**TNU Lesson 5070 – Book Care**

Standard(s)

Speaking and Listening - Comprehension and Collaboration Standard One - Second Grade

Participate in collaborative conversations with   
diverse partners about grade 2 topics and texts   
with peers and adults in small and larger groups.  
a. Follow agreed-upon rules for discussions (e.g.,   
gaining the floor in respectful ways, listening to   
others with care, speaking one at a time about   
the topics and texts under discussion).  
b. Build on others’ talk in conversations by linking   
their comments to the remarks of others.  
c. Ask for clarification and further explanation   
as needed about the topics and texts under   
discussion

Speaking and Listening - Comprehension and Collaboration Standard Two - Second Grade

Recount or describe key ideas or details from a   
text read aloud or information presented orally or   
through other media.

<http://www.tn.gov/education/curriculum.shtml>

Essential Question(s)

Students should, after this lesson, be able to answer questions about library book care.  They should be able to identify ways to care for library books.  Students should also know what to do if a library book gets damaged or lost, and how long the check out period is.  This lesson connects to the real world when students apply what they learned to public library books or books borrowed from their classroom or from peers.

This lesson was taught on the first day of library in the 2013-2014 school year for second graders at Warner Enhanced Option School in the Metro Davidson County school system.  This lesson is designed to be a reminder of how to care for library books, to get students readjusted to being in the library, and to remind them of library procedures.

Lesson Goal

As a result of this lesson, students should understand that library books should:

be kept away from pets

be kept away from snacks and drinks

be kept away from irresponsible siblings

not be written or drawn in

not be taken home if they will not be safe at home and it is ok to leave them at school

not have the spine labels or barcodes removed

be returned within three weeks

paid for if lost or damaged ($20-$35)

Objective(s)

Students are expected to participate in class discussion about the video watched at home.

Students are expected to understand how to care for a library book as measured in the pre and post-test data.

Prior Knowledge

Prerequisite skills for this lesson:

library behavior expectations must be remembered from first grade for listening to the teacher and peers when speaking

basic understanding of the procedure of checking out library books

a prior exposure to Mo Willems's pigeon character would be helpful

Procedures (Instructional Sequence)

**A.    Flipped Classroom (15 min)**

On the day before this lesson is taught, visit the second grade classroom to introduce yourself as the librarian, read aloud*Don't Let the Pigeon Drive the Bus* by Mo Willems, administer the pre-test, and assign the flipped classroom video.  Students are asked to watch["Don't Let the Pigeon Read the Books"](http://www.youtube.com/watch?v=OzETnigMO-w) based on Mo Willems's book*Don't Let the Pigeon Drive the Bus*.

\* In reality, when this lesson was taught, the pre-test was administered at the beginning of class, and we watched the video together due to the nature of the practicum school's population and the limited internet availability in students' homes.  But, for lesson planning purposes, the above modifications could be made to include a flipped classroom element.

**B.**     **Hook (5-10 min)**

Students'  attention will be captured by discussing the video.  To remember to listen to one classmate at a time and for an engaging element, a plush Pigeon is passed around to students who are speaking.

**C.     Focus (2 min)**

The objective of the lesson is to teach second grade students how to care for library books.  Key questions to consider are: Is this the correct way to treat a library book?  How can I make sure that library books are safe in my care?

**D.    Curriculum Correlation**

The lesson is designed to be personally meaningful and relevant to students as they select library books and care for them throughout the school year.  It connects to all aspects of the curriculum as the students check out books that relate to what they are learning all school year long.

**E.** **Guided Practice (10 min)**

1. Students are gathered on the carpet for the discussion of the video.  As the discussion brings up important points to remember, they are jotted down by the teacher onto chart paper in a spider concept map.  The important points covered in the video that should be written down are: keep library books away from pets, snacks, and drinks, do not draw or write in library books, and do not crush them in your bookbag.  These points will most likely be brought up in student discussion.

