

Thanks for the download! I sell two library curriculums. Purchase the one that best suits your needs! There are no repeat lessons or book titles.

Full Year Library Curriculum for K-5

- Includes 240 lessons (40 per grade level)
- Themed lessons of four lessons in a row with the same library skills such as story elements, genre, fiction/nonfiction
- Many multi-class research projects

[Link to purchase](#)

Full Year Author Studies for K-5

- Includes 324 lessons (54 per grade level)
- One-class lessons focusing on 3 books from each author or illustrator
- Lessons include library skills such as writing stores, poetry opinion writing, comics,
- No technology required

[Link to purchase](#)



Questions? Reach out on Instagram @readaloudlibrarian or send me an email at hi@readaloudlibrarian.com

Standards:

- Writing Activities - AASL I.B.3. Inquire/Create: Learners engage with new knowledge by following a process that includes generating products that illustrate learning.
- Class Discussions - AASL III.D.1. Collaborate/Grow: Learners actively participate with others in learning situations by actively contributing to group discussions.

Class 2 Read Aloud: Move! by Steve Jenkins and Robin Page

Learning Target: I can draw how an animal moves.

1. Review the author/illustrator slide.
2. Show the cover of the book. Ask students what they see on the cover.
3. Mini Lesson: Review the word nonfiction and facts. Nonfiction books teach us about something. Many nonfiction books have photos or pictures taken with a camera, but this one does not! It still has lots of facts. Have students go to the fiction and nonfiction section. Give some examples and have students move to the fiction section if it sounds like a made-up story, or go to the nonfiction section if it sounds like a nonfiction topic. Examples: learn about penguins, a penguin that goes on vacation, learn about pigs, a pig that goes surfing, learn about dogs, a dog that talks
4. Show the cover of the book. Ask students again what they think the book will teach them about.
5. Read the book.
6. Model the activity:
 1. Printable activity: Give students nonfiction animal books or have them pick a book from the shelf. Have them find a photo that shows the animal moving and have them draw a picture. You can also have them use a database if you have computers. Leave time at the end so students can return their books to the proper spot with your supervision.
 1. Blank paper: : Have students draw their animal and how they move.
 2. Online platform: Have students draw and how they move.
 2. Class activity/discussion: Have students get a nonfiction animal book and look for photos that show the animal moving. Once everyone has found their photo, call out different movements, have students act them out, and stand up if their animal moves like that. Examples: swims, runs, sits, hides, flies. Switch books and keep going until time is up.
7. Closure: Ask students what type of book they read today

Name: _____ Kindergarten

Author/Illustrator Study: Robin Page

Directions: Draw a picture of how your animal moves.

