



2023  
Pre-Kindergarten - First Grade  
**Lesson Plans**  
*for* **LIBRARIES**



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

**Mississippi Department of Education**

SCHOOL LIBRARY PROGRAM

## MISSISSIPPI DEPARTMENT OF EDUCATION

### **Dr. Tenette Smith**

Executive Director, Office of Elementary Education and Reading  
tenette.smith@mdek12.org

### **Elizabeth Simmons, Ed. S.**

School Library Specialist  
esimmons@mdek12.org

### **Melissa Banks**

Director of Digital Learning  
mebanks@mdek12.org

## MISSISSIPPI DEPARTMENT OF EDUCATION

The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above-mentioned entities: Director, Office of Human Resources, Mississippi Department of Education, 359 North West Street, P. O. Box 771, Suite 203, Jackson, MS 39205-0771, (601)359-3511.

## SCHOOL LIBRARY WORKGROUP

**Kim Baldwin**

Harrison County School District

**Bruce Golden**

Jackson Public School District

**Bethany Berry**

Madison County School District

**Hayley Henderson**

Starkville Oktibbeha Consolidated  
School District

**Leah Biedleman**

Yazoo County School District

**Otha Keys**

Jones County School District

**Jennifer Dunkin**

Harrison County School District

**Dr. Deborah Lee**

Mississippi State University

**Corbin Ellis**

Yazoo County School District

**Angela Mullins**

Simpson County School District

**Ashley Fortner**

Oxford School District

**Amanda Osborne**

Oxford School District

**Dr. Meagon Touchstone**

Harrison County School District

## TABLE OF CONTENTS

Acknowledgements	2
Introduction	5
Differentiation	6
Collaborative Planning	8
Scope and Sequence	11

### **Pre-Kindergarten/Kindergarten**

Finding Your Way to the Library	14
How to Use the Library	19
Fiction vs Nonfiction	24

### **First Grade**

Identify and Locate	30
STEAM: Exploring Sound	35
How Can We Reduce Waste?	44



# INTRODUCTION

This document provides guidance to help librarians integrate instruction into the Mississippi Department of Education *College- and-Career Readiness Library Learning Standards*. School librarians play a critical role in teaching information literacy skills to ensure students can acquire, evaluate, interpret, and apply the information that will be introduced throughout life. The librarians are no longer the “keeper of books” but are crucial in preparing students for life after graduation. School libraries are now where high-quality print and digital resources are used efficiently to teach reading comprehension, literature appreciation, and information literacy skills. For these skills to be effective, librarians and classroom teachers must work as a team to incorporate them into the *College- and-Career Readiness Standards*. The goal for the *Lesson Plans for Libraries* is to reinforce classroom curriculum content with relevant library resources.

## HOW TO READ THE LESSON

Each lesson has several different elements: Grade Level, Summary/Overview, Collaboration, Pre/Post Assessments, Objectives, Tasks, and Resources. Each activity gives the librarian a foundation for teaching the skill or objective; however, the librarian can differentiate as needed for the students. The resource lists optional books or materials to be used with the activity, but any resource that supports the lesson can be used.

## SCHOOL LIBRARIAN PROFESSIONAL GROWTH RUBRIC ALIGNMENT

**I.1:** Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals to plan for and provide necessary resources, technology, and instructional services aligned with the Mississippi Library Learning Standards and supports the Mississippi CCR Standards.

**I.2:** Plans instruction and provides print and digital resources that meet the diversity of students’ backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs by working with teachers, administrators, and the school library advocacy committee.

**II.5:** Collaboratively plans and teaches engaging inquiry-based informational and digital literacy lessons that incorporate multiple literacies and foster critical thinking as an integral part of the Mississippi Library Learning Standards and the Mississippi CCR Standards.

## DIFFERENTIATION

The school library is a learning space for students and teachers to study, research, read, question, discover and connect to the global community. It is an information- and technology-rich learning environment that all students should have open access to high-quality diverse resources and technology. It is not possible to offer all these options to learners in an isolated classroom. The following elements provide some examples of how school librarians can differentiate library lessons.

### CONTENT

- Ensure a variety of resource types are available to support content in all subject areas (e.g., fiction, nonfiction, periodicals, digital resources)
- Build a diverse collection that reflects and enhances the school demographics as well as connects to the global community
- Introduce students to a wide range of genres to expand their reading horizons
- Develop reading lists and pathfinders to support specific lessons and units
- Help students to be responsible users of information and ideas
- Provide high interest-low level books in accordance with units being studied or for literature appreciation

### PROCESS

- Repeat/reword/rephrase directions as needed
- Break information into steps and monitor comprehension at small stages
- Reduce the number of concepts presented in one lesson or activity
- Use assessment tools and strategies that help ALL students grow
- Extend time as needed or reconsider requirements

### PRODUCT

- Share authentic product exemplars (e.g., posters, video, presentations)
- Provide authentic venues for building and sharing expertise
- Help students extend sharing or take action beyond the school walls

## LEARNING ENVIRONMENT

- Provide preferential seating in an area free of distractions
- Provide multiple spaces for individual small-group and whole-class learning
- Match resources to students whatever their skill level
- Create flexible open spaces
- Arrange quiet areas for study and relaxation
- Design virtual library spaces for study and support available 24/7

Differentiation accommodates all student needs, including students with low skill levels, English learners, limited background knowledge, and gifted learners. The following list provides specific examples of how school librarians can differentiate library lessons for specialized student needs.

- Analyze the demographics of your school population and their achievement levels to develop a well-rounded library collection
- Use elements of differentiation as a framework for developing SMART goals and budget proposals
- Share your student successes with the school community

**RESOURCE** [https://www.ssla.ca/uploads/9/5/3/6/95368874/11\\_everyone\\_wins\\_nov282008\\_ckoechlinandszwaan.pdf](https://www.ssla.ca/uploads/9/5/3/6/95368874/11_everyone_wins_nov282008_ckoechlinandszwaan.pdf);  
<https://www.springfieldschool.org/site/handlers/filedownload.ashx?moduleinstanceid=140&dataid=28&FileName=Library%20Media%20Curriculum%20%20June%202012%205-1-13.pdf>

# COLLABORATIVE LESSON PLAN

Collaboration is an essential element that enhances student achievement and the school curriculum. The librarian and the grade/subject area teachers must work together to create a high-quality learning environment. The following is an example of a collaborative lesson plan and an explanation of how to collaborate with teachers.

Section 1: LESSON INFORMATION	
<b>Title or Unit:</b>	
<b>Grade Level:</b>	<b>Content Area:</b>
<b>Type of Instruction:</b> <input type="checkbox"/> Individual Instruction <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Group	Est. Time & duration:
	<b>Content Topic:</b>
<b>Type of Schedule:</b> <input type="checkbox"/> Stand-alone Lesson <input type="checkbox"/> Lesson in a Unit <input type="checkbox"/> Multiple Unit Lessons	<b>Overview:</b> <i>summary of the lesson</i>
<b>Level of Collaboration:</b> <input type="checkbox"/> Collaboration <input type="checkbox"/> Coordination <input type="checkbox"/> Cooperation	<b>Learning Target:</b>

Section 2: STANDARDS CONNECTION	
<b>MS CCR Standards:</b>	<b>MS School Library Learning Skills:</b>
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• <i>Connect w/ students (prior learning, accessible language)</i></li> <li>• <i>Genuine inquiry (open-ended)</i></li> <li>• <i>Encourage transfer across a range of learning experiences</i></li> </ul>	<b>Critical Concepts/Vocabulary:</b>
<b>Comments &amp; Notes:</b>	

Section 3: ASSESSMENT EVIDENCE
<b>Performance Tasks:</b> <i>How will students demonstrate the desired understandings? By what criteria will performance be judged?</i>
<b>Final Student Product:</b>
<b>Product Criteria:</b> <i>To be entered into a rubric, checklist, graphic organizer.</i>
<b>Other Evidence:</b> <i>What other evidence will show that students have understood? (prompts, observations, journal, library data)</i>
<b>Literature Connection:</b>
<b>Technology Integration:</b> <i>What level of integration serves the product criteria &amp; process/performance tasks?</i>

## Section 4: INSTRUCTION & LEARNING PLAN

### Resources Students will Use:

- ☐ Books
- ☐ Reference
- ☐ Digital resources
- ☐ Audio/Visual materials
- ☐ Other (list):

### Preparation:

### Pre-Assessment:

### Direct Instruction for Students:

**Modeling & Guided Practice:** *How will students acquire the knowledge to practice the required skills? How will the formative assessment be used to give students feedback?*

**Independent Practice:** *How will they practice applying these skills? Give precise directions.*

**Post-Assessment:** *What did the students learn? How will we know?*

**Documents:** *Pathfinders, rubrics, checklists*

**Differentiation Strategies:** *How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their native tongue? How have we considered those with special educational needs?*

## Section 5: REFLECTIONS & EVALUATION

Complete evaluation: 1=poor; 2=below average; 3=average; 4=above average; 5=excellent

