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LESSON *plan*

Grade Level: 3/4

Week: 1

Subject: Library

Lesson Topic: Library Basics & Review

Learning Objective/s:

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

- I can identify where the different book sections are in the library.
- I can identify proper library behavior and book care expectations.

Materials Needed:

- Cards on bookshelf ends with codes used in the library search engine

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.).
 - Review what these codes mean and how books are organized in the library.
- Review proper library behavior and book care expectations.

Closing:

- Ask the students to point to where the different book sections are as you call them out.
- Ask the students to raise their hands and list one rule of the library or of library books.

LESSON *plan*

Grade Level: 3

Week: 2

Subject: Library

Lesson Topic: Library Catalog & Checking out Books

Learning Objective/s:

3.SL.1.A.b Asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others.

- I can search for a book in the library using the online search catalog.
- I can check out a book on my own using the book checkout system.

Materials Needed:

- Projector/TV for demonstration

Hook/Intro:

- Ask students what they already know about EBSCO/MOBIUS (or whatever software your library uses) and searching for a book in the library.
- Ask students what they already know about checking out a library book.

Lesson Structure:

- Compare EBSCO/MOBIUS to Google. Show how Google has predictive text when you search something, but EBSCO/MOBIUS does not.
 - Explain how this makes spelling correctly in EBSCO/MOBIUS very important.
- Show students on a projector/TV how to search using the library's search engine.
- Demonstrate how to check out a book (can be adjusted if the students do not check out their own books).

*In this grade, students are getting quite a bit of support from the librarian with the search computers.

Closing:

- Have students use the online search catalog to find a book they want to check out.
- Students will go find this book and check it out either themselves or with assistance.

LESSON *plan*

Grade Level: 4

Week: 2

Subject: Library

Lesson Topic: Library Catalog & Checking out Books

Learning Objective/s:

4.SL.1.A.b Posing and responding to specific questions to clarify or follow up on information.

- I can search for a book in the library using the online search catalog.
- I can check out a book on my own using the book checkout system.

Materials Needed:

- Projector/TV for demonstration

Hook/Intro:

- Ask students what they remember about EBSCO/MOBIUS (or whatever software your library uses) and searching for a book in the library.
- Ask students what they remember about checking out a library book.

Lesson Structure:

- Review the online search catalog and checkout programs in the library.
- Ask each student for a book title. Look up this book in the catalog, read out the call number, and have the student find the book and bring it back to you.

*In this grade, they are receiving support mostly when they ask for it or when the librarian notices a student has been on the computer for a long time.

Closing:

- Have students use the online search catalog to find a book they want to check out.
- Students will go find this book and check it out either themselves or with assistance.

LESSON *plan*

Grade Level: 3/4

Week: 3

Subject: Library

Lesson Topic: Dewey Decimal System

Learning Objective/s:

4.W.3.A.c Identify a variety of relevant sources, literary and informational.

- I can explain why the Dewey Decimal System was created.
- I can identify which books go in which 100s section.

Materials Needed:

- [Dewey Decimal Classification System Video](#)

Hook/Intro:

- Ask the students if they know how nonfiction books are organized in libraries.
- Ask the students if they have any prior knowledge of the Dewey Decimal System.

Lesson Structure:

- Watch: Dewey Decimal Classification System Video
- Pause throughout the video and point out where each 100s section of the Dewey Decimal System is in the library.
- After watching the video, review the information learned about Melvil Dewey and how libraries were organized before the Dewey Decimal System.

Closing:

- Ask the students which 100s section would hold a specific book.
- Ask for a book that could be found within a specific 100s section.

LESSON *plan*

Grade Level: 3/4

Week: 4-5

Subject: Library

Lesson Topic: Research (Life Chains)

Learning Objective/s:

3.W.3.A Apply research process to use information from a variety of sources.

4.W.3.A Apply research process to use information from a variety of sources.

- I can identify and record key events or contributions from the life of a famous person.
- I can create a life chain that visually represents a person's biography.

Materials Needed:

- Slips of paper
- Stapler or glue
- Biographies for researching

Hook/Intro:

- Create your own life chain of a famous person to show the students.
- Demonstrate how you found and determined which facts were the most important to include in the life chain.

Lesson Structure:

- The students will choose a person to research and find their biography in the library (or online).
- The students will write down important facts and events about the person's lifetime. One piece of information will go on one slip of paper.
- Once the desired amount of facts are written down, the students will make a paper chain.

Closing:

- Turn & Talk: Have the students turn to their shoulder partner and explain what they believe was the most important part of their chosen person's life.

LESSON *plan*

Grade Level: 3/4

Week: 6

Subject: Library

Lesson Topic: Research - Finding Resources

Learning Objective/s:

3.W.3.A Apply research process to use information from a variety of sources.

