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LESSON *plan*

Grade Level: 1/2

Week: 1

Subject: Library

Lesson Topic: How to Take Care of a Book

Learning Objective/s:

1.SL.1.A.a Develop and apply effective listening skills and strategies in formal and informal settings by following classroom listening rules.

- I can demonstrate ways of taking care of a library book.

Materials Needed:

- *How to Treat a Book* by Amanda St. John
- Anchor chart paper and markers

Hook/Intro:

- Show students a brand new library book and ask, "What do you notice about this book?" or "How many kids do you think will read this book after you?"
- Explain how important taking care of library books is.

Lesson Structure:

- Read *How to Treat a Book* by Amanda St. John to the class.
- On a whiteboard, draw a thumbs up and a thumbs down (or yes and no, etc.).
- Ask the students for "dos" and "don'ts" of library behavior and book care.
- Write their ideas down on individual sticky notes and have the students place them under the corresponding thumb.
- Using these ideas, create a "Rules of Library Books" anchor chart as a class to display all year as a reminder for students.

Closing:

- Ask, "What is one way we can take care of our library books?"
- Review the rules of taking care of library books.

LESSON *plan*

Grade Level: 1/2

Week: 2

Subject: Library

Lesson Topic: Library Basics, Characters

Learning Objective/s:

- I can identify where the different book sections are in the library.
- I can identify proper library behavior and book care expectations.
- 1.R.2.A.a Describe characters, setting, problem, solution, and events in logical sequence.
- 2.R.2.A.b Describe the main characters in works of fiction, including other traits, motivations, and feelings.
- I can answer the question, "What is a character?"
- I can identify the characters in stories.

Materials Needed:

- Cards on bookshelf ends with codes used in the library search engine
- ["What is a Character?" Video](#)

Hook/Intro:

- Hold up books of different genres and ask, "If I put these books anywhere on the shelves, how easy would it be for you to find them later?"
- Explain that library books are organized in a specific way.

Lesson Structure:

- Give students a tour of the library and review where the different book sections are.
 - Use the cards on the ends of the bookshelves that have codes used in the library search engine (Easy, E, ER, YR, F, etc.). Have noted book titles that the students enjoy for reference on what could be found in each section.
- Review what these codes mean and how books are organized in the library.
- Ask students what they think/know about characters.
- Show the video, "What is a Character?" to the class.
- Pause throughout to ask questions and reiterate what makes something in a book a character.
 - Characters are people, animals, and creatures that can think, talk, and show feelings.
- Read any book and identify the characters as a class by confirming that they met the criteria to be a character.

Closing:

- Ask the students to point to where the different book sections are as you call them out.
- Reiterate what a character is and what contains characters.

LESSON *plan*

Grade Level: 1/2

Week: 3

Subject: Library

Lesson Topic: Story Plots

Learning Objective/s:

2.R.2.A.a Describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson.

- I can name all 5 pieces of a story plot.
- I can describe the story plot of a book/story.

Materials Needed:

- *A Book* by Mordicai Gerstein
- [Plot Mountain Video](#)

Hook/Intro:

- Hold up three objects: a toy, a ribbon, and a picture.
- Ask the students, "If these were all part of a story, what do you think could happen with these items?"
- Lead into how every story has a plot.

Lesson Structure:

- Show video titled "Plot Mountain" and stop at various points to further discuss what can be found within the 5 areas of a story plot (Introduction/Exposition, Rising Action, Climax, Falling Action, Resolution).
- Allow students to ask questions about story plots
- Read "A Book" by Mordicai Gerstein aloud and pause throughout to point out or ask about the five different parts of a plot, as described in the video.
- Ask again for any questions.

Closing:

- Turn & Talk: Have the students turn to their shoulder partners and discuss what they think is the most important part of a story's plot.

LESSON *plan*

Grade Level: 1/2

Week: 4

Subject: Library

Lesson Topic: Setting

Learning Objective/s:

- 1.R.2.A.a Describe characters, setting, problem, solution, and events in logical sequence.
- 2.R.2.A.a Describe the setting, problems solutions, sequence of events (plot), and big idea or moral lesson.
 - I can identify settings in stories and in my own life.