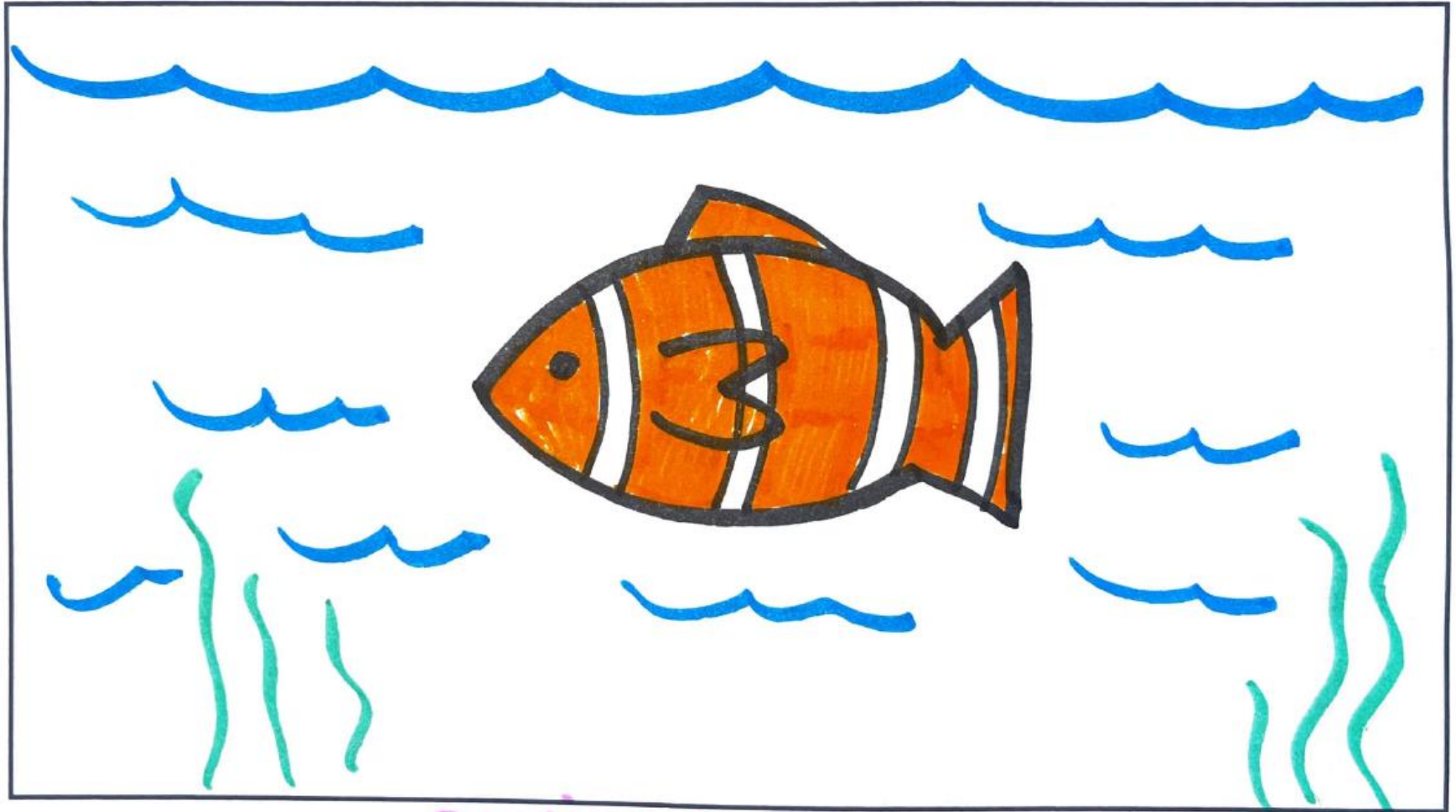


My animal can _____

Name: _____

Author/Illustrator Study: Robin Page

Directions: Draw a picture of how your animal moves.



My animal can swim

Theme: Using Materials Responsibly

Learning Target: I can draw my best drawing of a shark.

AASL V.A.1 Explore/Create: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

Materials

- I'm a Shark by Bob Shea
- Printable activity
- Markers or crayons

Anticipatory Set

Show the cover of the book and ask what students see on the cover. Model how to say an "I see" sentence.

Mini Lesson and Read Aloud

1. Review appropriate behavior during a read aloud. Model good and bad behaviors. Point out students who are doing a nice job all throughout the class.
2. Read I'm a Shark by Bob Shea.
3. After you are done reading, get a blank piece of paper and say the directions are to draw your best drawing of the shark from the book. Do it super fast and scribble a shark. Ask students what you did wrong and how you can make it better.
4. Try again on your best drawing. Ask students what colors you should use, what color should you do the background, and if you should go slowly or as quickly as possible. When you are done doing your best coloring, leave all the markers open and start to walk away. Ask students if there's anything you should do before you leave.
5. Have students draw their worst shark and their best shark.

Assessment

Printable activity – circulate while they are working and comment on their best work

