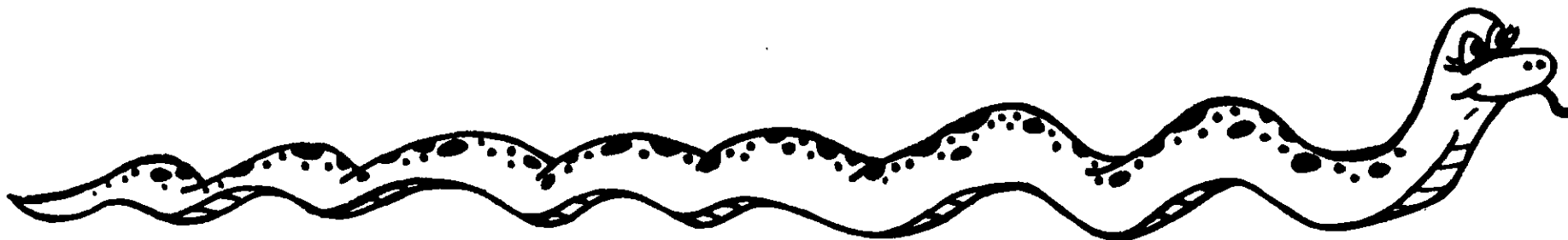
WHALE _____

OWL _____

HORSE _____



CARD CATALOG GUIDE LETTERS



| | | |
|---|---|----|
| 1 | 5 | 9 |
| 2 | 6 | 10 |
| 3 | 7 | 11 |
| 4 | 8 | 12 |

| | | |
|----|----|----|
| 13 | 17 | 21 |
| 14 | 18 | 22 |
| 15 | 19 | 23 |
| 16 | 20 | 24 |

I. Objective: Identify the guide letters between which a given subject would be located in the card catalog drawers.

II. Materials Needed:

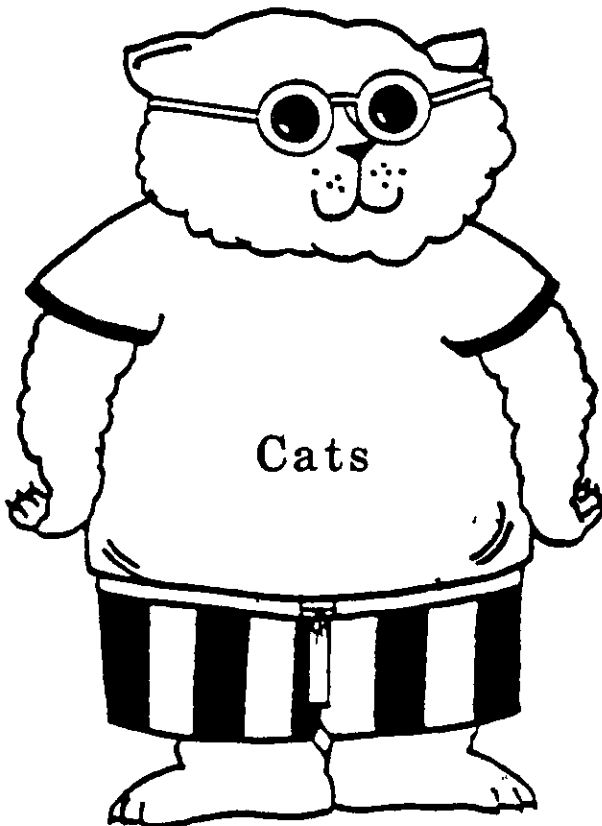
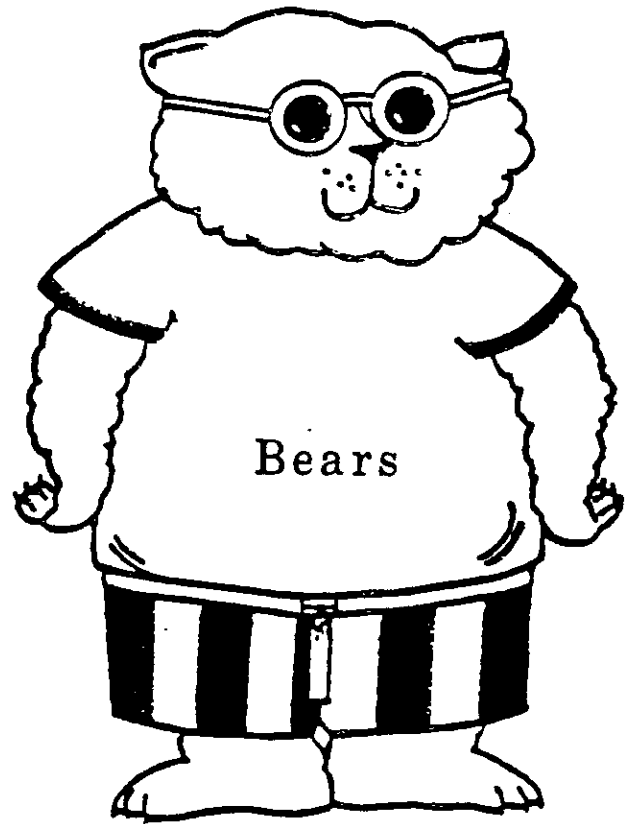
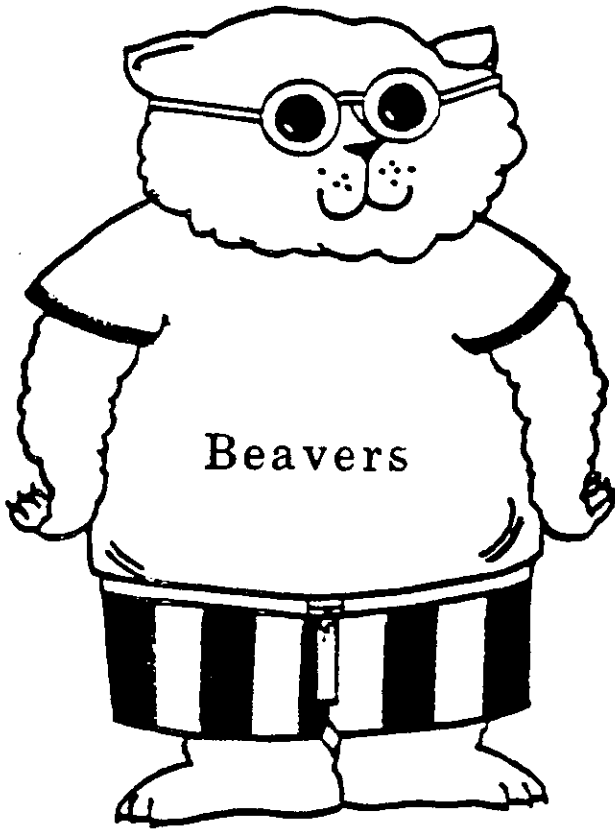
1. Colored paper
2. Laminating film

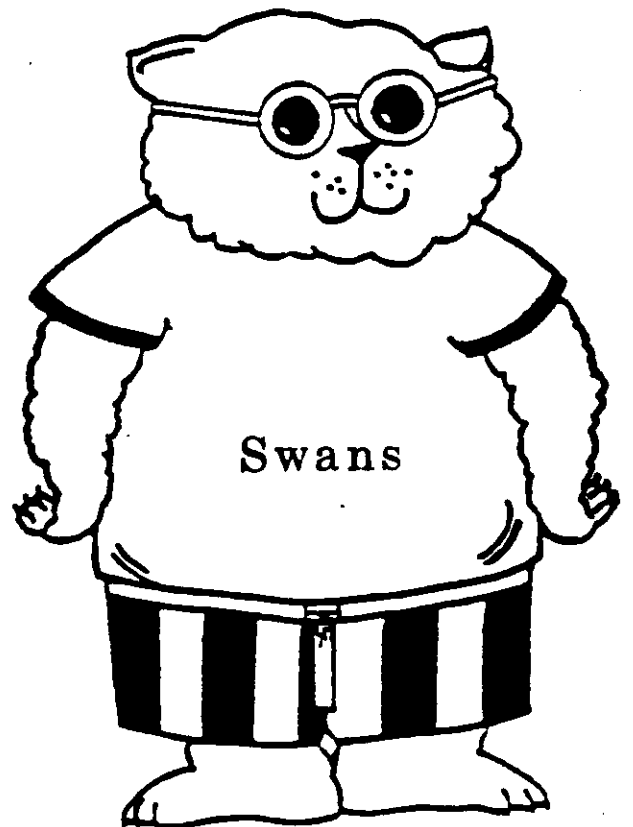
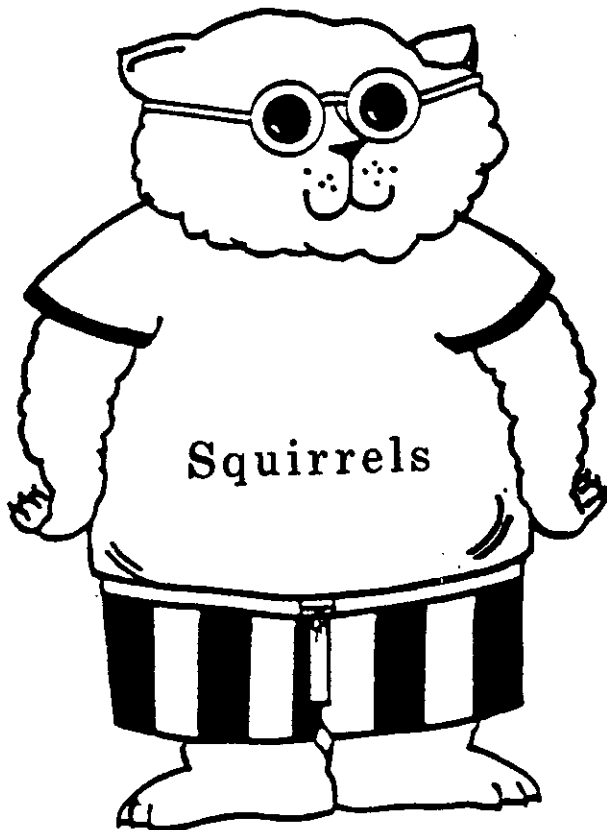
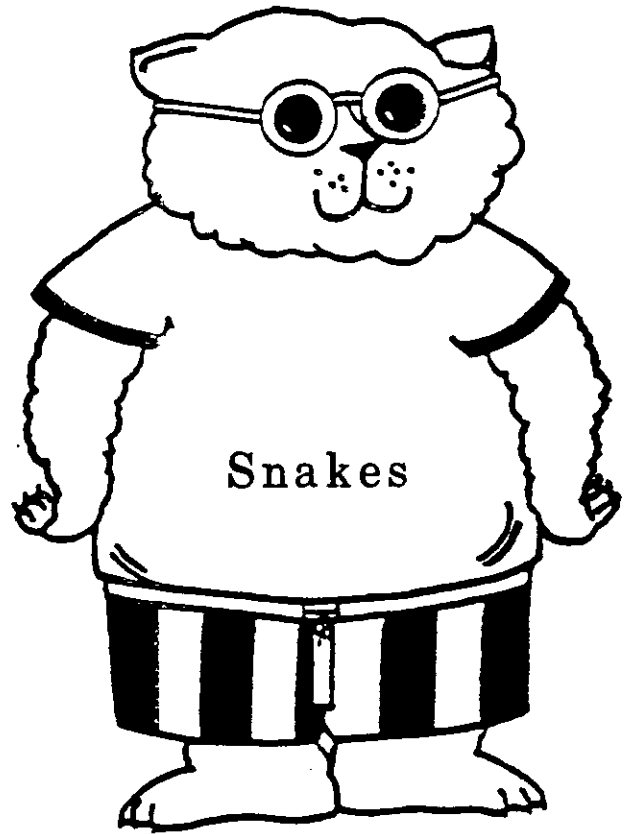
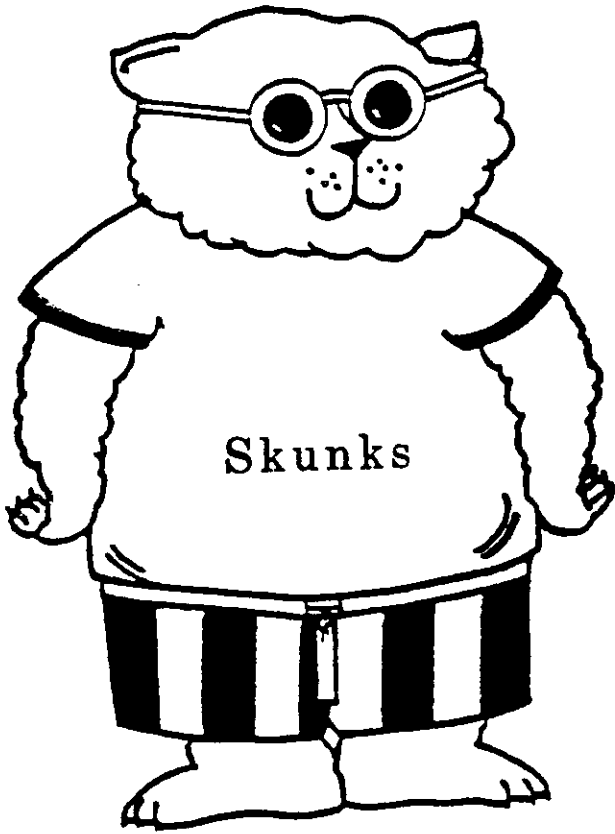
III. Instructions for making learning center

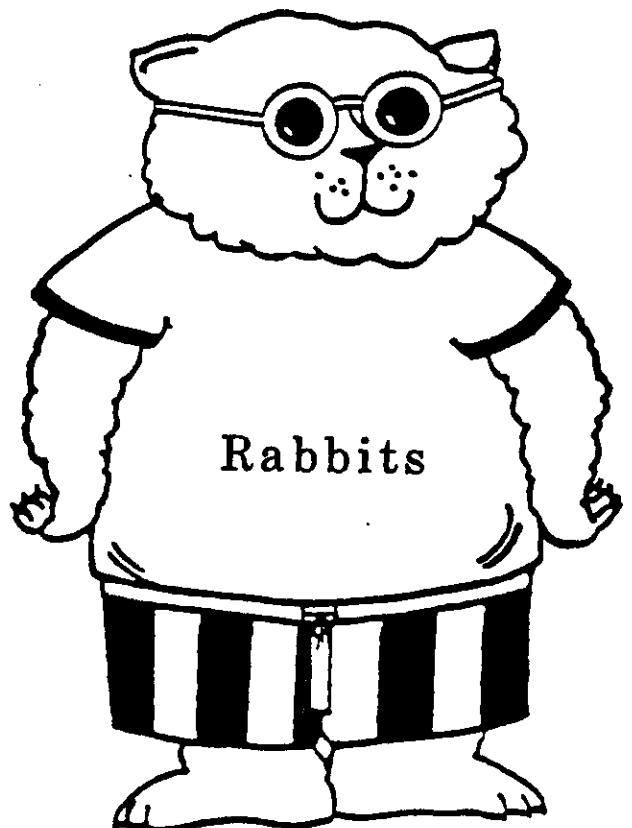
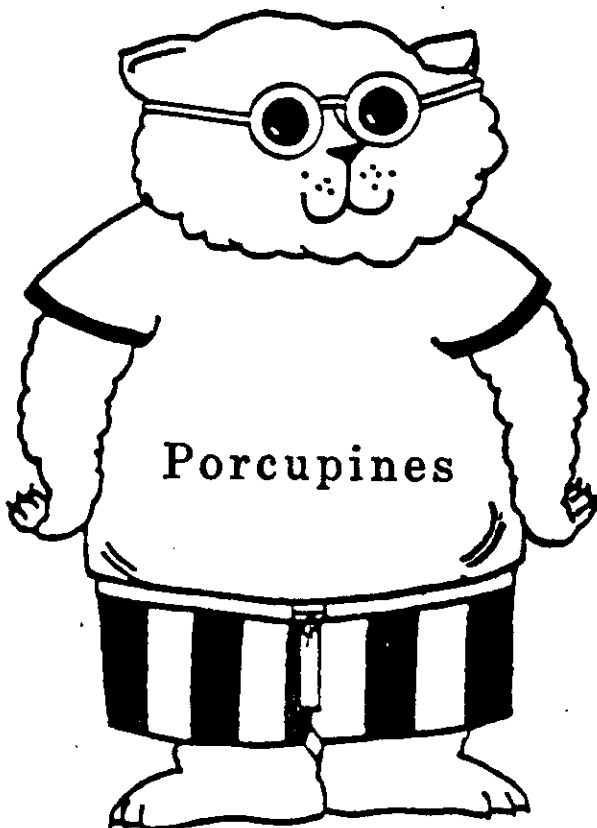
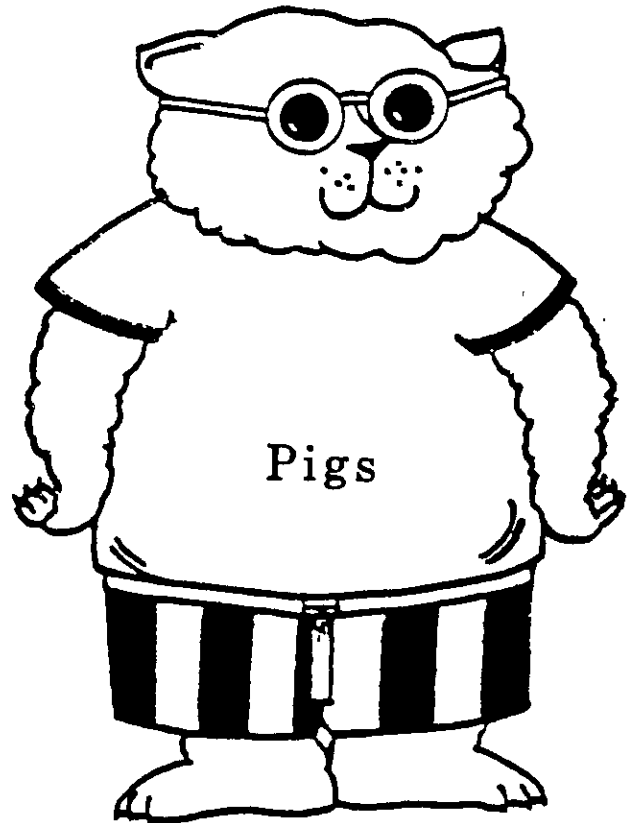
1. You may wish to use colored paper to copy this activity.
2. Cut out, and laminate each.

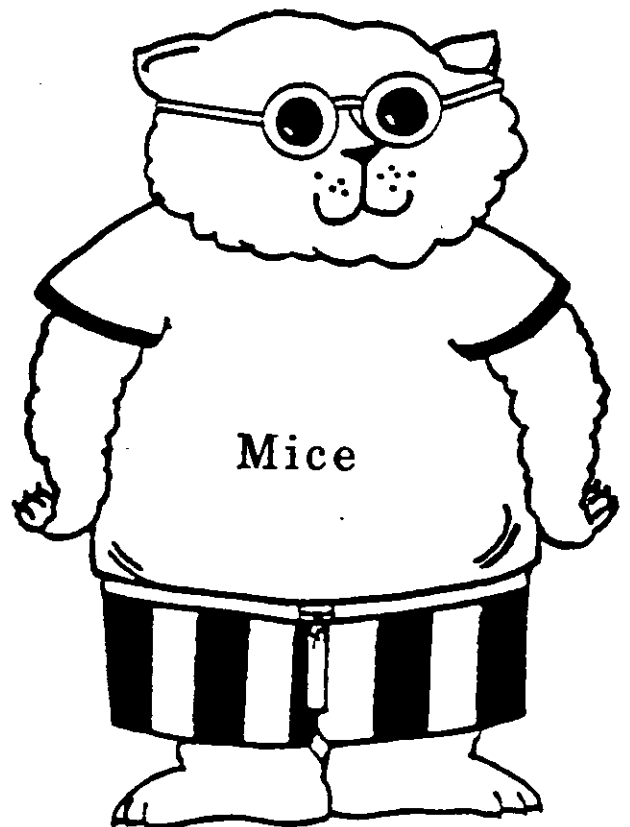
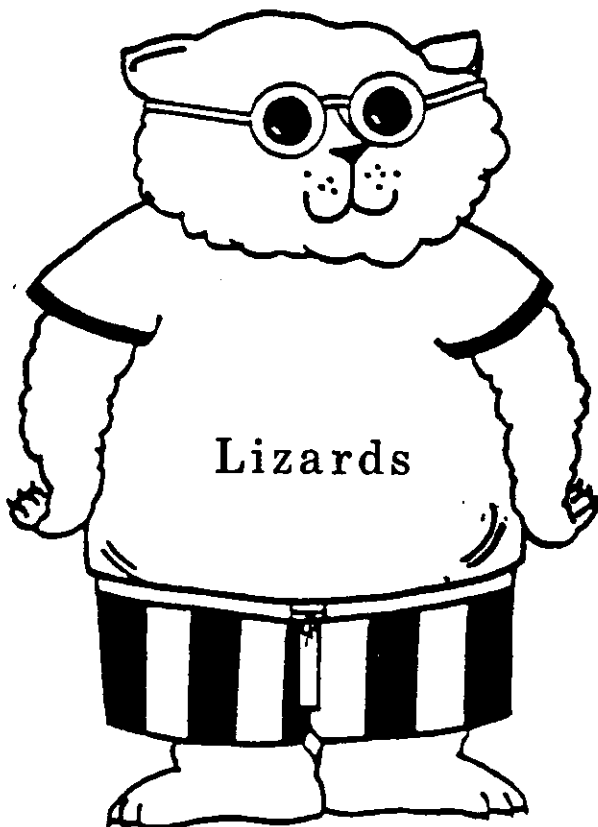
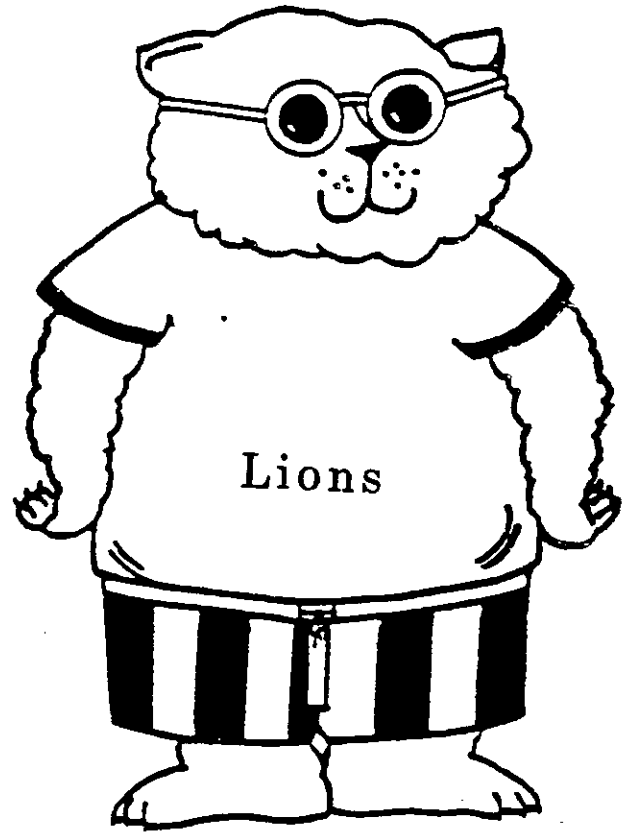
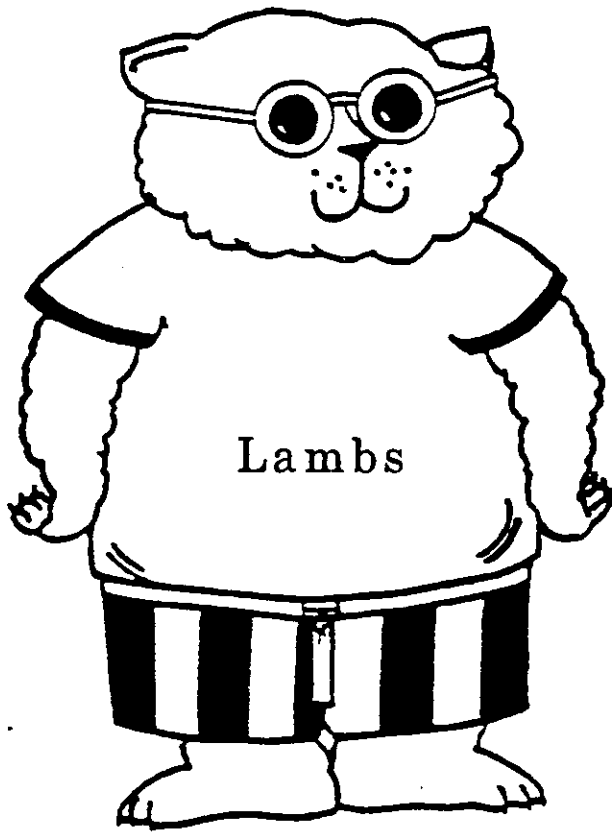
IV. Instructions to Students:

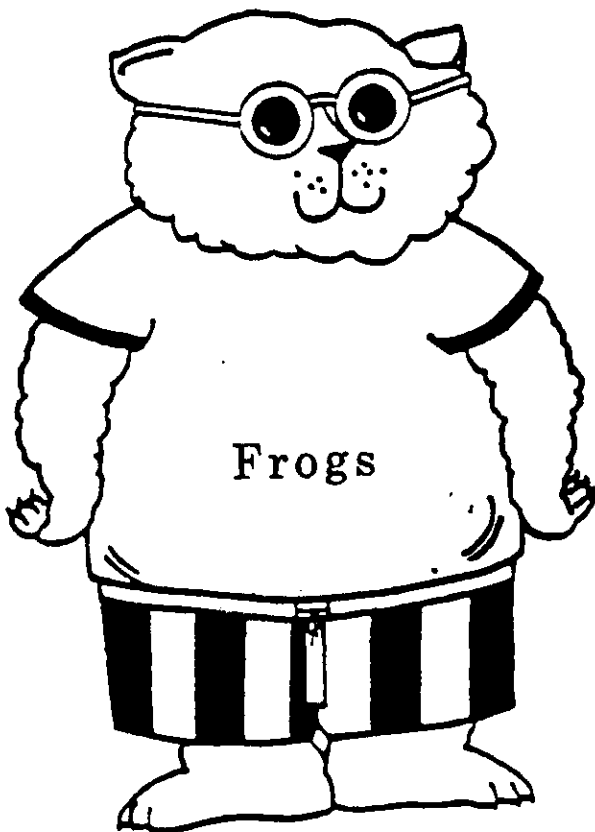
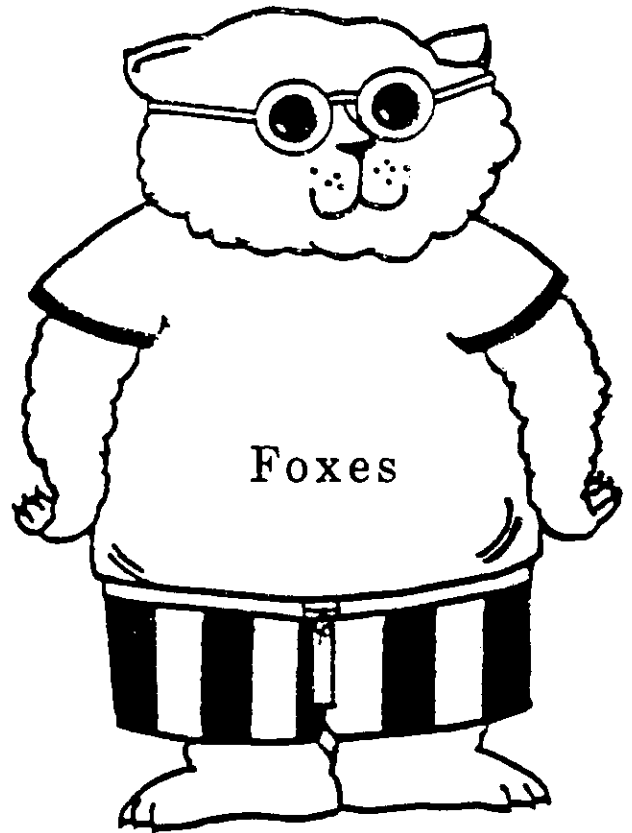
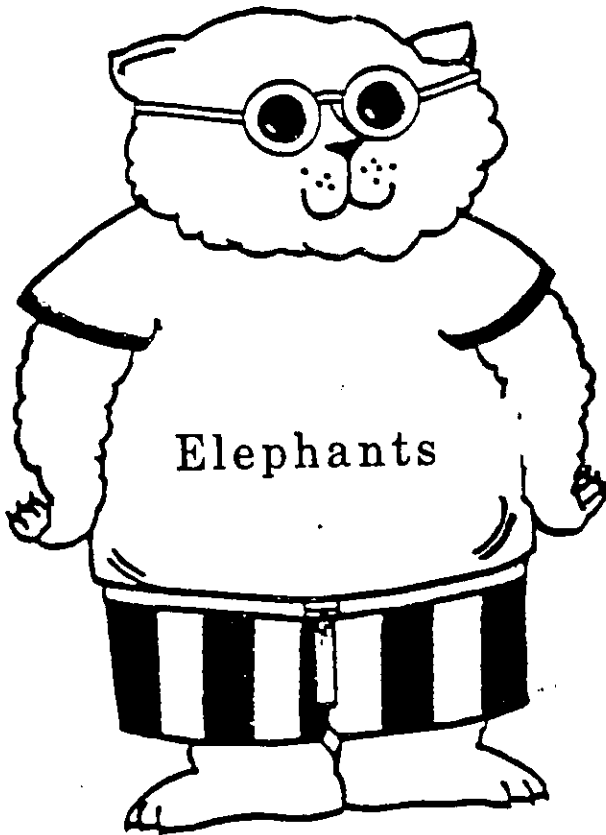
1. Look at the word on your "animal".
2. Decide which drawer of the card catalog you would need to find your word.
3. Bring the drawer to your library media specialist.