Variety of materials are available (as required by the topic)	1	2	3	4	5
Materials span reading/viewing/ listening levels of students	1	2	3	4	5
Supplemental documents were easy to understand and helpful	1	2	3	4	5
<b>Evaluate the success of overall lesson and activity</b>	1	2	3	4	5

### Comments & Notes:

# LEVELS OF COLLABORATION

Level	Planning	Service	Subtype	Examples
COLLABORATION	6	<b>Copanning Required</b> Copanning occurs when equal partners work together to design instruction. Educators begin with the end in mind – students’ performance of the learning objectives. During copanning, educators codesign assessment instruments and align students’ learning tasks with objectives and assessments.	<b>Collaboration</b> The school librarian and the classroom teacher should schedule formal planning time to design a lesson or unit of instruction to achieve shared goals and specific student learning outcomes. They complement the lesson or unit using one or more co-teaching approaches. Collaborators co-monitor student progress and share responsibility for assessing and analyzing student learning outcomes.	<b>Team Teaching</b> After collaborative planning, educators co-teach by assuming different roles during instruction.
	5			<b>Parallel Teaching</b> Each educator works with a portion of the class to teach the same or similar content using the same or different modalities. Groups may switch or reconvene as a whole class to share, debrief, or reflect.
	4			<b>Station Teaching</b> After determining curriculum content for multiple learning stations, each educator takes responsibility for facilitating one or more learning centers, while in other centers, students work independently.
				<b>Alternative Teaching</b> One educator pre-teaches or re-teaches concepts to a small group while the other educator teaches a different lesson to the larger group.
COORDINATION	3	<b>Copanning Required</b> (see above)	<b>Coordination</b> Coordination requires more communication than cooperation. It includes a shared mission and may include planning and can be supported over a longer time period. Often the classroom teacher will take the lead in coordination activities and the school librarian will follow along in a supporting role.	The school librarian aligns library instruction with the topic or learning objectives the classroom teacher is addressing in the classroom. <b>OR</b> The school librarian may support classroom teachers by helping them implement a new strategy, tool, or resources.
	2	A brief conversation about a lesson topic or objective.		
COOPERATION	1	A brief conversation about a lesson topic or objective.	<b>Cooperation</b> Compared with collaboration, cooperation tends to be more informal, short term, and often lacks a focused planning effort. The classroom teacher and school librarian may not have a shared mission, but rather provide supporting resources or materials to help student achievement.	The school librarian provides print, digital, or technical resources for students’ and classroom teacher’s use in the classroom or in the library. The school librarian is not involved in the instruction.

**RESOURCE** Berg, K., Kramer, J., & Werle, M. (2019). Implementing & Evaluating Instructional Partnerships. Knowledge Quest, 47(3), 32–38.

## SCOPE AND SEQUENCE

Due to collaboration between school librarians and classroom teachers, the *Lesson Plans for Libraries* does not address a specific scope and sequence of each skill. Each skill should be covered at some point during the school year. There are skills such as **Library Conduct** that will need to be addressed at the beginning of the school year. Other skills such as **Literature Appreciation** can be repeated several times throughout the year in collaboration with classroom content. The following instructional framework gives the librarians an example of how to plan library lessons according to classroom curriculum, school library programs, and reading foundational skills.

## INSTRUCTIONAL FRAMEWORK

MONTH	LIBRARY LEARNING STANDARDS
August	<p><b>Finding Your Way to the Library</b> and <b>How to Use the Library</b> lesson plans</p> <ul style="list-style-type: none"> <li>• <b>LIB.IL.1.1-2; LIB.LU.2.1-2</b> Introduce the media center, librarian, book care, and behavioral expectations</li> </ul>
<p>September</p> <p>Collaborate with the public library to promote <b>Library Card Sign-up Month</b></p>	<p><b>Fiction vs. Nonfiction</b> and <b>Identify and Locate</b> lesson plans</p> <ul style="list-style-type: none"> <li>• <b>LIB.LU.2.3</b> Introduce book selection procedure (K-GR1)</li> <li>• <b>RED.LV.1.1-2</b> Engage students through storytime to promote <b>The Magnolia Book Awards</b> and <b>Hispanic Heritage Month</b></li> <li>• <b>RED.LV.1.3; RED.LA.2.5; RED.LA.2.10</b> Focus on topical information to celebrate <b>Hispanic Heritage Month</b></li> <li>• <b>RED.LA.2.1</b> Introduce the difference between fiction and nonfiction books</li> <li>• <b>RED.PB.3.1</b> Identify parts of a book (K-GR1)</li> </ul>
October	<ul style="list-style-type: none"> <li>• <b>LIB.LU.2.3</b> Focus on use of shelf markers and continue to introduce book selection procedure (K-GR1)</li> <li>• <b>RED.LV.1.1-2</b> Continue to engage students through storytime to promote <b>The Magnolia Book Awards</b> and <b>Bullying Prevention Month</b> and teach story elements (e.g., character, setting, plot)</li> <li>• <b>RED.LV.1.3; RED.LA.2.5; RED.LA.2.10</b> Focus on topical information to promote <b>Bullying Prevention Month</b> (K-GR1)</li> </ul>

November	<ul style="list-style-type: none"> <li>• <b>LIB.IL.1.1; LIB.LU.2.1-2</b> Reinforce on organization of library and maintaining it properly and proper library behavior</li> <li>• <b>LIB.LU.2.3</b> Reinforce book selection procedure (K-GR1)</li> <li>• <b>RED.LV.1.1-2</b> Continue to engage through storytime to promote <b>The Magnolia Book Awards, Read for the Record Book, and Native American Heritage Month</b> and teach parts of a story (e.g., beginning, middle, and ending)</li> <li>• <b>RED.LV.1.3; RED.LA.2.5; RED.LA.2.10</b> Focus on topical information to celebrate <b>Native American Heritage Month</b> (K-GR1)</li> </ul>
December	<ul style="list-style-type: none"> <li>• <b>LIB.LU.2.3</b> Assist in selection of appropriate book check out (K-GR1)</li> <li>• <b>RED.LV.1.1-2</b> Continue to engage through storytime to promote <b>The Magnolia Book Awards</b> and <b>celebrate different holidays</b> and teach retelling and predicting</li> <li>• <b>RED.LV.1.3; RED.LA.2.5; RED.LA.2.10</b> Focus on topical information to <b>celebrate different holidays</b></li> <li>• <b>RED.LA.2.2-3</b> Introduce author studies and award winners (K-GR1)</li> </ul>
January	<ul style="list-style-type: none"> <li>• <b>LIB.IL.1.1-2; LIB.LU.2.1-3</b> Reinforcement of skills learned to date</li> <li>• <b>RED.LV.1.1-2</b> Continue to engage through storytime to promote <b>The Magnolia Book Awards</b> and teach main idea of a story</li> <li>• <b>RED.LV.1.3; RED.LA.2.5; RED.LA.2.10</b> Focus on topical information to celebrate <b>Dr. Martin Luther King, Jr.</b> and teach how to use nonfiction text features (K-GR1)</li> <li>• <b>RED.LA.2.2-3</b> Continue author studies and award winners (K-GR1)</li> </ul>
February	<ul style="list-style-type: none"> <li>• <b>LIB.IL.1.1-2; LIB.LU.2.1-3</b> Reinforcement of skills learned to date</li> <li>• <b>RED.LV.1.1-2</b> Continue to engage through storytime to promote <b>The Magnolia Book Awards</b> and <b>African American History Month</b> and teach sequence of the story and how to use illustrations as to clues to the story's events</li> <li>• <b>RED.LV.1.3; RED.LA.2.5; RED.LA.2.10</b> Focus on topical information to celebrate <b>African American History Month</b> and teach how to use nonfiction text features (K-GR1)</li> <li>• <b>RED.LA.2.2-3</b> Continue author studies and award winners (K-GR1)</li> </ul>



<p><b>March</b></p>	<ul style="list-style-type: none"> <li>• <b>LIB.IL.1.1-2; LIB.LU.2.1-3</b> Reinforcement of skills learned to date</li> <li>• <b>RED.LV.1.1-2</b> Continue to engage through storytime to promote <b>Read Across America</b> with fairy tales and folk tales from around the world</li> <li>• <b>RED.LV.1.3; RED.LA.2.5; RED.LA.2.10</b> Focus on topical information to celebrate <b>Women's History Month</b> (biographies) and <b>National Nutrition Month</b> (K-GR1)</li> <li>• <b>RED.LA.2.2-3</b> Continue author studies and award winners (K-GR1)</li> </ul>
<p><b>April</b></p>	<p><b>How Can We Reduce Waste?</b> lesson plan (connected to Earth Day)</p> <ul style="list-style-type: none"> <li>• <b>LIB.IL.1.1-2; LIB.LU.2.1-3</b> Reinforcement of skills learned to date</li> <li>• <b>RED.LV.1.1-2</b> Continue to engage through storytime to celebrate <b>Earth Day and Children's Book Day</b></li> <li>• <b>RED.LV.1.3; RED.LA.2.5; RED.LA.2.10</b> Focus on topical information to celebrate <b>Poetry Month, Earth Day, and Children's Book Day</b> (K-GR1)</li> <li>• <b>RED.LA.2.2-3</b> Continue author studies and award winners (K-GR1)</li> </ul>
<p><b>May</b></p> <p>Collaborate with the public library to promote <b>Summer Reading</b></p>	<p><b>Exploring Sounds</b> lesson plan (connected to National Better Hearing and Speech Month)</p> <ul style="list-style-type: none"> <li>• <b>LIB.IL.1.1-2; LIB.LU.2.1-3</b> Reinforcement of skills learned to date</li> <li>• <b>RED.LV.1.1-2</b> Continue to engage through storytime to promote <b>summer reading</b></li> <li>• <b>RED.LV.1.3; RED.LA.2.5; RED.LA.2.10</b> Focus on topical information to promote <b>summer reading</b> (K-GR1)</li> <li>• <b>RED.LA.2.2-3</b> Continue author studies and award winners (K-GR1)</li> </ul>

