**Calvert County Public Schools**

**Instructional Lesson Plan Sample**

**Information Literacy**

**Grade:**  Kindergarten **Unit Title:** Introduction to Media Center **Length**: 1 lesson

**Lesson Overview:**

This activity will introduce students to the media center and the rules and procedures.

**Essential Question:**

What do we do in the media center?

**Essential Understanding: (Student Outcomes)**

Students will listen to stories read aloud to become familiar with the media center.

Students will be introduced to proper story time procedures.

**School Library Media and Common Core Grade Level Standards:**

6.A. Appreciate literature and multimedia

6.B.1. Connect literature and multimedia to learning

6.A.2.a Follow circulation procedures and policies in the media center

SL1.b.1 Participate in conversations with adults and peers

**Materials:**

* Read Aloud Texts*: Lola at the Library* by Anna McQuinn
* *David Goes to School* by David Shannon

*\*\*Note: These are just two of the many books that can be used to engage kindergarten students and teach them about libraries and school rules. If you have other favorite books or videos that you like to read/show each year, feel free to use them. Make sure the stories you choose discuss libraries and or rules.*

* Chart Paper or Smart Board

**Teacher Planning and Preparation:**

* Have books and/or videos pulled and ready
* Have chart paper or Smart Board already labeled with the two topics. (What do we do in a library media center) and (School Rules)

**Engagement Question:**

Ask students what a library media center is and what do you do there. Record between three and five responses on prepared chart paper or smart board.

**Lesson Procedure:**

* Have students enter the media center and sit either in front of the smart board or chart paper.
* Introduce yourself to students and ask them the engagement question.
* Tell students that you will write a few responses on the board/paper.
* Explain to students the purpose/function of the media center.
* Read *Lola at the Library* aloud. \*Although this story is about a public library, it is good for young students and lends itself to the process of checking out and returning books.
* Discuss with students what Lola did at the library. Make comparisons to your own media center.
* Take a brain break with students if needed before the next story. You can have students do some simple activities at their seat like toe touches, hopping on one foot or a whole group song.
* The next story will go over some school rules in school in a humorous way.
* Go to your next prepared chart. (School Rules)
* Ask students if they can: name some rules that we should follow in school so that we can learn new things and stay safe.
* Record a few appropriate responses on the board.
* Tell students that they are going to hear a funny story about a boy who does not always remember to follow the school rules. Tell students that at the end of the story, we will add some new rules to our list.
* Read *David Goes to School* aloud to students. (Or other book/video of choice)
* After the story, have the students think about some of the rules that David broke/didn’t follow.
* Now have students tell what rule David should have followed instead. *E.g. Raise your hand before you answer a question, Keep your hands to yourself, pay attention during storytime, Use an inside voice.*
* Record their responses on the board and refer to illustrations in the book if students need prompting.
* After recording the rules, tell students that they should follow the same rules in the media center.
* Tell students that they will review the rules next week and learn how to take care of books.
* Save the chart or smart board page for future reference.

**\*\*If you chose a different book or video to share with students, you should still have students generate a list of rules to follow in the media center.**

**Lesson Closure/Follow-Up:**

* Have students pair up with a partner and discuss one of the school rules they learned from ***David Goes to School*.**