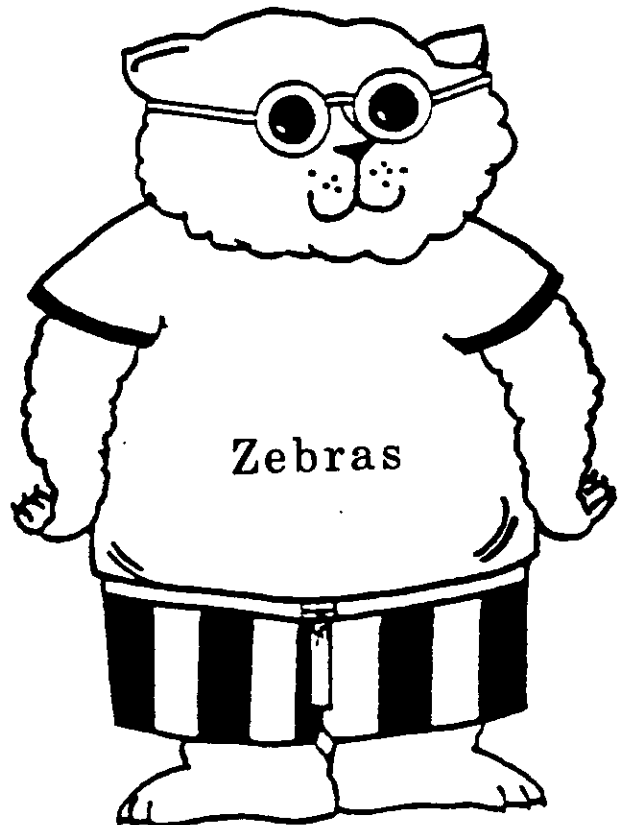
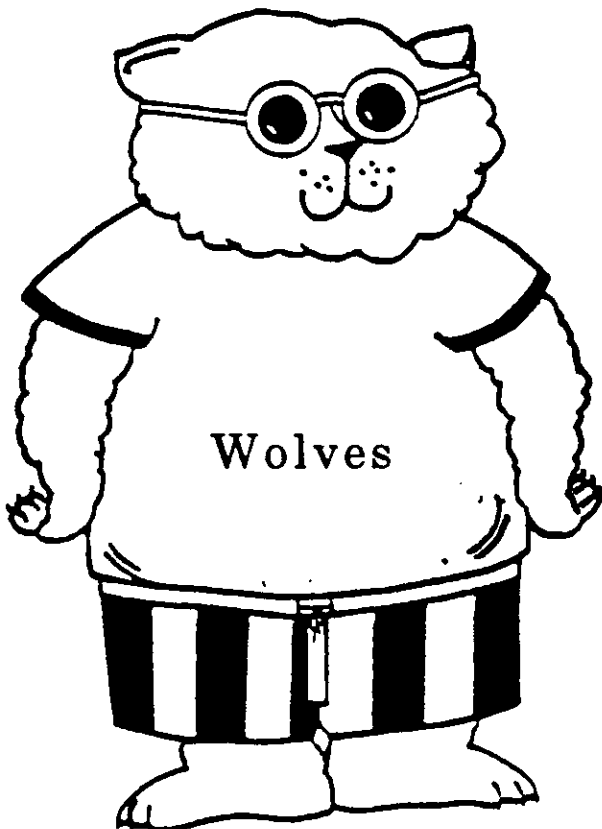
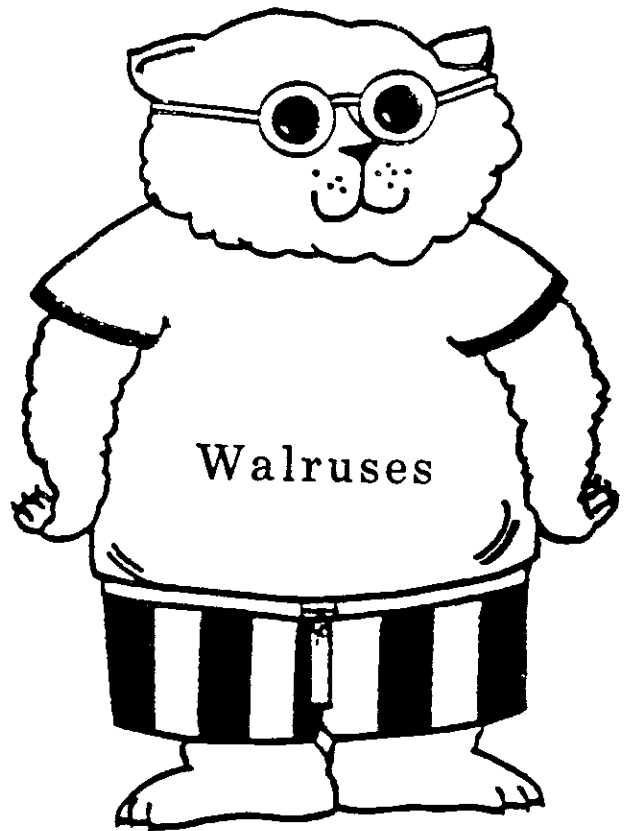
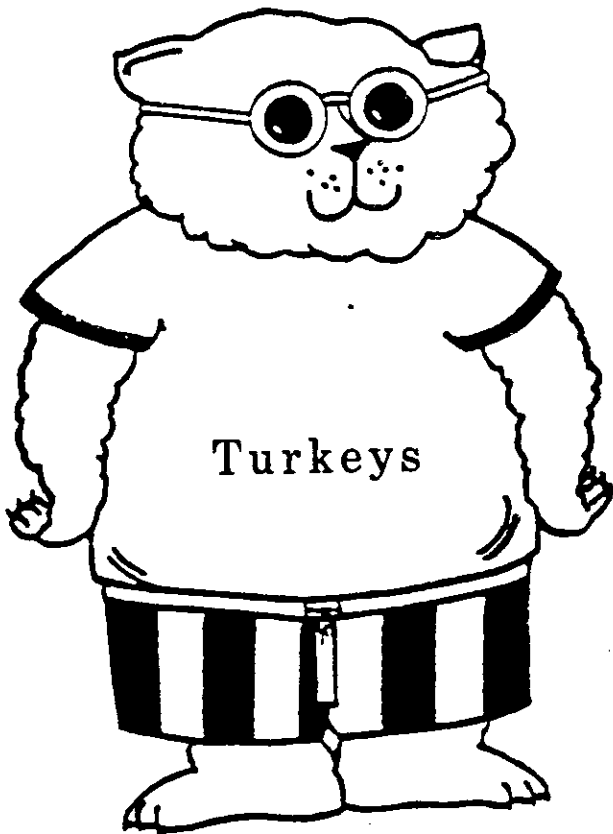












Objective: Locate animal books by using a call number, author, and title.

Materials needed:

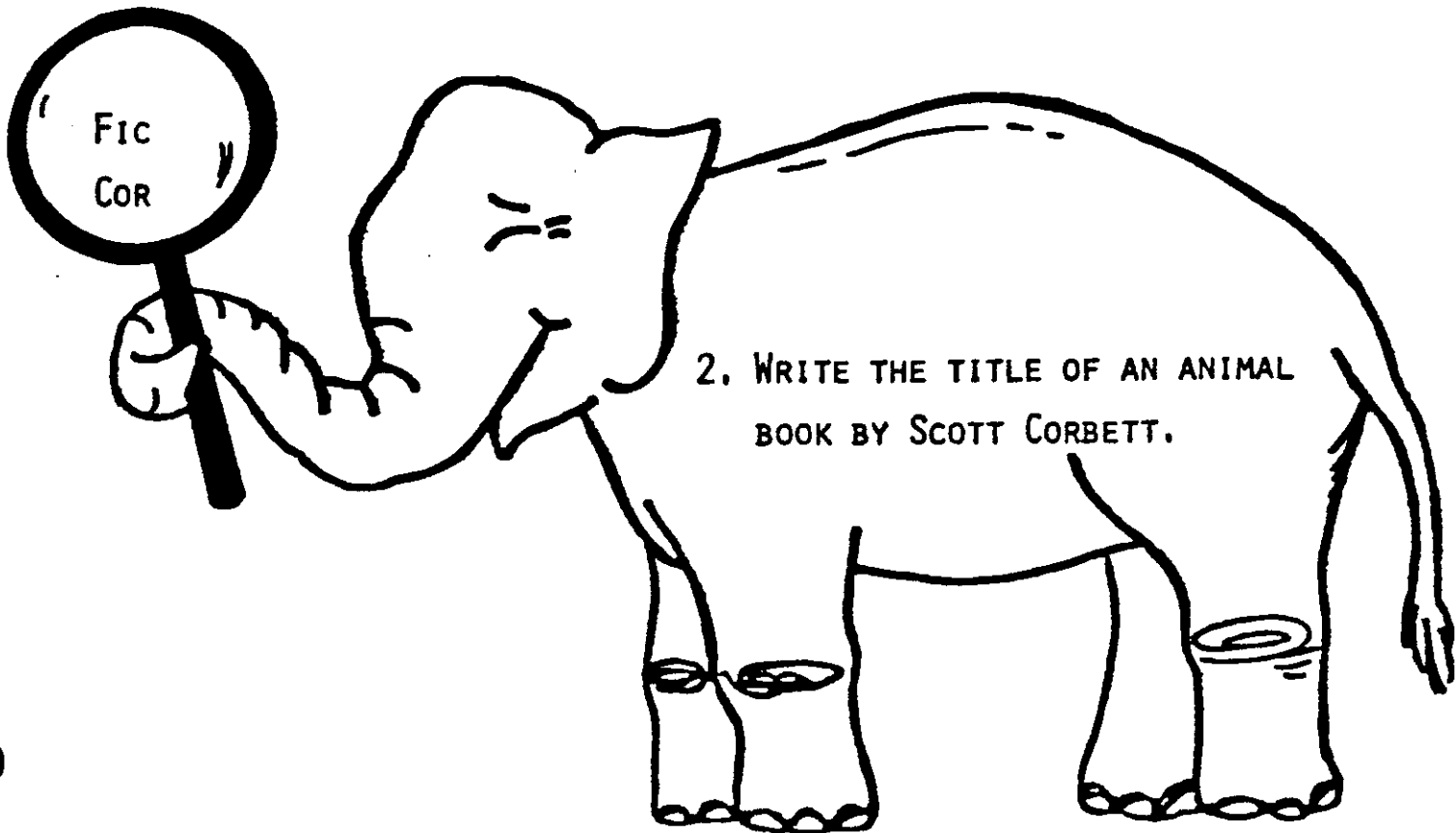
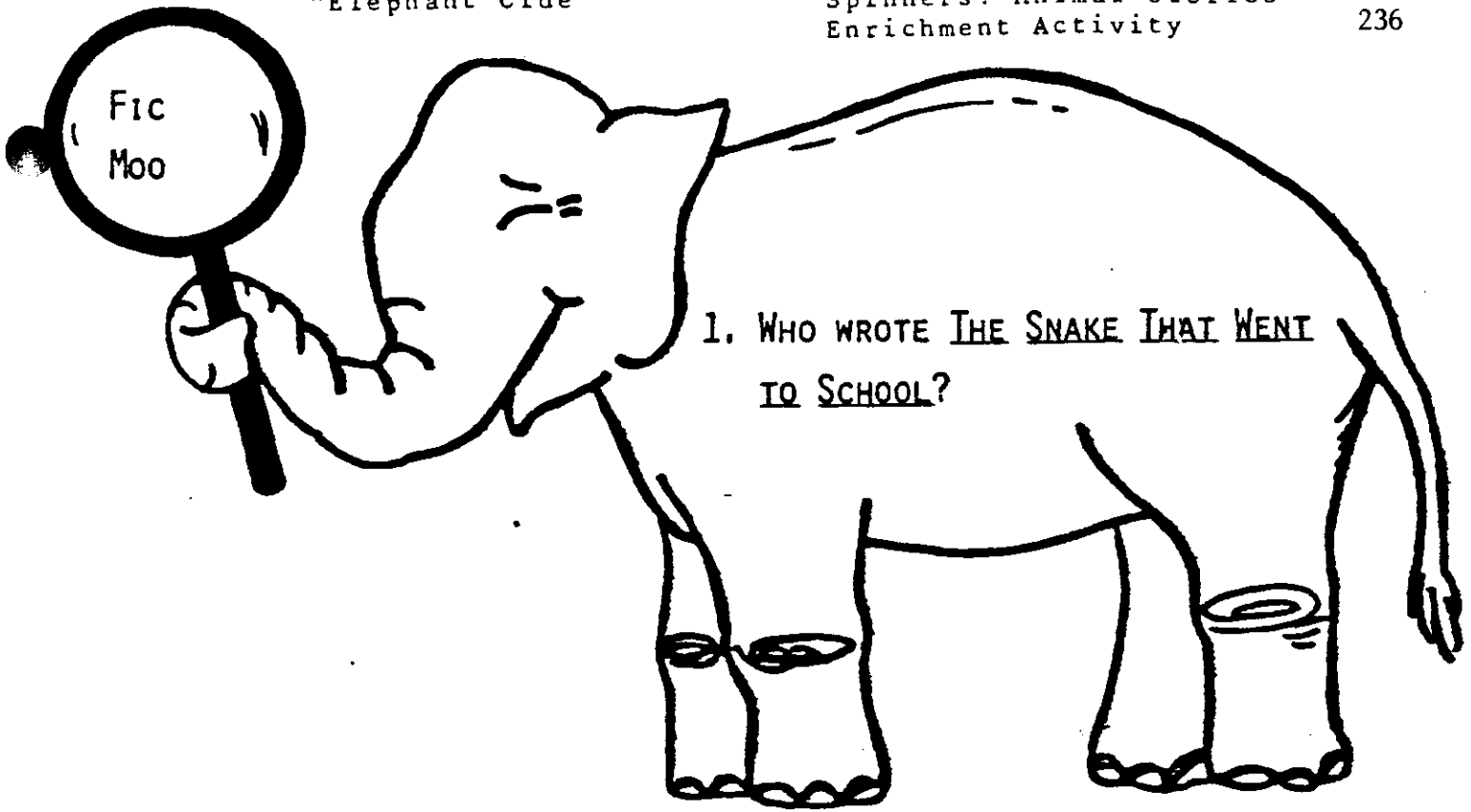
1. None

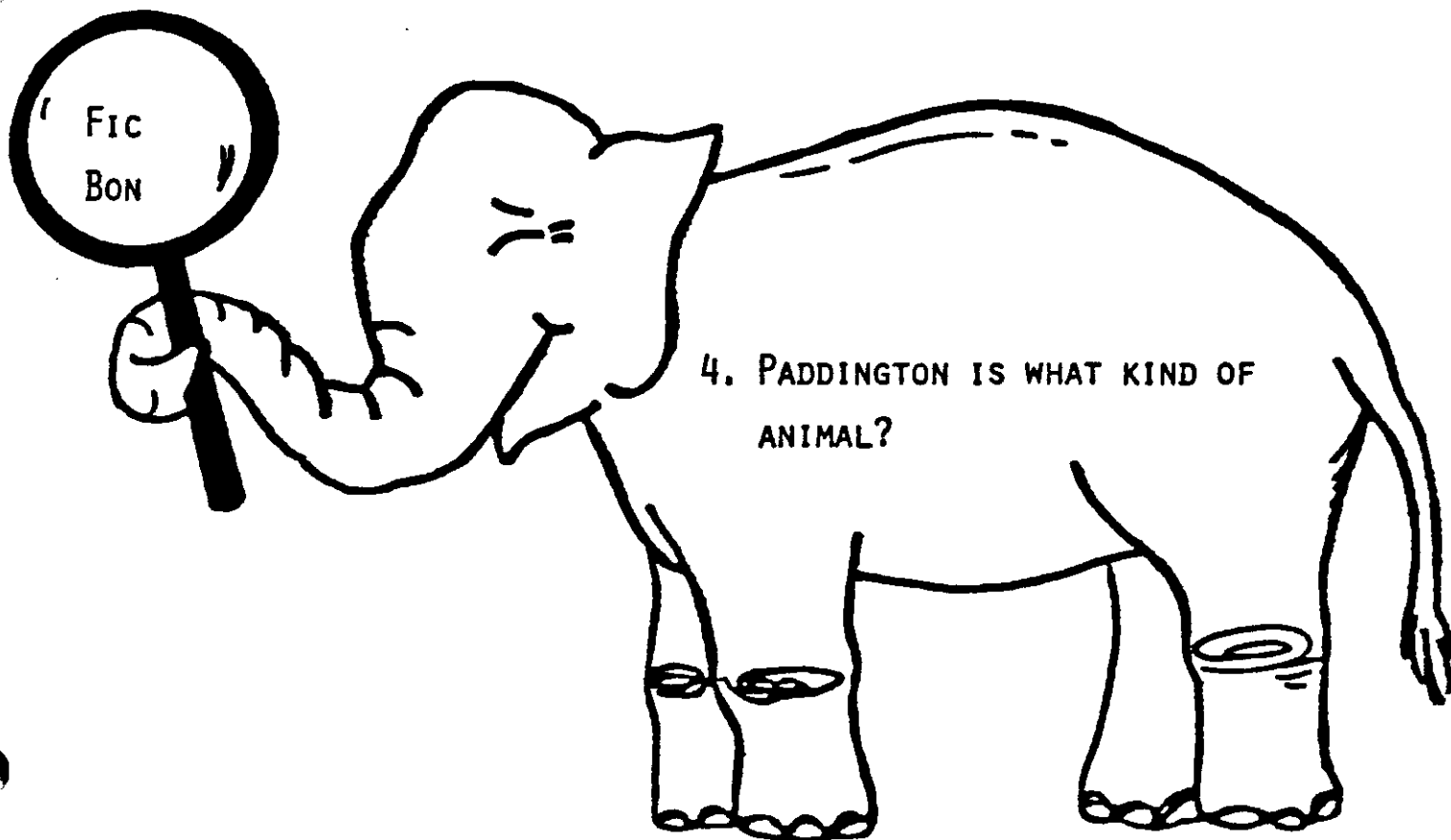
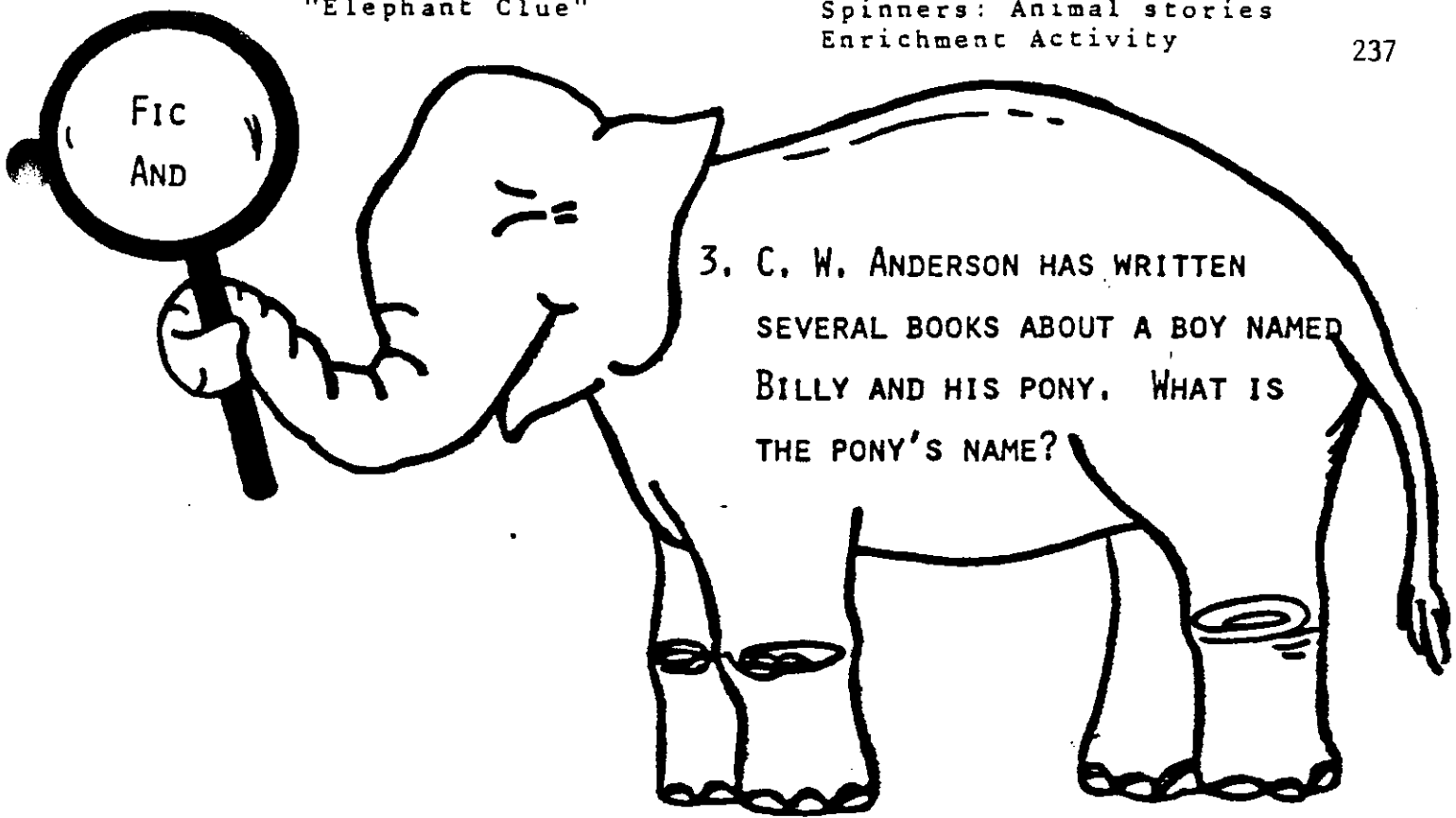
Instructions for making activity:

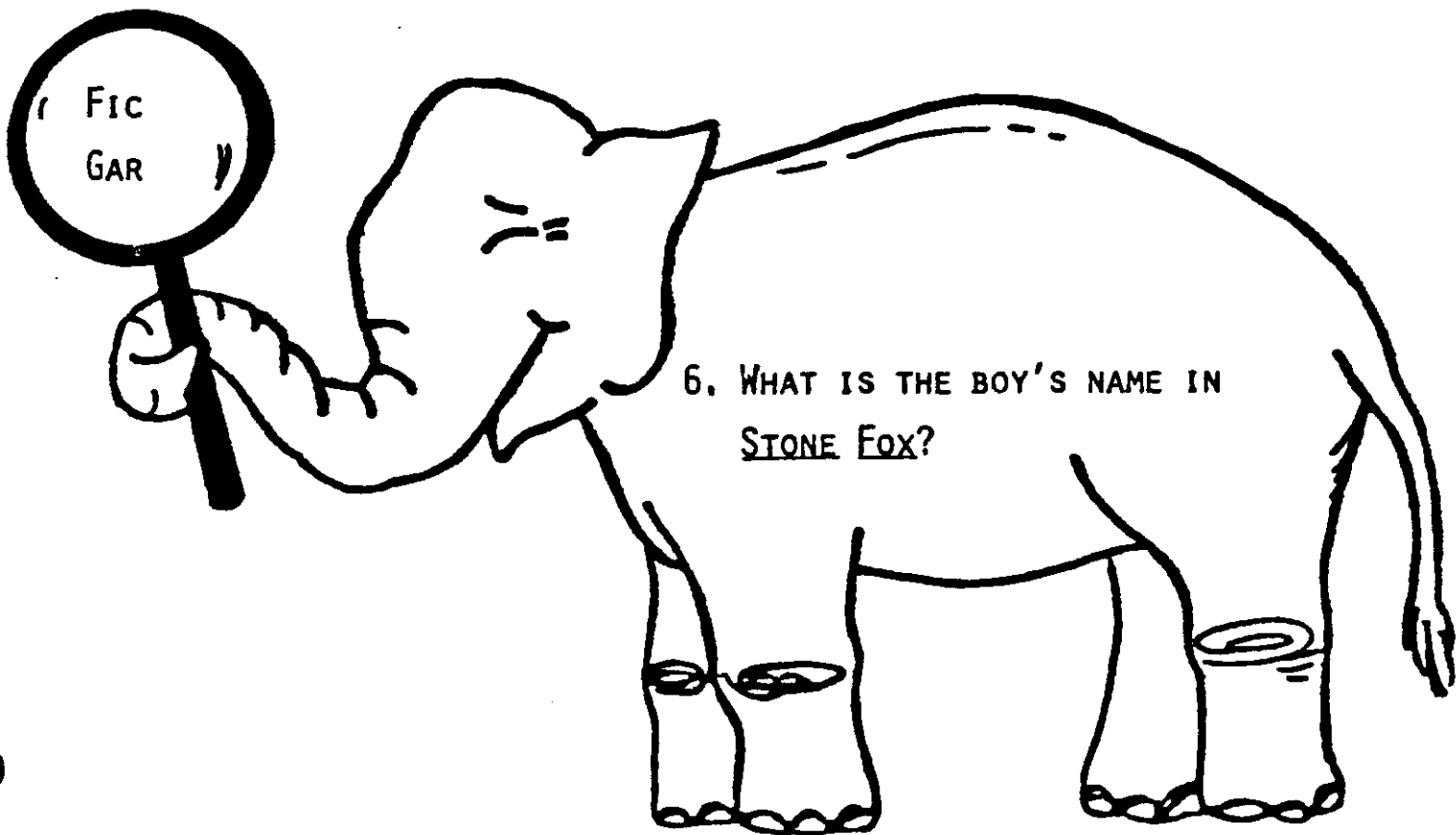
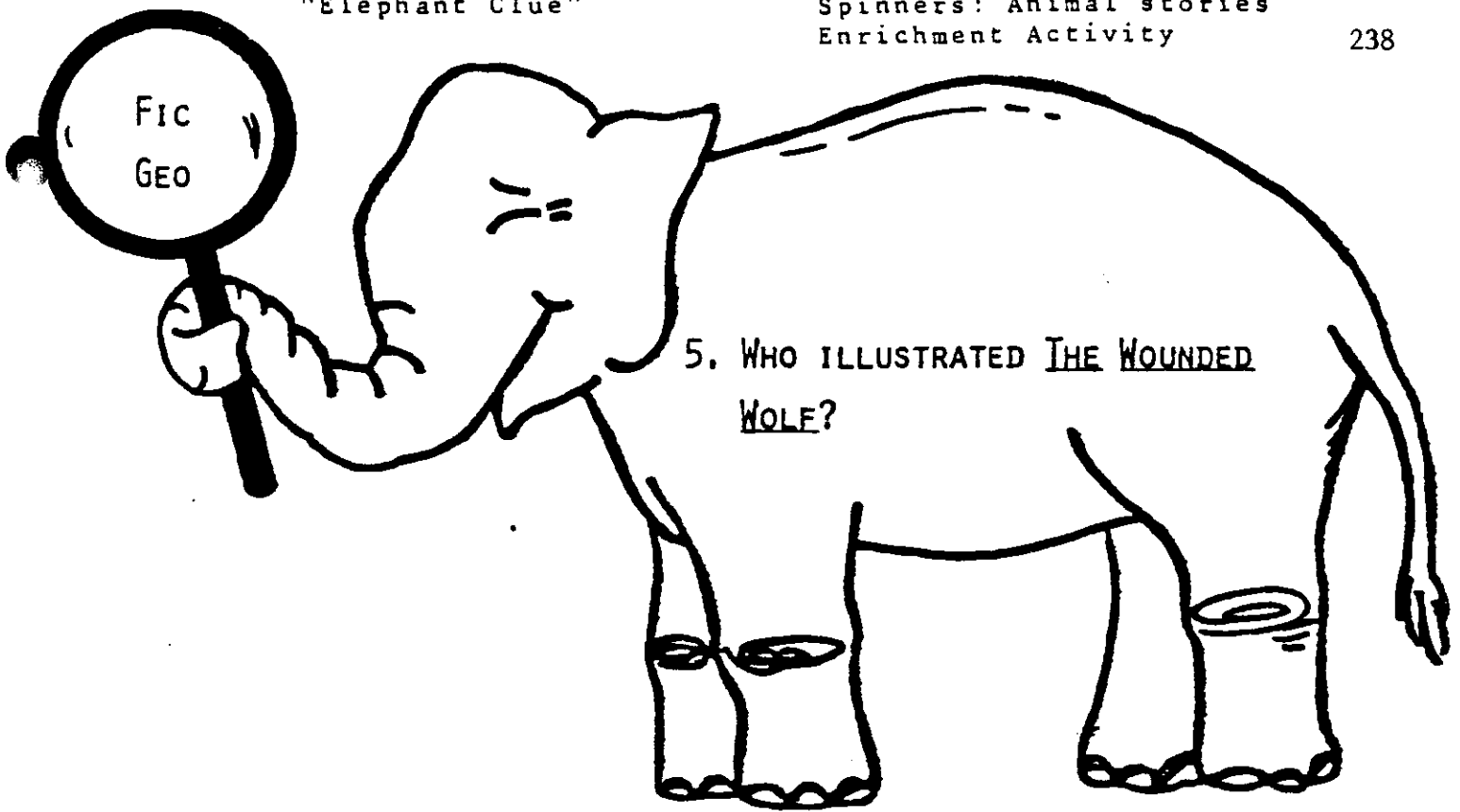
1. You may wish to copy the elephants on colored paper.
2. Cut out the elephants and laminate.

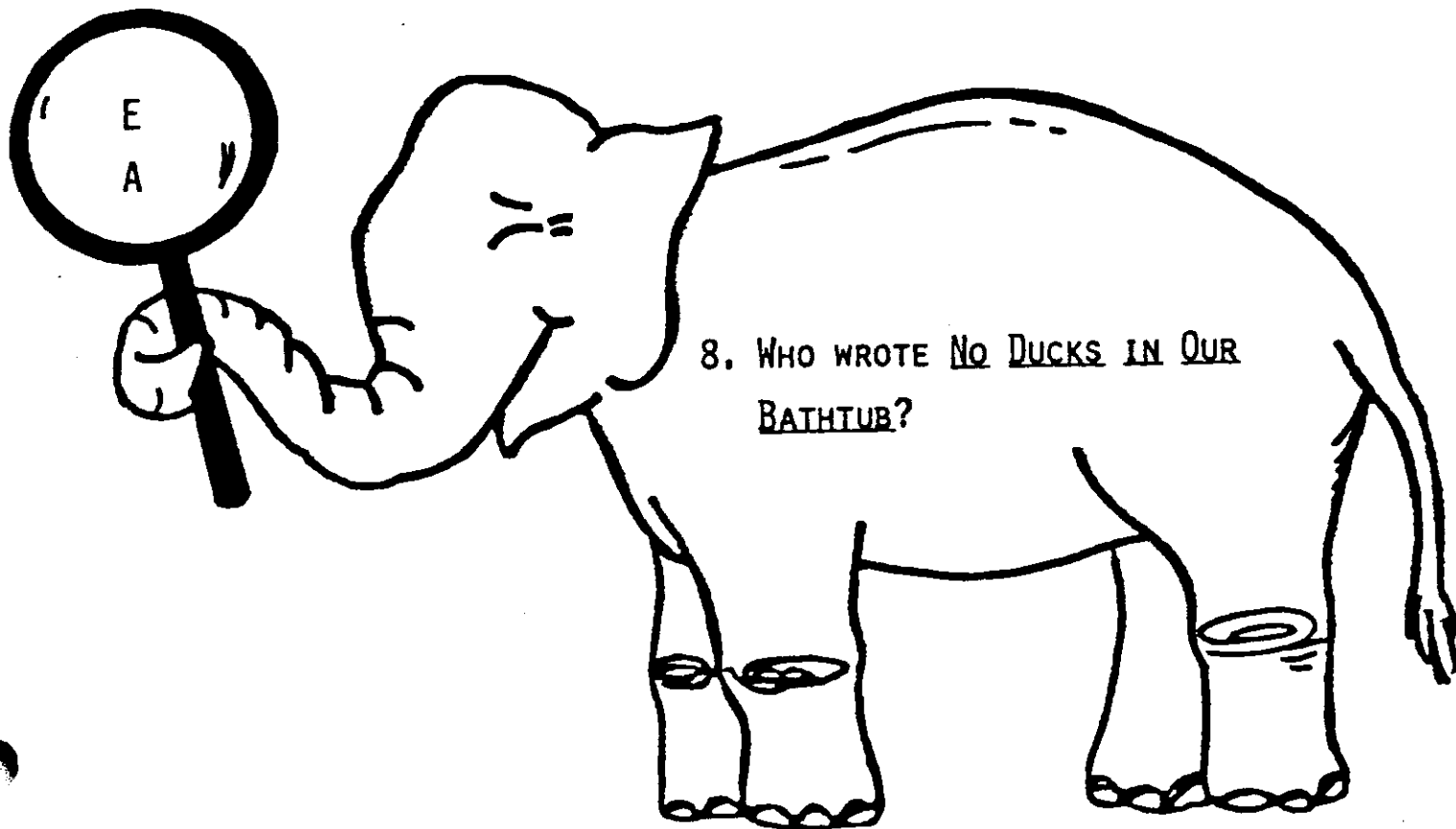
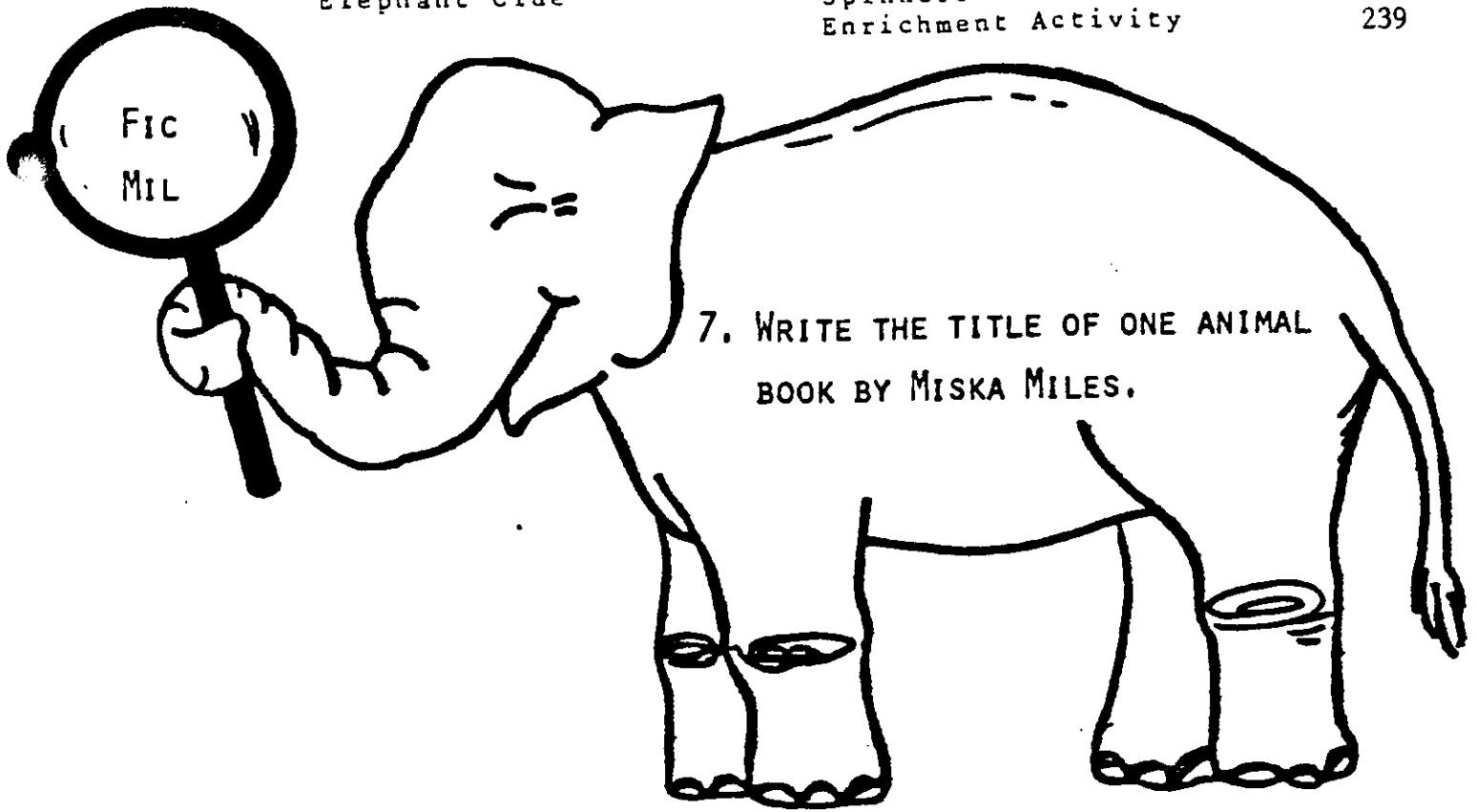
Student instructions for using the activity:

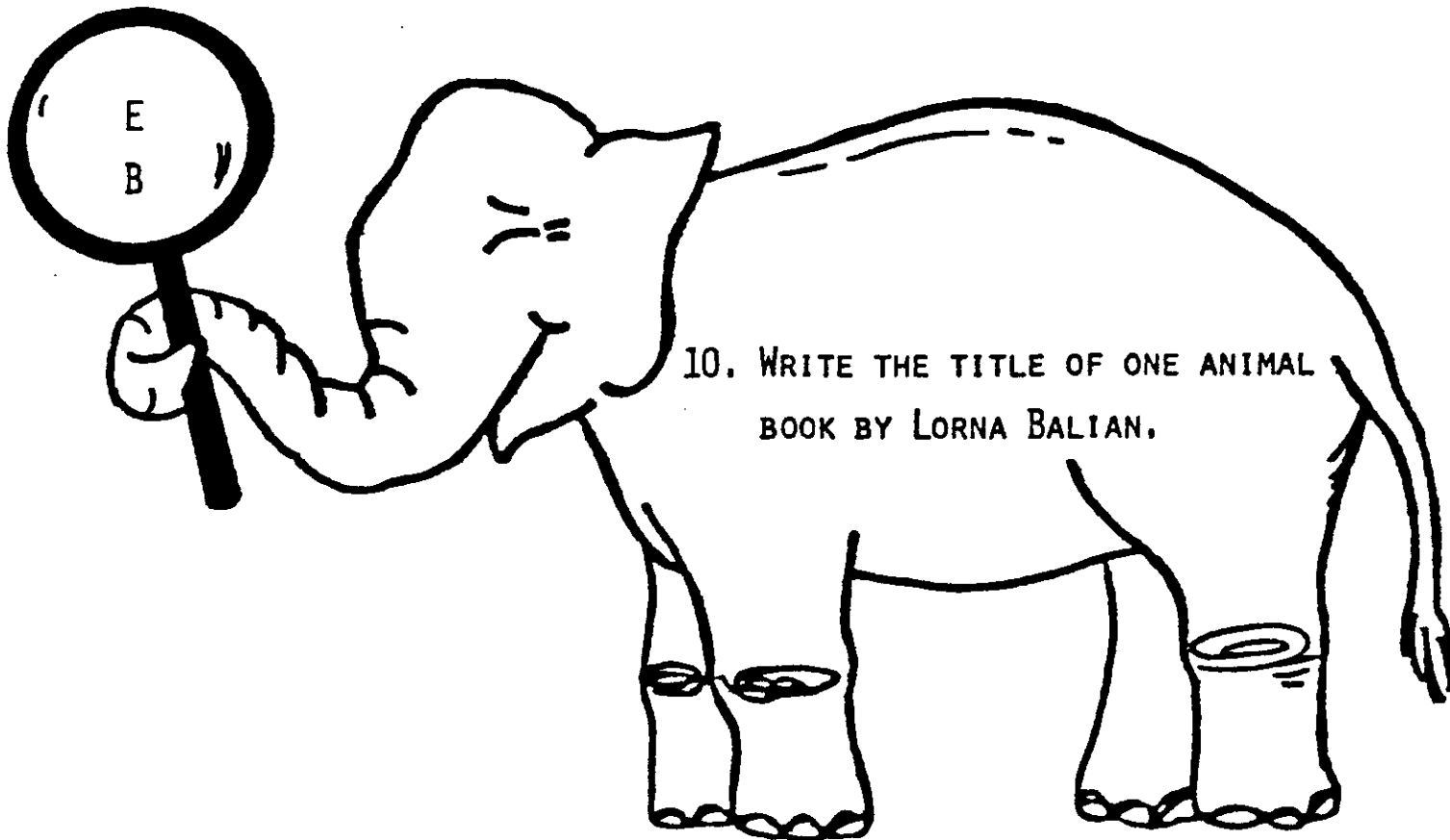
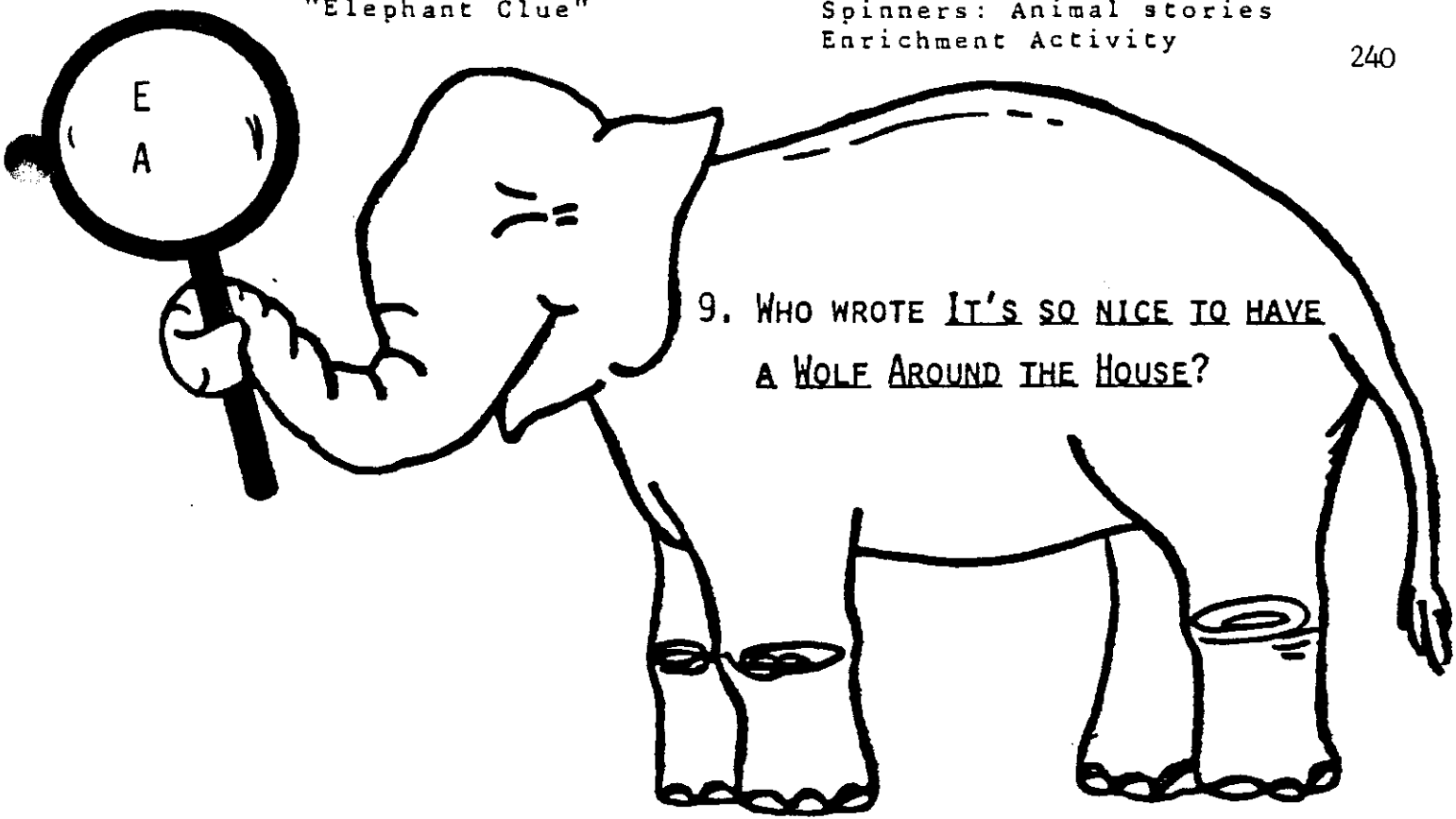
1. Let the elephant help you find the answers to these questions. Look for clues on the magnifying glass.
2. Use a washable marking pen to write the correct answer on the elephant's back.
3. Ask the library media specialist for the answer key.

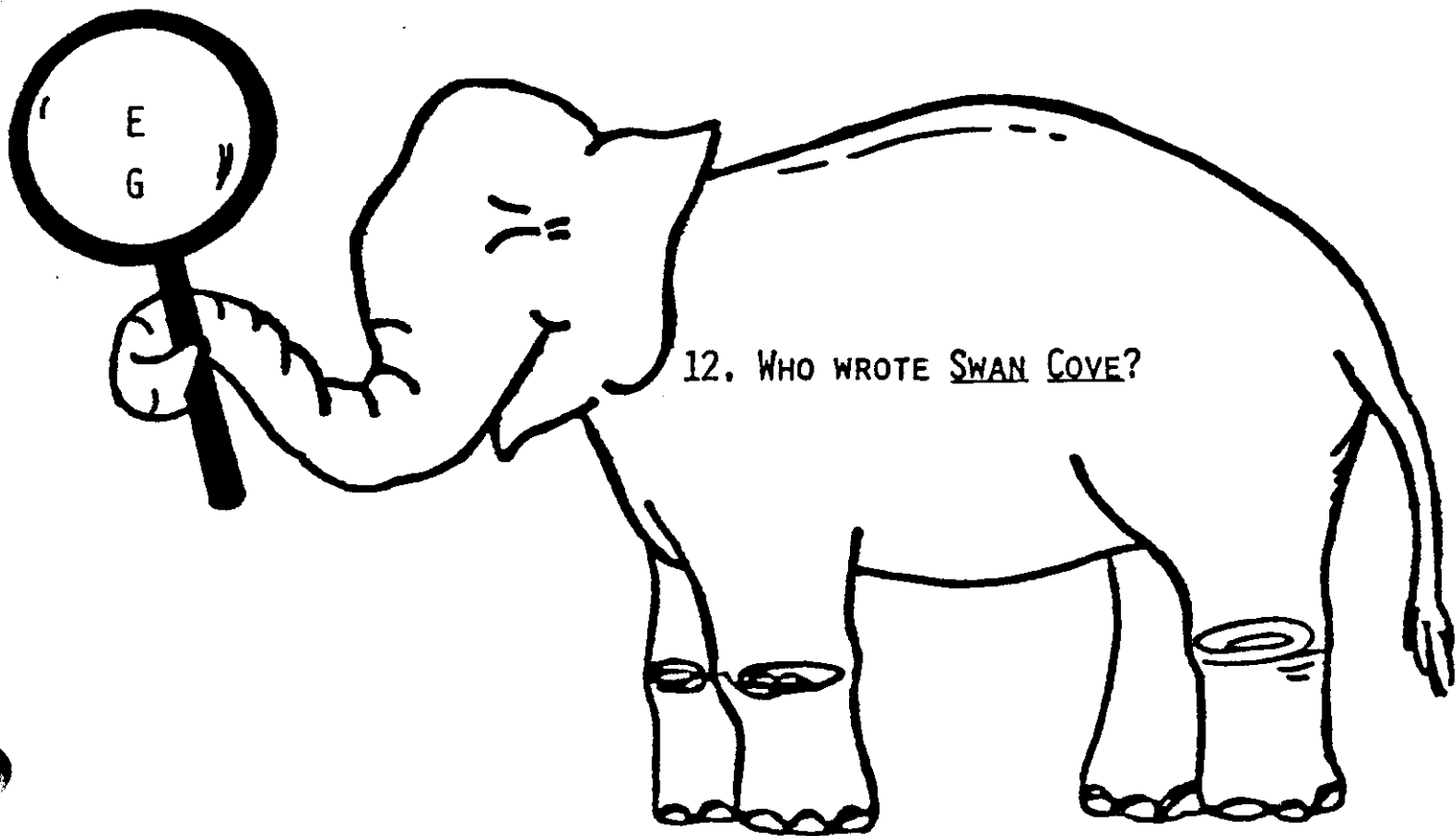
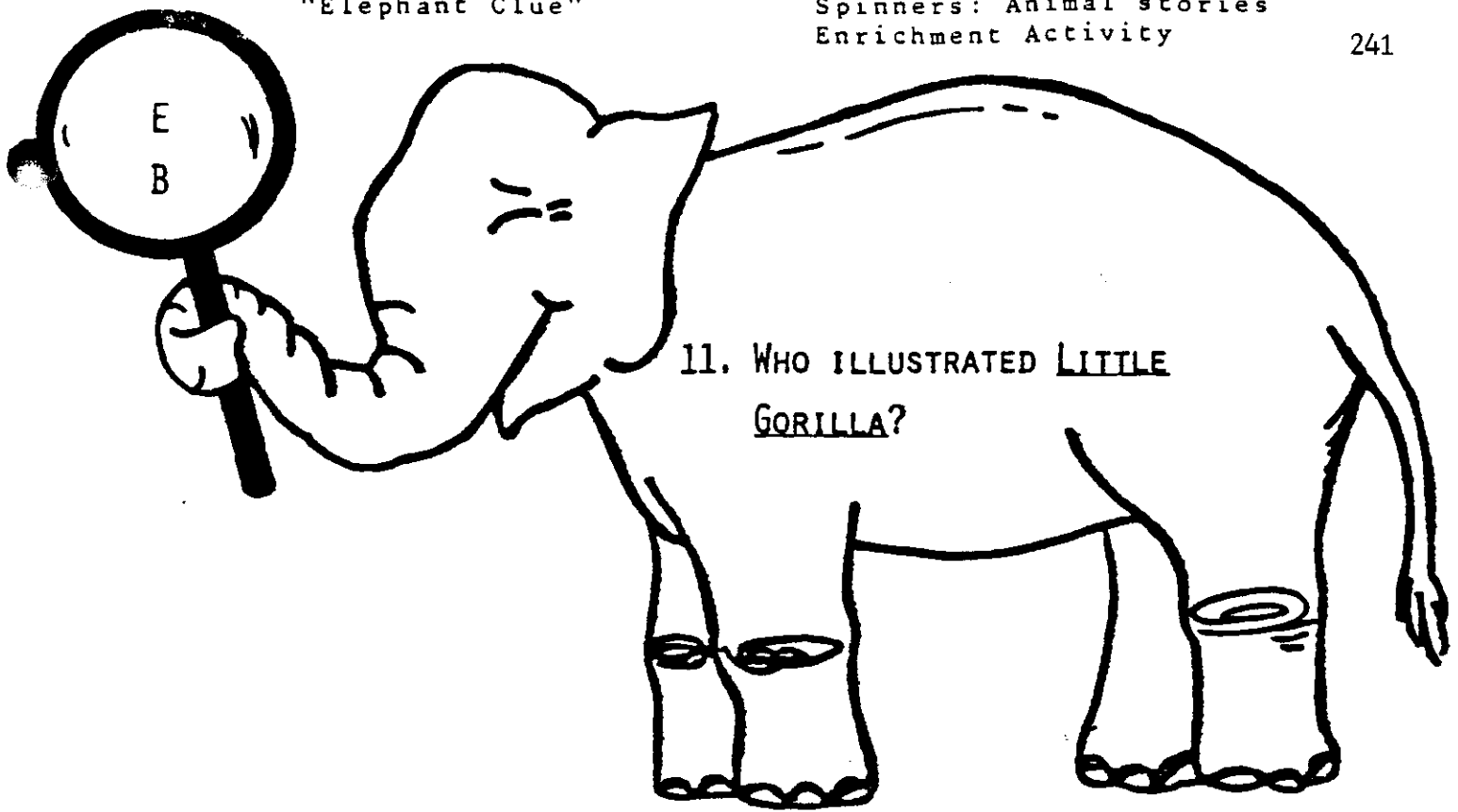


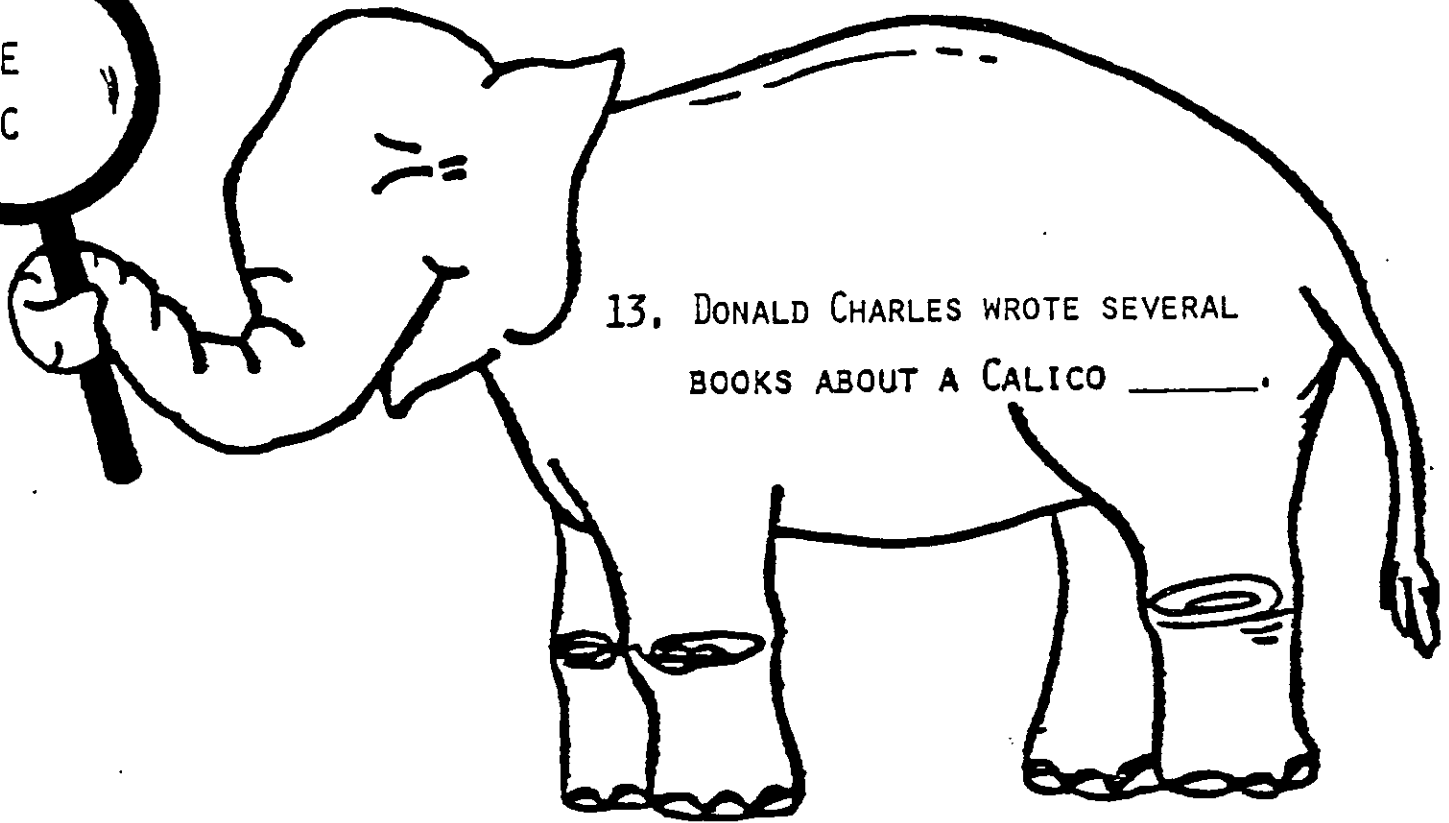
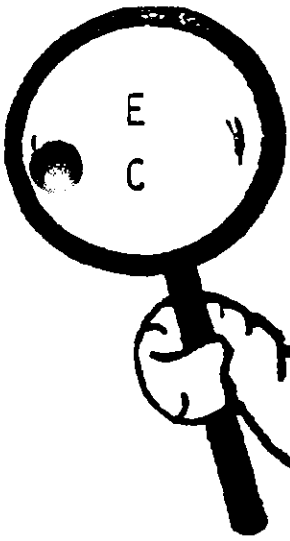




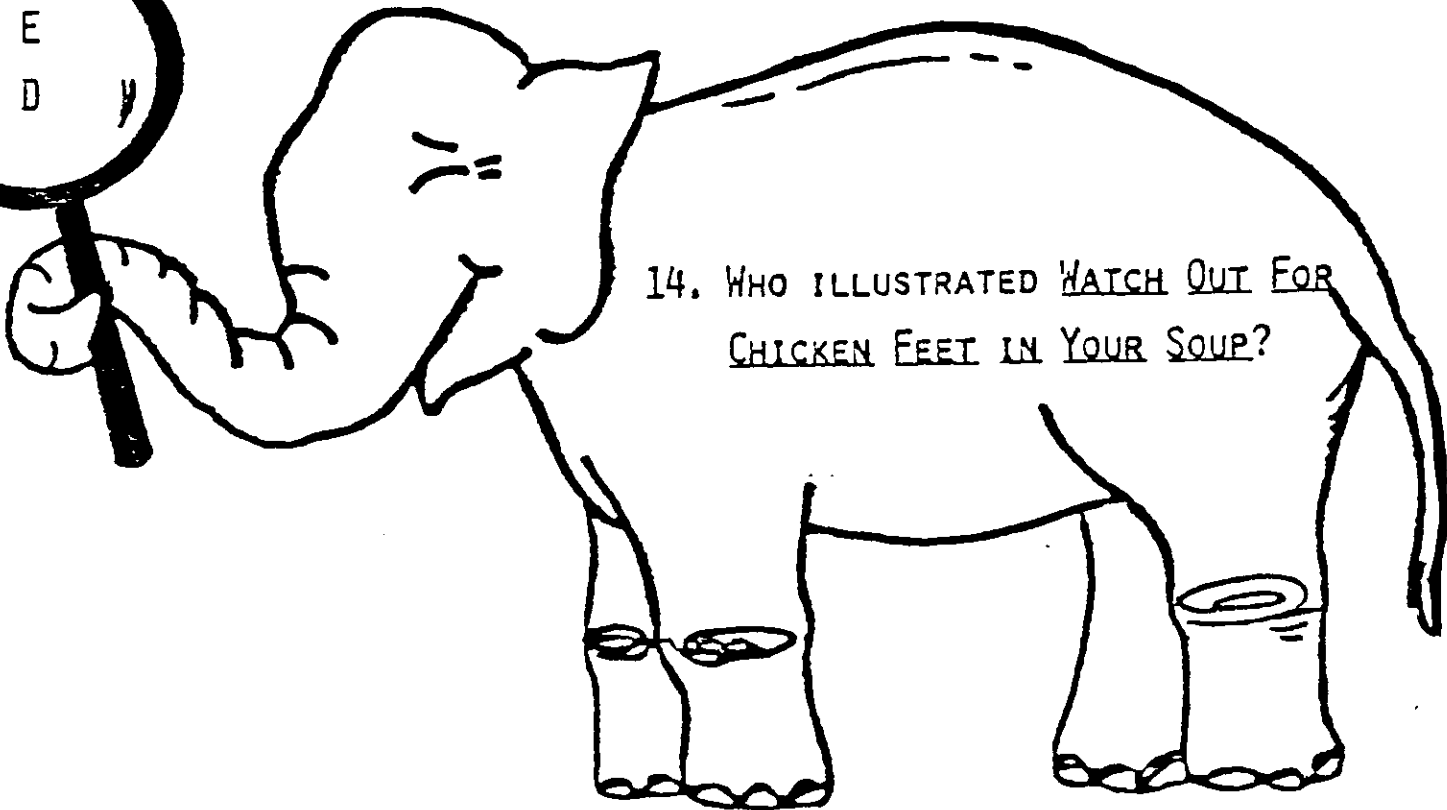
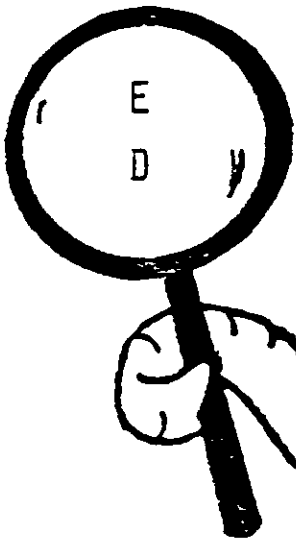




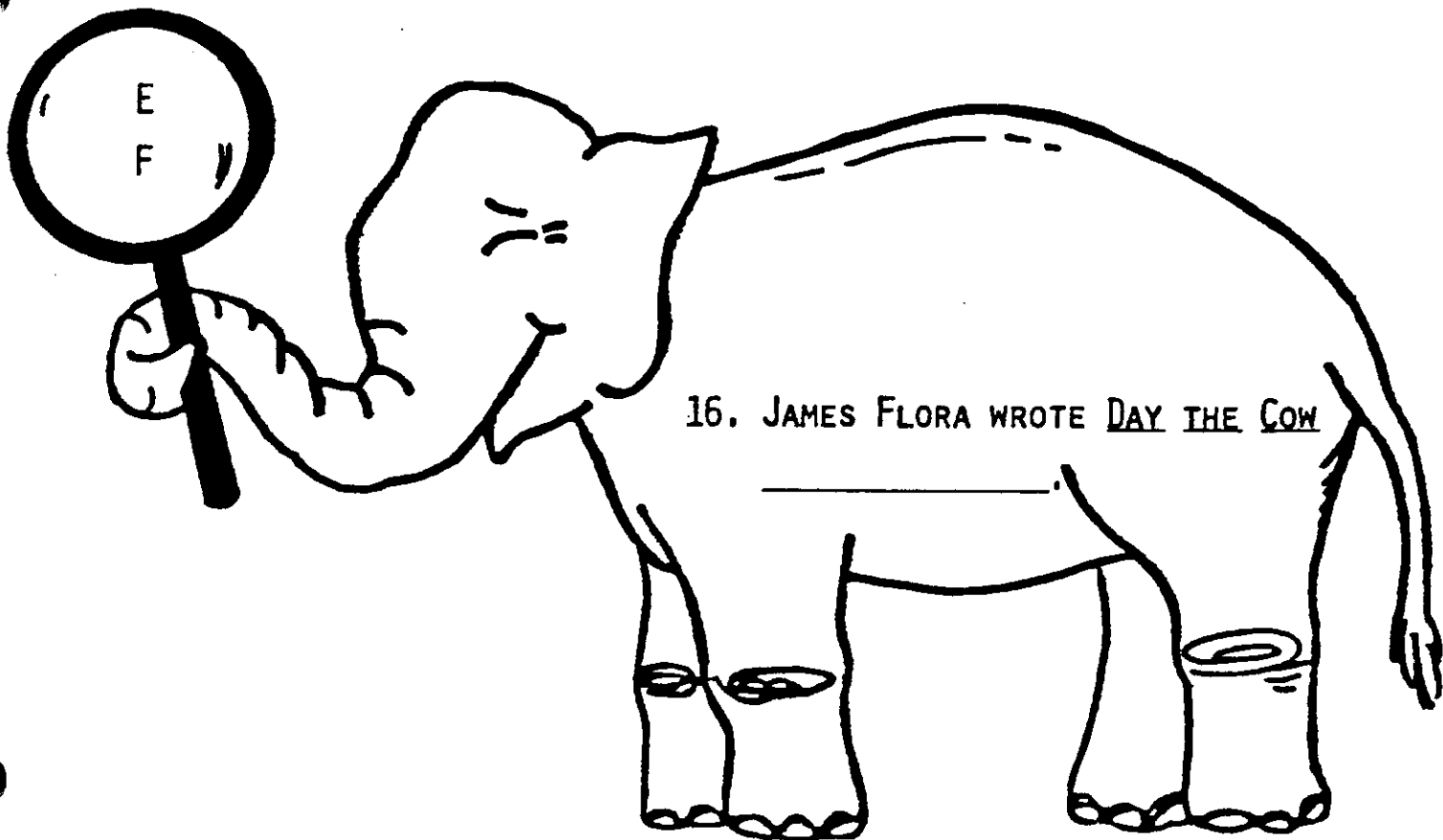
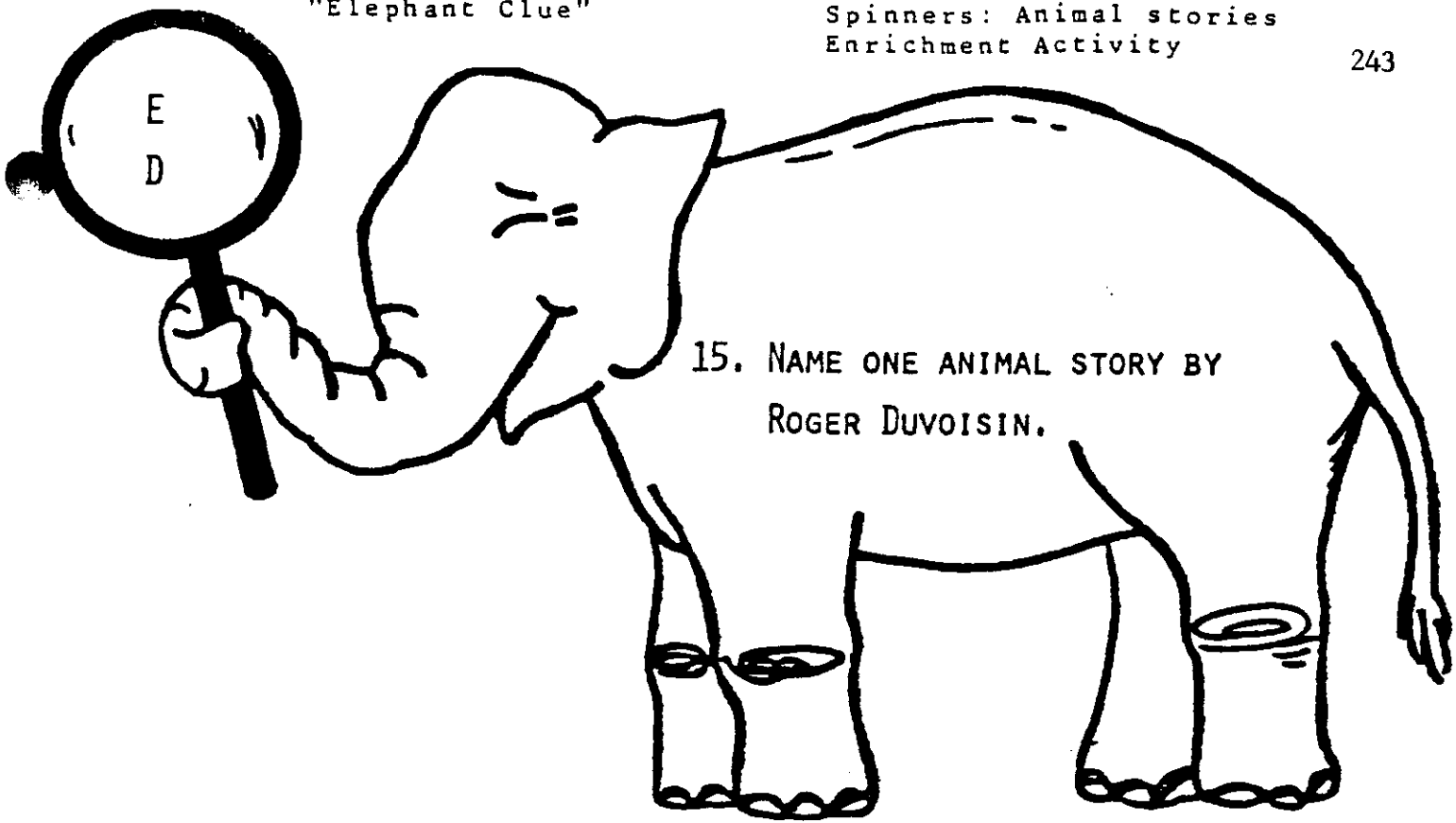


