# 1 : Library Rules Charades

**Grade Levels:**
K-1

**Center Goal:**
This center reviews rules in the library.

**Teacher Directions**
1. Prepare written prompts for students, if desired, or allow students to model the behavior of their choice.
2. Briefly review library rules (or do so the week before).
3. Demonstrate acting out desirable and undesirable library behaviors.

**Resources**
- Your library rules
- Paper to create prompts, if desired
- Paper and crayons for drawing if students finish early
1. Think about our library's rules.

2. With a partner, take turns acting out good and bad behaviors.

3. Your partner should describe what you are doing and decide whether your behavior is following library rules or not.

4. If the behavior is not following library rules, your partner should tell you what to do instead.

5. Take turns acting out 5 rules each.

6. If you finish early, draw a picture that describes one of our library's rules.
# 2 : Library Behavior

**Grade Levels:** K-1

**Center Goal:**
This center reviews desirable and undesirable library behaviors.

**Teacher Directions**
2. Review proper library behavior by asking students for examples of good library behaviors.
3. Photocopy the activity for students.

**Resources**
- Complete Library Skills book, grades K-2
- Photocopies of activity
- Paper and crayons for drawing if students finish early

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Library Center Student Instructions

# 2 : Library Behavior

1. Think about our library's rules.

2. Look at each picture. If the person is doing something that you would do in a library, color the stoplight green. If they are not, color the stoplight red.

3. Color the pictures of the children.

4. If you finish early, choose a partner and take turns drawing pictures of activities. Have your partner tell you whether or not you would do that in a library.
# 31 : Book Care Charades

**Grade Levels:** 2-3

**Center Goal:** This center reviews book care rules.

**Teacher Directions**

1. Prepare written prompts for students, if desired, or allow students to model the behavior of their choice.

2. Briefly review book care rules (or do so the week before).


**Resources**

- Your book care rules
- Paper to create prompts, if desired
- Paper and crayons for drawing if students finish early
1. Think about our library's book care rules.

2. With a partner, take turns acting out good and bad book care behaviors.

3. Your partner should describe what you are doing and decide whether your behavior is following book care rules or not.

4. If the behavior is not following book care rules, your partner should tell you what to do instead.

5. Take turns acting out 5 rules each.

6. If you finish early, draw a picture that describes one of our book care rules.
# 32 : Book Care True/False Activity

**Grade Levels:** 2-3

**Center Goal:** This center reviews book care rules.

**Teacher Directions**

1. Print out the Book Care True/False activity from the web address listed below.
2. Make the appropriate number of copies.

**Resources**


Scissors

Glue
1. Think about our library's book care rules.

2. Cut out each book care behavior.

3. If it is a good way to care for books, place under Good.

4. If it is not a good way to care for books, place under Bad.

5. If you have extra time, discuss additional book care rules with a partner.
# 88 : What's wrong with this shelf?

**Grade Levels:** 4-5

**Center Goal:** This center reviews library shelf organization.

**Teacher Directions**

1. Briefly review nonfiction shelving techniques with students.

**Resources**

Library shelves
Library Center Student Instructions

# 88: What’s wrong with this shelf?

1. Choose a partner.

2. With your partner, go to one of the library's nonfiction shelves.

3. Partner 1 will mix up the books and Partner 2 will properly shelve them.

4. Partner 2 will check the order.

5. Partner 2 will then mix up the books again and Partner 1 will properly shelve them.

6. If time allows, choose a new shelf.
# 89 : Computer Activity: Website Reliability

**Grade Levels:** 4-5

**Center Goal:** This center reviews website reliability.

**Teacher Directions**

1. Review website reliability with students.
2. Make the appropriate number of copies.
3. Find the Website Reliability activity at the web address listed below.

**Resources**

- Activity at http://elementarylibrarian.com/101LibraryCenters
- Pencils
- Internet access
1. Choose a partner.

2. Follow the directions on the Website Reliability activity.

3. Ask another group or your teacher if you need help.