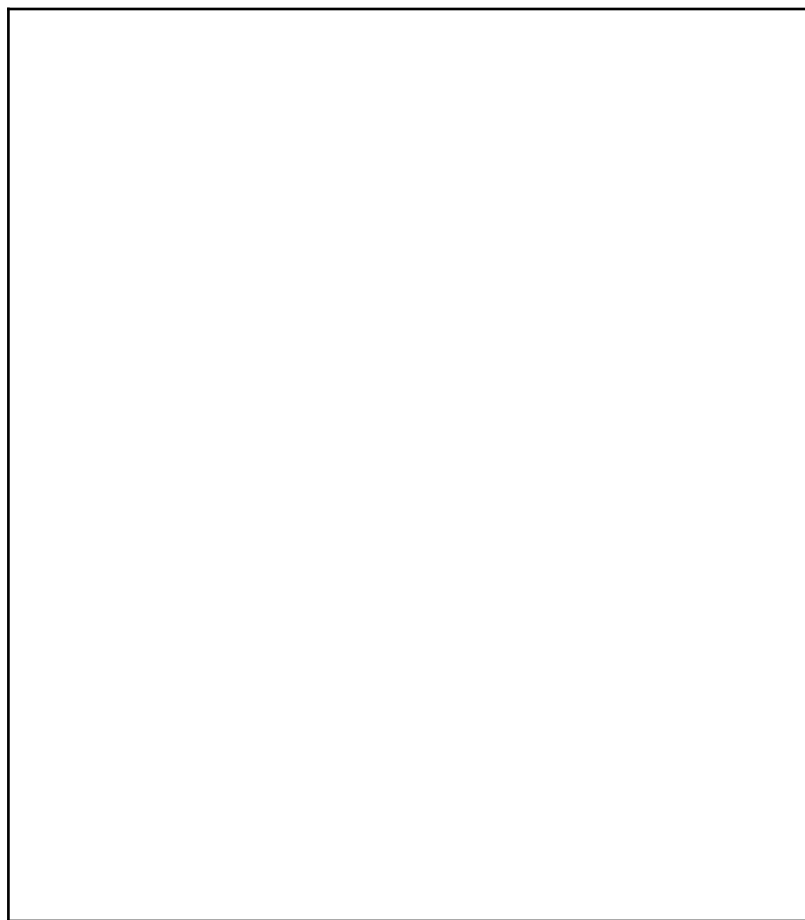
Closure

Hold up a marker and ask for one good thing to do with markers.

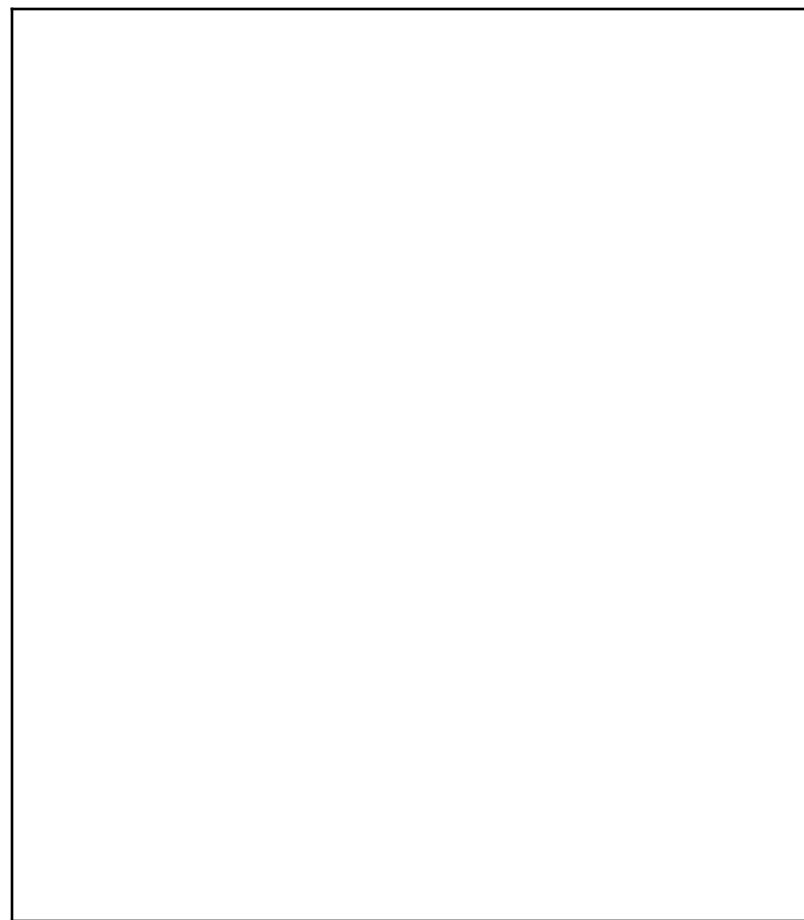
NOTE: You may want to repeat this lesson with crayons if you think your students need it.

Name: _____

I can draw my best drawing of a shark.