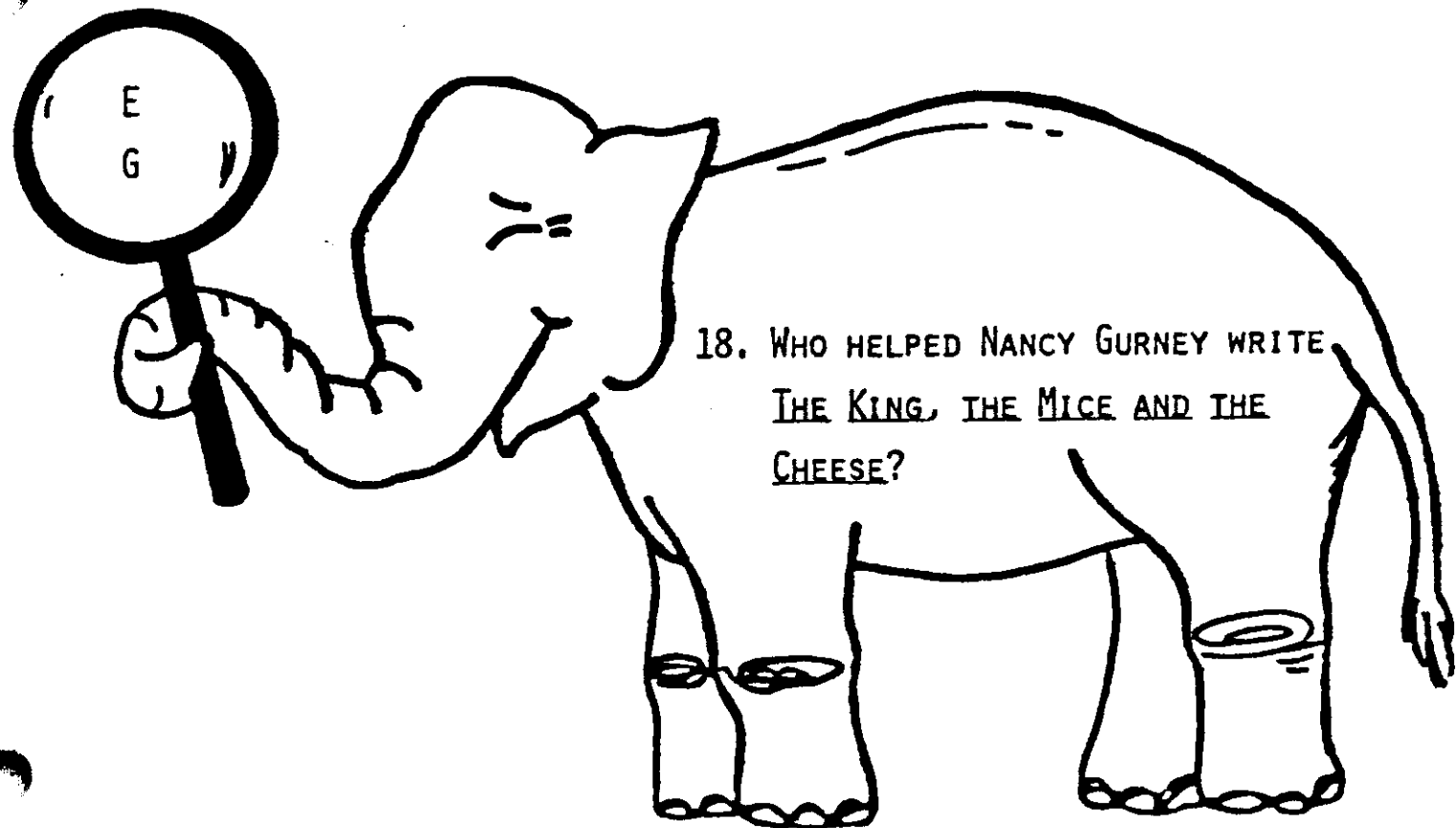
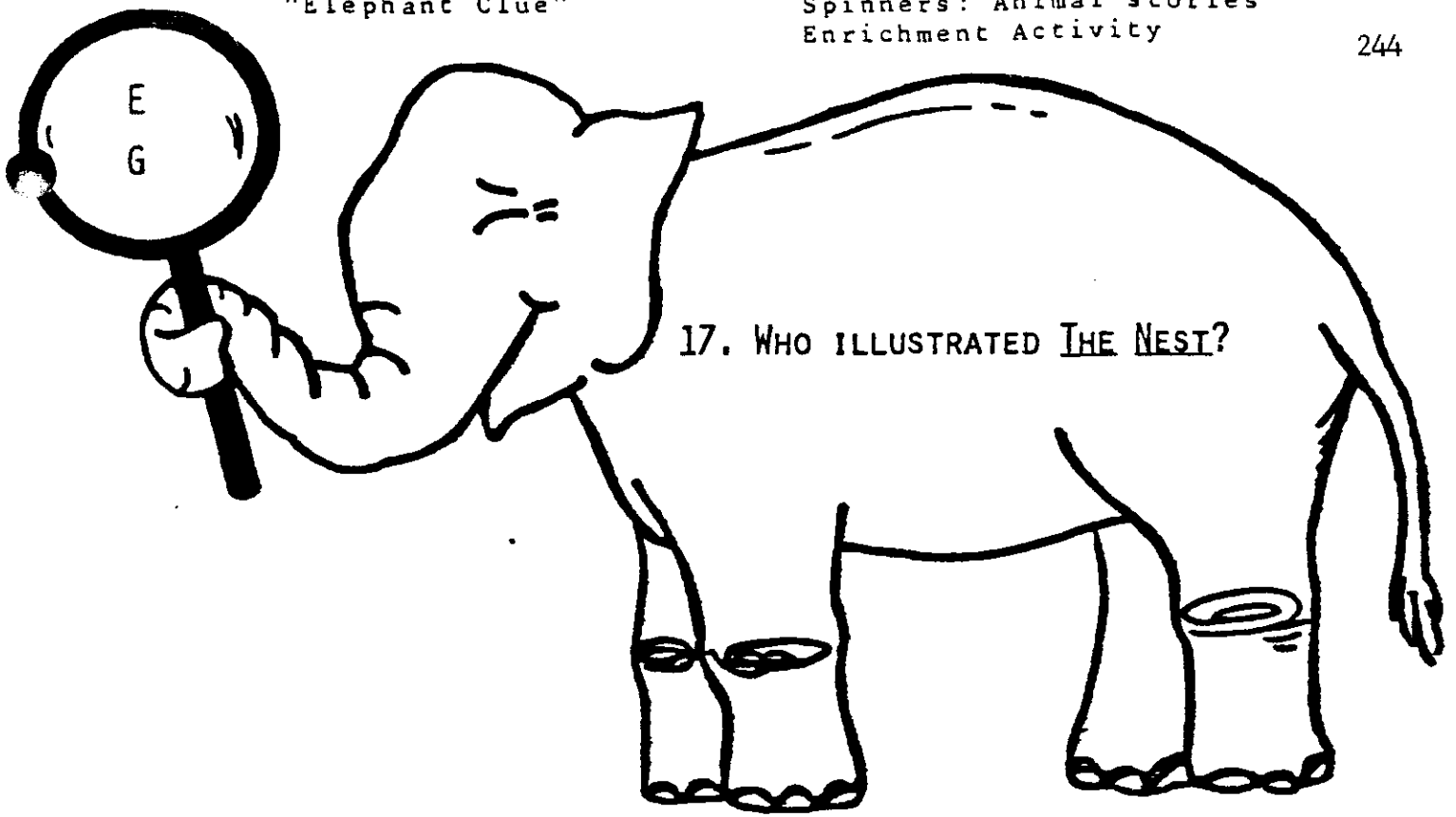


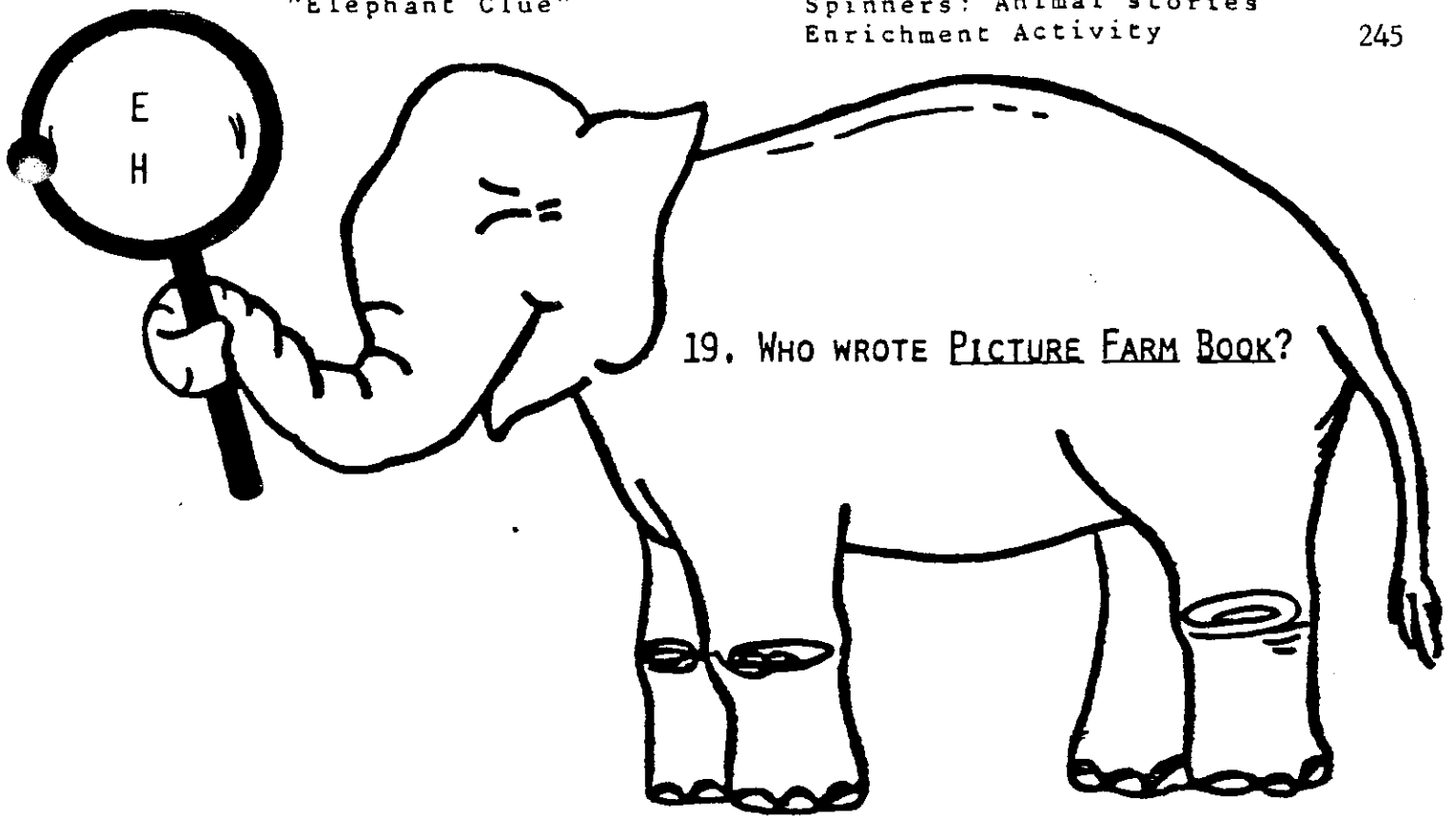
13. DONALD CHARLES WROTE SEVERAL
BOOKS ABOUT A CALICO _____.



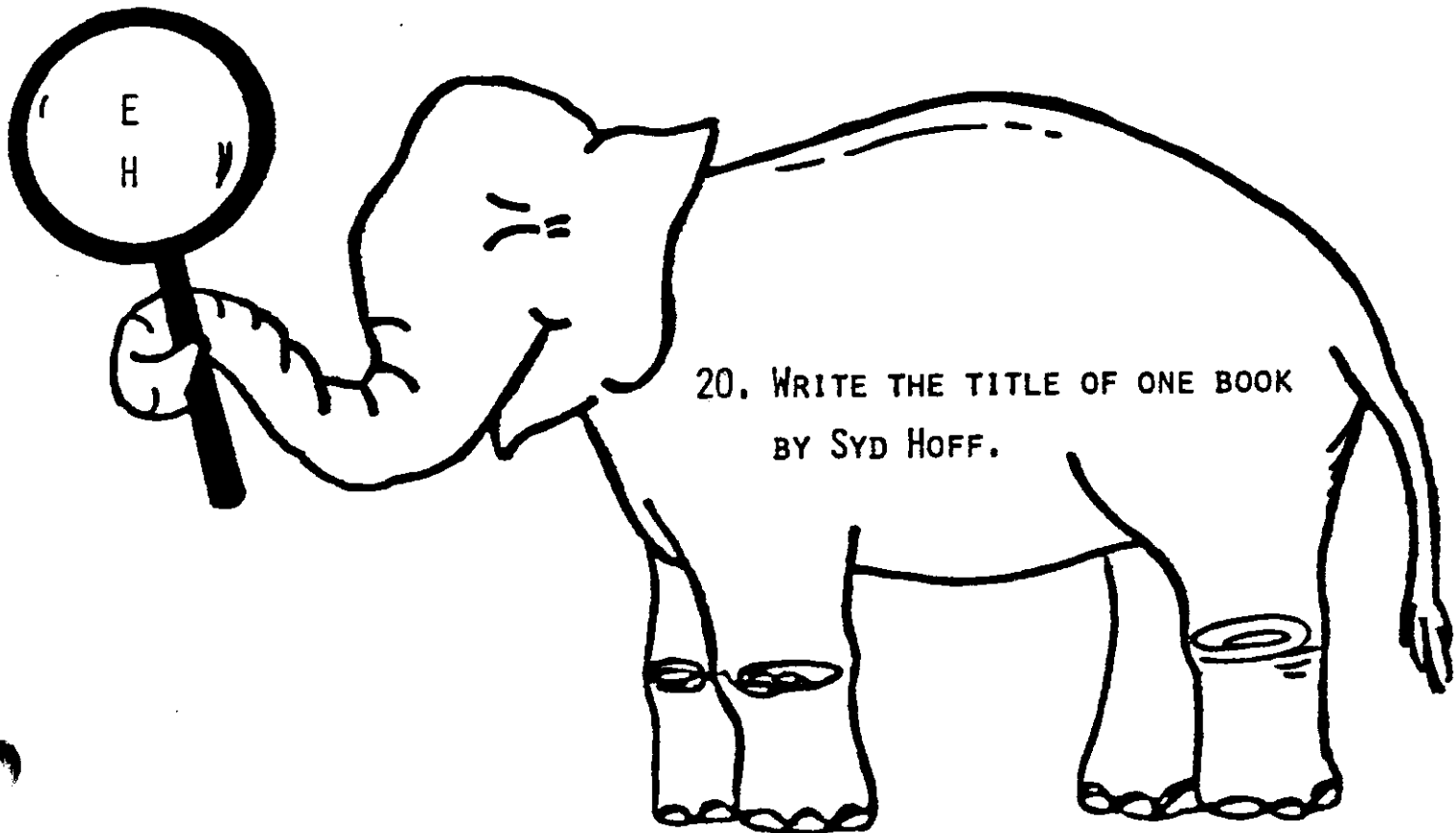
14. WHO ILLUSTRATED WATCH OUT FOR
CHICKEN FEET IN YOUR SOUP?



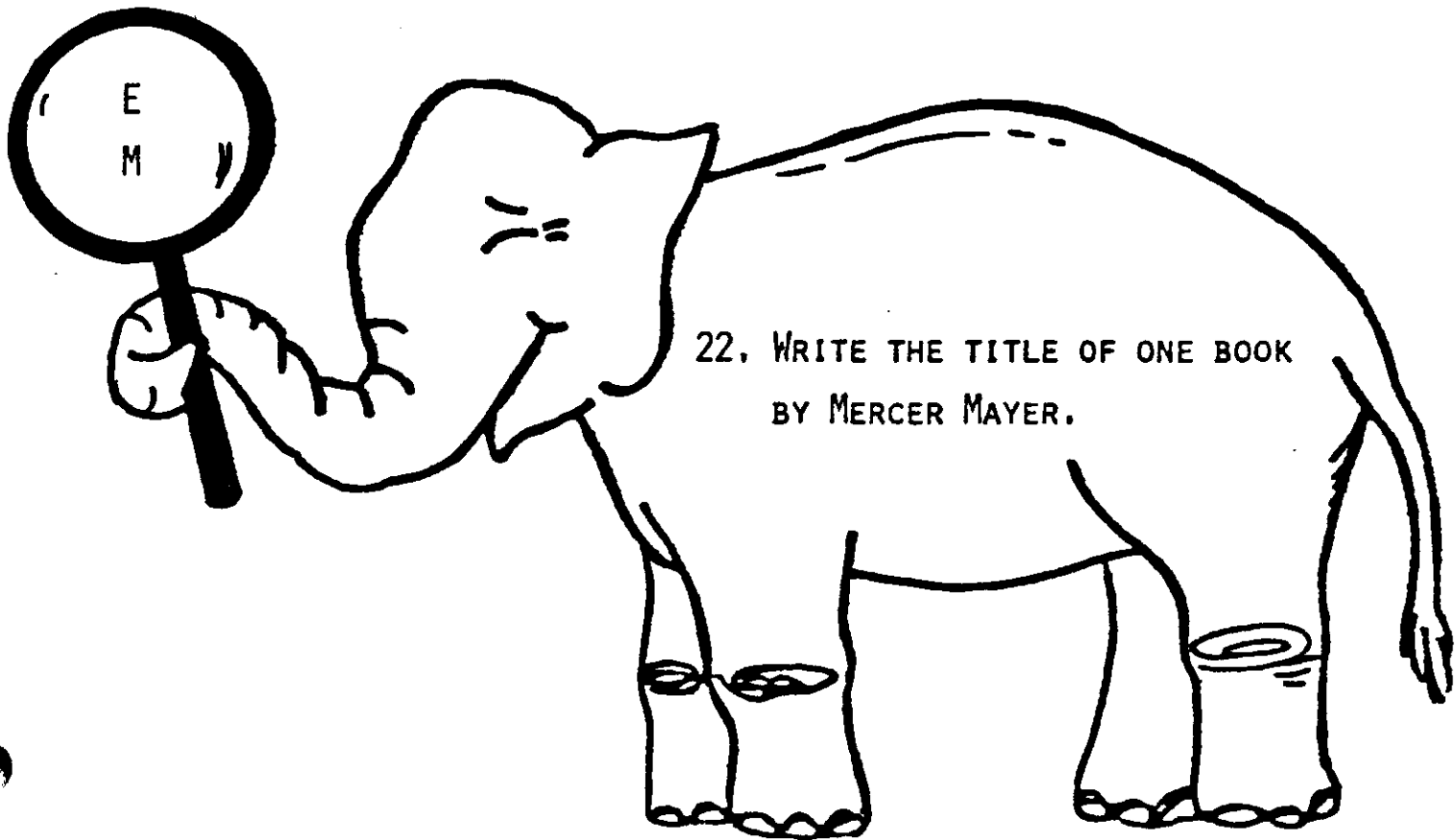
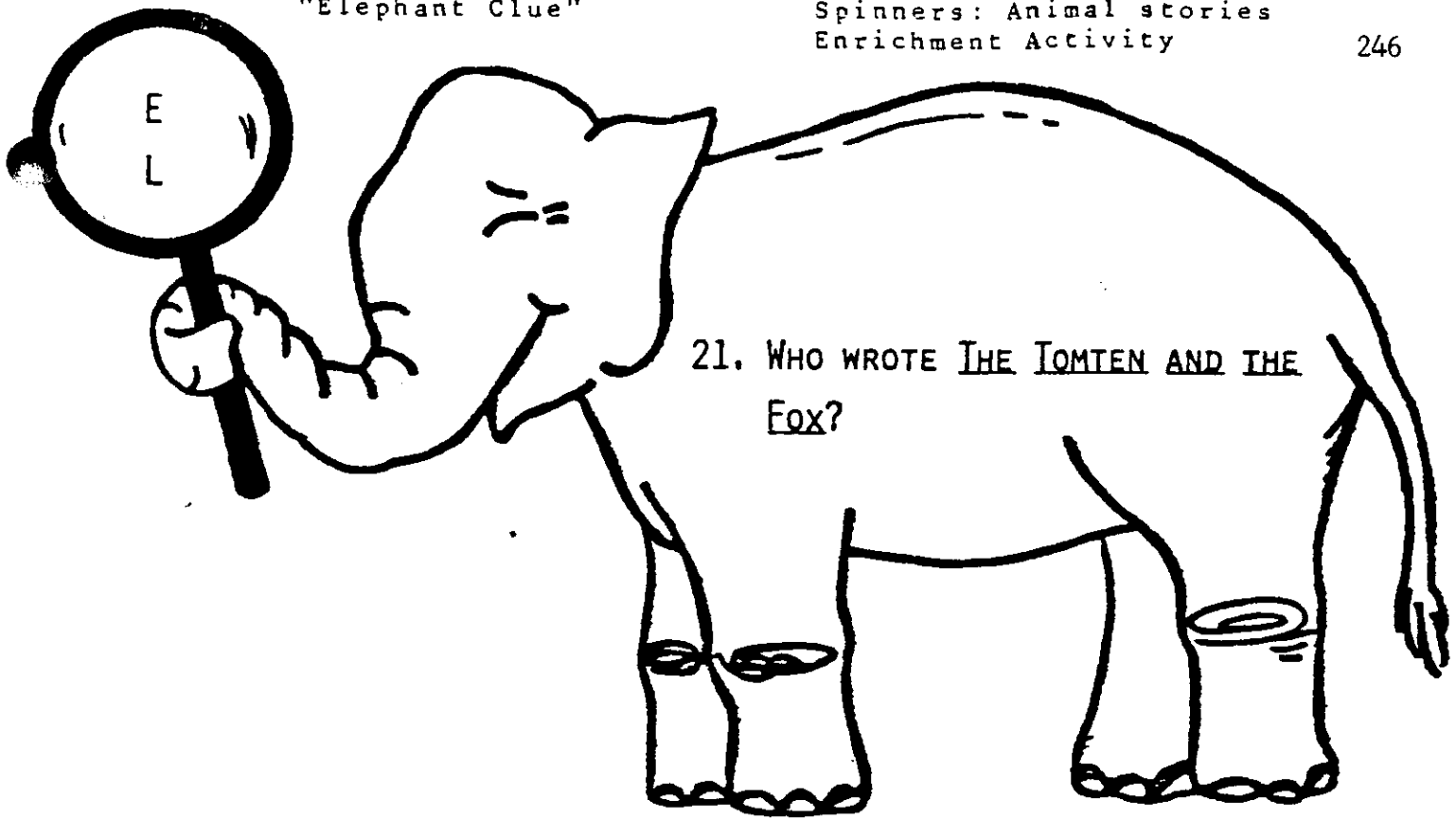