# FINDING YOUR WAY TO THE LIBRARY

*Lost in the Library: A Story of Patience and Fortitude* by Josh Funk

## SUMMARY



Steadfast Fortitude and curious Patience are waiting every morning to greet visitors to the library. That is until, one early morning, when Fortitude finds Patience is missing. The city is about to awake, and the lions absolutely must be in their places before the sun rises. Now, Fortitude must abandon his post to find his best friend in the library's labyrinthine halls. With clever rhyme and vibrant art, *Lost in the Library* introduces young readers to a pair of unforgettable lions, as well as the famed New York Public Library, and includes bonus material loaded with facts about

Patience, Fortitude, and the NYPL's history. This lesson teaches students how to find the library in their school.

## COLLABORATION

- These lessons should be collaboratively planned with the grade level teacher(s) and the librarian.
- It should take no longer than two days to complete the lessons – 30 minutes for each component.

## PRE-ASSESSMENT

Students will draw a picture of when they went to the library with a friend or family member.

## CURRICULUM CONNECTIONS

### MSCCRS Library

**LIB.IL.1.1** Locate the school library and understand how the library is organized by recognizing signage and labels through pictures and text.

**LIB.IL.1.2** Identify whom to ask for help in the school library.

**LIB.LU.2.1** Follows rules for proper library conduct according to library rules while engaging with the physical and virtual library.

**RED.LV.1.1** Actively read, view, and listen to information in a variety of formats (e.g., textual, visual, and media).

### MSCCRS English

**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.



*"Just one more paragraph! Patience declared."*  
- John Funk, *Lost in the Library*

## LESSON 1 INTRODUCTION (Classroom)

### Objective

- Students will learn the importance of the school library while creating a map to help guide them to the library.

### Duration

- 1 class period (30 minutes for introductions and pre-assessment and 30 minutes for maps)

### Materials

- Art or drawing supplies
- Sample library map

### TASKS

1. Meet with each class before students' first visit to the school library.
2. Ask students to think of a time when they went to the public library either with a friend or family member and draw their experience.
3. Discuss the librarian's job and how he/she will help students find books to read.
4. Explain where the library is located in the school and the class's scheduled library time.
5. Show the students an example of a map that shows how to get from the classroom to the library.
6. Ask students to draw or make their maps that they will use to guide them on their first visit. Students can draw or cut shapes to create maps and work in small groups to complete the activity.



## LESSON 2 FIRST VISIT (Library)

### Objective

- Students will learn how to navigate the library while reading *Lost in the Library* by Josh Funk.

### Duration

- 1 class period (includes time for students to check out books if necessary)

### Materials

- *Lost in the Library* by Josh Funk
- *Lost in the Library* activity kit
- Role-playing scenario cards

### TASKS

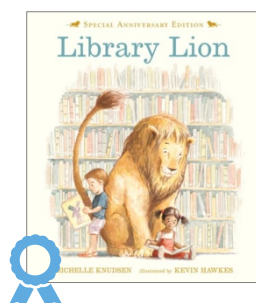
1. Read *Lost in the Library: A Story of Patience and Fortitude* (2018) to the class.
2. Explain how the library is organized and what sections the students will use during a class visit.
3. Discuss library rules and how students are expected to behave in the library. (NOTE: Library rules should be discussed in detail during another lesson.)
4. Use Josh Funk's activity kit for more adventures with Patience and Fortitude. Download: [joshfunkbooks.com/stuff-for-kids](http://joshfunkbooks.com/stuff-for-kids)



### POST-ASSESSMENT

Students will role play scenarios related to *Lost in the Library: A Story of Patience and Fortitude*.

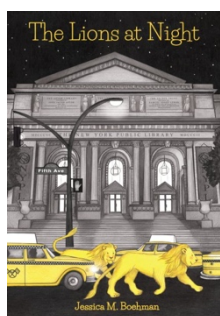
## Print Resources



### ***Library Lion* by Michelle Knudsen**

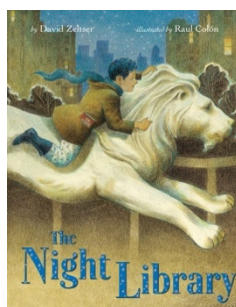
Miss Merriweather, the head librarian, is very particular about rules in the library. No running allowed. And you must be quiet. But when a lion comes to the library one day, no one is sure what to do. There aren't any rules about lions in the library. And, as it turns out, this lion seems very well suited to library visiting. His big feet are quiet on the library floor. He makes a comfy backrest for the children at story hour. And he never roars in the library, at least not anymore. But when something terrible happens, the lion quickly comes to the rescue in the only way he knows how.

*Award Winner*



### ***The Lions at Night* by Jessica M. Boehman**

By day, the lions Patience and Fortitude guard the New York Public Library. But when night falls, they have been known to go on adventures inspired by the books their favorite librarian reads. In this debut wordless picture book, the lions take a late-night subway ride to Coney Island, where the two lions fit right in as they indulge in some nostalgic New York City fun. But will they make it back to their perches by sunrise?



### ***The Night Library* by David Zeltser**

After a young boy goes to sleep upset that he's getting a book for his birthday, he's visited in the night by Patience and Fortitude, the two stone lions who guard the New York Public Library. Soon, he's magically whisked away from his cozy home in the Bronx, and the two mighty lions show him the wonder of the library. There, the curious boy discovers the power of books and their role not only in his own life but also in the lives of the people he loves.



### ***A Walk in New York* by Salvatore Rubbino**

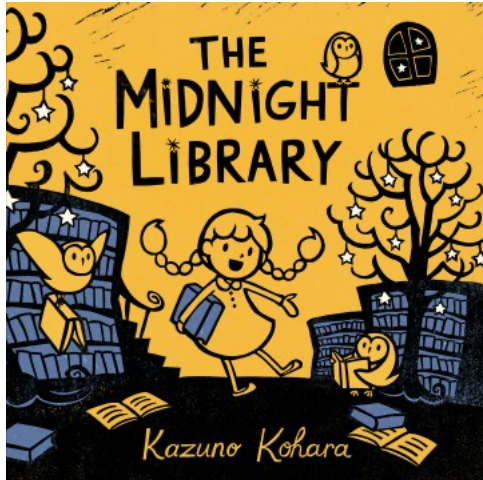
Follow a young boy and his dad on their walk around Manhattan, from Grand Central Terminal to the top of the Empire State Building, from Greenwich Village to the Statue of Liberty, learning facts and trivia along the way. In an ode to America's biggest city, Salvatore Rubbino's lively paintings and breezy text capture the delight of a young visitor experiencing the wonders of New York firsthand.



# HOW TO USE THE LIBRARY

*The Midnight Library* by Kazuno Kohara

## SUMMARY



Pay a visit to the *Midnight Library* where you can snuggle up for a story. There is a little library that only opens at night. In the library there is a little librarian and her three assistant owls help everyone find the perfect book. Imagine visitors facing problems of one kind or another and the librarian helping them with the perfect solution. The library is always peaceful and quiet until one night when some of the animals stir up a little trouble (and a little fun!) in the *Midnight Library*.

## COLLABORATION

- These lessons should be collaboratively planned with the grade level teacher(s) and the librarian.
- It should take no longer than two days to complete the lessons – 30 minutes for each component.

## PRE-ASSESSMENT

Students will recall any rules that were discussed during their first's visit to the library.

## CURRICULUM CONNECTIONS

### MSCCRS Library

**LIB.LU.2.1** Follows rules for proper library conduct according to library rules while engaging with the physical and virtual library.

**RED.LV.1.1** Actively read, view, and listen to information in a variety of formats (e.g., textual, visual, and media).

### MSCCRS English

**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**SL.K.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.

**SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.



*"I must stay until I finish reading this book," said the tortoise. "I only have 500 pages left."*

*- Kazuno Kohara, The Midnight Library*



## LESSON 1 INTRODUCTION (Library)

### Objective

- Students will learn the rules for proper library conduct accordingly.