Materials Needed:

- Lilly's Purple Plastic Purse* by Kevin Henkes
- ["What is a Setting?" Video](#)

*Can use any fiction book!

Hook/Intro:

- Ask the students where they are right now, where they were before this class, and where they were this morning before school.
- Explain to the students that these are all settings, and that settings are where the story takes place.

Lesson Structure:

- Play the "Story Elements for Kids: What is a Setting?" video.
- Read the story "Lilly's Purple Plastic Purse" by Kevin Henkes aloud to the students.
- Pause throughout and ask the students what the setting is at various points in the book. For this book, have the students identify specific settings (like bedroom, classroom, kitchen, etc.)
- Allow students to ask questions about setting.
- If time permits, you can do this again with another book of the students' choice.

Closing:

- Think-Pair-Share: Have every student think of their favorite book. Then, students will mix around and find a partner to share the setting of that book to. If time permits, the students can think of other books' settings to share with different partners.

LESSON *plan*

Grade Level: 1/2

Week: 5

Subject: Library

Lesson Topic: Writing Rising Action

Learning Objective/s:

1.R.2.A.a Describe characters, setting, problem, solution, and events in logical sequence.
2.R.2.A.a Describe the setting, problems solutions, sequence of events (plot), and big idea or moral lesson.

- I can write a rising action to a story.

Materials Needed:

- *The Little Red Hen* by Jerry Pinkney
- [“Narrative Writing: Rising Action” Video](#)

*Can use any fiction book

Hook/Intro:

- Show a plot mountain structure on the board for the students to see.
- Ask “What makes a story exciting?”
“Do we want the ending right away?”
- Explain that the build up in a story is called rising action.

Lesson Structure:

- Read *The Little Red Hen* aloud to the class.
- Pause during key moments and ask the students what is happening to make the story more exciting each time. Discuss what the hen is feeling in these moments and why that might be important.
- Show the video “Narrative Writing: Rising Action” to the students. Ask the students what the video said about rising action and if we saw rising action in *The Little Red Hen*.
- Students will fill out a graphic organizer about the rising action in *The Little Red Hen*.
- Students will fill out a graphic organizer for their own rising action (e.g., “The puppy wanted a bone. First, he...” building steps that lead to something exciting. Once finished, they can write it on notebook paper.

Closing:

- Gather students back together and have a few share their own rising actions that they wrote.

LESSON *plan*

Grade Level: 1/2

Week: 6

Subject: Library

Lesson Topic: Parts of a Story - Climax

Learning Objective/s:

- 1.R.2.A.a Describe characters, setting, problem, solution, and events in logical sequence.
- 2.R.2.A.a Describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson.
 - I can identify characters, setting, and problem in a story.
 - I can identify the climax in a story.

Materials Needed:

- *7 Blind Mice* by Ed Young

*Can use any fiction book with clear parts of a story!

Hook/Intro:

- Review what the rising action is in a story.
- Introduce climax
 - Ask students what they know about climax
 - Explain to students that the climax is the turning point in a story.

Lesson Structure:

- Read *7 Blind Mice* aloud to the class.
 - During the read-aloud, ask students to identify the characters, setting, and problem (Characters: 7 mice, Setting: by the pond, Problem: didn't know what the "strange thing" was.)
 - Discuss how each mouse took a turn trying to solve the problem and identify how this is the rising action.
 - Identify when you reach the climax of the story and how the mice solved their problem. (The white mouse walked all over the strange thing, thinking about what the other 6 mice had felt and put them together, realizing it was an elephant.)

Closing:

- Ask students for other examples of climax, whether that be in a movie/TV show they've watched recently or a book they've read.

LESSON *plan*

Grade Level: 1/2

Week: 7

Subject: Library

Lesson Topic: Parts of a Story - Falling Action

Learning Objective/s:

- 1.R.2.A.a Describe characters, setting, problem, solution, and events in logical sequence.
- 2.R.2.A.a Describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson.
 - I can identify falling action in a story.

Materials Needed:

- ["What is Falling Action?" Video](#)
- A Bad Case of the Stripes* by David Shannon

*Can use any fiction book

Hook/Intro:

- Review what we've learned about story plots so far (Exposition, Rising Action, Climax).
- Ask students what they can infer about falling action based on what they already know about story plots.