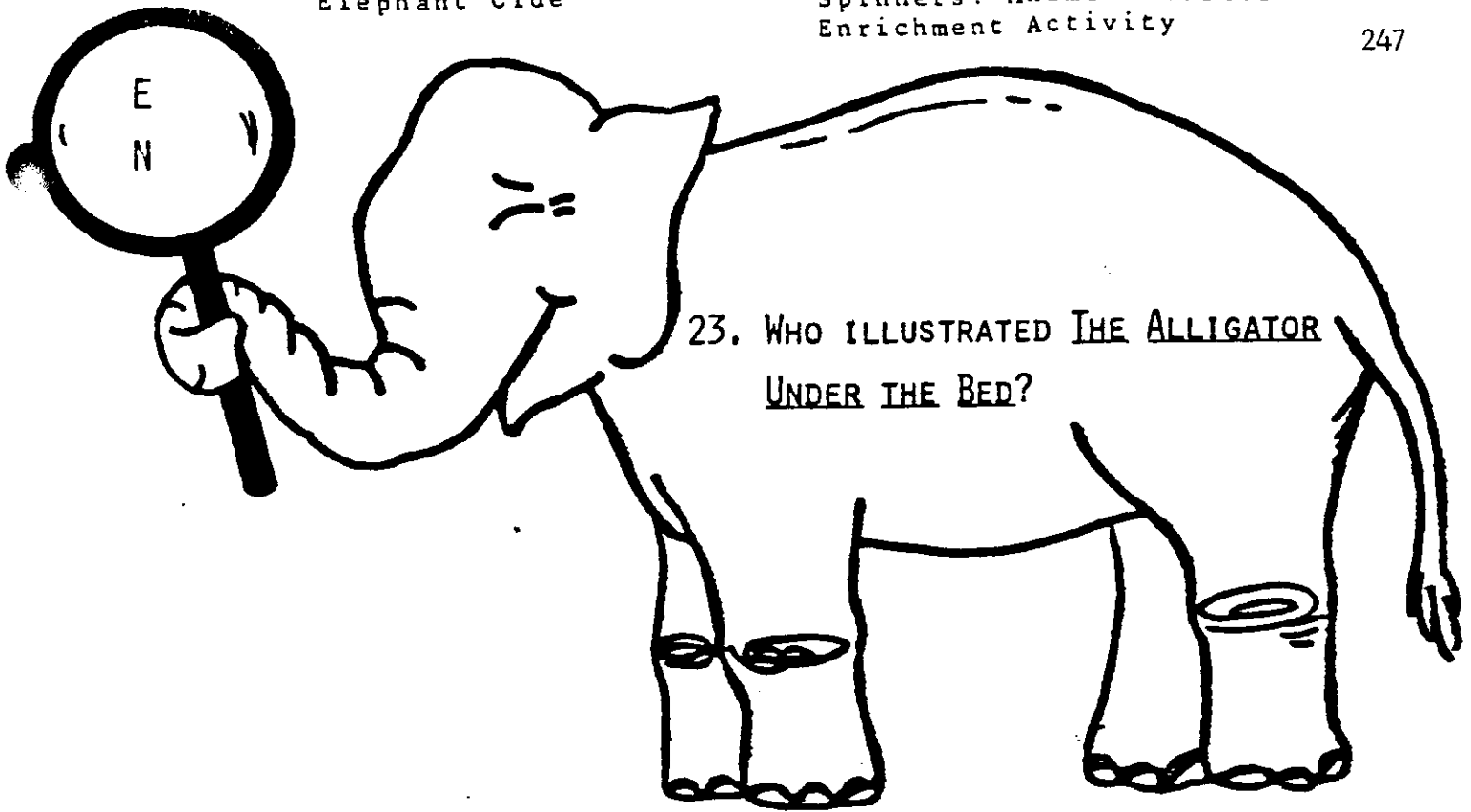


19. WHO WROTE PICTURE FARM BOOK?

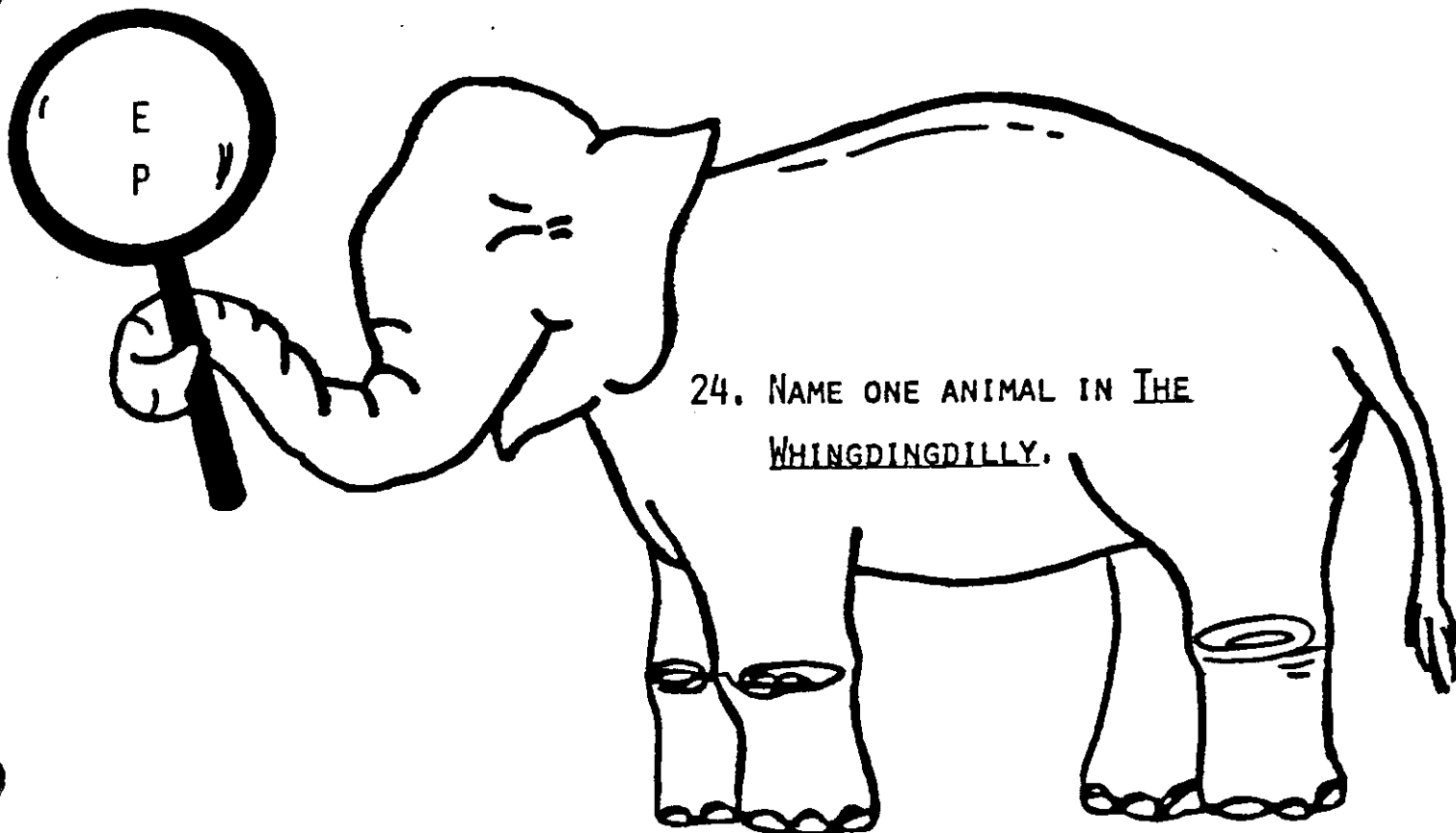


20. WRITE THE TITLE OF ONE BOOK
BY SYD HOFF.

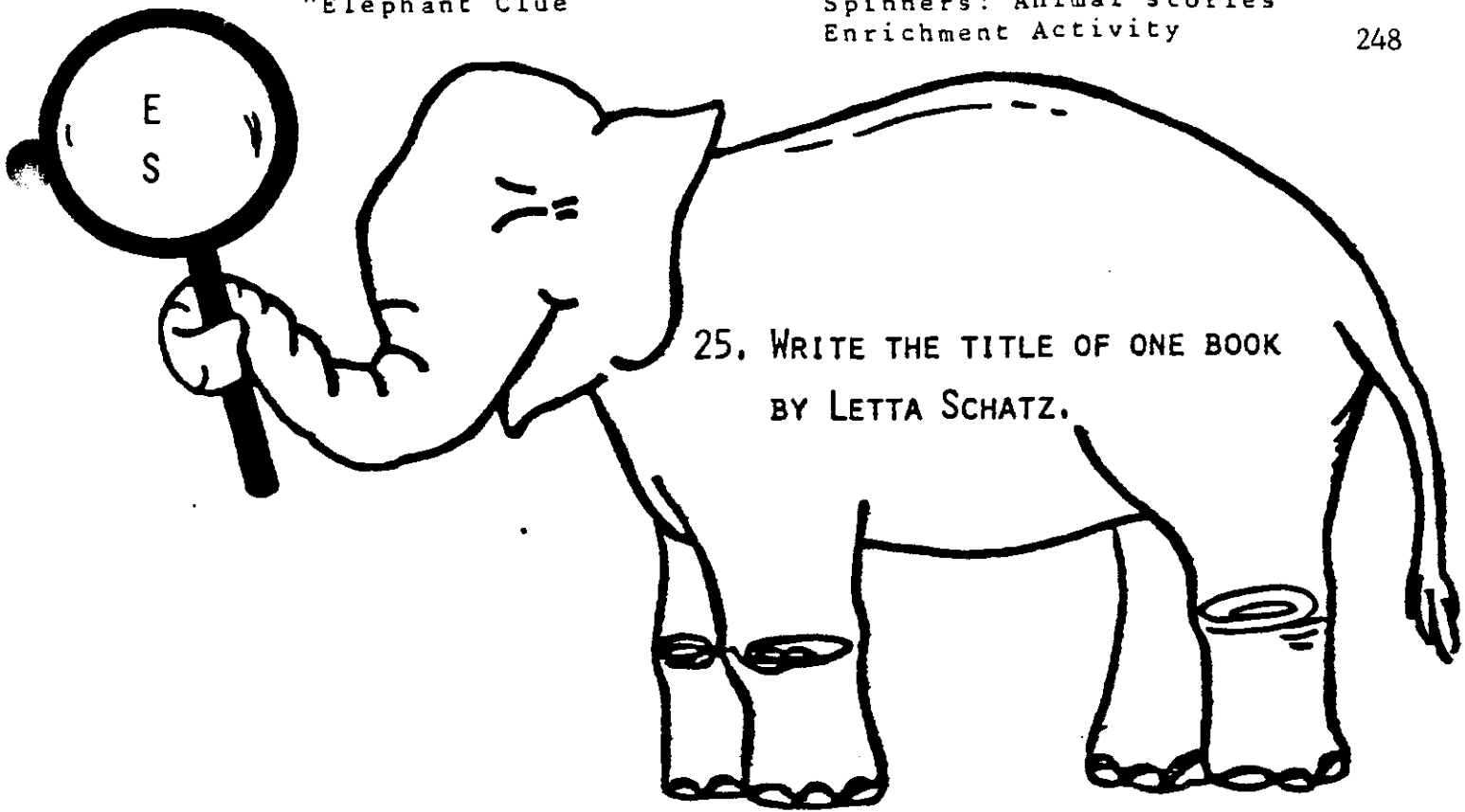




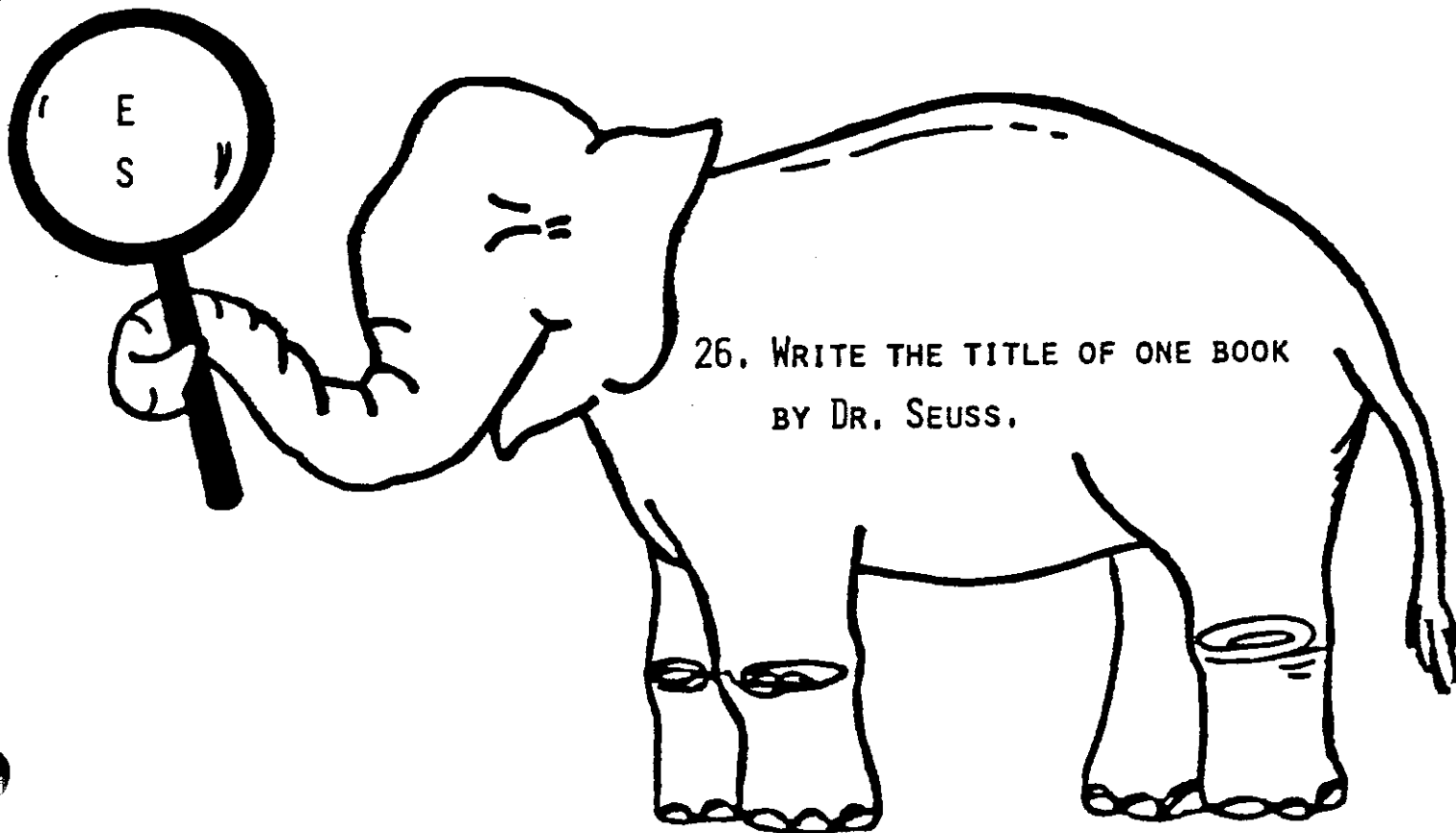
23. WHO ILLUSTRATED THE ALLIGATOR
UNDER THE BED?



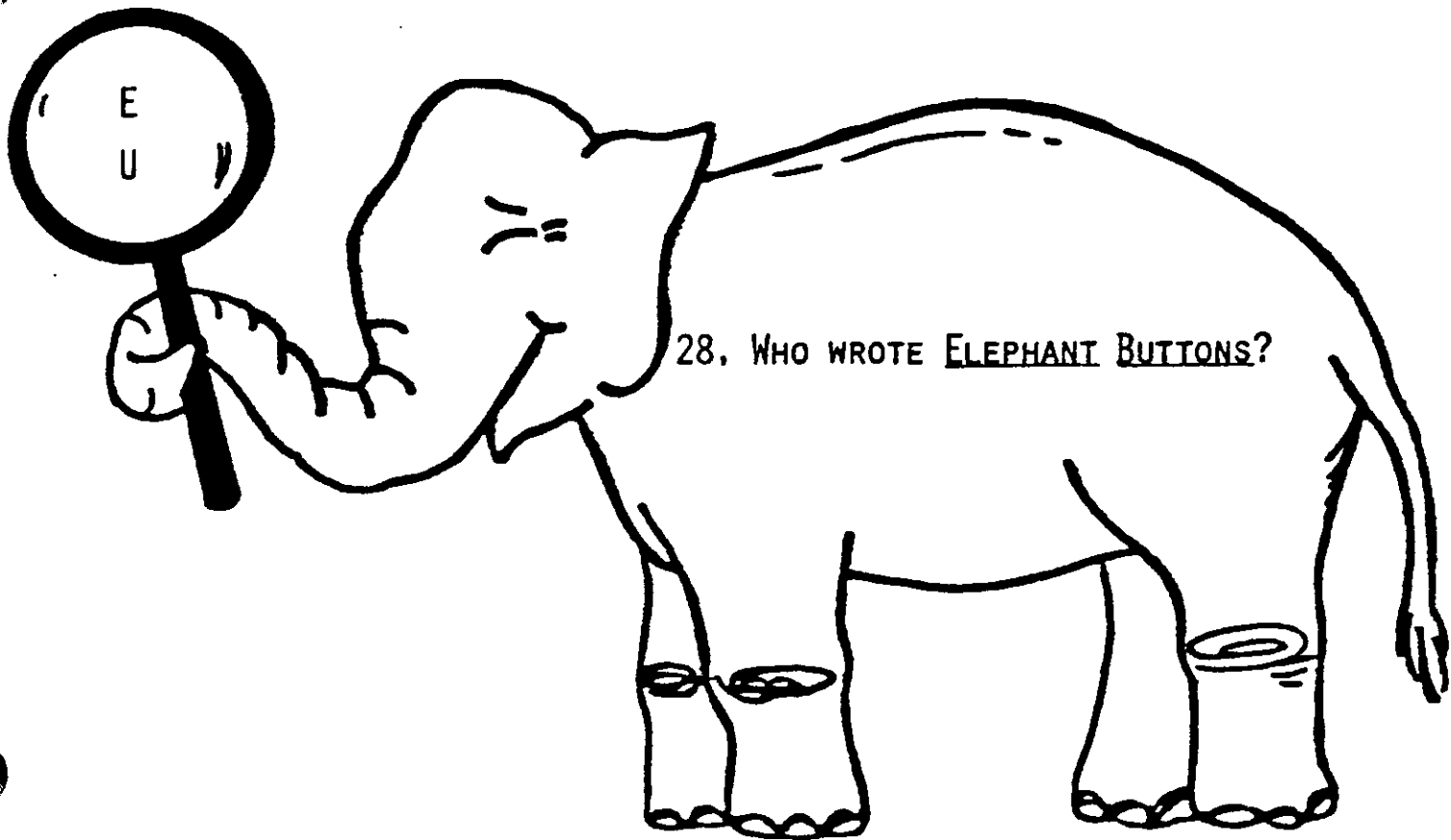
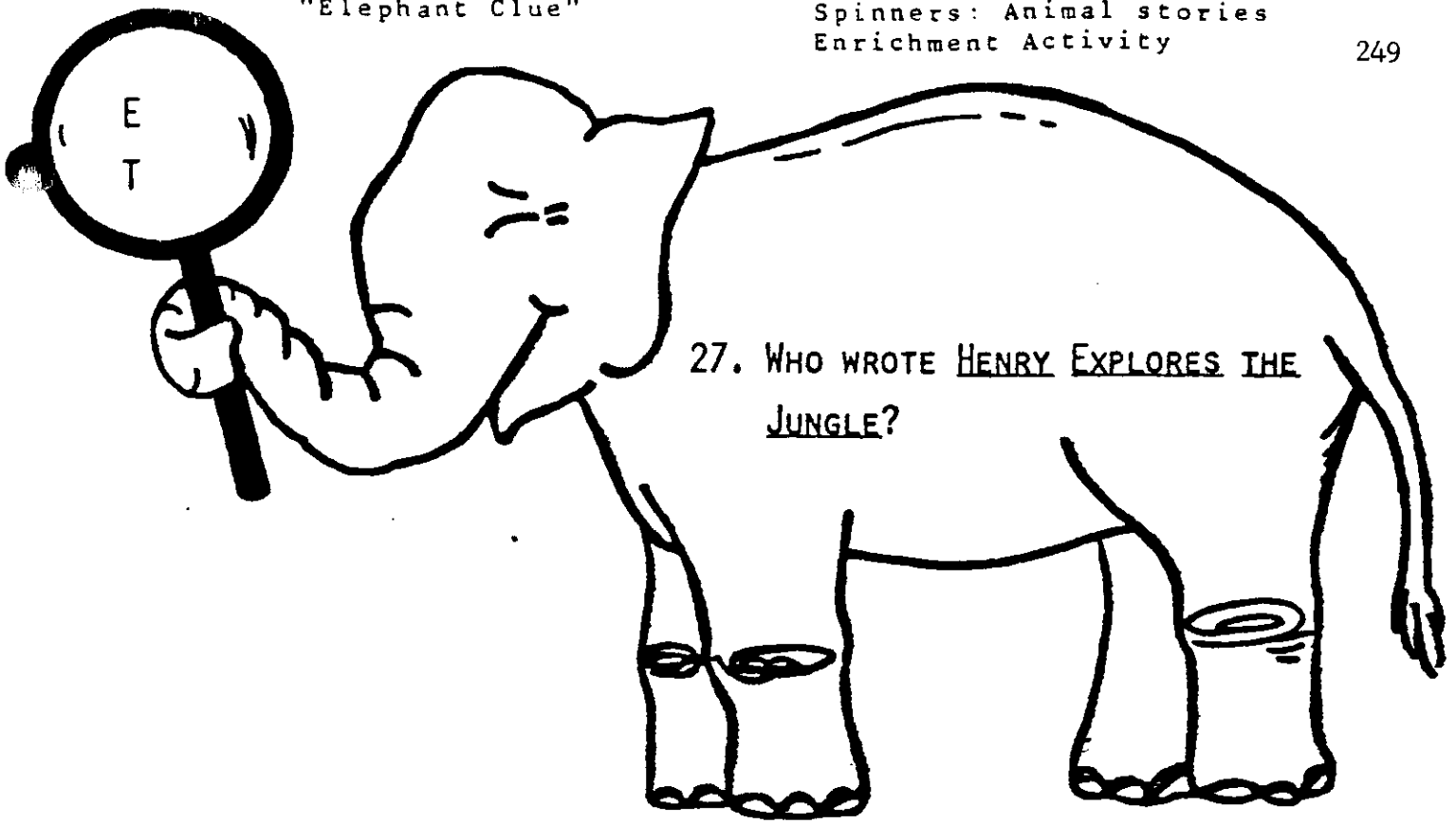
24. NAME ONE ANIMAL IN THE
WHINGDINGDILLY.

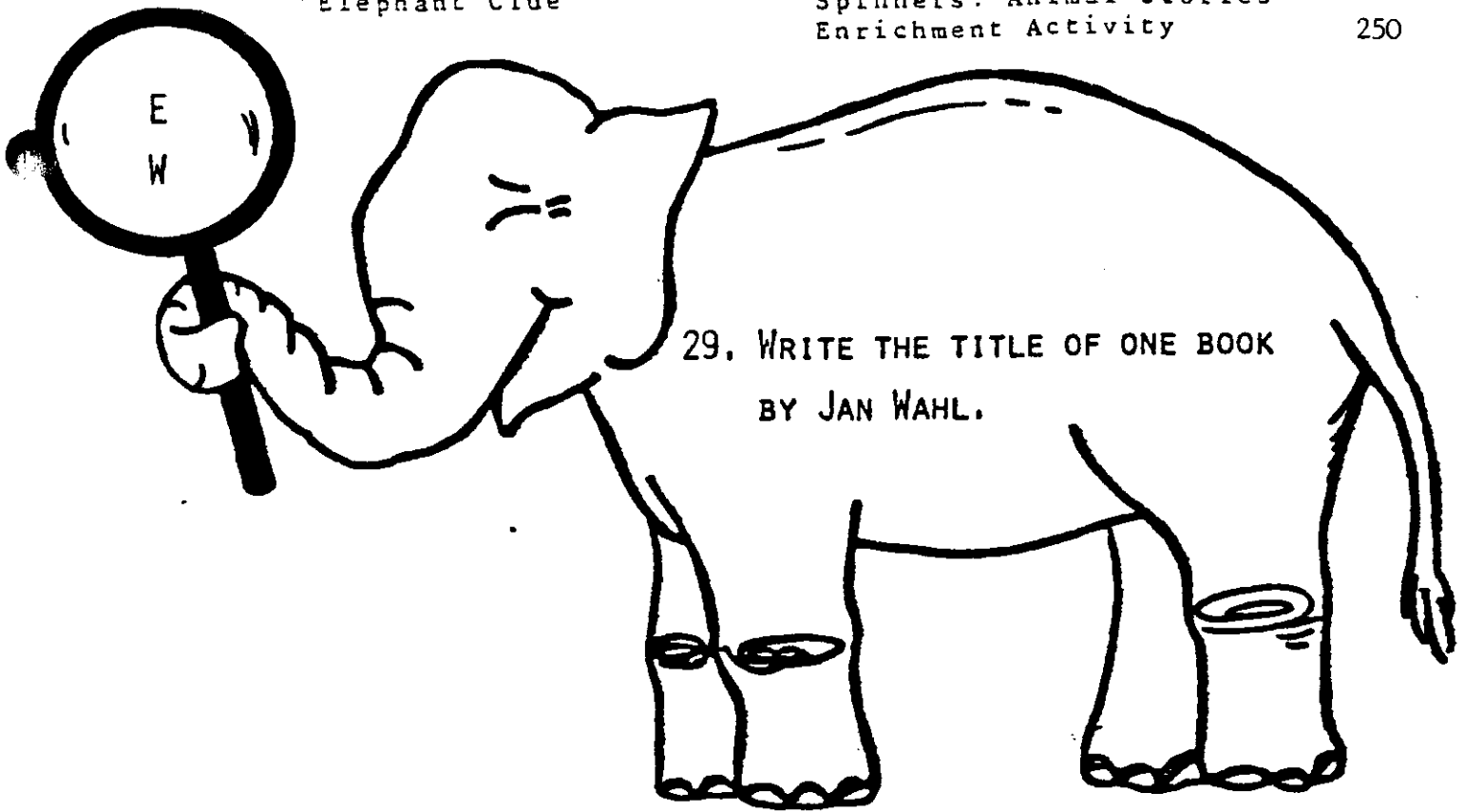


25. WRITE THE TITLE OF ONE BOOK
BY LETTA SCHATZ.

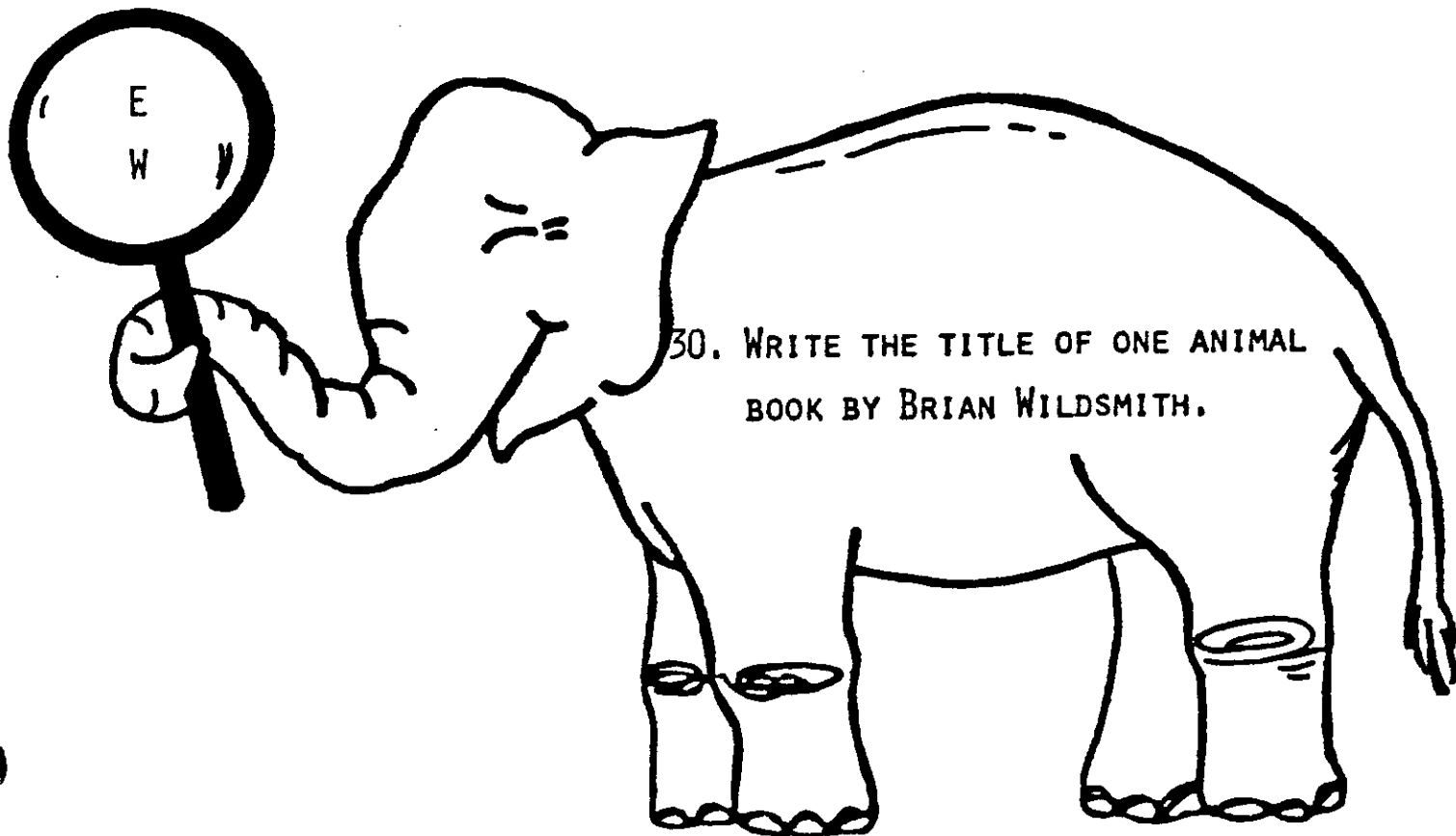


26. WRITE THE TITLE OF ONE BOOK
BY DR. SEUSS.

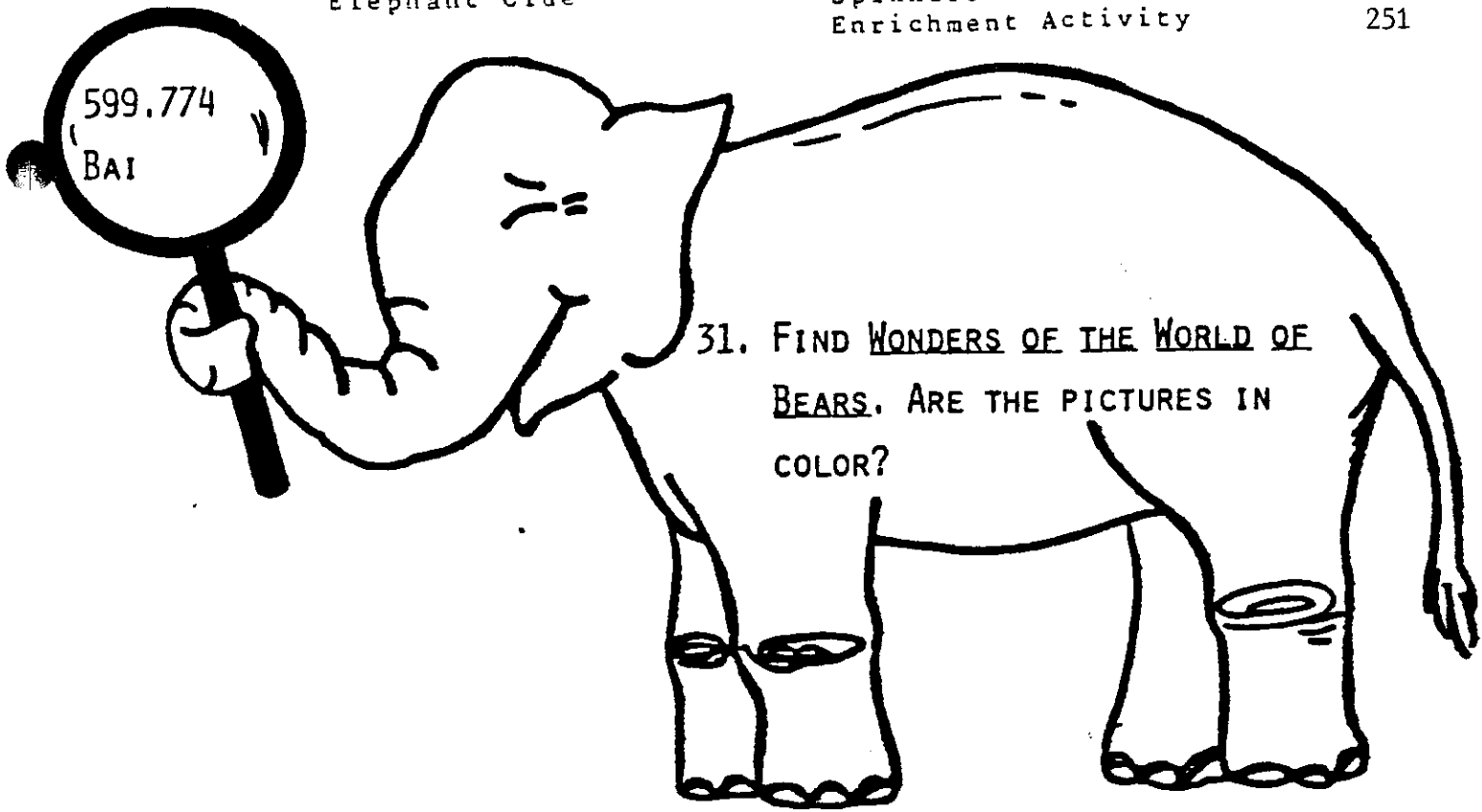




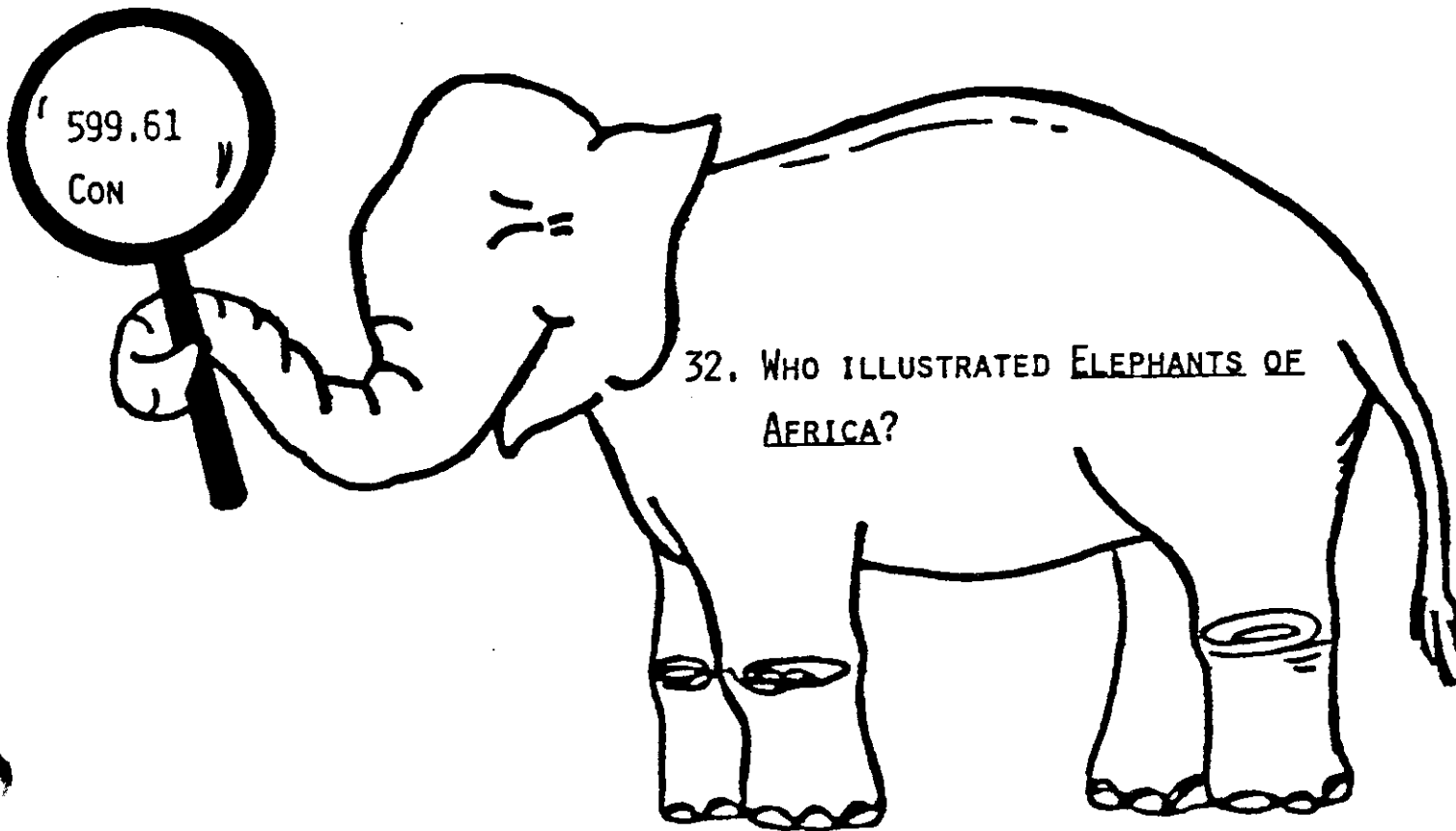
29. WRITE THE TITLE OF ONE BOOK
BY JAN WAHL.



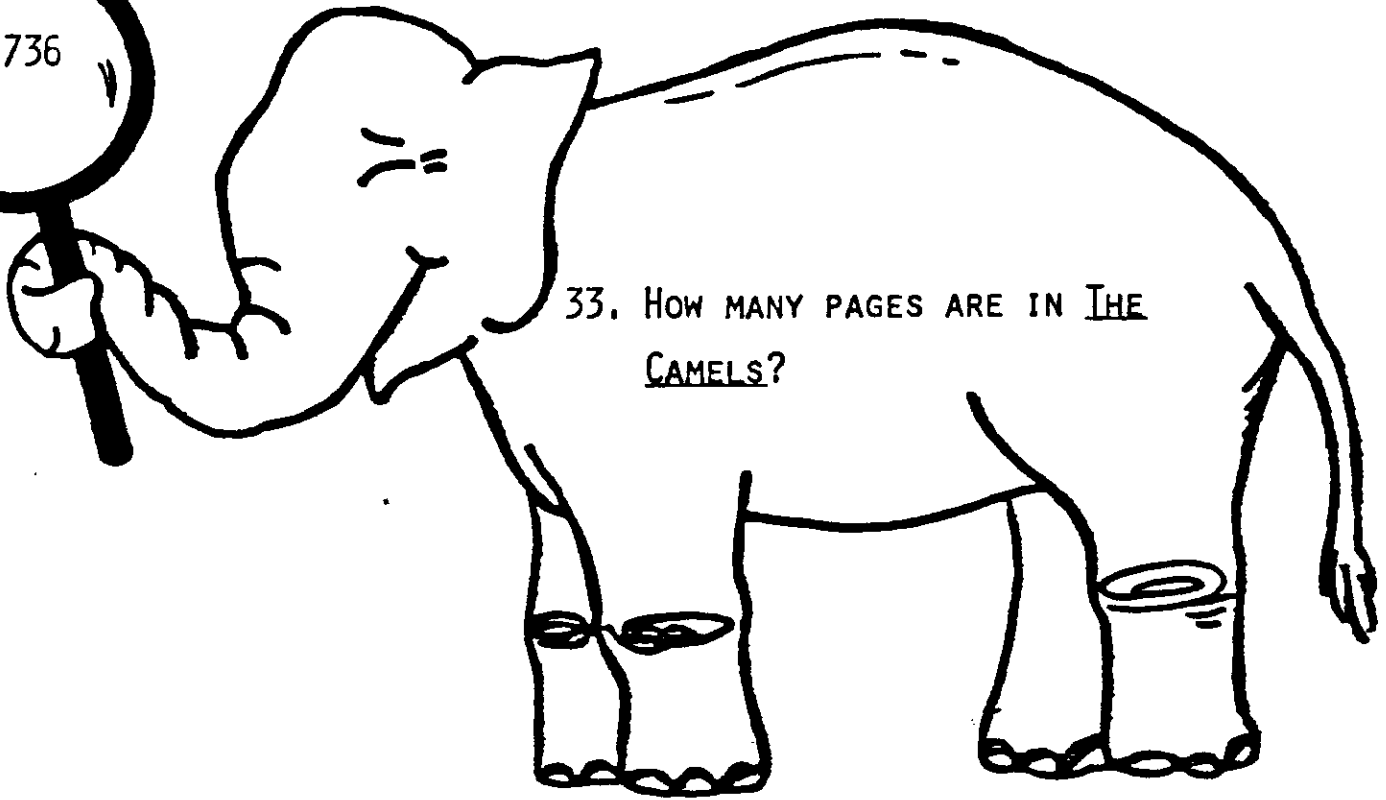
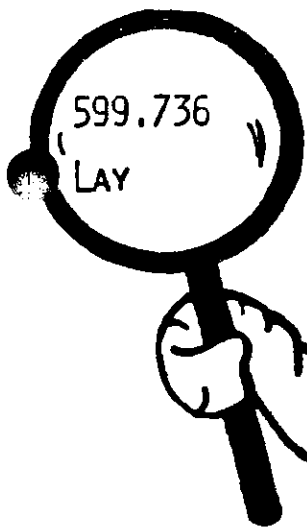
30. WRITE THE TITLE OF ONE ANIMAL
BOOK BY BRIAN WILDSMITH.