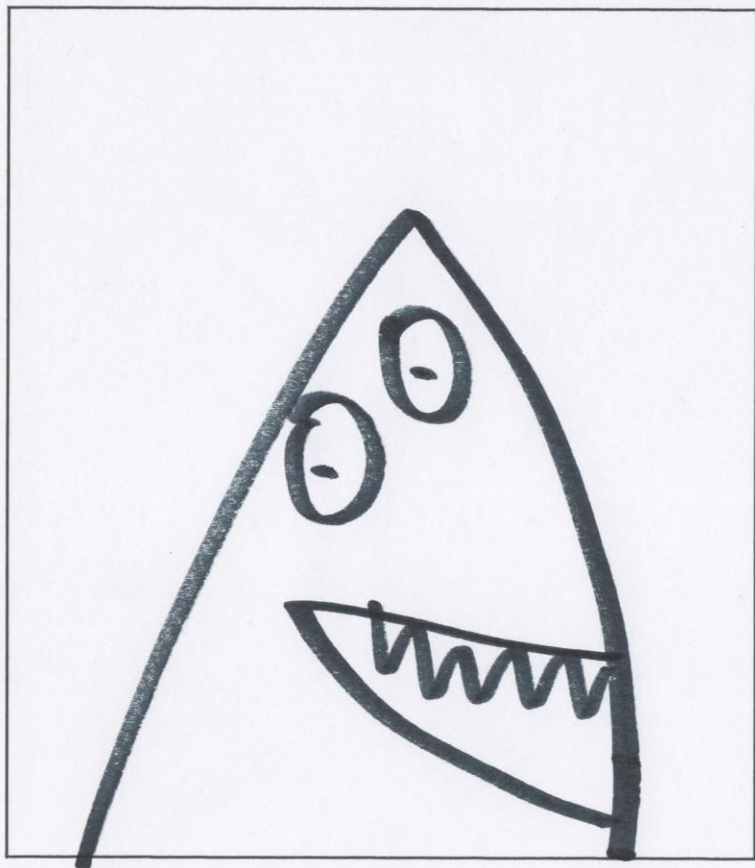
Not my best work 😞



My best work 😊

Name: _____

I can draw my best drawing of a shark.



Not my best work 😊



My best work 😊

Author/Illustrator Study: Margaret Chiu Greanias
Skill: Writing Stories**Standards:**

- Writing Activities - AASL V.A.1 Explore/Create: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
- Class Discussions - AASL III.D.1. Collaborate/Grow: Learners actively participate with others in learning situations by actively contributing to group discussions.

Class 2 Read Aloud: How This Book Got Red by Margaret Chiu Greanias, illustrated by Melissa Iwai**Learning Target: I can create new end papers of the book.**

1. Review the author/illustrator slide.
2. Show the cover of the book. Ask students who the characters will be and what they know about red pandas.
3. Mini Lesson: Review fiction and nonfiction. Show the end papers. Grab some other books that have end papers and show those as well. If your book doesn't have end papers, you'll need to explain what end papers are. Read the facts on the end papers together.
4. Read the book.
5. Model the activity:
 1. Printable activity: Share the following slide of facts about red pandas, make a list of red panda facts from the book, or have students research 3-5 facts about red pandas. Have students choose one fact and design new end papers inspired by that fact. They can choose to design pages for the beginning or ending of the book.
 1. Blank paper: Have students choose one fact and design new end papers inspired by that fact. They can choose to design pages for the beginning or ending of the book.
 2. Online platform: Have students choose one fact and design new end papers inspired by that fact. They can choose to design pages for the beginning or ending of the book.
 2. Class activity/discussion: Pass out books and have students study the end papers to find their favorite ones. It can work well to send students to the shelves to find one or two books (with modeling about how not to make a mess!), then sit in a circle. When you say PASS, they pass their books around. They will only have a minute to look at the book. Ask what their favorites were.
6. Closure: Ask if the book was fiction or nonfiction and why

Facts about Red Pandas



- Have red fur and long tail
- Can climb down trees headfirst
- Active at night
- Can jump from branch to branch
- Eat bamboo
- Do not make good pets

Name: _____

Author/Illustrator Study: Margaret Chiu Greanias

Directions: Create new end papers for the story.