Lesson Structure:

- Introduce falling action and describe what it is and what it normally contains in a story.
- Watch the "What is Falling Action?" video.
- Read *A Bad Case of the Stripes* aloud to the class.
 - Point out the introduction and rising action while reading the story, then have the students identify the climax and falling action in the story.
 - Explain why the falling action is important for a story's plot.
- Ask students to give examples of falling action in either a book they have read recently or a movie/TV show they've watched.

Closing:

- Review what the introduction, rising action, climax, and falling action are.
- Ask students what they think must come after the falling action in a story.

LESSON *plan*

Grade Level: 1/2

Week: 8

Subject: Library

Lesson Topic: Parts of a Story - Resolution

Learning Objective/s:

- 1.R.2.A.a Describe characters, setting, problem, solution, and events in logical sequence.
- 2.R.2.A.a Describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson.
 - I can identify the resolution in a story.

Materials Needed:

- ["What is a Resolution?" Video](#)
- The Paper Bag Princess* by Robert Munsch

*Can use any fiction book

Hook/Intro:

- Review what we've learned about story plots so far (Exposition, Rising Action, Climax, Falling Action).
- Ask students what they can infer about resolution based on what they already know about story plots.

Lesson Structure:

- Introduce resolution and describe what it is and what it normally contains in a story.
- Watch the "What is a Resolution?" video.
- Read *The Paper Bag Princess* aloud to the class.
 - Point out the introduction, rising action, climax, and falling action while reading the story.
 - After reading, ask the students if they can identify what the resolution might be.
 - Explain why the resolution is important for a story's plot.
- Ask students to give examples of resolution in either a book they have read recently or a movie/TV show they've watched.

Closing:

- Review what the introduction, rising action, climax, falling action, and resolution are.
- Ask students what they think the most important or interesting part of a story's plot is.

LESSON plan

Grade Level: 1/2

Week: 9 (Homecoming Spirit Week)

Subject: Library

Lesson Topic: Parts of a Story / Date with a Book

Learning Objective/s:

- 1.R.2.A.a Describe characters, setting, problem, solution, and events in logical sequence.
- 2.R.2.A.a Describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson.

Materials Needed:

- 8 ½ x 14 paper
 - *Room on the Broom* by Julia Donaldson
- *Can use any fiction book

Hook/Intro:

- Hold up *Room on the Broom* and analyze the cover as a class.
- Ask students what they think happens when the witch meets new friends in *Room on the Broom*. "Do you think they will all fit on her broom?"

Lesson Structure:

- After passing out 8 ½ x 14 papers, students will accordion fold them hamburger style so there are **5** sections.
- Read aloud *Room on the Broom* to the class.
 - As you are reading, students will write/draw the five parts of the story on their papers. (Introduction, Rising Action, Climax, Falling Action, Resolution).
- Re-read *Room on the Broom* aloud in case any students missed anything.
- Students should draw one or more pictures in each section that represent the part of the story they wrote about.

Closing:

- Have students raise their hand and share what they wrote in each section and present what they drew.

LESSON *plan*

Grade Level: 1/2

Week: 10

Subject: Library

Lesson Topic: Parts of a Story - Definitions (Pretest)

Learning Objective/s:

- 1.R.2.A.a Describe characters, setting, problem, solution, and events in logical sequence.
- 2.R.2.A.a Describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson.

Materials Needed:

- [Blooket](#)
- PowerPoint with terms and definitions [HERE](#)

Hook/Intro:

- Discuss the next couple of weeks with the students (Today they will be taking a “pretest” and learning some definitions. Next week they will learn the rest of the definitions and take a “post test”).

Lesson Structure:

- At the beginning of class, students will play the Blooket (linked in materials above) with story definitions.
 - Explain that this is just to show how many definitions they already know and what words/phrases still need to be taught.
- After the game is over, go through the PowerPoint with terms and definitions.
 - (You will most likely not finish the PowerPoint, so it can be completed next week.)
 - A graphic organizer or anchor chart can also be completed while you are going through the PowerPoint!

Closing:

- When class time is almost up, have students raise their hands and tell you one definition they learned today that they did not already know.