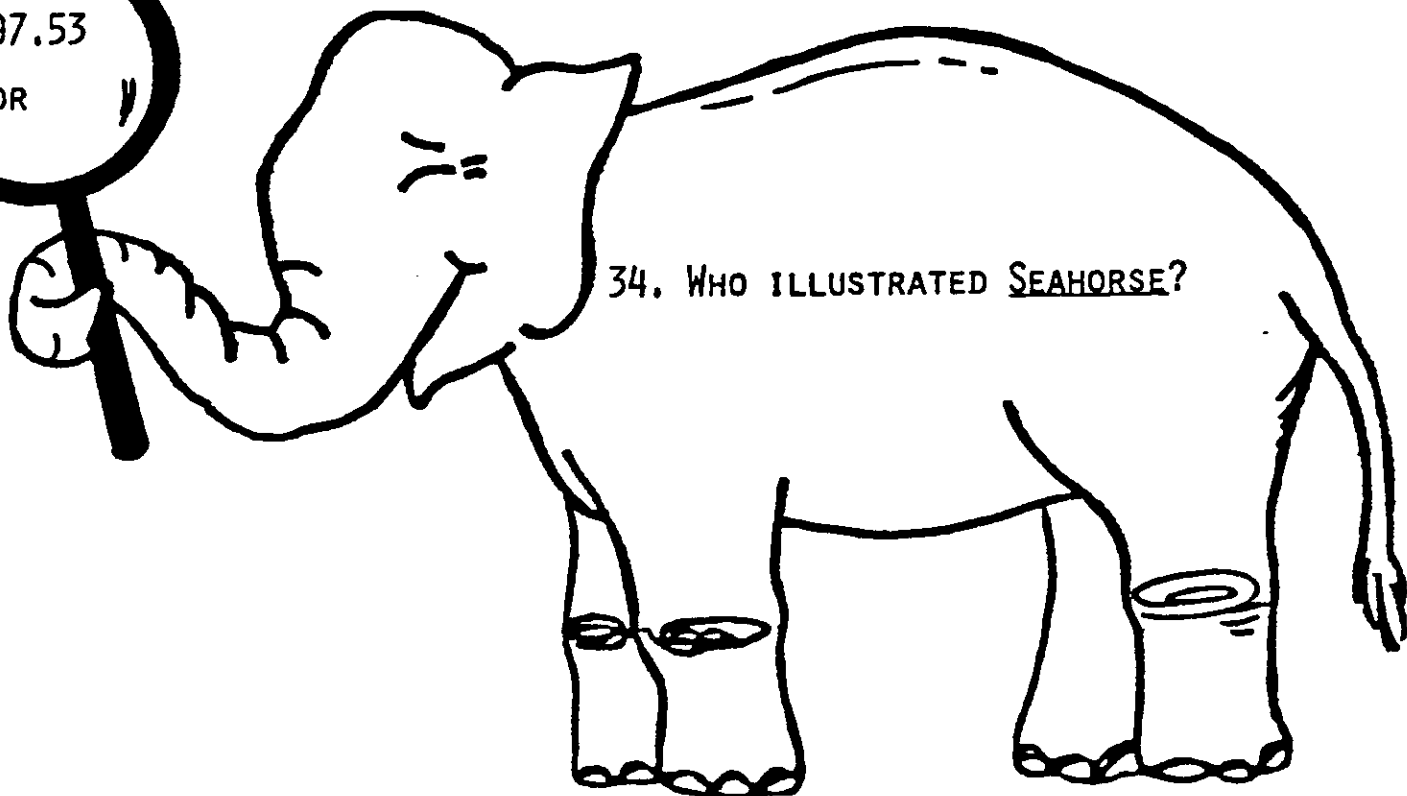
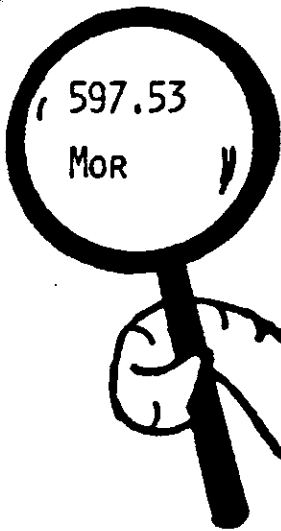
31. FIND WONDERS OF THE WORLD OF BEARS. ARE THE PICTURES IN COLOR?



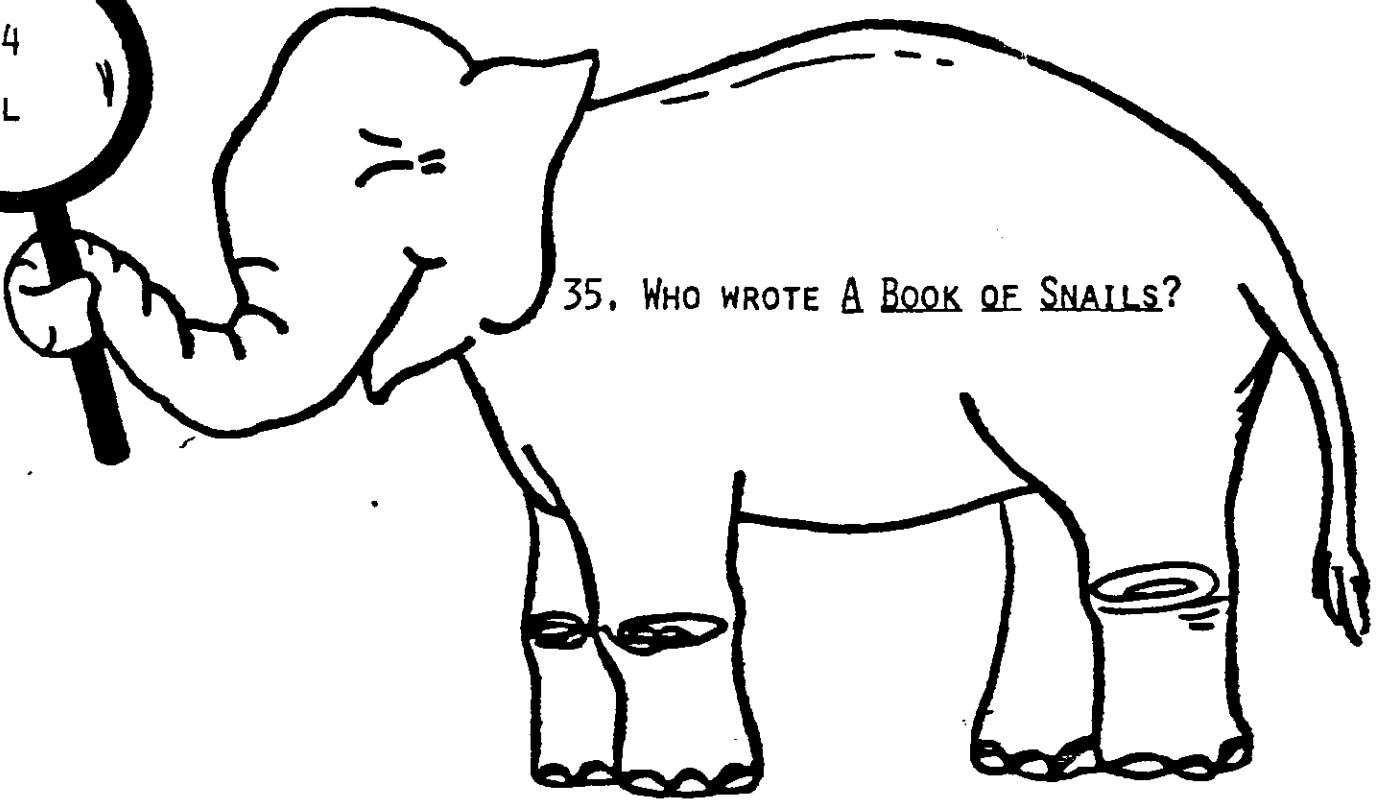
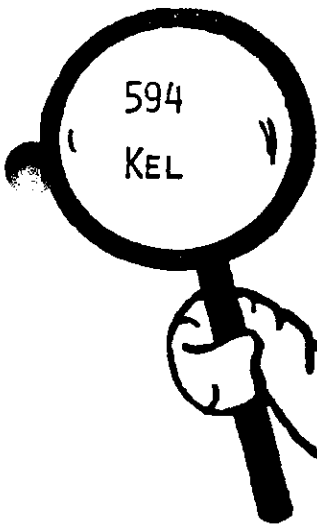
32. WHO ILLUSTRATED ELEPHANTS OF AFRICA?



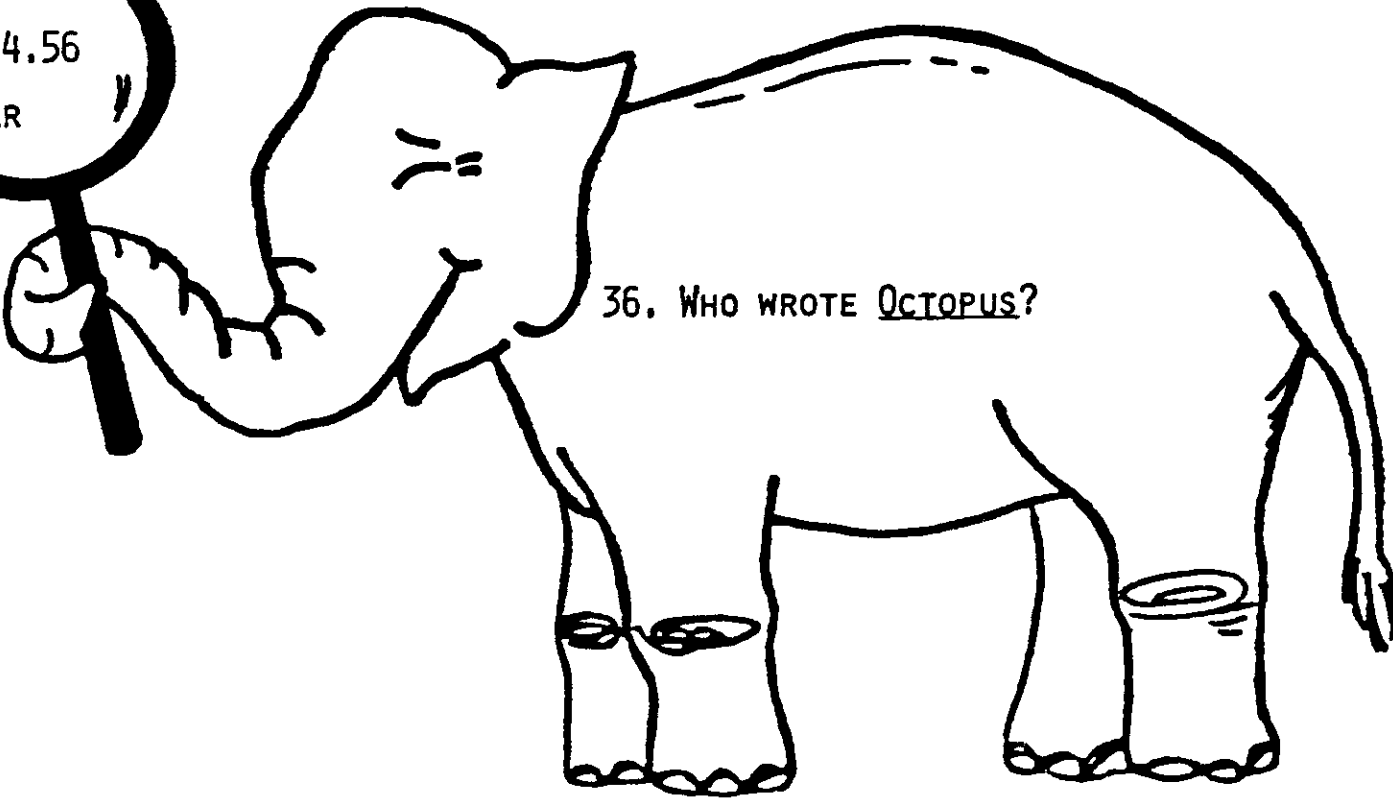
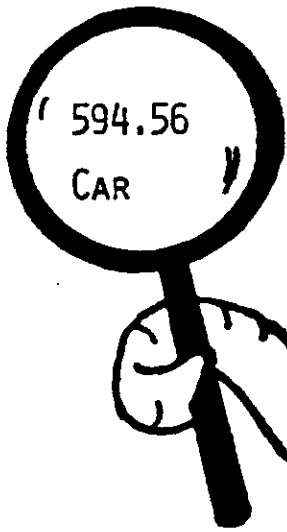
33. HOW MANY PAGES ARE IN THE
CAMELS?



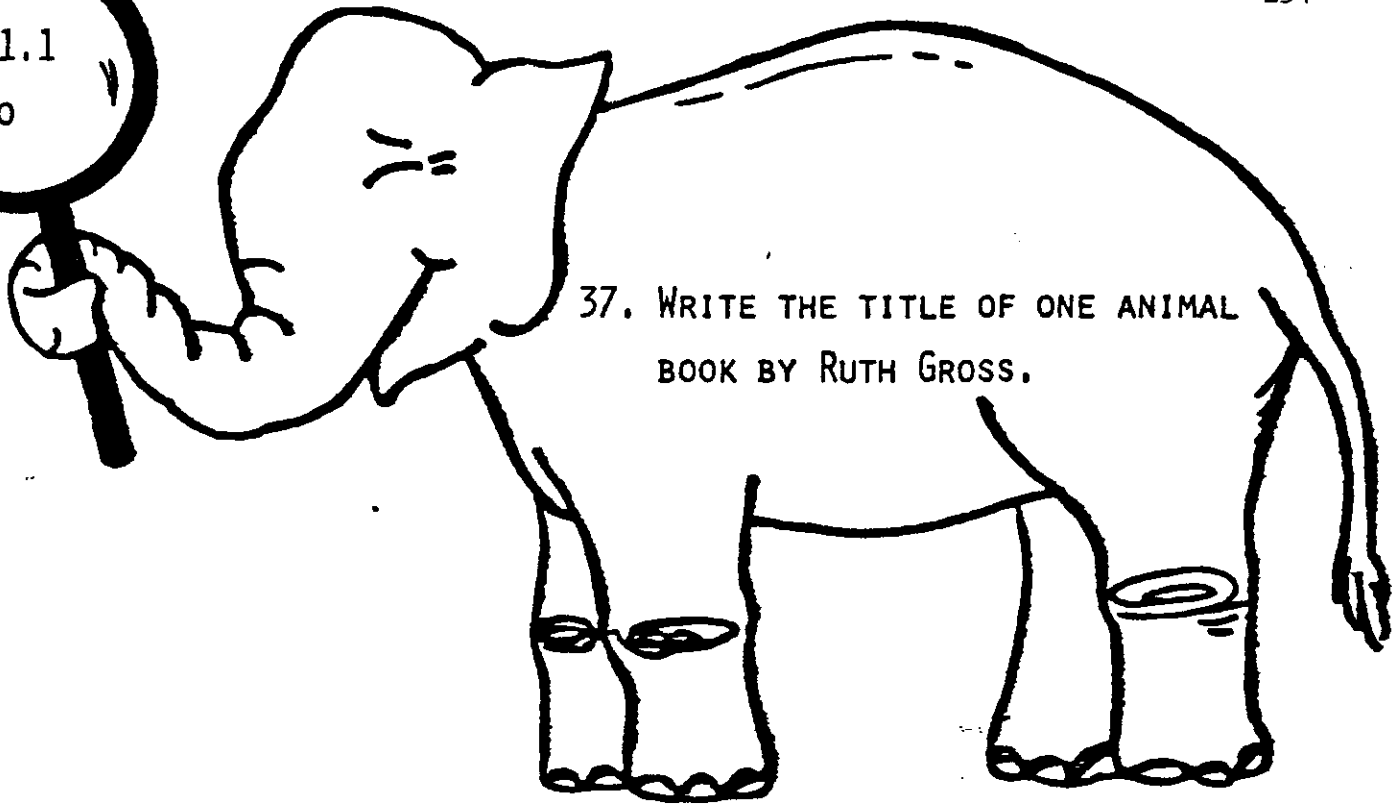
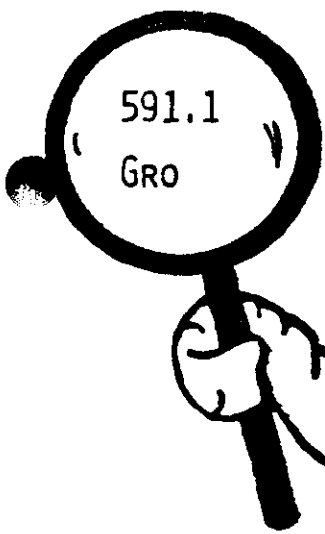
34. WHO ILLUSTRATED SEAHORSE?



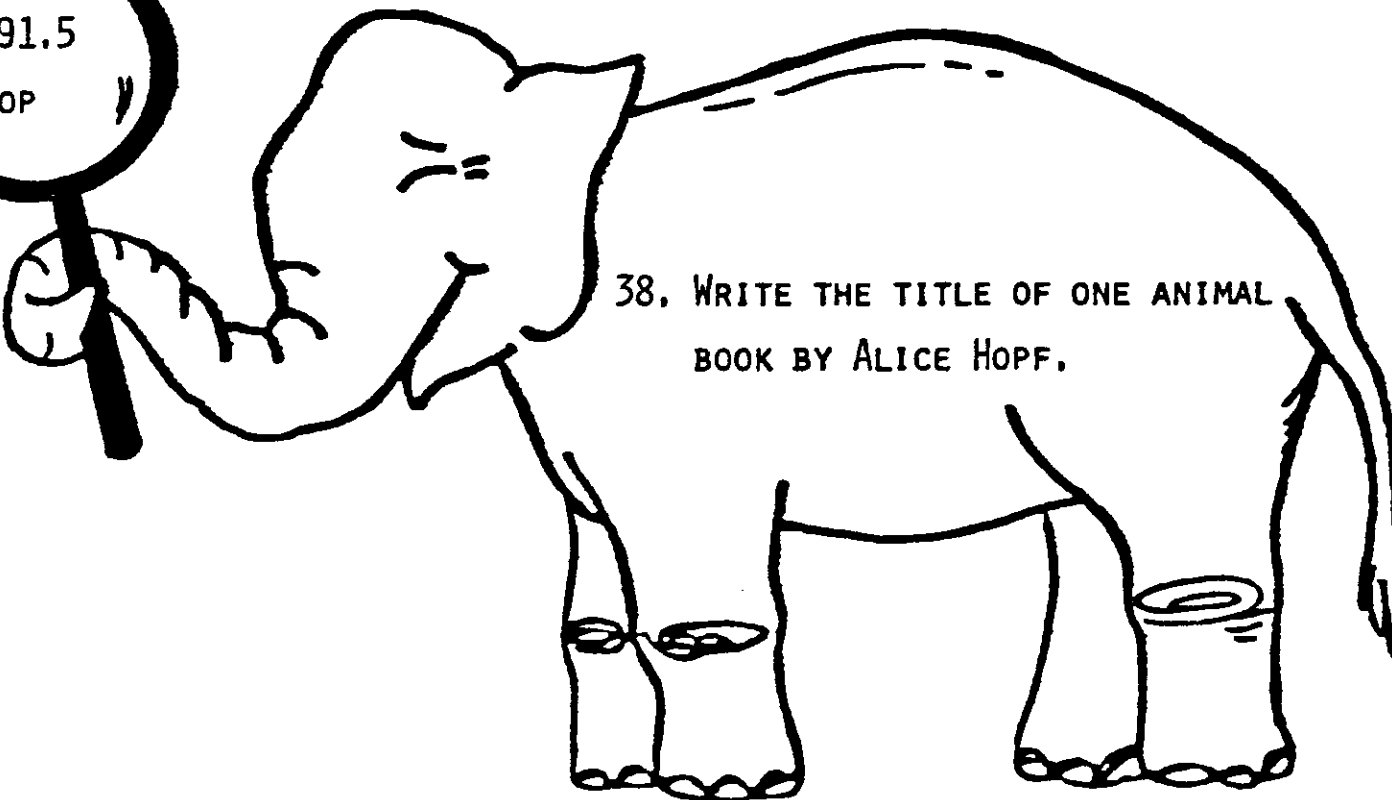
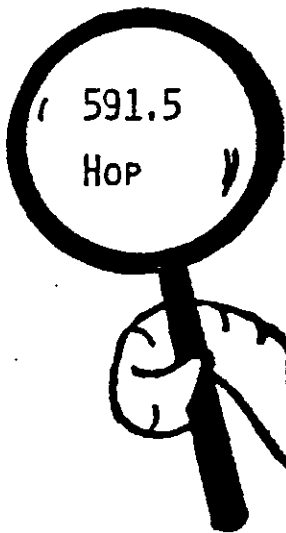
35. WHO WROTE A BOOK OF SNAILS?



36. WHO WROTE OCTOPUS?



37. WRITE THE TITLE OF ONE ANIMAL
BOOK BY RUTH GROSS.



38. WRITE THE TITLE OF ONE ANIMAL
BOOK BY ALICE HOPF.

1. LILLIAN MOORE
2. THE DISAPPEARING DOG TRICK
3. BLAZE
4. BEAR
5. JOHN SCHOENHERR
6. WILLY
7. ANSWERS WILL VARY
8. MARTHA ALEXANDER
9. HARRY ALLARD
10. ANSWERS WILL VARY
11. RUTH BORNSTEIN
12. JANE WHITE CANFIELD
13. CAT
14. TOMIE DEPAOLA
15. ANSWERS WILL VARY
16. SNEEZED
17. BETHANY TUDOR
18. ERIC
19. LUCY HAWKINSON
20. ANSWERS WILL VARY
21. ASTRID LINDGREN
22. ANSWERS WILL VARY
23. JAN HUGHES
24. HORSE, DOG, BIRD -- OTHERS
25. ANSWERS WILL VARY
26. ANSWERS WILL VARY
27. MARK TAYLOR
28. UENO NORIKO
29. ANSWERS WILL VARY
30. ANSWERS WILL VARY
31. NO, BLACK AND WHITE PHOTOS
32. JOSEPH CELLINE
33. 58
34. ARNOLD LOBEL
35. SALLY MOFFET KELLIN
36. CAROL CARRICK
37. ANSWERS WILL VARY
38. ANSWERS WILL VARY

- I. Unit Topic: Informational Article (Correlated with: "Skunk Baby", TG pp. 251-256)
- II. Unit Objectives:
 - A. Literary Skills--Students will:
 1. define informational article.
 2. identify an informational article.
 - B. Library Media Skills--Students will:
 1. name four sources of informational articles.
 2. identify a table of contents.
 3. locate a table of contents.
 4. use a table of contents to answer specific questions.
 5. identify an index.
 6. locate an index.
 7. use an index to answer specific questions.
 8. recognize an author, title and subject card.
 9. identify the information on a catalog card.
 10. locate author, title and/or subject cards in the card catalog.
 11. locate a book on the shelf by using information on a catalog card.
- III. Library Media Staff Preparation:
 - A. Materials:
 1. Let's Discover Library--see "Reference Tool Guideline #8"
 2. Encyclopedia index
 3. Children's Magazine Guide--see "Reference Tool Guideline #2"
 4. Transparency, "Catalog Cards"
 - B. Equipment:
 1. Overhead projector (if transparencies are used)
 - C. Student Activities:
 1. "Contents Fun" file folder activity for each child
 2. "Where Do You Find It?" question sheets correlated with each volume of Let's Discover Library
 3. Audiovisual pens or grease pencils
 4. "Index Fun" file folder activity for each child
 5. "Unlock the Book" question sheets correlated with each volume of Let's Discover Library
 6. Several examples of actual catalog cards
 7. Laminated slips of paper with one word subjects typed on them
- IV. Suggested Procedure (Minimum Sessions Required: 3)

A. Session I: (Objectives A-1, A-2, B-1, B-2, B-3, B-4)

1. Introduction

- a) Review the differences between fiction and nonfiction. (In fiction stories the characters are not real people and the story isn't true. Stories that tell about real people and real things that happened, or give you information about something are nonfiction, Weavers, TG p. 66.)
- b) Briefly discuss the article "Skunk Baby," using questions to guide students in identifying it as nonfiction:
 - 1) Does "Skunk Baby" tell about real people or real things? (Yes, skunks and their surroundings.)
 - 2) Does "Skunk Baby" give you information about something? (Yes, skunks, their surroundings, habits, enemies, etc.)
 - 3) Which is "Skunk Baby", fiction or nonfiction? (Nonfiction) Why? (It tells about real things and gives information.)
- *c) Statement of Learning: Today you will learn about a special kind of nonfiction--an informational article--and how to identify, locate and use a table of contents.

2. Instruction

- a) Define an informational article as a kind of nonfiction written to provide information about a particular subject, Spinners, TG p. 363.
- b) Ask students: Can you name an informational article you have read recently in Spinners? (Students should identify "Skunk Baby" as an informational article because it provides information about skunks. They may also identify "Mrs. Birdie's Bread", TG p. 56-64, and "Puerto Rico," TG pp. 106-114, as informational articles read earlier in their text.)
- c) Discuss other places (besides the reading text) where informational articles can be found. (magazines, newspapers, encyclopedias and nonfiction books)
- d) Ask students to name a part of a book that can help them locate information faster. (NOTE: Students have already had two lessons on the table of contents in their text.)

Questions:

1. What is a table of contents? (A list of all the stories or chapters in a book and the page numbers on which they begin, Spinners, TG p. 222.)
2. Why is a table of contents useful? (It helps you to find out what stories or chapters are in a book and helps you to find them quickly, Spinners, TG p. 222.)
3. Where is the table of contents usually found? (At the front of the book.)

- e) Distribute the "Contents Fun" file folder activity to students and guide them in completing it.
- f) Distribute Let's Discover Library (one volume per student). Have student locate the table of contents in his/her volume.
- g) Distribute "Where Do You Find It?" question sheets, observe as students complete the activity independently.
- *h) Closure: Today you have learned four things:
 1. how to define and identify an informational article.
 2. four sources of informational articles.
 3. how to identify and locate a table of contents.
 4. how to use a table of contents to answer questions.

On your next visit you will learn about another part of a book which can also help us locate information--the index.

3. Evaluation: Can students:

- a) distinguish between fiction and nonfiction? (Review)
- b) define informational article?
- c) identify informational article?
- d) name four sources of informational articles?
- e) identify a table of contents?
- f) locate a table of contents?
- g) use a table of contents to answer specific questions?

4. Reinforcement

- a) Since there is a "Where Do You Find It?" question sheet correlated with each volume of Let's Discover Library, students may repeat the activity using a different volume.

B. Session II: (Objectives B-5, B-6, B-7)

1. Introduction

- a) Review briefly the use of the table of contents as discussed in session I.
- b) Tell students:

"Sometimes we need to locate a subject that may not be listed in the table of contents, but there is another part of the book which can help us--the index."

- *c) Statement of Learning: Today you will learn what and where an index is and how to use it to answer questions.

2. Instruction

- a) Define index as a list of the main topics that a book tells about, including the page numbers telling when the information begins and ends. It is usually found at the back of the book, Gateways, TG p. 133.

- b) Distribute the "Index Fun" file folder activity. Identify the sample page in the folder as an index page and discuss the following:
 - 1. Alphabetical arrangement
 - 2. Page numbers, including the significance of commas and dashes.
 - 3. "Illus.", abbreviation for illustrations which means pictures.
- c) Guide students as they complete the "Index Fun" activity.
- d) Distribute Let's Discover Library (one volume per student).
- e) Distribute "Unlock the Book" questions sheets.
- f) Observe as students complete the questions independently.
- g) Show an encyclopedia index and Children's Magazine Guide. Point out that these are also indexes that students will later learn to use to locate information in encyclopedias and magazines.
- *h) Closure: Today you have learned three things which will help you locate information more quickly:
 - 1. how to identify an index.
 - 2. how to locate the index of a book.
 - 3. how to use an index to answer questions.

On your next visit you will learn how to use the card catalog, which is the index to the library media center, to locate books.

3. Evaluation: Can students:

- a) identify an index?
- b) locate the index of a book?
- c) use an index to answer specific questions?

4. Reinforcement

- a) Students may use the "Unlock the Book" question sheets again, using a different volume of the Let's Discover Library.

C. Session III: (Objectives B-8, B-9, B-10, B-11)

1. Introduction

- a) Review how an index helps us to locate the information in a book.
- b) Tell students the library media center also has an index--the card catalog. Include the following in the discussion:
 - 1) Review alphabetical arrangement (including guide letters and guide cards).
 - 2) Review the three kinds of cards. (Remind students that if just one of these is known it can be used to locate cards in the catalog.)

- *c) Statement of Learning: Today you will learn how to recognize an author, title and subject card and identify the information on the catalog card.

- a) Show examples of the three kinds of cards, identifying each. (Use a transparency or a set of large cards.)
- b) Tell students that the top line on a card is the clue to which kind of card it is:

Author card - Last name first with a comma
Title card - Only the first letter of the first word is capitalized except for proper nouns and the title is on the 1st and 3rd lines written identically
Subject card - Subject is written in all capital letters.

- c) Using large cards, call on students to identify various catalog cards.
- d) Using a sample set of cards (duplicate sets of catalog cards) have each student find the author, title and subject card.
- e) Using a large card, identify the following:
author
title
call number
illustrator
publisher
copyright date
number of pages or (unpaged)
tracings
- f) Call on students to identify these parts of the catalog card.
- g) Each student will select a drawer of the card catalog and find an author, title and subject card.
- h) Each student will select one type of catalog card to locate a book on the shelf. Students may write the call number and title on a slip of paper.
- i) Student will locate a book on the shelf using information on the slip.
- j) Closure: Today you have learned how to:
 - 1) recognize an author, title and subject card.
 - 2) identify the information on a catalog card.
 - 3) locate a book using an author, title and/or subject card.

Your next unit will be a fairy tale titled "Petronella" in the Weavers book.

3. Evaluation: Can students:

- a) recognize a subject card?
- b) identify the information on a subject card necessary for locating a book by subject? (title, call number)
- c) locate specific subjects in the card catalog?
- d) locate a book on the shelf by using the information on a subject card? (title, call number)

4. Reinforcement

- a) Give the student an author, title and/or subject to locate in the card catalog. The media specialist will assist the student.

D. Enrichment Activities

- 1. Learning Center: Students may write a brief report using the table of contents and/or index of a book to locate the information needed to answer specific questions. The student may produce transparencies to illustrate his/her report.

V. Resources:

A. Books

- 1. Let's Discover Library. Raintree Publishers, 1981. 16v.

VI. Glossary:

- A. Informational article--a kind of nonfiction written to provide information about a particular subject (Spinners, TG p.222).
- B. Table of contents--a list of all the stories in a book and the page numbers on which they begin (Spinners, TG p. 222).
- C. Index--a list of the main topics that a book tells about including the page numbers telling when the information begins and ends. It is usually found at the back of the book (Gateways, TG p.133).
- D. Subject Card--a catalog card with the subject (what the book is about) on the top line printed in all capital letters.

Objective: Students will use a table of contents to answer specific questions.

Materials Needed:

1. File folders (one per student)

Instructions for making activity:

1. Cut out student instructions and table of contents (next page) and mount on left side of opened file folder.
2. Cut out "Contents Fun" questions and mount on right side of opened file folder.
3. Complete one folder for each child.
4. Laminate folders.

Student instructions for using the activity:

1. Below is the table of contents for a book about skunks.
2. Use the table of contents to answer the questions on the facing page.

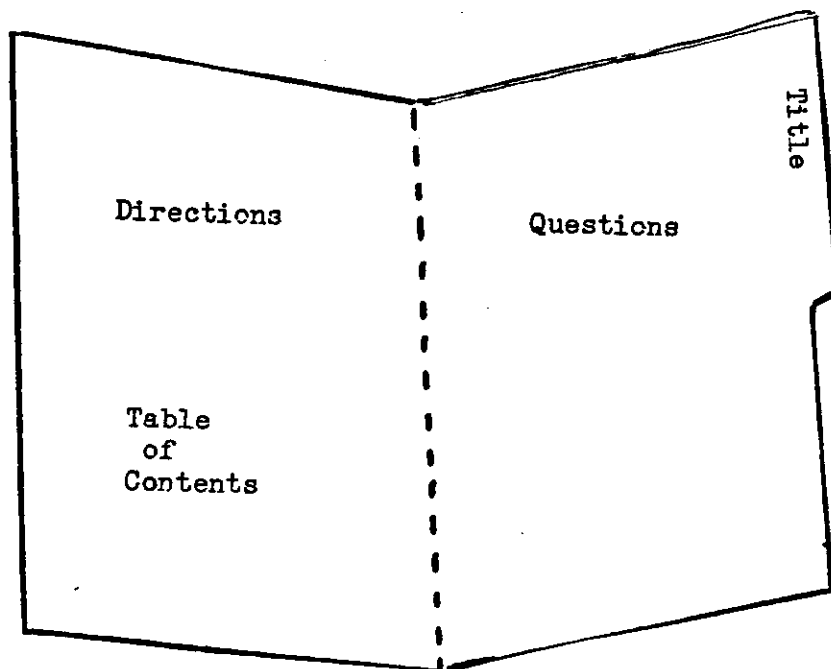


TABLE OF CONTENTS



CONTENTS FUN

Student instructions: Use the table of contents on the left to answer the following questions.

1. On what page does the chapter begin that tells where skunks live?
2. On what page does the chapter begin that tells what skunks eat?
3. On what page does the chapter end that tells what skunks eat?
4. On what page does the chapter about kinds of skunks end?
5. What is the last page in the chapter about how skunks protect themselves?
6. What chapter begins on page 26?
7. What pages would you read to learn what skunks eat?
8. What is the last page in the chapter "What Skunks Look Like?"
9. If you were reading on page 9, what would you be reading about?
10. On what pages would you read about what skunks look like?