4.W.3.A Apply research process to use information from a variety of sources.

- I can find credible sources for research purposes.

Materials Needed:

- ["Research for Kids: How to Research a Topic in Elementary" Video](#)
- WikiRaces Powerpoint: [HERE](#)

Hook/Intro:

- Ask students what they know about Wikipedia and why it is NOT a credible source for research.

Lesson Structure:

- Show the video "Research for Kids: How to Research a Topic in Elementary."
- Students will practice using their schema and metacognition to determine the best resources for researching by doing WikiRaces.
 - The powerpoint is attached! You can also use any start and end words, not just the words I used.

Closing:

- Ask the students why this activity proves that Wikipedia is not a credible source for research.

LESSON *plan*

Grade Level: 3/4

Week: 7

Subject: Library

Activity: Book Character Mystery Match-Up

Learning Objective/s:

3.R.2.A.b Describe the personality traits of characters from their thoughts, words, and actions.

4.R.2.A.c Describe the interaction of characters, including relationships and how they change.

Materials Needed:

- Pre-made book character clue cards (examples in the lesson structure).
- Envelopes labeled with book titles

Hook/Intro:

- Ask students who their favorite book characters are and what makes them stand out.
- Explain that today the students are going to be book detectives!

Lesson Structure:

- Before class, place the labeled envelopes around the room.
- Students will be working in small groups. Each group will receive 10-15 character clue cards that correspond to the book titles on the envelopes.
 - Examples:
 - "I got a golden ticket to visit a chocolate factory." (Charlie Bucket)
 - "I'm a boy who lives under the stairs." (Harry Potter)
 - "I fell down a rabbit hole and met a talking cat!" (Alice in Wonderland)
- Each group will have to work together to decipher the clues on the cards, decide which book that character is from, and put them in the envelope labeled with that book.

Closing:

- Ask the students which character clues were the easiest to figure out and which were the toughest.
- Go through each envelope and count how many clue cards were in their correct envelopes.

LESSON *plan*

Grade Level: 3/4

Week: 8

Subject: Library

Lesson Topic: Referencing

Learning Objective/s:

3.W.3.A Apply research process to use information from a variety of sources.

4.W.3.A Apply research process to use information from a variety of sources.

- I can write references for my sources for research.

Materials Needed:

- Information and Referencing Sheet Templates [HERE](#)
- Projector
- Whiteboard and markers OR anchor chart paper

Hook/Intro:

- Ask the students, “When you find information for a project, how do you know where it came from?”
- Explain that a reference tells others where you found your information.

Lesson Structure:

- Use the projector to model a search on Google.
 - Search any topic, like “Facts about sea turtles for kids,” for example.
- As you are searching, discuss with the students that they should be looking at the ends of website addresses for reliable sources (.edu means schools and .gov means government websites).
- Write a checklist on the board (or make an anchor chart) for students to refer to when researching.
 - Is the site made by an expert or an organization?
 - Does it look kid-friendly and reliable?
 - Can you find the author, date, or website name?
- Students will use the information and referencing sheets above to research and write references about a chosen topic.

Closing:

- Ask students what to look for when finding websites to research.
- Ask students what makes a good reference.
- Ask students why it is important to sight sources.

LESSON *plan*

Grade Level: 3/4

Week: 9 (Homecoming Spirit Week)

Subject: Library

Lesson Topic: Homecoming Spirit Week Activity - Blind Date with a Book

Learning Objective/s:

3.R.1.D & 4.R.1.D Read independently for multiple purposes over sustained periods of time.

3.RF.3.A & 4.RF.3.A Develop phonics in the reading process.

Materials Needed:

- Books of different genres and themes wrapped in wrapping paper.

Hook/Intro:

- Ask students: "Have you ever gone on a 'date' with a book before?"
- Explain to students that today, they will be going on a *blind* date with a book.
- Show students the wrapped books and explain a theme or hint for what the book is about.

Lesson Structure:

- Provide students with a selection of books that are wrapped in wrapping paper.
 - On the outside of the paper, write clues about the book. (The theme, the genre, where it takes place, etc.)
- Students will choose from this selection and unwrap their books.
- The students will spend 10-15 minutes "getting to know" their book. They can read the first few pages, read the back of the book, and think about what they like already about it.
- After the 10-15 minutes are up, come together as a class to discuss the dates. Have students share what they thought about the book and if they would go on another "date" with it.

Closing:

- Ask students if anyone found a new genre or author that they would like to read again.

LESSON plan

Grade Level: 3/4

Week: 10

Subject: Library

Lesson Topic: Date with a Book

Learning Objective/s:

3.R.1.A & 4.R.1.A Develop and demonstrate comprehension-reading skills in response to texts.

3.SL.1.A & 4.SL.1.A Develop and apply effective listening skills and strategies in formal and informal settings.

