



Library Media/First Grade Objectives

Strand	Objective	Content	Process
	1. Care for print and non-print materials		
	2. Listen to a story and participate in identifying the key elements of the story		
	3. Distinguish between fiction and nonfiction		
	4. Identify the part of a book		
	5. Recognize fiction books are shelved in alphabetical order by author's last name		
	6. Identify location of fiction and nonfiction in the library		
	7. Identify award winning literature		
	8. Identify the role of an author and illustrator		
	9. Select appropriate reading materials		
	10. Identify, with assistance, the message in oral and visual media		



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Objective 1: Care for print and non-print materials

Vocabulary:

dog-earing
bookmarks
shelf markers

GLE:

Process Standard:

DOK:

Guiding Questions:

- Where are some safe places to keep your library books?
- How do you treat computer equipment?

Instructional Strategies/Activities:

- Display damaged books
- Demonstrate correct keyboarding and mouse usage
- Give examples of safe places to keep your books

District Resources:

- Damaged books
- Supply of bookmarks
- Various library books

Assessment:

- Observe students caring for books

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Objective 2: Listen to a story and participate in a discussion related to the story

Vocabulary:

characters
problems
solutions
predict
mood

GLE:

Process Standard:

DOK:

Guiding Questions:

- Who are the main characters in the story?
- What is the problem in the story and how did they solve it?

Instructional Strategies/Activities:

- Model and discuss (thinking out loud) how you work through the story line to find the answers

District Resources:

- Various library books

Assessment:

- Teacher observes students participating in class discussion

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Objective 3: Distinguish between fiction and nonfiction

Vocabulary:

fiction
information
fact
nonfiction
realistic

GLE:

Process Standard:

DOK:

Guiding Questions:

- What are some of the differences between a fiction and a nonfiction book?

Instructional Strategies/Activities:

- Read part of an easy nonfiction animal book. Discuss the parts of the books and what kind information you find in the book
- Read an easy picture book about the same animal. The story should be exaggerated enough for the students to see the imagination part of the story and be able to compare it to the nonfiction book
- Use a fiction and a nonfiction video to demonstrate the same thing

District Resources:

- TV/DVD/VCR equipment
- Various library books

Assessment:

- Select parts of each book and you used and have students use thumbs up or thumbs down to see if the parts are fiction or nonfiction

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Objective 4: Identify the parts of a book

Vocabulary:

spine
covers
illustrations
title page
call # label
barcode

GLE:

Process Standard:

DOK:

Guiding Questions:

- Can you find the barcode on your library book that we use when we check your book out?

Instructional Strategies/Activities:

- Students will use a multiple copy set of books to identify book parts.

District Resources:

- Multiple-copy set of easy nonfiction books that contains title page, table of contents, index, and glossary

Assessment:

- During a class discussion using the books from the multiple copy set, students can identify parts of the book by pointing to them.

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Objective 5: Recognize fiction books are shelved in alphabetical order by author's last name

Vocabulary:

spine label
class attendance list
author's last name
alphabetical order

GLE:

Process Standard:

DOK:

Guiding Questions:

- When you line up to come to the library do you line up by class # order?

Instructional Strategies/Activities:

- Practice lining up by student's last name
- Find the section in the picture books that has the same author's last name as the student's last name

District Resources:

- Class attendance list in alphabetical order by student's last name

Assessment:

- Students recognize their last name on a class list of student names
- Students can locate a book by an author whose last name is the same as the students'

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Objective 6: Identify location of fiction and nonfiction in the library

Vocabulary:

shelf labels
fiction
nonfiction

GLE:

Process Standard:

DOK:

Guiding Questions:

- In what part of the library would I find an information book about frogs?

Instructional Strategies/Activities:

- Use fiction labels (on plastic shelf label holders) to label areas of fiction and nonfiction

District Resources:

- Plastic shelf marker holders with printed labels

Assessment:

- Students can place labels for fiction and nonfiction on appropriate shelves

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Objective 7: Identify Award winning literature

Vocabulary:

Caldecott Award

Missouri Show-Me Award

GLE:

Process Standard:

DOK:

Guiding Questions:

- What spine label identifies the Caldecott Award?
- What do the gold and silver medals on Caldecott Awards represent?

Instructional Strategies/Activities:

- Locate award-winning books on the shelf
- Explain what the Show-Me Award program is
- Read Show-Me Award books and have students vote at appropriate time to participate in the state vote.

District Resources:

- Copies of the Show-Me Award books
- Caldecott Award books

Assessment:

- Students can independently locate Caldecott Award books in the collection

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Objective 8: Identify the role of an author and illustrator

Vocabulary:

author
Illustrator
text
pictures

GLE:

Process Standard:

DOK:

Guiding Questions:

- Do you think it would be easier to write or to illustrate a book?
- What do we call the person who does the art for a book?

Instructional Strategies/Activities:

- Display various picture books with several different authors and illustrators
- Display books by an author who uses different illustrators in the various books

District Resources:

- Various library books

Assessment:

- Students can draw or color illustrations in a pre-printed simple story with the librarian being the author

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Objective 9: Select appropriate reading materials

Vocabulary:

difficulty
appropriate reading level
five-finger rule

GLE:

Process Standard:

DOK:

Guiding Questions:

- How can you tell if a book is too difficult for you?

Instructional Strategies/Activities:

- Demonstrate to students how to use the five-finger rule for selecting a library book

District Resources:

- Use a “big book” to demonstrate the five-finger rule.

Assessment:

- Observe students using the five-finger rule when they are selecting books
- Student can demonstrate using the five-finger rule that they can read the book

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Objective 10: Identify, with assistance, the message in oral and visual media

Vocabulary:

story line
oral media
visual media

GLE:

Process Standard:

DOK:

Guiding Questions:

- What do you think this story is about?
- What helped you figure out the story line?

Instructional Strategies/Activities:

- Look at a wordless book with the students and point out the clues that help you figure out what book is about

District Resources:

- Wordless "big book" Picture book
- "Big book" with words

Assessment:

- Students can participate in a discussion about the book
- Students can agree or disagree (thumbs up/thumbs down) with discussion of that is happening in the book being discussed.

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