Below is the table of contents for a book about skunks. Use the table of contents to answer the questions on the facing page.

CONTENTS

| | |
|-------------------------------|----|
| WHAT SKUNKS LOOK LIKE | 1 |
| WHAT SKUNKS EAT | 7 |
| HOW SKUNKS PROTECT THEMSELVES | 11 |
| WHERE SKUNKS LIVE | 16 |
| KINDS OF SKUNKS | 19 |
| SKUNKS AS PETS | 26 |



Objective: Students will use a table of contents to answer specific questions.

Materials Needed:

1. "Where Do You Find It?" question sheets (one correlated with each volume of the Let's Discover Library).

Instructions for making the activity:

1. Laminate "Where Do You Find It?" question sheets.

Student instructions for using the activity:

1. Check to be sure that the volume of the Let's Discover Library given you matches the "Where Do You Find It?" question sheet given you.
2. Use the table of contents in your volume to answer the questions.

SAMPLE QUESTION SHEET

WHERE DO YOU FIND IT?

Student instructions: Use the table of contents in LET'S DISCOVER WARM-BLOODED ANIMALS to answer the following questions.

1. On what page does the chapter on mammals begin?
2. On what page does the chapter about pouched mammals begin?
3. On what page does the chapter about pouched mammals end?
4. On what page does the chapter on birds end?
5. On what page does the chapter about swans, ducks and geese end?
6. What chapter begins on page 34?
7. What pages would you read to learn about horses and ponies?
8. What is the last page in the chapter about animals of the night?
9. If you were reading on page 41 what would you be reading about?
10. On what page does the index begin?

WHERE DO YOU FIND IT?

Student instructions: Use the table of contents in LET'S DISCOVER THE PRE-HISTORIC WORLD to answer the following questions.

1. On what page does the chapter about prehistoric reptiles begin?
2. On what page does the chapter about sea monsters begin?
3. On what page does the chapter about sea monsters end?
4. On what page does the chapter about kinds of fossils end?
5. What is the last page in the chapter about early dinosaurs?
6. What chapter begins on page 12?
7. What pages would you read to learn about the end of the dinosaurs?
8. What is the last page in the chapter about amphibians in Texas?
9. If you were reading on page 53, what would you be reading about?
10. On what page does the index begin?

WHERE DO YOU FIND IT?

Student instructions: Use the table of contents in LET'S DISCOVER PEOPLE AND CUSTOMS to answer the following questions.

1. On what page does the chapter "Going to School" begin?
2. On what page does the chapter about special schools begin?
3. On what page does the chapter about special schools end?
4. On what page does the chapter about weddings end?
5. What chapter begins on page 56?
6. What is the last page in the chapter about uniforms?
7. What pages would you read to learn about strange homes?
8. What is the last page in the chapter about eating and drinking?
9. If you were reading on page 23, what would you be reading about?
10. On what page does the index begin?

WHERE DO YOU FIND IT?

Student instructions: Use the table of contents in LET'S DISCOVER COLD BLOODED ANIMALS to answer the following questions.

1. On what page does the chapter about reptiles begin?
2. On what page does the chapter about crocodiles begin?
3. On what page does the chapter about crocodiles end?
4. On what page does the chapter about sharks end?
5. What is the last page in the chapter about butterflies and moths?
6. What chapter begins on page 50?
7. What pages would you read to learn about lizards?
8. What is the last page in the chapter "Snakes"?
9. If you were reading on page 37, what would you be reading about?
10. On what page does the index begin?

WHERE DO YOU FIND IT?

Student instructions: Use the table of contents in LET'S DISCOVER THE EARTH to answer the following questions.

1. On what page does the chapter about the atmosphere begin?
2. On what page does the chapter about wind begin?
3. On what page does the chapter about wind end?
4. On what page does the chapter about rocks end?
5. What is the last page in the chapter about lakes and waterfalls?
6. What chapter begins on page 34?
7. What pages would you read to learn about mountains?
8. What is the last page in the chapter about rain forests?
9. If you were reading on page 33 what would you be reading about?
10. On what page does the index begin?

WHERE DO YOU FIND IT?

Student instructions: Use the table of contents in LET'S DISCOVER PEOPLE OF LONG AGO to answer the following questions.

1. On what page does the chapter about new empires begin?
2. On what page does the chapter about the Maya begin?
3. On what page does the chapter about the Maya end?
4. On what page does the chapter about the Greeks end?
5. What chapter begins on page 18?
6. What is the last page in the chapter about the first writing?
7. What pages would you read to learn about the Seven Wonders of the World?
8. What is the last page in the chapter about early farming?
9. If you were reading on page 55, what would you be reading about?
10. On what page does the index begin?

WHERE DO YOU FIND IT?

Student instructions: Use the table of contents in LET'S DISCOVER WHAT PEOPLE DO to answer the following questions.

1. On what page does the chapter about services begin?
2. On what page does the chapter about fire fighters begin?
3. On what page does the chapter about fire fighters end?
4. On what page does the chapter about fishers end?
5. What chapter begins on page 52?
6. What is the last page in the chapter about engineers?
7. What pages would you read to learn about department stores?
8. What is the last page in the chapter about working with money?
9. If you were reading on page 43 what would you be reading about?
10. On what page does the index begin?

WHERE DO YOU FIND IT?

Student instructions: Use the table of contents in LET'S DISCOVER THE SEA to answer the following questions.

1. On what page does the chapter "Riches From the Sea" begin?
2. On what page does the chapter about fish farming begin?
3. On what page does the chapter about fish farming end?
4. On what page does the chapter about animals of the seashore end?
5. What is the last page in the chapter about pirates?
6. What chapter begins on page 54?
7. What pages would you read to learn about tides?
8. What is the last page in the chapter "Homes Under the Sea"?
9. If you were reading on page 41, what would you be reading about?
10. On what page does the index begin?

WHERE DO YOU FIND IT?

Student instructions: Use the table of contents in LET'S DISCOVER SPORT AND ENTERTAINMENT to answer the following questions.

1. On what page does the chapter about music making begin?
2. On what page does the chapter about dancing begin?
3. On what page does the chapter about dancing end?
4. On what page does the chapter about skating end?
5. What chapter begins on page 30?
6. What pages would you read to learn about the puppet theater?
7. What is the last page in the chapter about vacations?
8. What is the last page in the chapter about movies?
9. If you were reading on page 25 what would you be reading about?
10. On what page does the index begin?

WHERE DO YOU FIND IT?

Student instructions: Use the table of contents in LET'S DISCOVER THE WORLD OF MACHINES to answer the following questions.

1. On what page does "On the Road" begin?
2. On what page does the chapter about the parts of a car begin?
3. On what page does the chapter about the parts of a car end?
4. On what page does the chapter on electric motors end?
5. What chapter begins on page 32?
6. What is the last page in the chapter about clocks?
7. What pages would you read to learn about farm machines?
8. What is the last page in the chapter about animal power?
9. If you were reading on page 55 what would you be reading about?
10. On what page does the index begin?

WHERE DO YOU FIND IT?

Student instructions: Use the table of contents in LET'S DISCOVER LAND TRAVEL to answer the following questions.

1. On what page does the chapter about city transport begin?
2. On what page does the chapter about streetcars begin?
3. On what page does the chapter about streetcars end?
4. On what page does the chapter on early roads end?
5. What chapter begins on page 52?
6. What is the last page in the chapter about trailer trucks?
7. What pages would you read to learn about bridges?
8. What is the last page in the chapter about vans and trucks?
9. If you were reading on page 49 what would you be reading about?
10. On what page does the index begin?

WHERE DO YOU FIND IT?

Student instructions: Use the table of contents in LET'S DISCOVER SHIPS AND BOATS to answer the following questions.

1. On what page does the chapter about unusual ships begin?
2. On what page does the chapter "Ships For Special Purposes" begin?
3. On what page does the chapter "Ships For Special Purposes" end?
4. On what page does the chapter about battleships end?
5. What chapter begins on page 16?
6. What is the last page in the chapter about tankers?
7. What pages would you read to learn about clipper ships?
8. What is the last page in the chapter about shipbuilding?
9. If you were reading on page 59, what would you be reading about?
10. On what page does the index begin?

WHERE DO YOU FIND IT?

Student instructions: Use the table of contents in LET'S DISCOVER FLYING to answer the following questions.

1. On what page does the chapter about aircraft begin?
2. On what page does the chapter about helicopters begin?
3. On what page does the chapter about helicopters end?
4. On what page does the chapter about planes of the future end?
5. What chapter begins on page 16?
6. What is the last page in the chapter about seaplanes?
7. What pages would you read to learn about air traffic control?
8. What is the last page in the chapter about supersonic planes?
9. If you were reading on page 45, what would you be reading about?
10. On what page does the index begin?

WHERE DO YOU FIND IT?

Student instructions: Use the table of contents in LET'S DISCOVER OUTER SPACE to answer the following questions.

1. On what page does the chapter about the solar system start?
2. On what page does the chapter about Jupiter begin?
3. On what page does the chapter about Jupiter end?
4. On what page does the chapter about stars end?
5. What chapter begins on page 52?
6. What is the last page in the chapter about telescopes?
7. What pages would you read to learn about the space shuttle?
8. What is the last page in the chapter about astronauts?
9. If you were reading on page 9, what would you be reading about?
10. On what page does the index begin?

WHERE DO YOU FIND IT?
(Answers)

WARM-BLOODED ANIMALS

1. page 22
2. page 24
3. page 25
4. page 9
5. page 19
6. "Whales"
7. pages 44 and 45
8. page 57
9. "Dogs and Bears"
10. page 80

COLD-BLOODED ANIMALS

1. page 55
2. page 57
3. page 57
4. page 41
5. page 27
6. "Frogs and Toads"
7. pages 56
8. page 61
9. Bees, wasps and ants
10. page 80

PREHISTORIC WORLD

1. page 34
2. page 42
3. page 43
4. page 11
5. page 37
6. "What Fossils Tell Us"
7. pages 48 and 49
8. page 31
9. "The First Elephants"
10. page 77

THE EARTH

1. page 24
2. page 28
3. page 29
4. page 17
5. page 47
6. "Thunderstorms and Rainbows"
7. pages 42 and 43
8. page 51
9. snow
10. page 78

PEOPLE AND CUSTOMS

1. page 24
2. page 30
3. page 31
4. page 59
5. Birthday Celebrations
6. page 45
7. pages 20 and 21
8. page 39
9. Homes of the Future
10. page 79

PEOPLE OF LONG AGO

1. page 50
2. page 62
3. page 63
4. page 39
5. "The First Clothes"
6. page 23
7. pages 40 and 41
8. page 13
9. The Vikings
10. page 77

WHERE DO YOU FIND IT?
(Answers)

FLYING

1. page 22
2. page 42
3. page 43
4. page 63
5. "Balloons"
6. page 31
7. pages 60 and 61
8. page 39
9. Cargo aircraft
10. page 78

OUTER SPACE

1. page 6
2. page 20
3. page 21
4. page 31
5. "Men on the Moon"
6. page 41
7. pages 60 and 61
8. page 55
9. The sun
10. page 78

WHERE DO YOU FIND IT?
(Answers)

WHAT PEOPLE DO

1. page 44
2. page 48
3. page 49
4. page 25
5. "Teachers"
6. page 35
7. pages 12 and 13
8. page 61
9. Working in an office
10. page 77

THE SEA

1. page 42
2. page 46
3. page 47
4. page 15
5. page 63
6. "The Fight Against Pollution"
7. pages 30 and 31
8. page 53
9. Ports and harbors
10. page 80

SPORT AND ENTERTAINMENT

1. page 48
2. page 56
3. page 57
4. page 27
5. "Gymnastics"
6. page 46 and 47
7. pages 61
8. page 37
9. Water sports
10. page 76

WORLD OF MACHINES

1. page 46
2. page 50
3. page 51
4. page 63
5. "Digging Machines"
6. page 19
7. pages 24 and 25
8. page 53
9. Wind and water power
10. page 79

LAND TRAVEL

1. page 58
2. page 60
3. page 61
4. page 41
5. "Locomotives"
6. page 31
7. pages 44 and 45
8. page 29
9. Passenger trains
10. page 79

SHIPS AND BOATS

1. page 60
2. page 62
3. page 63
4. page 39
5. "How a Canal Works"
6. page 45
7. pages 28 and 29
8. page 47
9. Submarines
10. page 77

Objective: Students will use an index to answer specific questions.

Materials Needed:

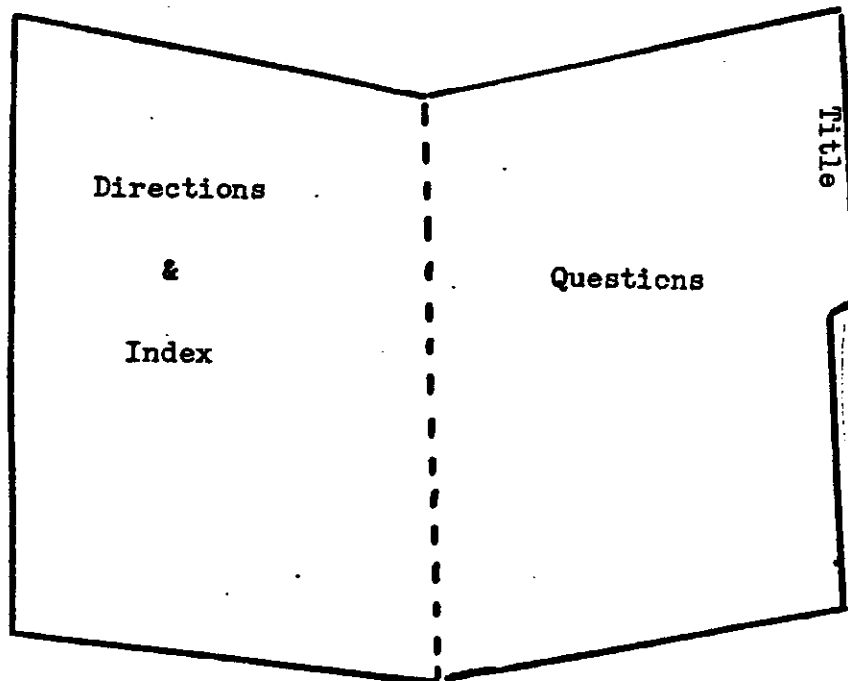
1. File folders (one per student)

Instructions for making activity:

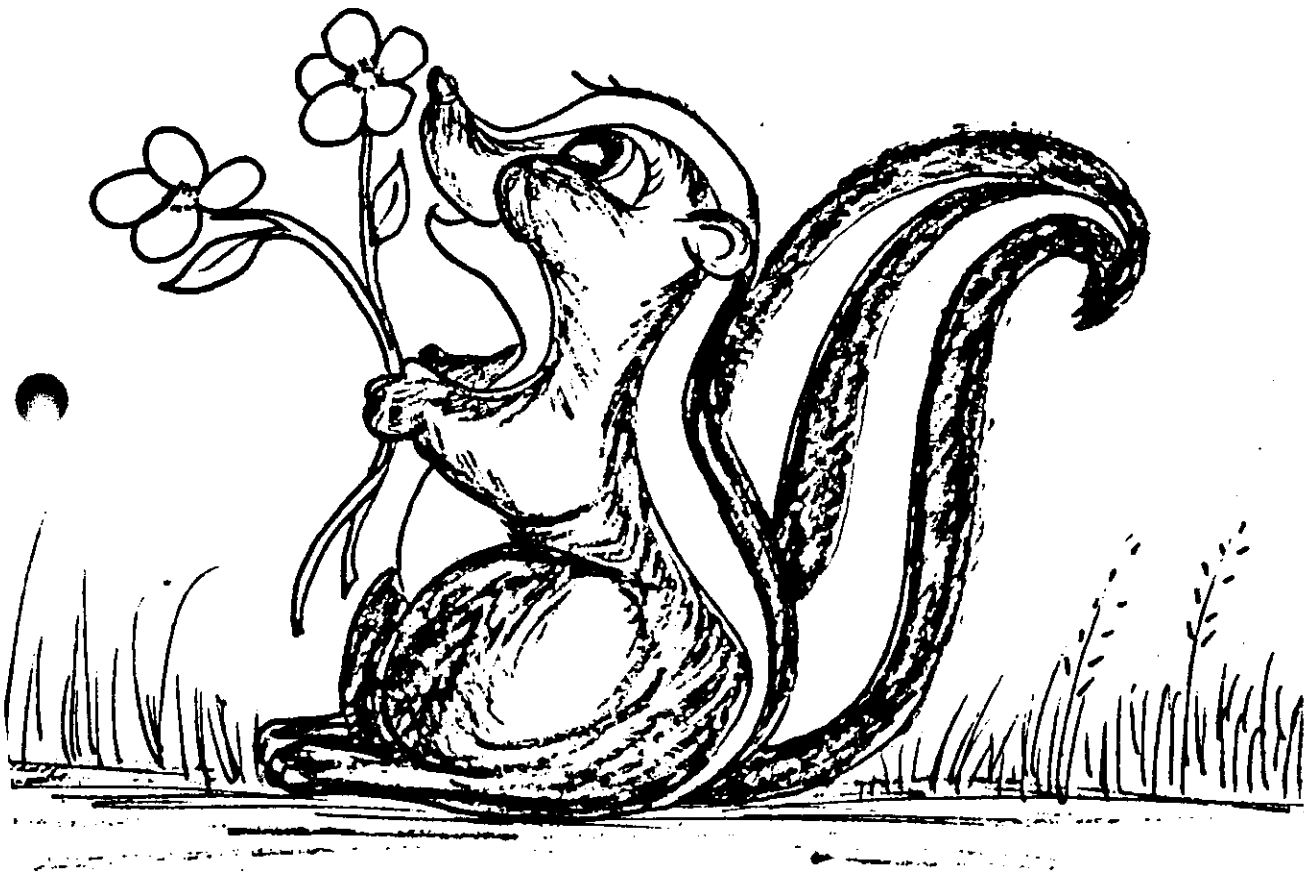
1. Cut out student instructions and index (see next page) and mount on left side of opened folder.
2. Cut out the "Index Fun" questions and mount on the right side of the opened folder.
3. Complete one folder for each student.
4. Laminate folders.

Student instructions for using activity:

1. Below is the index for a book about skunks.
2. Use the index to answer the questions on the facing page.



INDEX



Student instructions: Below is the index for a book about skunks. Use the index to answer the questions on the facing page.

INDEX

Appearance, 1-6, 20
illus., 4

Den, 16, 18

Food, 7-10

Homes, 16-18

Odor, 11, 13-14

Pets, 26-32
illus., 27-29, 31

Protection, 11-15

Size, 3-5, 20, 22, 24



INDEX FUN

Student instructions: Use the index on the facing page to answer these questions.

1. On what pages could you find information about a skunk's den?
2. On what page does the information about pet skunks begin?
3. What is the first page that tells about a skunk's home?
4. On what page does the information about pet skunks end?
5. On what page or pages could you find a picture of a skunk?
6. If you wanted to know what skunks eat, on what page or pages would you look?
7. What is the last page that tells how skunks protect themselves?
8. On what page or pages would you find a picture of pet skunks?
9. Will you find information about the appearance of skunks on page 3?
10. To find out how big skunks get, what page or pages would you need to read?

INDEX FUN
(answers)

Student instructions: Use the index on the facing page to answer these questions.

1. On what pages could you find information about a skunk's den?
(pages 16 and 18)
2. On what page does the information about pet skunks begin?
(page 26)
3. What is the first page that tells about a skunk's home?
(page 16)
4. On what page does the information about pet skunks end?
(page 32)
5. On what page or pages could you find a picture of a skunk?
(page 4, appearance)
(pages 27-28 and 31, pets)
6. If you wanted to know what skunks eat, on what page or pages would you look?
(pages 7-10)
7. What is the last page that tells how skunks protect themselves?
(page 15)
8. On what page or pages would you find a picture of pet skunks?
(pages 27-29 and 31)
9. Will you find information about the appearance of skunks on page 3?
(yes)
10. To find out how big skunks get, what page or pages would you need to read?
(pages 3-5, 20, 22 and 24)

Objective: Students will use an index to answer specific questions.

Materials Needed:

1. "Unlock the Book" question sheets (one correlated with each volume of Let's Discover Library).

Instructions for making the activity:

1. Laminate "Unlock the Book" question sheets.

Student instructions for using the activity:

1. Check to be sure that the volume of the Let's Discover Library given you matches the "Unlock the Book" question sheet given you.
2. Use the table of contents in your volume to answer the questions.

SAMPLE QUESTION SHEET

UNLOCK THE BOOK

Student instructions: Use the index of LET'S DISCOVER THE PREHISTORIC WORLD to answer the following questions.

1. Where could you find information about the jellyfish?
2. Where could you find information about stone tools?
3. What pages tell about coal?
4. What is the first page with information about Stegosaurus?
5. What is the last page with information about Stegosaurus?
6. Name all the pages with information about Stegosaurus.
7. Could you read about Tyrannosaurus on page 40?
8. On what page or pages could you find information about Brachiosaurus?
9. Where could you find information about worms?
10. Could you find information about stone tools on page 60?

UNLOCK THE BOOK

Student instructions: Use the index of LET'S DISCOVER THE PREHISTORIC WORLD to answer the following questions.

1. Where could you find information about the jellyfish?
2. Where could you find information about stone tools?
3. What pages tell about coal?
4. What is the first page with information about Stegosaurus?
5. What is the last page with information about Stegosaurus?
6. Name all the pages with information about Stegosaurus.
7. Could you read about Tyrannosaurus on page 40?
8. On what page or pages could you find information about Brachiosaurus?
9. Where could you find information about worms?
10. Could you find information about stone tools on page 60?

UNLOCK THE BOOK

Student instructions: Use the index of LET'S DISCOVER WARM-BLOODED ANIMALS to answer the following questions.

1. On what page or pages could you read about kangaroos?
2. Where could you find information about hawks?
3. What pages tell about bears?
4. What is the first page that tells about monkeys?
5. What is the last page that tells about monkeys?
6. Name all the pages that tell about monkeys.
7. Could you read about zebras on page 41?
8. Where could you find information about rabbits?
9. Could you find information about jaguars on page 25?
10. Where could you find information about leopards?

UNLOCK THE BOOK

Student instructions: Use the index of LET'S DISCOVER PEOPLE AND CUSTOMS to answer the following questions.

1. Where could you read about Christmas?
2. What pages tell about mud huts?
3. What pages tell about schools?
4. What is the first page that gives information about customs?
5. What is the last page with information about customs?
6. Name all the pages which have information about customs.
7. Could you find information about wool on page 30?
8. On what page or pages could you read about vegetables?
9. Where could you read about jewelry?
10. Could you read about food on page 35?

UNLOCK THE BOOK

Student instructions: Use the index of LET'S DISCOVER COLD-BLOODED ANIMALS to answer the following questions.

1. Where could you find information about dragonflies?
2. If you wanted information about mosquitoes, where could you find it?
3. What pages tell about crickets?
4. What is the first page with information about reptiles?
5. What is the last page giving information about reptiles?
6. Name all the pages where information about reptiles can be found.
7. Could you read about wasps on page 40?
8. On what page or pages could you find information about flies?
9. Where could you find information about bees?
10. Could you find information about fish on page 40?

UNLOCK THE BOOK

Student instructions: Use the index of LET'S DISCOVER THE EARTH to answer the following questions.

1. On what page or pages could you read about rainbows?
2. Where could you find information about glaciers?
3. What pages tell about earthquakes?
4. What is the first page with information about wind?
5. What is the last page with information about wind?
6. Name all the pages with information about wind.
7. Could you read about gold on page 20?
8. Where could you find information about volcanoes?
9. Could you find information about diamonds on page 19?
10. Where could you read about lightning?

UNLOCK THE BOOK

Student instructions: Use the index of LET'S DISCOVER PEOPLE OF LONG AGO to answer the following questions.

1. Where could you find information about Ur?
2. If you wanted information about iron, where could you find it?
3. What pages tell about pottery?
4. What is the first page with information about bronze?
5. What is the last page with information about bronze?
6. Name all the pages with information about bronze.
7. Could you read about jade on page 40?
8. On what page or pages could you find information about copper?
9. Where could you find information about the Vikings?
10. Could you find information about animal skins on page 8?

UNLOCK THE BOOK

Student instructions: Use the index of LET'S DISCOVER WHAT PEOPLE DO to answer the following questions.

1. Where could you find information about barbers?
2. If you wanted information about nurses, where could you find it?
3. What pages tell about fire fighters?
4. What is the first page that tells about teachers?
5. What is the last page that tells about teachers?
6. Name all the pages that tell about teachers.
7. Could you read about mail carriers on page 47?
8. On what page or pages could you find information about plumbers?
9. Where could you find information about librarians?
10. Could you find information about a factory on page 38?

UNLOCK THE BOOK

Student instructions: Use the index of LET'S DISCOVER THE SEA to answer the following questions.

1. On what page could you find information about life jackets?
2. On what pages could you find information about seabirds?
3. On what pages could you find information about pirates?
4. What is the first page that has information about wind?
5. What is the last page that has information about wind?
6. Name all the pages that have information about wind.
7. Could you read about dikes on page 36?
8. What pages tell about pearls?
9. Could you read about lifeboats on page 29?
10. To learn about flooding, where should you read?

UNLOCK THE BOOK

Student instructions: Use the index of LET'S DISCOVER SPORT AND ENTERTAINMENT to answer the following questions.

1. On what page could you find information about cartoons?
2. Where could you find information about the orchestra?
3. Where could you find information about soccer?
4. What is the first page that tells about wrestling?
5. What is the last page that tells about magic?
6. Name all the pages that have information about musical instruments.
7. Could you read about the orchestra on page 53?
8. What pages have information about ice skating?
9. Could you find information about musical instruments on page 50?
10. Where could you find information about gymnastics?

UNLOCK THE BOOK

Student instructions: Use the index of LET'S DISCOVER THE WORLD OF MACHINES to answer the following questions.

1. What page tells about jets?
2. What pages tell about drills?
3. What pages tell about cranes?
4. What is the first page that has information about tractors?
5. What is the last page that has information about tractors?
6. Name all the pages that have information about tractors.
7. Could you read about sewing machines on page 40?
8. Where could you find information about trucks?
9. Could you find information about vacuum cleaners on page 14?
10. Where could you find information about clocks?

UNLOCK THE BOOK

Student instructions: Use the index of LET'S DISCOVER LAND TRAVEL to answer the following questions.

1. What page tells about rickshaws?
2. What pages tell about earth movers?
3. If you wanted information about buses, where could you find it?
4. What is the first page with information about early travel?
5. What is the last page with information about early travel?
6. Name all the pages with information about early travel.
7. Could you read about special vehicles on page 30?
8. On what page or pages could you find information about go-carts?
9. Where could you find information about two-wheelers?
10. Could you find information about roads on page 41?

UNLOCK THE BOOK

Student instructions: Use the index of LET'S DISCOVER SHIPS AND BOATS to answer the following questions.

1. Where can information about dugouts be found?
2. Where can you read about hydrofoils?
3. What pages tell about warships?
4. Could you read about submarines on page 57?
5. What is the first page that tells about galleys?
6. What is the last page that tells about galleys?
7. Name all the pages that tell about galleys.
8. What pages tell about canals?
9. What pages tell about sailing ships?
10. Could you read about canals on page 18?

UNLOCK THE BOOK

Student instructions: Use the index of LET'S DISCOVER FLYING to answer the following questions.

1. On what page could you find information about rockets?
2. On what page or pages could you read about the Tornado?
3. If you wanted to read about making planes, what pages would you read?
4. Could you read about fighter planes on page 30?
5. What is the first page that tells about wings?
6. What is the last page that tells about wings?
7. Name all the pages that tell about wings.
8. What pages tell about gliders?
9. What pages tell about balloons?
10. Could you read about Super Guppy on page 47?

UNLOCK THE BOOK

Student instructions: Use the index of LET'S DISCOVER OUTER SPACE to answer the following questions.

1. Where could you find information about craters?
2. If you wanted information about comets, where could you find it?
3. What pages tell about planets?
4. What is the first page with information about Venus?
5. What is the last page with information about Venus?
6. Name all the pages that tell about Venus.
7. Could you read about spacesuits on page 45?
8. On what page or pages could you find information about Pluto?
9. Where could you find information about stars?
10. Could you find information about astronauts on page 50?

UNLOCK THE BOOK
(Answers)

WARM-BLOODED ANIMALS

1. page 24
2. pages 8 and 14
3. pages 40 and 41
4. page 22
5. page 27
6. pages 22, 26 and 27
7. no
8. pages 28 and 31
9. no
10. pages 38 and 58

PREHISTORIC WORLD

1. page 16
2. pages 58 and 64
3. pages 28 and 29
4. page 6
5. page 37
6. pages 6, 7, 12, 13, 35 and 37
7. no
8. pages 36, 37 and 40
9. pages 16 and 26
10. no

PEOPLE AND CUSTOMS

1. page 62
2. pages 8 and 21
3. pages 24, 25, 26, 27, 28, 29, 30, 31
4. page 37
5. page 63
6. pages 37, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63
7. no
8. pages 33 and 36
9. pages 46 and 47
10. yes

COLD-BLOODED ANIMALS

1. page 30
2. pages 28 and 63
3. pages 32 and 33
4. Page 54
5. page 61
6. pages 54, 55, 56, 57, 58, 59, 61
7. no
8. pages 22, 23, 28 and 29
9. pages 7, 36, 37, 62
10. yes

Spinners: Informational Article
Required Activity
"Unlock the Book"

UNLOCK THE BOOK
(Answers)

THE EARTH

1. page 35
2. pages 40, 42, 46
3. pages 12 and 13
4. page 28
5. page 37
6. pages 28, 29 and 37
7. no
8. pages 14 and 15
9. yes
10. pages 34 and 35

PEOPLE OF LONG AGO

1. page 25
2. pages 31 and 61
3. pages 16 and 17
4. page 15
5. page 35
6. page 15, 31, 34 and 35
7. no
8. pages 15 and 31
9. pages 54 and 55
10. no

WHAT PEOPLE DO

1. page 10
2. pages 55 and 57
3. pages 48 and 49
4. page 45
5. page 53
6. pages 45, 52 and 53
7. no
8. pages 31 and 33
9. pages 45 and 53
10. yes

THE SEA

1. page 38
2. pages 12 and 59
3. pages 62 and 63
4. page 26
5. page 33
6. pages 26, 28, 29, 32 and 33
7. no
8. pages 10, 47, and 51
9. no
10. pages 26, 27 and 29

SPORT AND ENTERTAINMENT

1. page 36
2. pages 50, 51 and 54
3. pages 5, 6, and 7
4. page 20
5. page 45
6. pages 48, 49, 50, 51, 52, and 53
7. no
8. pages 27 and 28
9. yes
10. pages 30 and 31

WORLD OF MACHINES

1. page 60
2. pages 7 and 16
3. pages 28, 29, 30 and 31
4. page 24
5. page 27
6. pages 24, 25, 26, 27
7. no
8. pages 28 and 29
9. no
10. pages 6 and 18

LAND TRAVEL

1. page 62
2. pages 22 and 32
3. pages 34, 35, 36, 37
4. page 6
5. page 41
6. pages 6, 7, 8, 9, 10, 11, 12, 13, 20, 21, 40 and 41
7. no
8. page 25
9. pages 12, 13, 14, 15
10. yes

SHIPS AND BOATS

1. page 8
2. pages 50 and 52
3. pages 33, 54 and 55
4. no
5. pages 15
6. page 23
7. pages 15, 22 and 23
8. pages 12, 13, 16, 17, 18, 19
9. pages 9, 20, 21, 26, 30
10. yes

UNLOCK THE BOOK
(Answers)

FLYING

1. page 40
2. pages 36 and 38
3. pages 50, 51 and 52
4. no
5. page 8
6. page 11
7. pages 8, 9, 10, 11
8. pages 18, 19 and 22
9. pages 16 and 17
10. yes

OUTER SPACE

1. page 26
2. pages 6 and 27
3. pages 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, and 25
4. page 7
5. page 13
6. pages 7, 12 and 13
7. no
8. pages 6, 7, 24 and 25
9. pages 30, 31, 32, 33 and 62
10. yes

Objective: Student will write a brief report using the table of contents and/or index of a book to locate the information needed to answer specific questions. The student will produce handmade transparencies to illustrate the report.

