

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Learning Objectives	I can name the school librarian. I can identify library rules and procedures. I can enter and exit the library correctly.	I can name the school librarian. I can identify library rules and procedures. I can explain circulation policies and procedures. I can explain book care expectations. I can independently locate and checkout a library book. I can identify the location of the different types of resources in the library *Fiction Books *Nonfiction Books *Biography/Autobiography Books *Reference *Periodicals *Audiovisuals	I can name the school librarian. I can identify library rules and procedures. I can explain circulation policies and procedures. I can explain book care expectations. I can independently locate and checkout a library book. I can identify the location of the different types of resources in the library *Fiction Books *Nonfiction Books *Biography/Autobiography Books *Reference *Periodicals *Audiovisuals	I can name the school librarian. I can identify library rules and procedures. I can explain circulation policies and procedures. I can explain book care expectations. I can independently locate and checkout a library book. I can identify the location of the different types of resources in the library *Fiction Books *Nonfiction Books *Biography/Autobiography Books *Reference *Periodicals *Audiovisuals checkout a library book.	I can name the school librarian. I can identify library rules and procedures. I can explain circulation policies and procedures. I can explain book care expectations. I can independently locate and checkout a library book. I can identify the location of the different types of resources in the library *Fiction Books *Nonfiction Books *Biography/Autobiography Books *Reference *Periodicals *Audiovisuals	I can name the school librarian. I can identify library rules and procedures. I can explain circulation policies and procedures. I can explain book care expectations. I can independently locate and checkout a library book. I can identify the location of the different types of resources in the library *Fiction Books *Nonfiction Books *Biography/Autobiography Books *Reference *Periodicals *Audiovisuals
AASL Standards	1.1.2 Use prior and background knowledge as context for new learning.	1.1.2 Use prior and background knowledge as context for new learning.	1.1.2 Use prior and background knowledge as context for new learning.	1.1.2 Use prior and background knowledge as context for new learning.	1.1.2 Use prior and background knowledge as context for new learning.	1.1.2 Use prior and background knowledge as context for new learning.
Core Content Connections	K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.	4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.	5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
Guiding Questions	Why is it important to follow library rules and procedures?	Why is it important to follow library rules and procedures?	Why is it important to follow library rules and procedures?	Why is it important to follow library rules and procedures?	Why is it important to follow library rules and procedures?	Why is it important to follow library rules and procedures?
Instructional Strategies	Lecture; read story	Lecture; read story	Lecture; read story	Lecture	Lecture	Lecture
Learning Activities	Teacher modeled walking and linking up. Students practiced what teacher modeled.	Class discussion	Class discussion	Class discussion	Class discussion	Class discussion
Differentiated Instruction	Teacher/Student conferencing of book selection processes. Peer tutoring in locating literature of interest. Collaboration in developing meaning from text.	Teacher/Student conferencing of book selection processes. Peer tutoring in locating literature of interest. Collaboration in developing meaning from text.	Teacher/Student conferencing of book selection processes. Peer tutoring in locating literature of interest. Collaboration in developing meaning from text.	Teacher/Student conferencing of book selection processes. Peer tutoring in locating literature of interest. Collaboration in developing meaning from text.	Teacher/Student conferencing of book selection processes. Peer tutoring in locating literature of interest. Collaboration in developing meaning from text.	Teacher/Student conferencing of book selection processes. Peer tutoring in locating literature of interest. Collaboration in developing meaning from text.
Assessment	Ask students to name library staff. Students will demonstrate mastery of entering and exiting the room using the proper procedures.	Observation, Circulation, Students' selection of age-appropriate reading material	Observation, Circulation, Students' selection of age-appropriate reading material	Observation, Circulation, Students' selection of age-appropriate reading material	Observation, Circulation, Students' selection of age-appropriate reading material	Observation, Circulation, Students' selection of age-appropriate reading material
Closure	Review rules at the "How am I doing?" post on then exit door. Students give thumbs up, thumbs down or thumbs half way to vote on how they did following library rules.	Review rules at the "How am I doing?" post on then exit door. Students give thumbs up, thumbs down or thumbs half way to vote on how they did following library rules.	Review rules at the "How am I doing?" post on then exit door. Students give thumbs up, thumbs down or thumbs half way to vote on how they did following library rules.	Review rules at the "How am I doing?" post on then exit door. Students give thumbs up, thumbs down or thumbs half way to vote on how they did following library rules.	Review rules at the "How am I doing?" post on then exit door. Students give thumbs up, thumbs down or thumbs half way to vote on how they did following library rules.	Review rules at the "How am I doing?" post on then exit door. Students give thumbs up, thumbs down or thumbs half way to vote on how they did following library rules.
Library Curriculum Resources/ Materials	"Mr. Wiggle's Library" by Carol Thompson	"We're going on a Book Hunt" by Pat Miller  Shelf Markers	"We're going on a Book Hunt" by Pat Miller  Shelf Markers	AR dot color chart	Library Rules powerpoint <a href="http://librarybookbuddy.weebly.com/4th--5th-grade-library-manners-lesson.html">http://librarybookbuddy.weebly.com/4th--5th-grade-library-manners-lesson.html</a>  Clip chart/ "Caught you being good" bowl	Library Rules powerpoint <a href="http://librarybookbuddy.weebly.com/4th--5th-grade-library-manners-lesson.html">http://librarybookbuddy.weebly.com/4th--5th-grade-library-manners-lesson.html</a>  Clip chart/ "Caught you being good" bowl