- I can listen to a story, use my imagination to create mental images, and express these images through drawing.

Materials Needed:

- *The Lion, the Witch, and the Wardrobe* by C.S. Lewis
- Paper & pencils
- A writing surface
- Crayons/colored pencils (if there is time to color)

Hook/Intro:

- Ask students what they think this book will be about based on the title and cover.
- Discuss what it means to make pictures in your mind when reading.

Lesson Structure:

- Hand out paper and pencils for the students to draw with.
- Read aloud the first couple of chapters (depending on time) of *The Lion, the Witch, and the Wardrobe* to the class.
 - As you read aloud, students will draw on their paper what images they make in their minds.
 - Ensure that students provide a lot of detail!
- Once you are finished reading the portion of the book, give students a few extra minutes to complete their drawings. They can also color their drawings if they would like!
- When everyone's drawings are complete, they will do a gallery walk around the classroom.
 - During the gallery walk, students will be thinking about how their drawing was the same or different from their classmates' drawings.

Closing:

- Discuss how everyone's minds see different things when they are reading or being read to.
- Discuss how important it is to make images in your mind when reading.

LESSON *plan*

Grade Level: 3/4

Week: 11

Subject: Library

Lesson Topic: How to GIST Information

Learning Objective/s:

3.R.3.A.b Identify the details or facts that support the main idea.

3.R.3.A.c Use text and graphic features to locate information and to make and verify predictions.

4.R.3.B Read, infer, and draw conclusions using literary techniques in nonfiction texts.

Materials Needed:

- Biographies (Julia Childs, Sonya Sotomayor, Patrick Mahomes, etc.)
- Whiteboard, anchor chart paper, or projector/slideshow
- [GIST Worksheets](#)

Hook/Intro:

- Ask students if they've ever heard "gist" in a sentence and what they think it means.
- Explain that in this context, GIST stands for Generating Interactions between Schema and Text.

Lesson Structure:

- Begin by working through an example as a class about Harry Truman.
 - You can use any biography as an example.
- Give students the who, what, when, where, why, and how. You can write this up on a whiteboard, chart paper, or put a slideshow on a projector.
- Have students pick out the 20 most important words from the information they were given. Explain that this is the GIST of the story.
- Pass out GIST worksheets to the students (linked in the materials box).
- Pass out biographies or have students choose a person to read a biography over.
 - Students will use this biography and fill out the GIST worksheet.

Closing:

- Students can either share their finished GIST worksheets with a peer or turn them in.

LESSON *plan*

Grade Level: 3/4

Week: 12

Subject: Library

Lesson Topic: How to Find Information

Learning Objective/s:

3.W.3.A & 4.W.3.A Apply research process to use information from a variety of sources.

Materials Needed:

- Research worksheets or blank paper
- Research materials (computers, biographies, etc.)

Hook/Intro:

- Discuss with students what they think are the most important facts about someone.

Lesson Structure:

- Students will choose/be given a person to research for this assignment.
 - The person could also be who they researched last week for the GIST worksheets.
- Students will practice researching these people and writing down the most important facts about them on their worksheets.
 - Facts should include date of birth, date of death, family history, career, etc.
- If time allows after research is complete, students can put their information into a presentation format (Google Slides, PowerPoint, a poster, etc.)

Closing:

- Students will share the information they found about their person with the class or with a peer.

LESSON *plan*

Grade Level: 3/4

Week: 13

Subject: Library

Lesson Topic: Summarizing

Learning Objective/s:

3.R.3.A.b Identify the details or facts that support the main idea.

4.R.2.A.a Summarize and sequence the events/plot, explain how past events impact future events, and identify theme.

Materials Needed:

- [Summary Practice \(George Washington\)](#)

Hook/Intro:

- Ask students what a summary is and facilitate a discussion about summaries.

Lesson Structure:

- After discussing what a summary is, students will read the “Summary Practice” worksheet as a class.
- After reading, students will practice using that source to write a two-sentence summary.
- Divide students into 9 groups, giving each group a paragraph (with a bolded heading).
- Students will highlight important information in the paragraph (practicing their GIST skills), then they will write a sentence (or sentences) in their own words using the highlighted information.
- When everyone is finished, students will read aloud their summaries to their group. They should compare how their summaries are similar or discuss how they are different.

Closing:

- Reiterate what a summary is and why they are important.
- Discuss how finding key details is an important part of summarizing.

LESSON *plan*

Grade Level: 3/4

Week: 14

Subject: Library

Lesson Topic: Thanksgiving Activities

Learning Objective/s:

3.R.1.A & 4.R.1.A Develop and demonstrate comprehension-reading skills in response to texts.