LESSON *plan*

Grade Level: 1/2

Week: 11

Subject: Library

Lesson Topic: Parts of a Story - Definitions

Learning Objective/s:

- 1.R.2.A.a Describe characters, setting, problem, solution, and events in logical sequence.
- 2.R.2.A.a Describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson.

Materials Needed:

- PowerPoint with terms and definitions [HERE](#)
- Puzzle Activity [HERE](#)

Hook/Intro:

- Review the definitions learned last week (Refer to their graphic organizers or anchor chart).
- Discuss how today they will be learning the remainder of the definitions and will take a “post-test” (the puzzle activity) next week.

Lesson Structure:

- Review the terms and definitions that were taught last week.
- Go through the PowerPoint from where you left off last week and teach the new terms and definitions.
 - Students can fill out a graphic organizer of definitions, write them down on a piece of paper, or you can create a large anchor chart as a class.
- There are many ways you could go about this lesson. One idea is to play a version of “I have, who has?” with the students. There will be cards printed out with either the term or the definition. One student with a term on their card will call it out, and the person with the definition on their card will raise their hand, and they will pair up.
- Another idea is a definition matching game, either independently or in pairs.

Closing:

- Any of the activities above can be used to end the lesson or a discussion about the definitions and why knowing these terms is important for reading.

LESSON *plan*

Grade Level: 1/2

Week: 12

Subject: Library

Lesson Topic: Parts of a Story - Definitions (Post-test)

Learning Objective/s:

- 1.R.2.A.a Describe characters, setting, problem, solution, and events in logical sequence.
- 2.R.2.A.a Describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson.

Materials Needed:

- Puzzle Activity [HERE](#)
- [Blooket](#)

Hook/Intro:

- Review the definitions learned in the last couple of weeks (Refer to their graphic organizers or anchor chart).
- Discuss how today they will do a puzzle activity and the same blooket they took at the beginning of this unit.

Lesson Structure:

- Review the terms and definitions that were taught last week.
- Hand out the “Puzzle Activity” to each student.
 - This activity is editable, so you can change the terms and definitions however you’d like!
- Students will work individually or in small groups to match terms to their correct definitions.
- Once they have completed all the puzzles, they can check them or have you check them. If they are all correct, they will glue the matching puzzle pieces on a piece of construction paper or tape them together.

Closing:

- Students will play the same Blooket they played at the beginning of this unit to see if accuracy improved.

LESSON *plan*

Grade Level: 1/2

Week: 13

Subject: Library

Lesson Topic: Story Organizer

Learning Objective/s:

- 1.W.1.B & 2.W.1.B Appropriate to genre type, develop a draft from prewriting.
- 1.W.2.C & 2.W.2.C Write fiction or nonfiction narratives and poems.

Materials Needed:

- [Story Organizer](#)
- *How This Book Was Made* by Mac Barnett

Hook/Intro:

- In the Spring, students will write their own book. Explain that this is the first organizer they will use to outline their story idea.

Lesson Structure:

- Read *How This Book Was Made* by Mac Barnett.
- Pause throughout to highlight key details such as:
 - Where inspiration comes from
 - How authors brainstorm ideas
 - How details help make stories interesting
- Students should brainstorm ideas for the books that they will write in the spring semester.
- Students will begin (and complete if time allows) the “Story Organizer” worksheet attached above.
- They will fill out all of the boxes, giving as much detail as possible.
 - Explain that giving many details will make the actual writing process much easier.

Closing:

- Once their first organizer is complete, students can share their ideas with a peer.

LESSON *plan*

Grade Level: 1/2

Week: 14

Subject: Library

Lesson Topic: Thanksgiving Activities

Learning Objective/s:

- 1.R.1.A Develop and demonstrate comprehension skills in response to reading texts and read-alouds.
- 2.R.1.A Develop and demonstrate comprehension-reading skills in response to text.

Materials Needed:

- Thanksgiving-themed book (a list of options can be found in the appendix!)
- [Thanksgiving This or That](#)

Hook/Intro:

- Get students excited for Thanksgiving this week!
 - You can even give a brief explanation of what Thanksgiving is and why we celebrate it.