Fact: _____

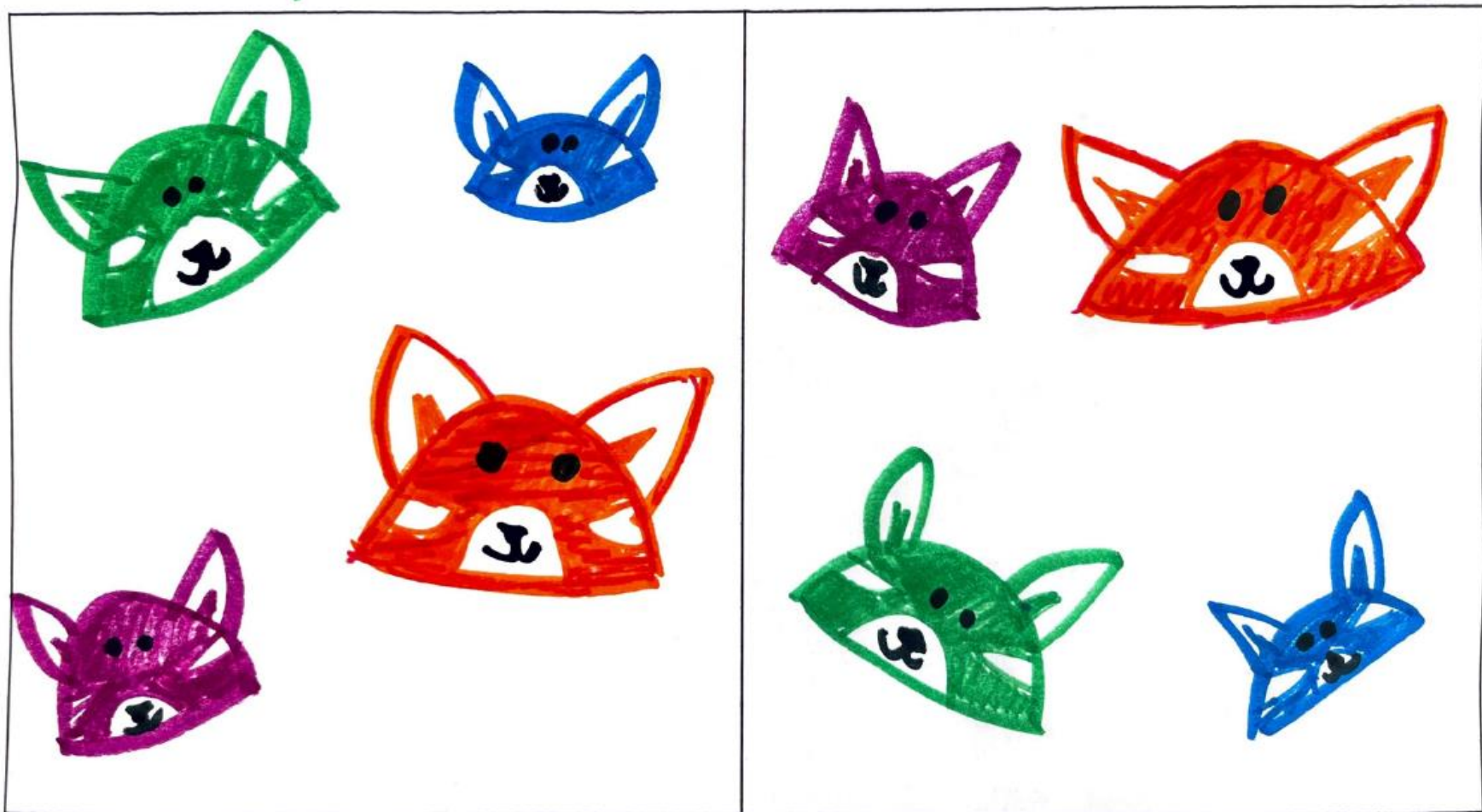
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Name: _____

Author/Illustrator Study: **Margaret Chiu Greanias**

Directions: Create new end papers for the story.

Fact: Red pandas have red fur.



Third Grade**Theme: Research - Biography**

Number of Classes: 4

Skill: Research, note taking

AASL IV.B.4. Curate/Create: Learners gather information appropriate to the task by organizing information by priority, topic, or other systematic scheme.