### Duration

- 1 class period (includes time for students to check out books if necessary)

### Materials

- Library rules
- *The Midnight Library* by Kazuno Kohara
- Rules video

### TASKS

1. Discuss library rules and conduct to the students.
2. Watch or create a school library rules video: [youtu.be/3d2xv\\_mlRus](https://youtu.be/3d2xv_mlRus)
3. Have the students orally review what has been discussed.
4. Read *The Midnight Library* (2014).
5. Ask the whole group to discuss the actions in the story and how the main the characters may or may not have broken the library rules.



## LESSON 2 BOOK HANDLING (Library)

### Objective

- Students will learn the proper way to care for a book.

### Duration

- 1 class library visit (includes time for students to check out books if necessary)

### Materials

- Art supplies  
Book handling checklist
- LOC Preservation Educational Materials
- *The Lonely Book* by Kate Bernheimer

### TASKS

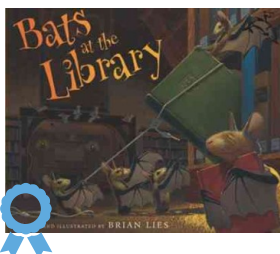
1. Read *The Lonely Book* (2012) to the class.
2. Discuss with the whole group what adventures students would like to take with their favorite book or story.
3. Show various damaged books to explain what “damage” entails.
4. Describe and model the correct way to care for books in and out of the library.



### POST-ASSESSMENT

Showcase the Library of Congress Preservation Educational Materials ([www.loc.gov/preservation/resources/educational/index.html](http://www.loc.gov/preservation/resources/educational/index.html)) and have students create posters to encourage students to care for books properly.

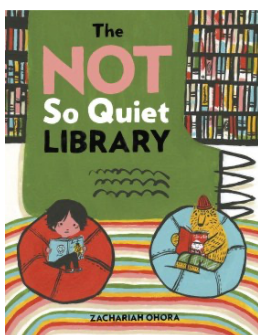
## Print Resources



### ***Bats at the Library* by Brian Lies**

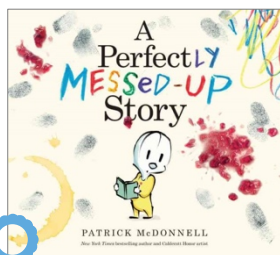
Bored with another normal, inky evening, bats discover an open library window and fly in to enjoy the photocopier, water fountain, and especially the books and stories. Join the free-for-all fun at the public library with these book-loving bats! Shape shadows on walls, frolic in the water fountain, and roam the book-filled halls until it's time for everyone, young and old, to settle down into the enchantment of storytime.

*Award Winner*



### ***The Not So Quiet Library* by Zachariah O'Hora**

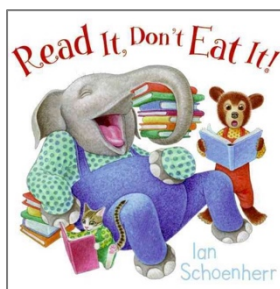
A hilarious story that celebrates the power of books and libraries. It's Saturday, which means Oskar and Theodore get to go to the library with their dad! It means donuts for breakfast! And it means endless quiet hours lost in stories. But on this not so quiet Saturday, Oskar and Teddy get a rude surprise when they're interrupted by a five-headed, *hangry* monster! Will Oskar ever get to finish his book in peace? Will Teddy ever get to gorge on his donuts? Or might both of them hold the secret weapons to taming the beast?



### ***A Perfectly Messed-up Story* by Patrick McDonnell**

Louie becomes angry when the story in which he appears is ruined by messes from jelly, peanut butter, and other things that do not belong in books. Little Louie's story keeps getting messed up, and he's not happy about it! What's the point of telling his tale if he can't tell it perfectly? But when he stops and takes a deep breath, he realizes that everything is just fine, and his story is a good one--imperfections and all.

*Award Winner*



### ***Read it, Don't Eat It* by Ian Schoenherr**

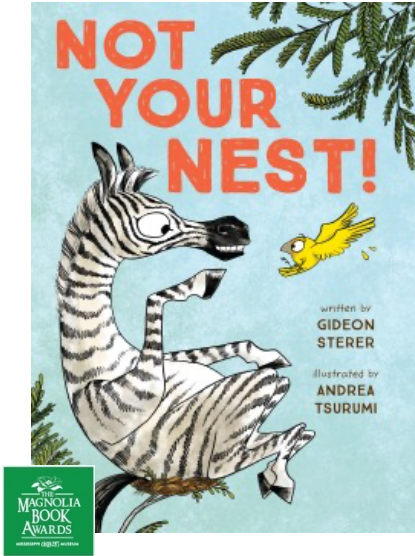
In a picture book the make every librarian's heart sing, Schoenherr has created a simple rhyming primer on how to take good care of a library book" without any lecturing. "No dog-ears, please," "Find someplace else to sneeze," and "Don't overdue it, just renew it" are three of 15 helpful caveats demonstrated by animal characters throughout the book.

# FICTION vs NONFICTION

*Not Your Nest!* by Gideon Sterer

*Appears on the Magnolia Book Awards List*

## SUMMARY



Bird is just about to put the finishing touches on her new home when she suddenly finds that her nest is already full--of someone else. So, she reluctantly builds another nest. But Fox finds this new nest quite comfy, and Brush Hog loves the view from Bird's next attempt. Soon the Acacia tree bursts with happily nested animals of all shapes and stripes--everyone except bird! But when Bird finally finds a way to evict her unwelcome guests, the animals realize their mistake and build a big enough nest for them.

## COLLABORATION

- These lessons should be collaboratively planned with the grade level teacher(s) and the librarian.
- It should take no longer than two class visits to complete the lessons.

## PRE-ASSESSMENT

Students will discuss what they know about the difference between fiction and nonfiction books.

## CURRICULUM CONNECTIONS

### MSCCRS Library

**RED.LV.1.1** Actively read, view, and listen to information in a variety of formats (e.g., textual, visual, media).

**RED.LV.1.2** Become an active listener/viewer by making connections, identifying story elements, and/or indicating author's purpose.

**RED.LA.2.1** Distinguish literature (fiction) from informational (non-fiction) text.

**RED.PB.3.1** Identify parts of a book: Title Page, Back and Front Covers, Spine, and Call Number.

### MSCCRS English

**RL.K.1** With prompting and support, ask and answer questions about key details in a text.

**RL.K.3** With prompting and support, identify characters, settings, and major events in a story.

**RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**RI.K.5** Identify the front cover, back cover, and title page of a book.

**RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**RI.K.8** With prompting and support, identify the reasons an author gives to support points in a text.

## LESSON 1 INTRODUCTION (Library)

### Objective

- Students will identify parts of a book: Title, Author, Illustrator, Back and Front Covers.

### Duration

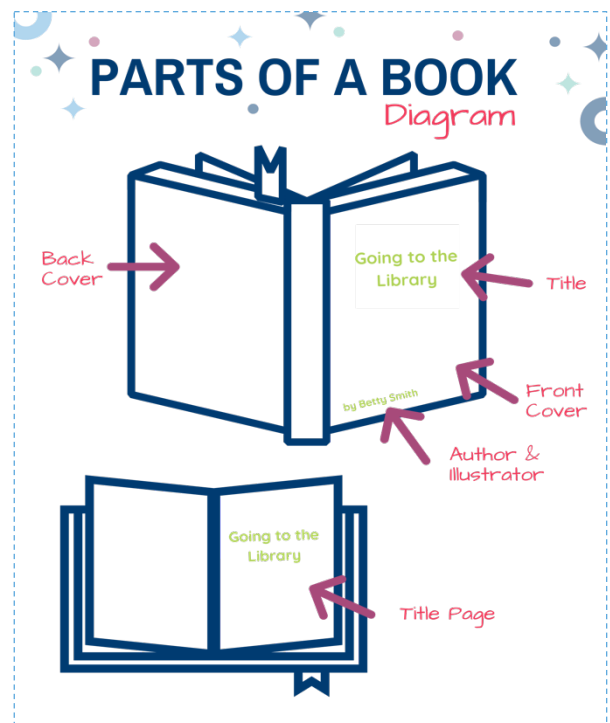
- 1 class period (includes time for students to check out books if necessary)

