

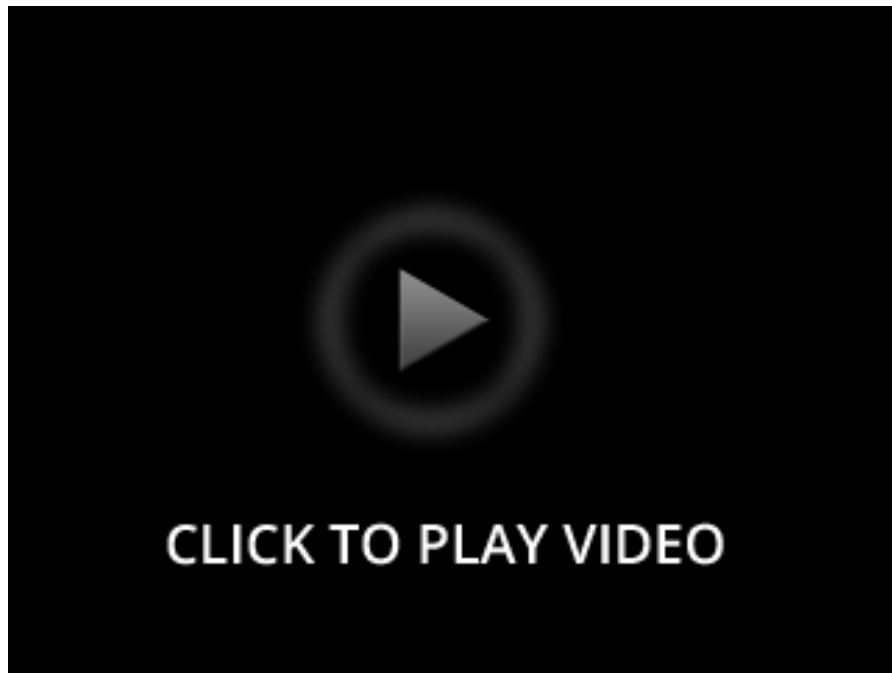
Elementary Librarian Lesson Plans



4th Grade Month 1

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Watch this video first!



Video link: <https://elementarylibrarian.com/how-to>

These lesson plans were set up based on seeing classes for 35 minutes each. For more information, check out this article: <http://elementarylibrarian.com/about-my-schedule>

Here's a link to the **library curriculum map**: <http://elementarylibrarian.com/library-curriculum>

Most of the lesson plans were intended to be used as **library stations, or library centers**. However, they can also be taught as standalone lessons if you prefer.

To learn more about different options for using these lessons, watch the video above or check out this article: <http://elementarylibrarian.com/how-i-use-library-stations>

All lesson plan purchases are subject to the Elementary Librarian [Terms and Conditions](#).

Grade Level	4	Month	1	Week	1
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Objective	Students will recall using the school library in the past and discuss things they would like to do during the current school year. Students will have an assigned seat and go to that seat when directed.
“I Can” Statement	I can describe activities I'd like to do in library class during the school year. I can go to my assigned seat when directed by my teacher.

Common Core Standards	<p>CC.4.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>CC.4.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>
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AASL Standards	<p>AASL.I.C.4 Inquire: Share: Competency 4: Learners adapt, communicate, and exchange learning products with others in a cycle that includes sharing products with an authentic audience.</p> <p>AASL.VI.C.2 Engage: Share: Competency 2: Learners responsibly, ethically, and legally share new information with a global community by disseminating new knowledge through means appropriate for the intended audience.</p> <p>AASL.III.D.2 Collaborate: Grow: Competency 2: Learners actively participate with others in learning situations by recognizing learning as a social responsibility.</p> <p>AASL.I.B.2 Inquire: Create: Competency 2: Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps.</p>
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Procedures	<ol style="list-style-type: none"> 1. Seat students at tables according to seating chart. 2. Introduce library staff to new students. 3. Discuss things students liked about library class last year. 4. Review procedures for entering and exiting the library. 5. Practice entering and exiting the room with students.
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Assessment	Students will demonstrate mastery of entering and exiting the room using the proper procedures. Students will go to their assigned seat when entering the room.
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Additional Resources	
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Grade Level	4	Month	1	Week	2
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Objective	Students will create bookmarks that describe library rules.
"I Can" Statement	I can correctly identify library rules.

Common Core Standards	CC.4.R.1.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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AASL Standards	<p>AASL.V.A.1 Explore: Think: Competency 1: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.</p> <p>AASL.I.B.3 Inquire: Create: Competency 3: Learners engage with new knowledge by following a process that includes generating products that illustrate learning.</p> <p>AASL.I.C.4 Inquire: Share: Competency 4: Learners adapt, communicate, and exchange learning products with others in a cycle that includes sharing products with an authentic audience.</p>
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Procedures	<ol style="list-style-type: none"> 1. Seat students in their assigned seats at tables. 2. Talk about library rules. 3. Show library rules PowerPoint presentation. 4. Play Library Rules Jeopardy in teams or as a class. 5. Practice exiting library.
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Assessment	Students will demonstrate their understanding of library rules by correctly answering the game questions.
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Additional Resources	<p>Library rules Prezi</p> <p>Library Rules Jeopardy game</p>
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Grade Level	4	Month	1	Week	3
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Objective	Students will be able to recall book care rules and create a short story about book care for younger students.
"I Can" Statement	I can write a short story about book care.

Common Core Standards	<p>CC.4.W.1.a Text Types and Purposes: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>CC.4.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
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AASL Standards	<p>AASL.IV.B.4 Curate: Create: Competency 4: Learners gather information appropriate to the task by organizing information by priority, topic, or other systematic scheme.</p> <p>AASL.I.B.3 Inquire: Create: Competency 3: Learners engage with new knowledge by following a process that includes generating products that illustrate learning.</p> <p>AASL.I.C.4 Inquire: Share: Competency 4: Learners adapt, communicate, and exchange learning products with others in a cycle that includes sharing products with an authentic audience.</p>
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Procedures	<ol style="list-style-type: none"> 1. Seat students at tables. 2. Ask students to supply book care rules and record their responses on chart paper or the interactive whiteboard. 3. Students will write and illustrate a short story about book care. The story can be based on a real experience or a fictitious one. 4. If time allows, students will share their stories with their classmates.
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Assessment	Students will demonstrate their understanding of book care by writing a relevant story.
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Additional Resources	
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Grade Level	4	Month	1	Week	4
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Objective	Students will be able to search the OPAC and use proper checkout procedures.
"I Can" Statement	I can search the OPAC. I can demonstrate proper checkout procedures.

Common Core Standards	CC.4.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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AASL Standards	AASL.V.A.1 Explore: Think: Competency 1: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
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Procedures	<ol style="list-style-type: none">1. Direct students to their assigned seats.2. Do a short demonstration on how to search OPAC.3. Introduce reading incentive programs and review rules.4. If time allows, students should practice OPAC searches at the computer stations.
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Assessment	Students will demonstrate their understanding of checkout procedures by choosing the appropriate behaviors and describing why other behaviors are undesired.
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Additional Resources	
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