Materials Needed:

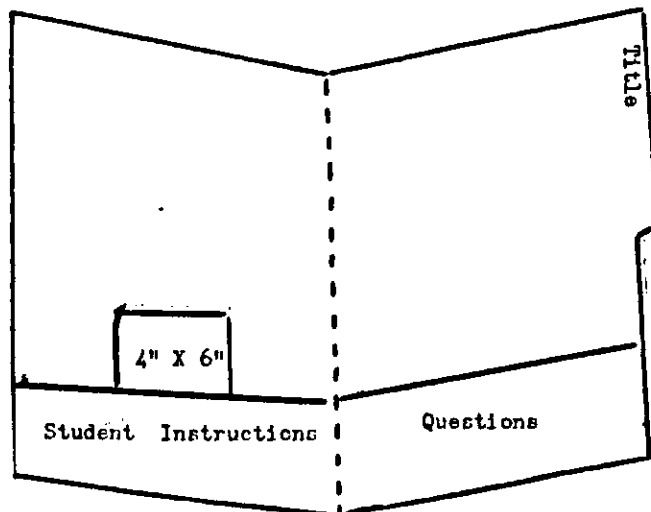
1. Folder with pockets
2. Nonfiction book (of appropriate reading level) containing a table of contents and/or index
3. Tag board or 3" x 5" cards
4. 4" x 6" cards

Instructions for making activity:

1. Cut out student instructions and mount on left pocket.
2. Using a nonfiction book from the LMC collection, prepare questions which can be answered by using the table of contents and/or index of the book.
3. Place the questions on 3" x 5" cards or tag board figures (example: whale book--whale-shaped figures, etc.).
4. Prepare a 3" x 5" card or appropriate tag board figure labeled "Questions" and mount it on the right pocket.
5. Prepare an appropriate caption and illustration for the front of the folder (More About...Whales" and cut-out of a whale, etc.).
6. Laminate folder and 3" x 5" cards or tag board figures.
7. Place tag board figures in right pocket of folder and the blank 4" x 6" cards in the left pocket.
8. Repeat with other titles as needed.

Student instructions for using the activity:

1. Use the table of contents and/or index of (Title of book) to answer the questions in the "Questions" pocket.
2. Write your answers on the blank cards found in the left pocket. Be sure to use complete sentences.
3. Use a different card for each answer.
4. When you have answered all the questions, use your answers to write a short informational article about (subject of article).
5. Illustrate your article with transparencies.
6. Ask your teacher if you can share your articles with your classmates.



LEVEL: WEAVERS

I. Unit Topic: Fairy Tales (Correlated with: "Petronella",
TG pp. 43-51)

II. Unit Objectives:

A. Literary Skills--Students will:

1. define a fairy tale and a modern fairy tale.
2. recognize the characteristics of fairy tales.

B. Library Media Skills--Students will:

1. identify the call number of fairy tales.
2. locate the fairy tale section in the library media center.
3. review a title card.
4. use a title card to locate a fairy tale book on the shelf.

III. Library Media Staff Preparation:

A. Materials:

1. Sound filmstrip: "Fairy Tales" (Pied Piper-- 8 minutes, 33 seconds)
2. Title card transparency
3. Sound Filmstrip: "Goldilocks and the Three Bears". (Weston Wood --
14 minutes)

B. Equipment

1. Sound filmstrip projector

C. Student Activities:

1. "Find a Fairy Tale", activity sheet

IV. Suggested Procedure (Minimum Sessions Required: 2)

A. Session I: (Objectives A-1, A-2, B-1, B-2)

1. Introduction

- a) Discuss the story "Petronella" with the students.
- b) Which character was good? (Petronella)
- c) Which character was bad? (Albion)
- d) Was magic used in the story? (yes)
- e) Was the number 3 or the number 7 used in the story? (yes)
- f) What was the number used for? (3 objects to rescue the prince; 3 children of the ruler).
- g) These characteristics are what identify "Petronella", a special type of story called a fairy tale.

- *h) Statement of Learning: Today you will learn to define and to recognize the characteristics of a fairy tale. You will also learn the call number for fairy tales and where they are located in our library media center.

2. Instruction

- a) Define a folk tale as a story that has been told and retold from generation to generation and from country to country, then finally collected and written down by some one.
 - b) Define a fairy tale as a type of folk tale with special characteristics such as: usually starts "once upon a time" or "long, long ago"; has the number 3 or 7; has magical creatures or events; has a good character and an evil character; usually has a happy ending.
 - c) Define a modern fairy tale as one that was made up by a person and is their original idea.
 - d) Explain an author as one who thought of the original idea and wrote the story himself.
 - e) Introduce the filmstrip "Fairy Tales" by asking the students to listen to the characteristics of fairy tales and the call number of fairy tales.
 - f) Have the students answer the questions at the end of the filmstrip. Stress the characteristics.
 - g) Take the students to the fairy tale section of the library media center.
 - h) Each student will select a fairy tale to check out and will read it and bring it back to the next session.
- *i) Closure: Today you have learned:
- 1) the definition of a fairy tale.
 - 2) the definition of a modern fairy tale.
 - 3) the characteristics of a fairy tale.
 - 4) the call number of fairy tales.
 - 5) where fairy tales are located in the LMC.

On your next visit you will use the fairy tale that you checked out today to locate a title card in the card catalog. Remember to bring your book with you.

3. Evaluation: Can students:

- a) define a fairy tale and a modern fairy tale?
- b) recognize the characteristics of fairy tales?
- c) identify the call number of fairy tales?
- d) locate the fairy tale section in the library media center?

4. Reinforcement

- a) Use "Castle Match" activity for reinforcement of characteristics of fairy tale.

B. Session II: (Objectives B-3, B-4)

1. Introduction

- a) Briefly review yesterday's activities
 - b) Discuss the characteristics that the students found in the books they checked out that made them fairy tales.
 - c) Have students identify their stories as either traditional fairy tales or modern fairy tales.
- *d) Statement of Learning: Today you will use a title card to locate a fairy tale book on the shelf.

2. Instruction

- a) Introduce the filmstrip "Goldilocks and the Three Bears".
- b) Have students watch for the characteristics of a fairy tale.
- c) Show the filmstrip
- d) Have students identify the characteristics of a fairy tale used in "Goldilocks".
- e) Use the "Title Card Transparency" to review title cards.
- f) Use "Find A Fairy Tale" activity sheet to give students titles to locate in the card catalog. (The library media specialist should provide alternate titles for books if they do not have those listed in the word search.)
- *g) Closure: Today you have learned to use a title card to locate a fairy tale book on the shelf.

3. Evaluation: Can students:

- *a) use a title card to locate a fairy tale book on the shelf?

4. Reinforcement:

- a) Have students who need reinforcement in this skill to go to the card catalog and to locate title cards with the observation of the library media specialist.
- b) Use "Find A Fairy Tale" activity. (Student will select titles not used in session II.)

D. Enrichment Activities:

- 1. Write a modern fairy tale and make a sound filmstrip or other production.
- 2. Read a fairy tale and conduct research to determine the country of its origin.

V. Resources

A. Books

| | | |
|------------------|---|-----------------|
| Andersen, H.C. | <u>Little Mermaid</u> | Farrar, 1981 |
| Andersen, H.C. | <u>Thumbeline</u> | Morrow, 1980 |
| Arnott, Kathleen | <u>Dragons, Ogres, & Scary Things</u> | Garrard, 1974 |
| Basile, G. | <u>Petrosinella</u> | Warne, 1982 |
| Berson, Harold | <u>Charles and Claudine</u> | Macmillan, 1980 |
| Brenner, Barbara | <u>Little One Inch</u> | Macmillan, 1980 |
| Cohen, Barbara | <u>Lovely Vassillissa</u> | Atheneum, 1980 |
| Daniels, P. | <u>Aladdin & the Magic Lamp</u> | Raintree, n.d. |
| Daniels, P. | <u>Ali Baba & the Forty Thieves</u> | Raintree, n.d. |
| Daniels, P. | <u>Beauty and the Beast</u> | Raintree, n.d. |
| Daniels, P. | <u>Cinderella</u> | Raintree, n.d. |
| Daniels, P. | <u>Rumpelstiltskin</u> | Raintree, n.d. |

| | | |
|------------------|---|---------------------------|
| Daniels, P. | <u>Sinbad the Sailor</u> | Raintree, n.d. |
| Daniels, P. | <u>Sleeping Beauty</u> | Raintree, n.d. |
| Daniels, P. | <u>Snow White & the Dwarfs</u> | Raintree, n.d. |
| De Paola, Tomie | <u>Fin M'coul the Giant of Knockmony Hill</u> | Holicay, 1981 |
| De Paola, Tomie | <u>Legend of Old Befana</u> | Harcourt, 1980 |
| Dos Santos, J. | <u>Diviner</u> | Lippincott, 1980 |
| Duff, Maggie | <u>Princess and the Pumpkin</u> | Macmillan, 1980 |
| Galdone, P. | <u>Cinderella</u> | McGraw-Hill, 1978 |
| Galdone, P. | <u>Hansel and Gretel</u> | McGraw-Hill, 1982 |
| Grimm, The Bros. | <u>Hansel and Gretel</u> | Watts, 1982; Morrow, 1979 |
| Grimm, The Bros. | <u>Rapunzel</u> | Crowell, 1975 |
| Grimm, The Bros. | <u>Seven Ravens</u> | Morrow, 1981 |
| Grimm, The Bros. | <u>Sleeping Beauty</u> | Atheneum, 1979 |
| Grimm, The Bros. | <u>Thorn Rose</u> | Bradbury, 1977 |
| Grimm, The Bros. | <u>Twelve Dancing Princesses</u> | Viking, 1978 |
| Grimm, Jacob | <u>Snow White</u> | Little, 1974 |
| Grimm, Jacob | <u>Snow White and Rose Red</u> | Scribner, 1964 |
| Haviland, V. | <u>Favorite Fairy Tales Told In:</u> | |
| | <u>Czechoslovakia</u> | Little, 1966 |
| Haviland, V. | <u>Denmark</u> | Little, 1971 |
| Haviland, V. | <u>France</u> | Little, 1959 |
| Haviland, V. | <u>Greece</u> | Little, 1970 |
| Haviland, V. | <u>India</u> | Little, 1973 |
| Haviland, V. | <u>Japan</u> | Little, 1967 |
| Haviland, V. | <u>Norway</u> | Little, 1961 |
| Haviland, V. | <u>Sweden</u> | Little, 1966 |
| Mayer, Marianna | <u>Beauty and the Beast</u> | Four Winds, 1978 |
| Mayer, Mercer | <u>Favorite Tales From Grimm</u> | Four Winds, 1982 |
| Perrault, C. | <u>Glass Slipper</u> | Four Winds, 1981 |
| Robertson, D.L. | <u>Fairy Tales From the Phillipines</u> | Dodd, 1971 |
| Steele, Flora | <u>Tattercoats</u> | Bradbury, 1976 |

B. Software

- "Fairy Tales", Pied Piper Series 2. (sound filmstrip)
 "Goldilocks and the Three Bears", Weston Woods. (sound filmstrip).

VI. Glossary:

- A. Folktale -- a story that has been told and retold from generation and from country to country, then finally collected and written down by someone.
- B. Fairy Tale -- a type of folk tale with special characteristics such as: usually starts "once upon a time" or "long, long ago"; has the numbers 3 or 7; has magical creatures or events; has a good character; and usually has a happy ending.
- C. Modern Fairy Tales -- is one that was not handed down from generation to generation. It is an original story written by an author in present times.
- D. Enchanter -- One who is able to cast spells or charm people.

398.2 Mayer, Marianna
May Beauty and the beast. Illus. by
Mercer Mayer. Four Winds Press,
c1978.
48p, illus.

Summary: Through her great
capacity to love, a kind and beautiful
maid releases a handsome prince from
the spell which has made him an ugly
beast.

I. Fairy tales I. Title

Beauty and the beast

FAIRY TALES

Objective: Student will use a title card to locate a fairy tale book
on the shelf

Materials Needed:

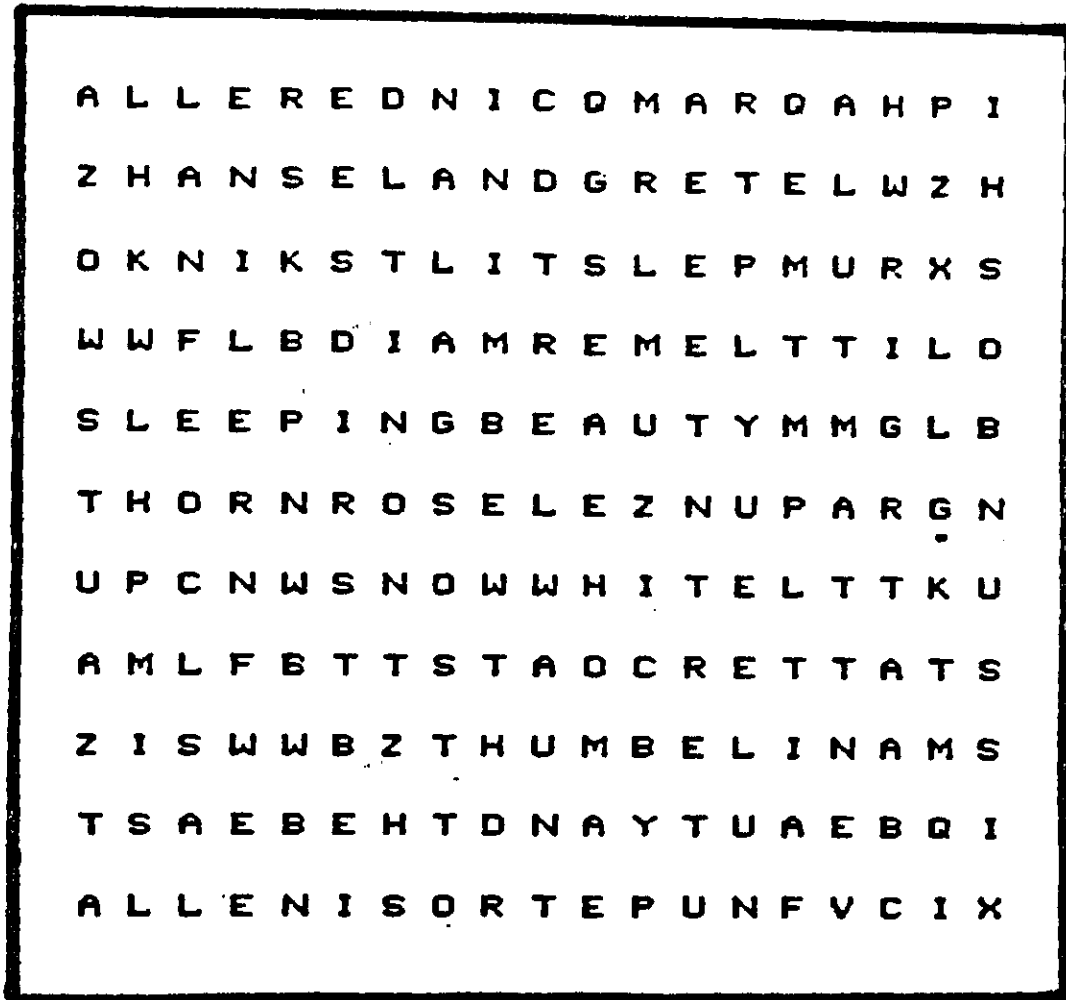
1. "Find a Fairy Tale" search sheet.

Instructions for making the search sheet:

1. Make copies of search sheet for students.

Student instructions for using activity:

1. Find the hidden titles in the puzzle.
2. Select a title you would like to read.
3. Look the title up in the card catalog.
4. Locate the book on the shelf.
5. You may check the book out if you wish.



HERE ARE THE HIDDEN TITLES:

Beauty and the Beast
Rumpelstiltskin
Little Mermaid
Hansel and Gretel
Sleeping Beauty
Petrosinella
Issunboshi

Thumbelina
Snow White
Thorn Rose
Tattercoats
Cinderella
Rapunzel

Student instructions:

1. Find the hidden titles in the puzzle.
2. Select a title you would like to read.
3. Look the title up in the card catalog.
4. Locate the book on the shelf.
5. You may check the book out if you wish.

A L L E R E D N I C - - - - - I
- H A N S E L A N D G R E T E L - - H
- - N I K S T L I T S L E P M U R - S
- - - - - D I A M R E M E L T T I L O
S L E E P I N G B E A U T Y - - - - B
T H O R N R O S E L E Z N U P A R - N
- - - - - S N O W W H I T E - - - - U
- - - - - - - S T A O C R E T T A T S
- - - - - - - T H U M B E L I N A - S
T S A E B E H T O N A Y T U A E B - I
A L L E N I S O R T E P - - - - -

Objective: Students will recognize the characteristics of a fairy tale.

Materials Needed:

1. File folder
2. Construction paper
3. 3 X 5 cards

Instructions for making the learning center:

1. Cut out student instructions and mount inside folder.
2. Cut out fairy tale descriptions and mount on 3 X 5 cards.
3. Make 6 patterns of the castle on construction paper.
4. Type one characteristic on each castle.
5. Glue or rubber cement 5 castles on inside of file folder.
6. Type the title of the activity "Castle Match" on the sixth castle and mount it on the front of the folder.
7. Mount answer key on back of folder.
8. Laminate file folder and cards.

Student Instructions:

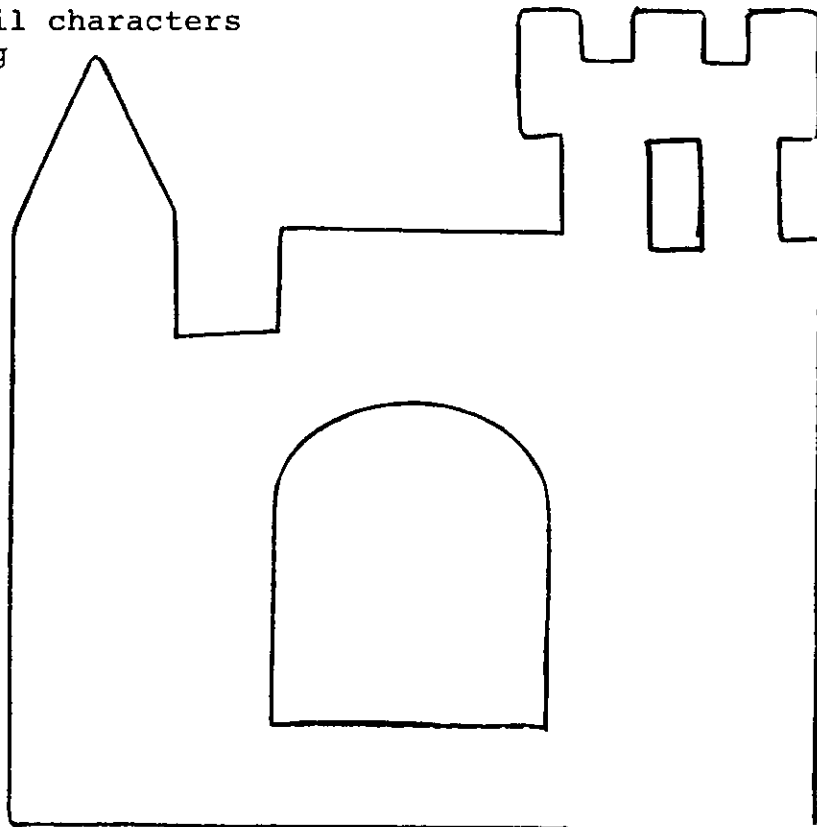
1. Read the cards and decide which characteristic of a fairy tale the description matches.
 2. Place the card on the castle with that characteristic.
 3. Check your answers using the answer key on the back of the file folder.
-

Answer key:

1. Once upon a time or long, long ago-- Cards 1, 11, and 15.
 2. Uses the numbers 3 or 7-- Cards 3, 8, and 10.
 3. Magical creatures or events-- Cards 2, 6, and 7.
 4. Good and evil characters-- Cards 5, 13, and 14.
 5. Happy ending-- Cards 1, 9 and 12.
-

Type these characteristics on the castle:

1. Once upon a time or long, long ago
2. Uses the numbers 3 or 7
3. Magical creatures or events
4. Good and evil characters
5. Happy ending



Mount these descriptions on 3 X 5 cards.

1. Hansel and Gretel lived happily ever after.
2. The fairy godmother used her magic wand to change Cinderella's rags into a beautiful ball gown.
3. How many children were in Cinderella's family?
4. Once upon a time in a country far away lived a little girl called Thumbelina.
5. Cinderella was always kind to everyone. Her stepmother was mean and hateful.
6. Rumpelstiltskin spun the straw into gold.
7. When Beauty told the Beast that she loved him, the witch's curse was removed and Beast became a handsome prince.
8. How many dwarfs were in Snow White?
9. Cinderella and the Prince ruled their kingdom with love and peace forever.
10. How many tasks did Petronella have to complete?
12. Issunboshi became the same size as the princess and they lived happily ever after.
11. Long, long ago there was a little girl called Rapunzel.
14. One of the fairies invited to Sleeping Beauty's christening was very mean and cruel.
13. The witch in Hansel and Gretel kidnapped children and locked them up.
15. Once upon a time there was a fox who had traveled through a forest who was tired and thirsty.

- I. Unit Topic: Folktale (Correlated with: "The Magic Pumpkin,"
TG pp. 240-246.)
- II. Unit Objectives:
 - A. Literary Skills -- Students will:
 1. identify folktales as a form of literature.
 2. review the definition of a folktale.
 3. discuss how different versions of folktales developed over the years.
 4. retell a folktale, using their own words.
 - B. Library Media Skills -- Students will:
 1. locate folktale area in Library Media Center.
 2. identify call number for folktales.
- III. Library Media Staff Preparation:
 - A. Materials
 1. Sound filmstrip: "Folktales Then and Now", (Pied Piper -- 12 min.)
 - B. Equipment
 1. Filmstrip projector
 2. Cassette player
 - C. Student Activities
 1. "Author Adventure" activity sheet.
- IV. Suggested Procedure (Minimum Sessions required: 2)
 - A. Session 1: (Objectives A-1, A-2, B-1, B-2)
 1. Introduction
 - a) Discuss briefly "The Magic Pumpkin". In this folktale from India, Old Mother Parvati was a very wise woman who possessed a magic wand and a magic pumpkin that she used as a coach.
 - 1) How does this pumpkin look different from most pumpkins?
(It is very large and has two windows and a door.)
 - 2) Can you recall a fairy tale in which a pumpkin played an important part? ("Cinderella" - a pumpkin was turned into a coach.)

- 3) What happened when Mother Parvati took a dangerous journey through the jungle in her magic pumpkin? (She was stopped by a tiger, then a wolf. Both wanted to devour her on the spot, but she convinced them she would be a more satisfying meal after she visited her daughter.)
 - 4) Was Mother Parvati able to outsmart the tiger and wolf on her return from her daughters? (Yes....She encountered the animals together. She said she could not remember whose dinner she had promised to be. The wolf and tiger began to argue and fight and Mother Parvati left and arrived home safely.)
- b) Ask the students if they remember reading a folktale earlier in Weavers. ("Dance of the Animals" a folktale from Puerto Rico, that gave a make believe reason for why the goat has only a stump for a tail.)
- *c) Statement of learning: Today we are going to learn the characteristics of a folktale, why they originated, the call number for folktales, and where they are located in the library media center.

2. Instruction

- a) Define folktale as a story that has been told and retold over the years in a particular region or country. At first, these stories were not written down. People told each other the stories, and when they grew up, they told the stories to others. And so the stories were passed on for hundreds of years until someone finally wrote them down.
- b) Introduce the sound filmstrip, "Folktales Then and Now" by asking students to:
 - 1) watch for other folktales mentioned that they might want to read.
 - 2) why folktales were so important in early days.
 - 3) how folktales changed as they were told from generation to generation.
 - 4) location of folktales in the library media center.
- c) Following viewing of the filmstrip, discuss the questions in Section I.
 - 1) Why were folktales so important in early days? (They were a main source of entertainment. There were no T.V.'s, movies, radios, or even books.)
 - 2) Why did folktales change as they were told from generation to generation? (Each storyteller told the story in his or her own words.)
 - 3) How did Charles Perrault and the Brothers Grimm help many people to enjoy folktales? (They collected folktales.)
 - 4) In what section of the library media center can folktales be found? (Folktales are found in the Folklore/398 section of the library media center.)

- d) Discuss why folktales are classified as non-fiction (Folktales are classified as non-fiction since they were handed down by word of mouth from generation to generation in a particular country or tribe of people. These stories usually reveal much about the traditions, beliefs, and customs, and are the carriers of the moral and social codes of that particular group of people from which they came. Examples in "The Magic Pumpkin".)
- 1) Tigers, wolves, monkeys, cobras, and leopards live in the jungle of India.
 - 2) Indian women sometimes wear saris (sa're), (a gownlike garment worn by the women in India.) Ghee (gē) is eaten in India, (a type of butter used in India and in neighboring countries.)
- e) Have students locate the 398 section and check out a folktale to read.
- *f) Closure: Today you have learned four things that will help you identify and locate folktales:
- 1) the characteristics of a folktale;
 - 2) why they originated;
 - 3) the call number for folktales;
 - 4) the location of folktales in the library media center.

3. Evaluation: Can students:

- a) identify folktales as a form of literature?
- b) identify characteristics of folktales?
- c) identify the call number for folklore?
- d) locate the folktale area in the library media center?

4. Reinforcement

- a) Listening/Viewing Center: Set up sound filmstrips of folktales for individual students to come to the library media center to view on their own.

B. Session II (Objectives: A-2, A-3)

1. Introduction

- a) Review the definition of a folktale.

- *b) Statement of learning: Today you are going to retell the folktales you read.

2. Instruction

- a) Review how to "tell" a folktale.
- b) Let all students "retell" in their own words the folktale they have read.
- c) Discuss how the students made changes in their story when they retold it.
- d) Point out that this is the way different versions of folktales developed over the years.
- *e) Closure: Today you have learned to retell a folktale in your own words.

3. Evaluation -- Can students:

- a) retell their folktale?

4. Reinforcement

- a) Student will tape record a folktale.

D. Enrichment Activities

- a) "Checkers"
Sumey, Violet and Sandra Wade, Library Displays
T. S. Denison and Company, Inc., 1981.
pp. 225-261.
- b) "Truckin" Down Highway 199"
Mallett, Jerry J., Library Skills Activities Kit.
The Center for Applied Research in Education, Inc., 1981.
pp. 255-261.

- c) Start a bulletin board with an outline map of the world. As students read folktales, they can identify the countries of origin by drawing small pictures to cut and pin to the appropriate places on the map. Each picture should be labeled with the title of the story.
- d) Have students prepare flannel board characters or transparencies for a favorite folktale. Let the students be storytellers and tell their favorite folktale to other students.
- e) Have students interview or tape grandparents or other older people telling traditional family stories. Share these stories and make a folklore collection for the library media center.
- f) Select a folktale: Draw or paint a background for a folktale; draw and color characters; film (8mm) animated folktale; prepare tape narrative.

V. Glossary

- A. Folktale -- a story that has been told and retold from generation to generation and from country to country, then finally collected and written down by someone.
- B. Chee - (ge) a type of butter used in India and in neighboring countries.
- C. Saris - (sa' re) a gownlike garment worn by women in India.

VI. Bibliography

A. Books

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- Anderson, Hans C., Thumbelina. Morrow, 1980.
- Ashjornsen, Peter C., Gudbrand on the Hillside from East of the Sun, West of the Moon. Viking, 1967.
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- Berson, Harold, Why the Jackal Won't Speak to the Hedgehog. Houghton, 1969.
- Brown, Marcia. The Bun. Harcourt, 1972.
- Brown, Marcia. Stone Soup. Haroucrt, 1972.
- Chase, Richard. Jack and the Bean Tree from the Jack Tales. Houghton, 1943.
- DeRegniers, Beatrice. Little Sister and the Month Brothers. Seabury, 1976.

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- Galdone, Paul. Cinderella. McGraw Hill, 1978.
- Galdone, Paul. History of Mother Twaddle and the Marvelous Achievements of Her Son Jack. Houghton, 1974.
- Galdone, Paul. Monkey and the Crocodile. Houghton, 1969.
- Grimm, Jakob. Hans in Luck. Atheneum, 1975.
- Grimm, Jakob. Rumpelstiltskin. Harcourt, 1967.
- Grimm, Jakob. The Seven Ravens. Harcourt, 1963.
- Grimm, Jakob. Tom Thumb. Atheneum, 1973.
- McDermott, Gerald. Stonecutter: Japanese Folk Tale. Viking, 1975.
- Ness, Evaline. Tom Tit Tot. Scribner, 1965.
- Perrault, Charles. Cinderella. McKay, 1971.
- Perrault, Charles. Diamonds and Toads from the Glass Slipper. Four Winds, 1981.
- Ruse, Anne. Akimba and the Magic Cow. Scholastic, 1976.
- Tabrah, Ruth. Island Heritage. Issunboshi, 1974.
- Zemach, Harve. Nail Soup. Follett, 1964
- Zemach, Harve. Duffy and the Devil. Farrar, 1973.

B. SOFTWARE

- Folktales Then and Now (Sound filmstrip). Pied Piper.
- Instructional Catalog Card Set. (Flashcards) Highsmith.
- Stone Soup. (Sound filmstrip). Weston Woods.
- The Stonecutter. (Sound filmstrip). Weston Woods.
- Strega Nonna. (Sound filmstrip). Weston Woods.
- Why Mosquitoes Buzz in People's Ears (Sound filmstrip). Weston Woods.

C. PROFESSIONAL MATERIALS

- Mallett, Jerry J., Library Skills Activities Kit. The Center for Applied Research in Education, Inc., 1981.
- Sumey, Violet and Sandra Wade, Library Displays. T. S. Denison and Company, Inc., 1981.

FOLKTALE PUZZLER

Objective: To demonstrate the ability to locate author cards in the card catalog and use the information on the card to locate the book on the shelf.

Materials: Folktale book jackets

Preparation:

- a) glue folktale book jackets on poster board
- b) cut into puzzle shapes
- c) laminate

FOLKTALE PUZZLER

Student Directions:

- a) Select a puzzle and put the pieces together.
- b) Find the author's name on the puzzle.
- c) Look the author's name up in the card catalog.
- d) Complete the worksheet using the information on the author card.
- e) Locate the book on the shelf.
- f) Choose another puzzle. (Complete two)

Title _____

Author _____

Call number _____

Title _____

Author _____

Call number _____

Objective: Student will be able to recognize author, title and subject cards.

Mallett, Jerry J. Library Skills Activities Kit. The Center for Applied Research in Education, Inc., 1981.
pp. 255-261.

CRAZY CARDS

Objective: The student will be able to distinguish between author and title cards.

Mallett, Jerry J. Library Skills Activities Kit. The Center for Applied Research in Education, Inc., 1981.
pp. 247-248.

Objective: Student will use an author card to locate a folktale book on the shelf.

Materials Needed:

1. "Author Adventure" search sheet.

Instructions for making the search sheet:

1. Make copies of the search sheet for students.

Student instructions for using the search sheet:

1. Find the hidden authors in the puzzle.
2. Select an author you would like to read.
3. Look the author up in the card catalog.
4. Locate the author's book you chose on the shelf.
5. You may check the book out if you wish.

A S B J O R N S E N W I Z W L G H N T
N R H V G G Q M W U I B A R Y R V V L
J S E T N I A N Z E P L M W P I L E U
Z G B Y I E A L A B Y O E E Z M V C A
V A Z O A M S T D A S Z D X N M V Y R
D G S Z C M S R S O Z I R T O B C E R
C H A S E A Q D E B N L A J S R G V E
Z E M A C H J S L D P E A Q V O O H P
H O G R O G I A N I N E I I Z W B I C
V W J L U I V X O Z W A V S Q N B P X
T T O M R E D C M D X X I I I D B Y R

HERE ARE THE HIDDEN AUTHORS:

Asbjornsen
Andersen
Aardema
Hogrogian
Wildsmith
Perrault
McDermott

Galdone
Grimm
Chase
Jacobs
Brown
Zemach
Mayer
Gag

Student Instructions:

1. Find the hidden authors in the puzzle.
2. Select an author you would like to read.
3. Look the author up in the card catalog.
4. Locate the author's book you chose on the shelf.
5. You may check the book out if you wish.

A S B J O R N S E N - - - - - G - - T
- R H - - G - - - - - A - - R - - L
- S E T N - A - - - - - M - - I - - U
- G B Y I E - L - - - - - E - - M - - A
- A - O A M S - D - - - - - D - - M - - R
- G - - C M S R - O - - R - - B - - R
C H A S E A - D E - N - A - - R - - E
Z E M A C H J - L D - E A - - O - - P
H O G R O B I A N I N - - - - - W - - -
- - - - - - - - - - - W A - - - N - - -
T T O M R E D C M - - - - - - - - -

Objective: Recognize a title card.

Materials Needed:

1. Transparencies
2. Mount for transparency
3. Masking tape

Instructions for making overlays:

1. Make machine transparencies of catalog card (Mayer, Marianna),
subject (FAIRYTALES), and title (Beauty and the Beast).
2. Mount the catalog card.
3. Overlay the subject transparency.
4. Overlay the title transparency.