### Materials

- Poster or handout of the parts of a book
- Selection of books

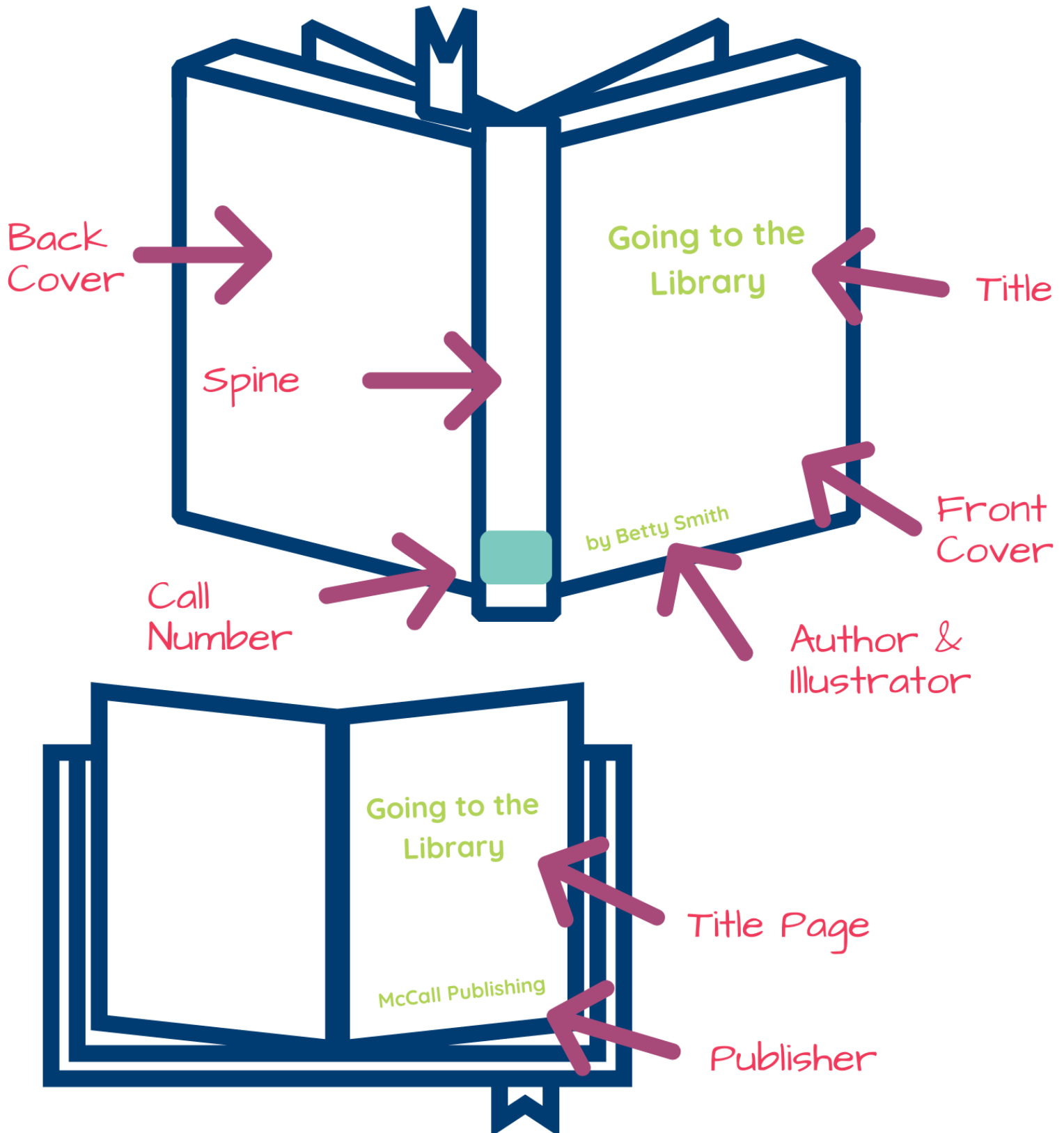
### TASKS

1. Describe the different parts of a book using either the poster or printed handout.
2. Use the word TITLE instead of NAME when introducing the books.
3. Ask students to practice saying AUTHOR and show books that are written by the same author.
4. Introduce a selection of books with vibrant illustrations (e.g., Eric Carle). Showcase different styles of illustrations and different illustrators.



# PARTS OF A BOOK

## Diagram



## LESSON 2 BOOK HANDLING (Library)

### Objective

- Students will learn the difference between fiction and nonfiction.

### Duration

- 1 class period (includes time for students to check out books if necessary)

### Materials

- *A Bird's Nest* by Niles Worthington
- *Not Your Nest* by Gideon Sterer

### TASKS

1. Discuss with the whole group the difference between nonfiction “real” books and fiction books.
2. Show *Not Your Nest* (2019) and *A Bird's Nest* (2017) and ask if students can tell the difference between nonfiction and fiction books.
3. Read *Not Your Nest* (2019) and ask questions throughout the story to help students determine if the book is fiction or nonfiction.

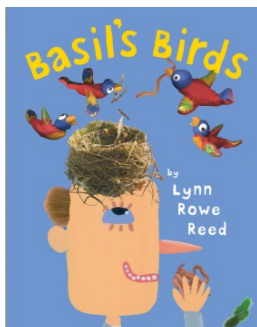
### LESSON EXTENSION

- Extend the lesson by incorporating books that support grade-appropriate social studies and/or science topics.
  - **MS CCRS SCI L.K.1B** Students will demonstrate an understanding of how animals (including humans) use their physical features and their senses to learn about their environment.
- Discuss with students how different birds migrate and find food and water.



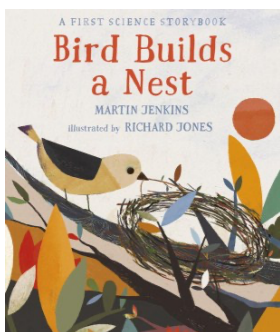
## RESOURCE PATHFINDER

### Print Resources



#### ***Basil's Birds* by Lynn Rowe Reed**

Uh-oh! Some birds start building a nest on Perch Elementary's flagpole. Then above the school's doorway and even in the eaves spout! Finally, they find the perfect spot -- the bald head of Basil Berkmeister, the school's custodian! Should Basil get rid of his new hairdo or adopt them as if they're his children? The birds do come to think of him as their father and even give him a surprise on Father's Day.



#### ***Bird Builds a Nest* by Martin Jenkins**

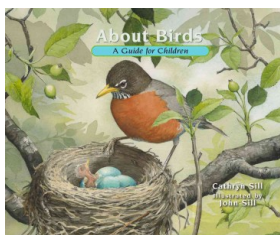
It's time for Bird to build her nest! Follow her as she pulls a worm out of the ground, lifts some twigs that are just the right size, and pushes the twigs into place. Uh-oh! One of the twigs falls to the ground! But after a day of hard work, Bird's nest is ready and waiting. Can you guess what it's waiting for? Using simple, clear language and beautiful illustrations, this engaging story is the perfect introduction to physical forces for very young readers.



#### ***Telephone* by Mac Barnett**

It's time to fly home for dinner! In this witty picture book from award-winning and bestselling author Mac Barnett, a mother bird gives the bird next to her a message for little Peter. But passing messages on a telephone line isn't as simple as it sounds. Each subsequent bird understands Mama's message according to its own very particular hobbies. Will Peter ever get home for dinner?

*Award Winner*



#### ***About Birds: A Guide for Children* by John Sill – 598 SIL**

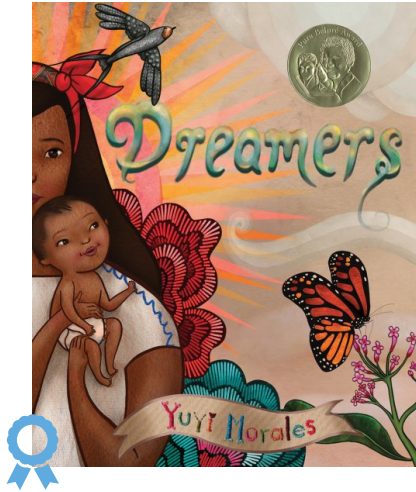
This beginner's guide offers a first glimpse into the natural world of birds. In this addition to the acclaimed Educator and author Cathryn Sill uses simple, easy-to-understand language to teach children what birds are, what they do, and how they live. With beautifully detailed, realistic paintings, noted wildlife illustrator John Sill introduces readers to the diverse and natural world of birds. An afterword provides further details on the birds featured and inspires young readers to learn more.

# IDENTIFY AND LOCATE

*Dreamers* by Yuyi Morales

*Award Winner*

## SUMMARY



In 1994, 25-year-old Yuyi Morales traveled from her home in Yelapa, Mexico, to the San Francisco Bay Area with her two-month-old son, Kelly, to secure permanent residency in this country. Her passage was not easy, and she spoke no English whatsoever. Due largely to help and guidance provided by area children's librarians, she learned English as her young son learned to read, through the picture books they shared. In spare, lyrical verse and the vibrant images for which she has become legendary, Yuyi has created a lasting testament to the journeys, both physical and metaphorical, that she and Kelly have taken together

in the intervening years. Beautiful and powerful at any time but given particular urgency as the status of our Dreamers becomes uncertain, this is a story that is both topical and timeless.

## COLLABORATION

- These lessons should be collaboratively planned with the grade level teacher(s) and the librarian.
- It should take no longer than two class visits to complete the lessons.

## PRE-ASSESSMENT

Students will review what they know about the difference between fiction and nonfiction books and how the library is organized.

## CURRICULUM CONNECTIONS

### MSCCRS Library

**LIB.IL.1.5** Locate books by using Dewey Decimal Classification System or other classification systems such as genre or Library of Congress.

**LIB.LU.2.3** Self-select a book and follow procedures for circulation and timely return of materials.

**RED.LV.1.1** Actively read, view, and listen to information in a variety of formats (e.g., textual, visual, media).

**RED.LV.1.2** Become an active listener/viewer by making connections, identifying story elements, and/or indicating author's purpose.