2. Additional points that are not covered by the video will need to be added to the chart paper.  Those will include: do not remove barcodes or spine labels, notify the librarian if a repair needs to be made, library books can be left at school if they will not be safe at home, the responsibility to keep library books away from younger, unintentionally rough siblings, the check-out period is three weeks, lost or damaged books must be replaced at a cost of $20-$35.

3. Another piece of chart paper is brought out and the teacher models how to draw Mo Willems's Pigeon.

4. Students are given white paper and pencils to do a guided drawing of Mo Willems's Pigeon on the front of their paper.

**F.      Independent Practice (10 min)**

Direct students to the library tables.  Ask students to fold their papers (from the guided drawing) in half.  On the back of the paper where they did the guided drawing, students will work individually to use half of the paper to draw Pigeon doing something to care for a library book, and draw him not caring for a library book on the other half.  This individual practice allows them to generate new ideas, to create solutions, and to be draw creatively.

**G.** **Closure (20 min)**

1. Direct students back to the carpet to share their drawings and discuss correct and incorrect behavior on Pigeon's part to reinforce the objectives of the lesson.

2. Watch Learn 360 clip about Franklin and his damaged library book dilemma.

2. Administer the pre-test with the same questions as the post-test to check for understanding.

Assessment

Students were given a pre and post-test with the same questions.  The questions were read orally and the answers were written down by the students.  The questions were:

1. Is it a good idea to read library books with your pet?

2. Is it ok to read library books while you have a snack?

3. What should you do if a library book you have gets torn?

4. When do you have to return library books?

**Attachments**

* [Littles\_pre\_and\_post\_test\_results\_5070\_lesson\_plan.xlsx](https://www.livetext.com/folder/10372607/q27q9Cya_Littles_pre_and_post_test_results_5070_lesson_plan.xlsx)

Questions

1. What did you see Pigeon do with library books that were not good ideas?  Why?

1. Why is it not a good idea to read your library book with your pet?

2. Why is it not a good idea to read your library book with a snack or drink?

3. What should you do if a page gets accidently torn in your library book?

4. Why do you think it would be a good idea to tell your librarian about a small tear in your library book?

5. Do you think your librarian will be mad if you accidently tear a page in your library book?

6. Why do you have to pay for library books that you lose or damage badly?

7. What happens to the money that you pay for a damaged library book?

Accommodations

This was the first meeting of library class for second grade at Warner Enhanced Option.  The classroom teacher did not inform us of any exceptional learners or needs.  From experience with these students in first grade, the cooperating teacher was aware that two students needed preferential seating due to attention issues.

Different learning styles were addressed by using different activities appealing to different types of learners.

**Visual**- Learning 360 clip, Pigeon video, chart

**Kinesthetic** - holding Pigeon, moving several times from carpet to tables and back

**Auditory** - discussion of video

Reflection

The data indicates that the lesson was successful.  Students had an average 52% gain in knowledge.  The data showed that the biggest increases were found in understanding the length of check-out time, and in knowing what to do with a damaged book.  If I were to teach this lesson again, I would create a test paper with the pre and post questions instead of asking the students to use notebook paper.  I believe that made it difficult for some of them to record their responses, and therefore possibly altered the data.  I could have had answer choices available on the test paper instead of asking students to write all of them out.

Materials (Teacher and Student)

White drawing paper

Pencils

Pigeon plush

Access to a projector, speakers, and computer for Learn 360 clip

Don't Let the Pigeon Drive the Bus

Chart paper and board

Directions for how to draw Pigeon

**Resources**

Resources

[Franklin - Franklin%27s Library Book](http://learn360.livetext.com/misk5/learn360/129537" \t "_blank)

Watch this episode that showcases Franklin learning about the offerings of the local library. After Franklin excitedly receives his library card he vows to take care of all he borrows.

**AASL-2007 Standards**

AASL-2007 Standards for P-12 Students from Livetext

AASL-2007.1

Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.

AASL-2007.1.1.2

Use prior and background knowledge as context for new learning.

AASL-2007.1.1.6

Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.