Lesson Structure:

- Read aloud a Thanksgiving-themed book to the class.
- Have many fall activities for students to choose from. Some options include:
 - Hand turkeys
 - Coloring pages
 - Disguise a turkey
 - Word searches
- Play "This or That? Thanksgiving Edition."

Closing:

- Have a great Thanksgiving!

LESSON *plan*

Grade Level: 1/2

Week: 15

Subject: Library

Lesson Topic: Create a Book - Planning

Learning Objective/s:

- 1.W.1.B & 2.W.1.B Appropriate to genre type, develop a draft from prewriting.
- 1.W.2.C & 2.W.2.C Write fiction or nonfiction narratives and poems.
- 1.L.1.A & 2.L.1.A In written text, apply standard English grammar.
- 1.L.1.B & 2.L.1.B In written text, apply punctuation, capitalization, and spelling.

Materials Needed:

- [Story organizer](#)

Hook/Intro:

- Get students excited to write and create their very own book!

Lesson Structure:

- The students brainstormed ideas for their books a couple of weeks ago, but this is going to be the story planner they will actually use.
- Students will begin filling out the story organizer with the understanding that this will be what they use to create their final book.
 - Students may refer back to their “brainstorming” story organizers to refresh their memories!
 - They can also go in a completely different direction if they have a new idea for their book!
- Once time is up, students are free to share what they have so far with a peer.

Closing:

- Next class, students will continue working on these books. Encourage them to think about how they can make their ideas even better.

LESSON *plan*

Grade Level: 1/2

Weeks 16-23

Subject: Library

Lesson Topic: Create a Book - Rough Draft/First Copy

Learning Objective/s:

- 1.W.1.B & 2.W.1.B Appropriate to genre type, develop a draft from prewriting.
- 1.W.2.C & 2.W.2.C Write fiction or nonfiction narratives and poems.
- 1.L.1.A & 2.L.1.A In written text, apply standard English grammar.
- 1.L.1.B & 2.L.1.B In written text, apply punctuation, capitalization, and spelling.

Materials Needed:

- [Handwriting Paper](#)

Hook/Intro:

- Explain to students that rough drafts are an important part of the writing process.

Lesson Structure:

- For the next 7 weeks, students will be creating their stories and writing/editing their rough drafts.
 - Students who have not finished their story organizers from last week will continue to work on them before beginning their rough drafts.
 - Students who have finished their story organizers will use them to begin the rough draft of their stories.
 - I used a specific writing paper for my students to use, which I attached above. They were instructed that they could either write in the big spaces and have room for their tall letters (b, d, h, l, k, t, etc.) or write in the small spaces and have room for their "monkey tails" (g, j, p, y, etc.).
- Stories should be about 4 pages in length, but can be modified for your specific students.
- When a student finishes their rough draft, you will read it and provide edits/feedback for their final copy. The students will learn how to edit after spring break.

LESSON *plan*

Grade Level: 1/2

Week: 24 - End of Year

Subject: Library

Lesson Topic: Create a Book - Editing & Final Copy

Learning Objective/s:

- 1.W.1.B & 2.W.1.B Appropriate to genre type, develop a draft from prewriting.
- 1.W.2.C & 2.W.2.C Write fiction or nonfiction narratives and poems.
- 1.L.1.A & 2.L.1.A In written text, apply standard English grammar.
- 1.L.1.B & 2.L.1.B In written text, apply punctuation, capitalization, and spelling.

Materials Needed:

- [Handwriting Paper](#)
- [Blank Books](#) (Amazon Link)

Hook/Intro:

- Explain how students will begin the editing process for their books this week.
- Give students an example of a final book to spark creativity.

Lesson Structure:

- Students will begin editing their books.
 - You can decide whether you would like them to peer edit, self-edit, or have you edit them.
- Students will take others' ideas and edits into consideration. They can make changes to the story itself, how the story was written, or the illustrations.
- When students finish editing their books, they will begin the **final copy**.
- Students will receive a blank book (linked above).
- They will write their story in the book, utilizing as many pages as possible.
- They will then draw the illustrations and color it!
- You can ask them to add any final touches that you would like. (author/illustrator note, call number, date of publishing, publisher, etc.)
- When all books are complete, students can read them aloud to the class!