**RED.LA.2.2** Select books on subjects that are on the student's academic/interest levels and explore particular authors, illustrators, series, genres, and diverse perspectives.

**RED.LA.2.8** Establish reading behaviors for lifelong learning and growth by demonstrating resiliency, perseverance, and stamina when reading a variety of texts.

**RED.LA.2.9** Read widely and fluently to explore diverse perspectives and make meaningful connections with self, the world, and previous reading.

### MSCCRS English

**RL.1.6** Identify who is telling the story at various points in a text.

**RF.1.1** Demonstrate understanding of the organization and basic features of print.

**RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.1.4a** Read grade-level text with purpose and understanding.

**RF.1.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

## LESSON 1 INTRODUCTION (Library)

### Objective

- Students will locate books in the Emerging or Fiction section by using the author's last name.

### Duration

- 1 class period (includes time for students to check out books if necessary)

### Materials

- Appropriate signage in the library
- Scoreboard
- Slideshow presentation and game rules

### TASKS

1. Describe how books are arranged in different sections in the library.
2. Create a slide deck showcasing 20-30 books' call numbers (use the Emerging or Fiction section before moving to Nonfiction).
3. Divide the class into teams with each team having a chance to find a particular book and return it to the librarian.
4. Each time a team selects the correct book, then the team will receive a point. And at the end of the game, the team with the most points win.

## LESSON 2 BOOK SELECTION (Library)

### Objective

- Students will acquaint themselves with a variety of books in the library's collection and select a book and check it out from the library.

### Duration

- 1 class period (includes time for students to check out books if necessary)

### Materials

- Checkout Procedures poster
- *Dreamers* by Yuyi Morales
- Five Finger Rule poster
- Lexile Levels poster
- Shelf markers

### TASKS

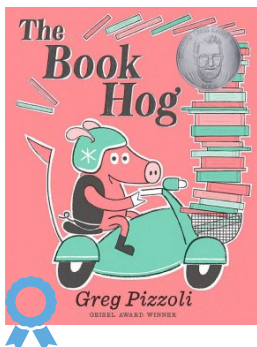
1. Read *Dreamers* (2018) to show the importance of visiting the library and checking out books.
2. Have students find their favorite book covers in the illustrations of the book and discuss as a whole group why reading is important.
3. Explain and model the process of selecting a book from the Emerging or Fiction section of the library.
4. Model how to use the Five Finger Rule or their Lexile levels to find the right book.
5. Give students plenty of time and assistance over the next several visits to ensure that they are following the checkout procedures correctly.

### POST-ASSESSMENT

- Visually assess students selecting and completing the checkout procedures.

## RESOURCE PATHFINDER

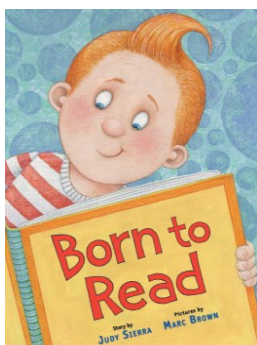
### Print Resources



#### ***The Book Hog* by Greg Pizzoli**

The Book Hog *loves* books---the way they look, the way they feel, the way they smell--and he'll grab whatever he can find. There's only one problem: he can't read! But when a kind librarian invites him to join for storytime, this literature-loving pig discovers the treasure that books are.

*Award Winner*



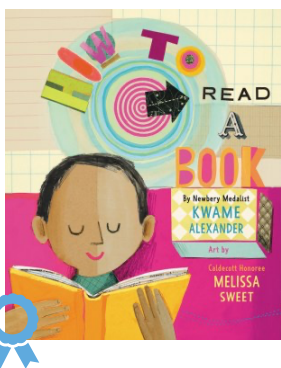
#### ***Born to Read* by Judy Sierra**

A little boy named Sam discovers the many unexpected ways in which a love of reading can come in handy, and sometimes even save the day.



#### ***Check it Out! Reading, Finding, Helping* by Patricia Hubbell**

Librarians love to read and share books. But they also like to plan book parties and look up fun facts. They help with schoolwork. They tell stories that make people giggle. They even dress up for book parades. Librarians love their jobs and that's why children love them. This book takes the reader inside the life of a librarian and shows all the wonderful things she does all day.



#### ***How to Read a Book* by Kwame Alexander**

A stunning new picture book from Newbery Medalist Kwame Alexander and Caldecott Honoree Melissa Sweet! This New York Times bestselling duo has teamed up for the first time to bring you *How to Read a Book*, a poetic and beautiful journey about the experience of reading. With these words, an adventure begins. Kwame Alexander's evocative poetry and Melissa Sweet's lush artwork come together to take readers on a sensory journey between the pages of a book.

*Award Winner*



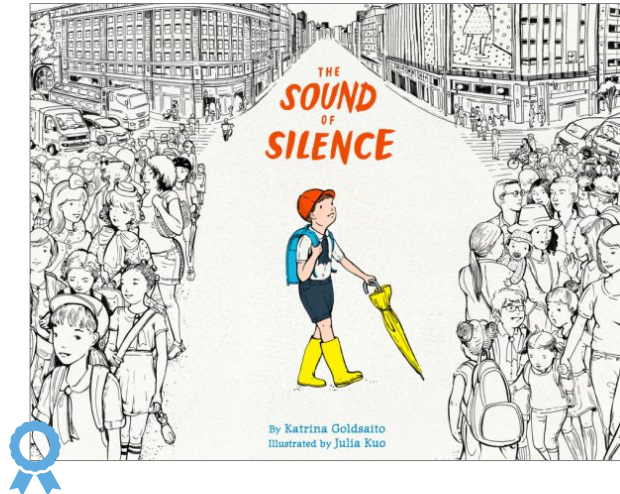
# EXPLORING SOUND

## *The Sound of Silence* by Katrina Goldsaito

Rinio, D. *STEAM Activities in 30 Minutes for Elementary Learners*. ALA Editions, 2020.

Award Winner

### SUMMARY



Yoshio delights in the everyday sounds in Tokyo, but when a musician tells him that her favorite sound is *ma*, the Japanese word for silence, Yoshio sets out to hear this sound for himself among the hustle and bustle of the city. "Do you have a favorite sound?" little Yoshio asks. The musician answers, "The most beautiful sound is the sound of *ma*, of silence." But Yoshio lives in Tokyo, Japan: a giant, noisy, busy city. Where is silence? Join Yoshio on his journey

through the hustle and bustle of the city to find the most beautiful sound. This lesson incorporates science and art with inquiry-based learning. Students explore pitch and sound as they make music with rubber bands and empty tissue boxes.

### COLLABORATION

- These lessons should be collaboratively planned with the grade level teacher(s), librarian, and music teacher.
- The activities can be split into more days if necessary or introduced in the library and finished in the classroom or during music special. It should take no longer than four days to complete the lessons.

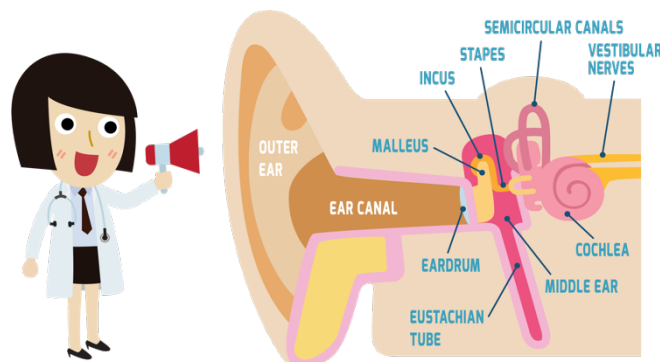
### ESSENTIAL QUESTIONS

- How does frequency impact pitch?
- How can experimentation be used to solve a problem?

## SCIENCE BACKGROUND FOR EDUCATORS

Sounds are made by vibrations. These sound vibrations travel through the air to our ears. The vibration of the air causes the eardrum to vibrate, which, in turn causes the bones in the middle ear to vibrate. The vibrating bones then cause fluid in the inner ear to vibrate, which activates a nerve that carries a signal to the brain. The brain tells us we've heard a sound.

The speed at which an object vibrates creates the pitch of the sound. The slower the vibration, the lower the pitch, like that of a tuba; the faster the vibration, the higher the pitch, like that of a piccolo or flute. The measurement that describes the speed of vibration is called the frequency, which refers to how many times something moves back and forth in one second.



When students begin to explore their rubber bands, they notice that the thinner rubber bands make a higher pitch than the thicker rubber bands. This result occurs because heavier things are harder to move and, therefore, given the same push or energy, a lighter object will move faster than a heavier one.

## CURRICULUM CONNECTIONS

### MSCCRS Library

**RED.LV.1.1-3** Listening and Viewing Standard

**RED.LA.2.5** Demonstrate reading for meaning by finding the main purpose and supporting details while evaluating evidence, drawing conclusions, and/or forming opinions.

**RED.LA.2.10** Apply reading strategies across the content areas.

**RES.ID.1.1** Follow an inquiry-based process to seek knowledge on a topic for personal interests or for a learning goal.