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: 3/4

Week: 15

Subject: Library

Lesson Topic: Introduction to Famous Person/Famous Missourian

Learning Objective/s:

3.W.2.B & 4.W.2.B Write informative/explanatory texts.

3.W.3.A & 4.W.3.A Apply a research process to use information from a variety of sources.

Materials Needed:

- [Library Research Outlines](#)

Hook/Intro:

- Explain to the students that they will be beginning their research projects about a famous person or a famous Missourian.

Lesson Structure:

- On the projector or TV, pull up the library research outlines linked in the materials section.
 - You may also print out copies for the students or have them follow along on their computers!
- Walk through the document as a class (Famous Person/Missourian, not Career Research).
 - Make sure to give details and expectations within each section of the outline.
- If time allows, you may have students start brainstorming/using the internet to find people they would like to research!

*Note: 3rd Graders will be doing any famous person, 4th Graders will be doing a famous Missourian.

Closing:

- Students may share their ideas with a peer or with you!

LESSON *plan*

Grade Level: 3/4

Week: 16

Subject: Library

Lesson Topic: Famous Person/Famous Missourian - How to Find Reliable Information

Learning Objective/s:

3.W.2.B & 4.W.2.B Write informative/explanatory texts.

3.W.3.A & 4.W.3.A Apply a research process to use information from a variety of sources.

Materials Needed:

- [Research Documentation Paper](#)

Hook/Intro:

- Show students different websites and ask them which sources they think are the most reliable and why.
 - This introduces how to find reliable resources and how to fill out the resource documentation page.

Lesson Structure:

- Demonstrate to the class how to fill out the resource documentation page for a book, magazine, online newspaper, and website.
- A couple of pieces of information to touch on:
 - Google is a search engine, not a resource.
 - Wikipedia is NOT a reliable source, but the resources/references at the bottom of the page are.
- After this information has been taught, the students will begin filling out their resource documentation papers for their famous person/famous Missourian projects.
 - Students should find as many reliable resources as possible so that they have ample information for their projects.
 - The information found should be kept organized on these resource documentation papers.

Closing:

- Students can check their information with you to ensure the resources used are reliable.

LESSON *plan*

Grade Level: 3/4

Week: 17 (After Winter Break)

Subject: Library

Lesson Topic: Famous Person/Famous Missourian - Finding a Person

Learning Objective/s:

3.W.2.B & 4.W.2.B Write informative/explanatory texts.

3.W.3.A & 4.W.3.A Apply a research process to use information from a variety of sources.

Materials Needed:

- Search engine, biographies, or other resources.

Hook/Intro:

- Pick a famous person to demonstrate how to find reliable information on.
 - You could also provide students with a list of people they could choose or categories that their famous person could fall under.

Lesson Structure:

- Students will begin their search for a famous person or a famous Missourian to research.
 - Students should choose someone who has *multiple* resources about them. This will make it much easier to narrow down important information.
 - You may want to help students find a person to research.
- I recommend conducting a mini-lesson on how to record resource information and research findings on the appropriate papers.
- By the end of this class, students will have chosen the person that they would like to research for the rest of the school year.
 - Students will have to create a presentation/report and present it to the class at the end of the school year.

****Students will be working on this project for several months, since you will typically only meet once a week. Encourage the students to pick someone whom they find *interesting*, so they don't grow bored of researching someone they don't enjoy learning about.**

LESSON *plan*

Grade Level: 3/4

Week: 18 - End of Year

Subject: Library

Lesson Topic: Famous Person/Famous Missourian Project - Research & Final Project

Learning Objective/s:

3.W.2.B & 4.W.2.B Write informative/explanatory texts.

3.W.3.A & 4.W.3.A Apply a research process to use information from a variety of sources.

Materials Needed:

- Resources for research (websites, biographies, books, newspapers, etc.)
- [Research Outline](#)
- [Research Documentation Paper](#)

Hook/Intro:

- Students have been learning how to conduct research for the last few weeks, and now it is finally time for them to put this knowledge to use .

Lesson Structure:

- From now until the end of the school year, students will be working on their famous person/famous Missourian projects.
- Over the next four weeks, they will conduct as much research as possible about the person they chose last week.
 - The information that the students find should be documented on the research pages provided in the materials list.
- Give each student a research outline. This provides questions to answer and ideas to research for the person chosen. Of course, their research is not limited to these questions, but it gives each student a place to start.
- Encourage the students to keep their research organized to make life easier when it comes time to create the project.

Final Project

- Students will use their research to create a final presentation.
 - This presentation can be their choice, given project options and guidelines.
 - Some choices could include a PowerPoint, model, skit/monologue, video, etc.
- At the end of the year, students will present their Famous Missourian/Person to the class!

****Your role for this project is to supervise, answer questions, and encourage students to keep collecting information even when it feels like they've hit a dead end.**