**RES.ID.1.2** Apply prior knowledge to new learning and continue to ask "I Wonder" questions to the new information.

**DIG.CO.1.1-4** Collaboration and Communication Standard



**MSCCRS  
Science**

**P.1.6B** Students will demonstrate an understanding of sound.

**P.1.6B.1** Conduct an investigation to provide evidence that vibrations create sound (e.g., pluck a guitar string) and that sound can create vibrations (e.g., feeling sound through a speaker).

**MSCCRS  
Music**

**MU: Cr1.1.1a** With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

**MU: Re7.2.1a** With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

**MSCCRS  
Computer  
Science**

**DA.1A.1** Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data.

**DA.1A.2** Collect and present the same data in various visual formats.

**DA.1A.3** Identify and describe patterns in data visualizations, such as charts or graphs, to make predictions.

## LESSON 1 INTRODUCTION (Library)

### Objective

- Students will participate in an ongoing collaborative, inquiry-based process to plan and conduct an investigation to collect and organize data to answer an over-arching question.

### Duration

- 1 class period (includes time for students to check out books if necessary)

### Materials

- Empty tissue boxes
- Rubber bands of varying thickness and sizes
- *The Sound of Silence* by Katrina Goldsaito
- Optional: Stringed instrument

### TASKS

1. Explain that together, the class will explore sound.
2. Read *The Sound of Silence* (2016) to the class and discuss the different sounds Yoshio heard in his journey.
3. Show students an empty tissue box with a rubber band around it and pluck the rubber band to demonstrate how it makes a sound.
4. Have students take turns plucking the rubber band.
5. Discuss any questions that students have about sound.



## LESSON 2 CREATE (Classroom)

### Objective

- Students will participate in an ongoing collaborative, inquiry-based process to plan and conduct an investigation to collect and organize data to answer an over-arching question.

### Duration

- 1 class period

### Materials

- Empty tissue boxes
- Rubber bands of varying thickness and sizes
- Sound Log

### TASKS

1. Form a small group of students and give each group an empty tissue box and a mix of rubber bands.
2. Ask students to put a rubber band on their box and pluck it.
3. Have students try the following experiments, recording the results on chart paper for the whole class.
4. Introduce the term vibrate and vibration. Point out that the rubber band is vibrating to produce the sound.
5. Provide each student with a box and have all students sit together in a circle. Practice making music by trying different rhythms and rubber band configurations.

#### rubber band "strings" SOUND WAVE LOG

Fill out the chart to record your observations.

Rubber Bands	Pitch	Vibration
Thin		
Thick		
Short		
Long		

Which rubber band makes the highest pitched sound?

Which rubber band makes the lowest pitched sound?

Which rubber band vibrates the fastest?

Which rubber band has the most tension on it?

### ASSESSMENT

Ask students what the rubber band is doing when it moves back and forth.

rubber band "strings"

# SOUND WAVE LOG



Fill out the chart to record your observations.

Rubber Bands	Pitch	Vibration
Thin		
Thick		
Short		
Long		

Which rubber band makes the highest pitched sound?

Which rubber band makes the lowest pitched sound?

Which rubber band vibrates the fastest?

Which rubber band has the most tension on it?

## LESSON 3 TECHNOLOGY INTEGRATION (Classroom)

### Objective

- Students will participate in an ongoing collaborative, inquiry-based process to plan and conduct an investigation to collect and organize data to answer an over-arching question.

### Duration

- 1 class period

### Materials

- Digital Spreadsheet
- Empty tissue boxes
- Rubber bands of varying thickness and sizes

## TASKS

1. Create a spreadsheet and add a second sheet.
2. On Sheet1, title columns A, B, and C as “Object,” “Sound,” and “Vibrate,” respectively.
  - a. Title column E as “Rubber Band Type” and column F as “Sound.”
  - b. Fill column A with available objects, such as a tissue box, plastic bottle, etc.
  - c. Fill column E with the rubber band types: thick, thin, long, and short.
  - d. Fill columns B and C with checklists
3. On Sheet2, title columns A and B as “Time” and “Placement of Rubber Band,” respectively.
  - a. Under column A, number each cell 1 through 5. Skip column C.
  - b. Title column D as “Placement of Thin Rubber Band” (0 to 4 centimeters and 0 to -4 centimeters) and column E as “Amplitude” (scale: 1 = low, 3 = high).
  - c. Copy and paste columns D and E into columns F and G and relabel for thick rubber bands.
4. On the tissue boxes, make a scale 1, 2, 3, 4 centimeters from the hole on one side and -1, -2, -3, and -4 centimeters on the other side of the hole perpendicular to where the rubber band is plucked, with 1 and -1 starting closest to the hole on either side. The center line will be 0.

## LESSON 4 EXPLORATION (Classroom)

### Objective

- Students will participate in an ongoing collaborative, inquiry-based process to plan and conduct an investigation to collect and organize data to answer an over-arching question.

### Duration

- 1 class period

### Materials

- Digital Spreadsheet
- Empty tissue boxes
- Rubber bands of varying thickness and sizes

### TASKS

1. Before completing the activity, ask students to explore which objects make sound using rubber bands and other provided objects, checking the boxes in Columns B and C.
2. Ask students what the results show about objects that make sounds.
3. Demonstrate how to view the information in an easier way by selecting columns A and B and create a bar graph with aggregated data.
4. Ask students what this shows about objects that make a sound.
5. Remind students how to pluck the rubber bands to make sounds.
6. Ask students to enter H (high) or L (low) for each rubber band type in column F.
7. Graph the data from columns E and F in a chart and ask students if they see any patterns.

### EXTENSION

Use the Google Science Journal app to record the intensity (amplitude) and the pitch of sounds and have the app automatically graph the data. Ask students to explain and discuss the graphs.

## RESOURCE PATHFINDER

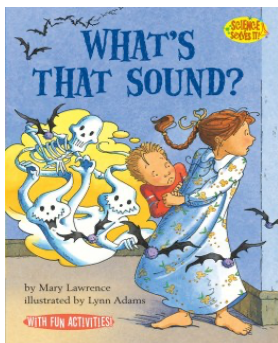
### Print Resources



#### ***The Sound of All Things* by Myron Uhlberg**

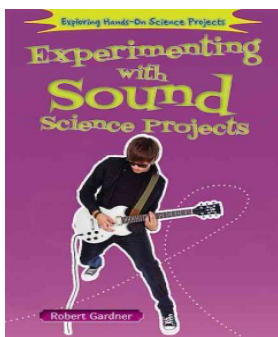
A hearing boy and his deaf parents from Brooklyn enjoy the rides, food, and sights of 1930's Coney Island where the father longs to know about how everything sounds and his son tries to interpret the noisy surroundings through sign language, and a wealth of new words learned from a trip to the library.

*Award Winner*



#### ***What's That Sound?* by Mary Lawrence**

Ann, Tim, and their parents go to the country, where Dad loves peace and quiet, but Tim is frightened by all the strange sounds. The Science Solves It series combines interesting stories with an undercurrent of scientific investigation. Many of the stories have small factoid boxes embedded in the illustrations to provide more information.



#### ***Experimenting with Sound Science Project* by Robert Gardner – 534 GAR**

This book describes how it's possible to hear and feel sound, how sound travels and moves, and dimensions of space. It discusses making sounds and noises, waves, properties of sound and sound effects. It also includes sounds of music.



#### ***Sound* by Megan Cooley Peterson – 534 PET**

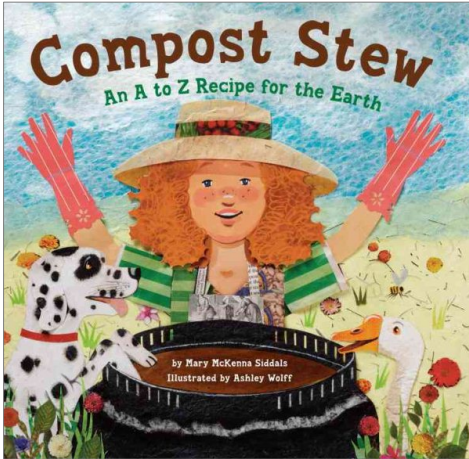
What was that sound? Introduce early readers PreK-2 to sound and how it plays a part in their everyday lives. Find out how sound is made, how it travels, and how we can hear it. Readers explore the basic concepts of sound through carefully leveled, engaging text, and bold photographs reviewed by Smithsonian experts. Additional facts and graphic organizers such as charts and graphs provide more information about physics concepts.

# HOW DO WE REDUCE WASTE?

*Compost Stew: An A to Z Recipe for the Earth* by Mary McKenna Siddals

Schollosser, M. *Lessons Inspired by Picture Books for Primary Grades*. ALA Editions, 2019.

## SUMMARY



With bouncing, rhyming lines, this cheerful title uses the alphabet to introduce children to ingredients that make great compost, from apple cores to zinnias “whose blooming days are through.” Students will have fun chanting along with the refrain: “Just add to the pot / and let it all rot / into Compost Stew.” A short supplementary note about what compost is and why it is beneficial is included, along with an explanation for a few obscure ingredients, such as “quarry dust.”

## COLLABORATION

- These lessons should be collaboratively planned with the grade level teacher(s) and librarian.
- It should take no longer than five days to complete the lessons.

## PRE-ASSESSMENT

- Explain to students that you would like to find out what they know about reducing garbage.
- Pass out the Reducing Garbage worksheet for students to complete.
- Look for gaps in knowledge about composting and asking questions.



## CURRICULUM CONNECTIONS

### MSCCRS Library

**RED.LV.1.1-3** Listening and Viewing Standard

**RED.LA.2.5** Demonstrate reading for meaning by finding the main purpose and supporting details while evaluating evidence, drawing conclusions, and/or forming opinions.

**RED.LA.2.10** Apply reading strategies across the content areas.

**RES.ID.1.1** Follow an inquiry-based process to seek knowledge on a topic for personal interests or for a learning goal.

**RES.ID.1.2** Apply prior knowledge to new learning and continue to ask “I Wonder” questions to the new information.

**DIG.CO.1.1-4** Collaboration and Communication Standards

### MSCCRS English

**RI.1.1-8** Reading Informational Text Standards

**W.1.7** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

**SL.1.6** Produce complete sentences when appropriate to task and situation.

### MSCCRS Science

**ESS.4** Students will develop an understanding of Earth’s resources and the impact of human activities.

## LESSON 1 INTRODUCTION (Classroom)

### Objective

- Students will generate questions about garbage while looking at different pictures of trash.

### Duration

- 1 class period (45 minutes)

### Materials

- Computer
- Markers
- Pictures of garbage from different locations
- Project
- What Do I Notice about Garbage anchor chart




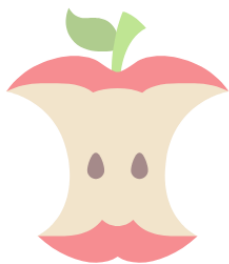
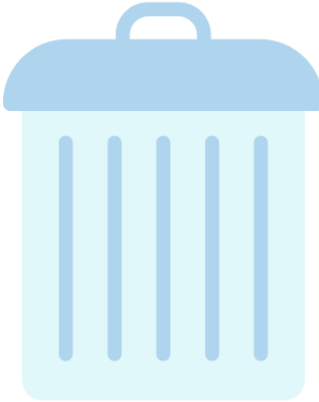
### TASKS

1. Show pictures of the cafeteria garbage. Tell students the photograph was taken in their school.
2. Give students time to think about what they notice. Invite them to share their observations. Write responses on the What Do I Notice about Garbage anchor chart.
3. Show pictures of garbage dumps.
4. Ask students to look at the images carefully. What do they notice? Write responses on the What Do I Notice about Garbage anchor chart.



What Do I Notice about Garbage?

# ANCHOR CHART



A lot of food is thrown away.

There are lots of plastic bags and containers.

**SOME  
PACKAGES  
ARE NOT  
OPENED.**

Whole apples and bananas are thrown away.

Sandwiches with one bite are in the garbage.

## LESSON 2 CREATE (Library)

### Objective

- Students will find answers to their questions about garbage.

### Duration

- 2 class periods (includes time for students to check out books if necessary)

### Materials

- Books about composting
- *Compost Stew* by Mary Siddals
- KWL anchor chart
- Markers
- Pencils
- Sticky notes

### TASKS – Day 1

1. Explain that many students noticed that a lot of garbage gets thrown away every day in the cafeteria.
2. Ask, “I wonder what we can do to make a difference? Let’s read *Compost Stew: An A to Z Recipe for the Earth* (2014) and see if we can get some ideas.”
3. While reading, ask questions to complete the KWL anchor chart.

### TASKS – Day 2

1. Tell students they are going to find answers to their questions on the KWL anchor chart.
2. Gather books about composting for students to use to find their answers.
3. Use sticky notes to add new learning to the KWL anchor chart. Tell students to write their initials on their posts.

## LESSON 3 **EXPLORATION** (Classroom)

### Objective

- Students will collect discarded fruits and vegetables for composting.

### Duration

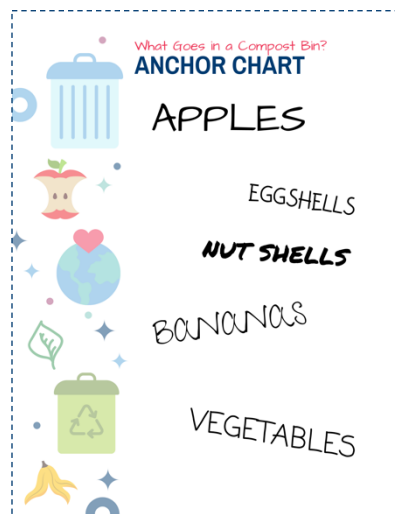
- 1 class period

### Materials

- Compost bin
- Garbage bin
- Leaves and branches
- Markers
- Poster paper
- Shovel
- What Goes in a Compost Bin? anchor chart

## TASKS

1. Communicate with administrators and cafeteria managers before the lesson. Ask permission to set up a compost bin outside the cafeteria.
2. Ask, “How can composting make a difference with the garbage in the cafeteria or your home?”
3. Explain to students that they will start composting. Show the students the compost bin outside the cafeteria.
4. Explain why you put leaves and branches on the bottom of the bin. (Adding leaves, branches, and water to the fruit and vegetable scraps helps to break down the food).
5. Ask, “What can we put in the compost bin?” Write responses on the What Goes in a Compost Bin anchor chart.
6. Explain that the food scraps will be collected from the cafeteria and placed in the compost bin.



What Goes in a Compost Bin?

# ANCHOR CHART

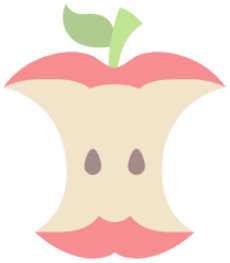
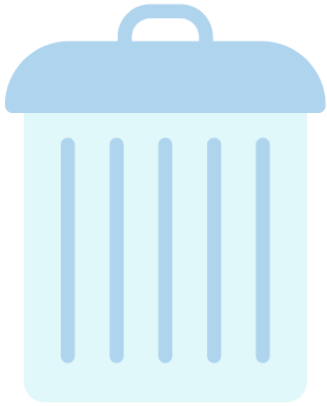
APPLES

EGGSHELLS

NUT SHELLS

BANANAS

VEGETABLES



## LESSON 4 OBSERVATION (Classroom)

### Objective

- Students will observe the amount of scraps collected for the compost bin.

### Duration

- 1 class period

### Materials

- Computer
- Markers
- Observation and Reflection anchor chart
- Photos from the first lesson
- Photo after composting
- Projector

### TASKS

1. Show students the photo of garbage from the first lesson. Explain this is what the garbage looked like before the composting work.
2. Show learners more recent photos. What do they notice? How did this experience change the way they think about food scraps? Record responses on the Observation and Reflection anchor chart.

### POST-ASSESSMENT

- Inform students that you would like to find out how much they learned about reducing garbage.
- Pass out the Reducing Garbage worksheet from the pre-assessment for students to compare what they thought at the beginning of the lesson to now.

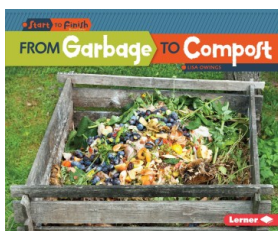
## RESOURCE PATHFINDER

### Print Resources



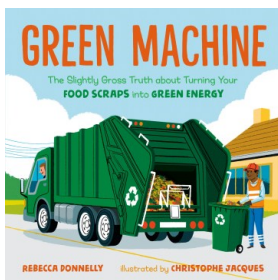
***Composting: Nature's Recyclers* by Robin Michal Koontz – 631 KOO**

Dead leaves, food scraps, and grass clippings for lunch? Small animals, fungi, and bacteria called decomposers turn trash into a tasty compost treat. Learn more about compost and how you can use it in your garden or yard.



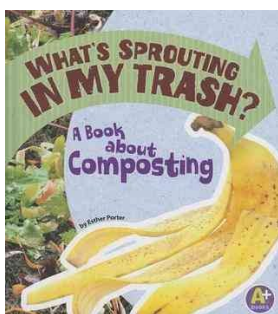
***From Garbage to Compost* by Lisa Owings – 631 OWI**

How does a pile of garbage become compost? Follow each step in the cycle--from collecting kitchen and yard waste to creating compost for your garden--in this fascinating book!



***Green Machine* by Rebecca Donnelly – 631 DON**

To a place where the garbage goes green. Composting is cool! Celebrate the innovation and science that helps humans transform food waste into green energy. See how food scraps are composted, collected, and processed, transforming trash into biogas and electricity. It's a green machine! It's a celebration of sustainability and the important role we humans play in the energy cycle.



***What's Sprouting in My Trash? A Book about Composting* by Esther Porter – 631 POR**

You can't recycle a banana peel, can you? Learn about how composting your food scraps, egg cartons, and other wastes help make the Earth a greener place.