Materials:

- Class 1 – The Oldest Student by Rita Lorraine Hubbard, illustrated by Oge Mora
- Class 2 – Whoosh! By Chris Barton, illustrated by Don Tate
- Class 3 – The Girl Who Thought in Pictures by Julia Finley Mosca, illustrated by Daniel Rieley
- Class 4 – I Have a Dream by Dr. Martin Luther King, Jr. and Kadir Nelson
- Note sheet - printable activity
- Project
 - Option 1: Text only - Printable speech activity or use a blank Google Doc or Microsoft Word
 - Option 2: Text and Clipart - Blank paper, blank Google Slide or PowerPoint
- Writing materials
- 1-1 Laptops needed – if you do not have laptops, give students biography books

Websites:

- Free - <https://www.ducksters.com/biography/>
- Google the name of the person
- Paid – <https://www.pebblego.com/pebblego-next>
- Paid – <https://kids.britannica.com/>

Overview:

Class 1 – Choose a person

Class 2 – Start notes

Class 3 – Finish notes

Class 4 – Write a speech

[This lesson is from my Full Year Library Curriculum for K-5. You can purchase it here!](#)

Class 1

Learning Target: I can choose my topic.

1. **Anticipatory Set** – Show the photo of Barack Obama. Ask who he is and what students know about him.
2. **Mini Lesson and Read Aloud** –
 1. Introduce biography – a true story about a person's life. Explain that they can have photos or be written like a picture book. Biographies are full of facts.
 2. Read The Oldest Student by Rita Lorraine Hubbard, illustrated by Oge Mora.
 3. Have students brainstorm a list of people they want to learn more about. You set the guidelines – no YouTubers, must be famous, must be dead, etc. You can have students explore the website they are going to be using to find examples of people, You can also give biography books for students to explore different people and pick one.
 4. Give students scrap papers and have students write down three to five choices of people so you can approve them. Walk around as they are writing and veto any that do not follow your guidelines. You can also do this as a Google Form or other tech option.
3. Closure: What kind of book did we read today?

Class 2

Learning Target: I can write facts from a website.

1. **Anticipatory Set** – Show a photo of Simone Biles. Ask who she is and what students know about her. If they don't know anything, have them predict based on the photo.
2. **Mini Lesson and Read Aloud**
 1. Review biography.
 2. Read Whoosh! By Chris Barton, illustrated by Don Tate.
 3. Model how to take notes from the chosen website or model how to find a website via Google and write the source. Model how to write only the important words.
 4. Have students begin taking notes about their person.
3. Closure: What kind of book did we read today?

Class 3

Learning Target: I can write facts from a website.

1. **Anticipatory Set** – Show a photo of Mae Jemison. Ask who she is and what students know about her. If they don't know anything, have them predict based on the photo.
2. **Mini Lesson and Read Aloud :**
3. Review biography.
 1. Ask students if they think the book is fiction or nonfiction.
 2. Read The Girl Who Thought in Pictures by Julia Finley Mosca, illustrated by Daniel Rieley.
 3. Review how to take notes.
 4. Have students finish their notes today. If students seem to be done, you can introduce the final project.
 5. Project Options:
 1. Activity 1: Students write a speech using facts that they learned.
 2. Activity 2: Students make a poster with facts that they learned.
 6. If displaying the posters, you will need to fold the paper to reveal the answer. Cardstock works best for this.
4. Closure: What kind of book did we read today?

Class 4

Learning Target I can write a story using the facts I learned.

1. **Anticipatory Set** – Show a photo of Martin Luther King, Jr. Ask who he is and what students know about him.
2. **Mini Lesson and Read Aloud :**
 1. Ask students if they think the book is fiction or nonfiction.
 2. Read I Have a Dream by Dr. Martin Luther King, Jr. and Kadir Nelson.
 3. Review final project and have students complete the project today.
 4. Share and have students guess!
3. Closure: What kind of book did we read today?

Name: _____

I can write facts from a website.

Famous Person: _____

What the person is known for	Interesting Fact
Interesting Fact	Interesting Fact
Interesting Fact	Interesting Fact

Source: _____

Name: _____

I can write facts from a website.

Famous Person: Jackie Robinson

What the person is known for First African American baseball player	Interesting Fact Was in the army
Interesting Fact Played short stop	Interesting Fact Sometimes other teams wouldn't play against him because he was Black
Interesting Fact Many movies have been made about him	Interesting Fact Jersey number 42

Source: <https://www.ducksters.com/>

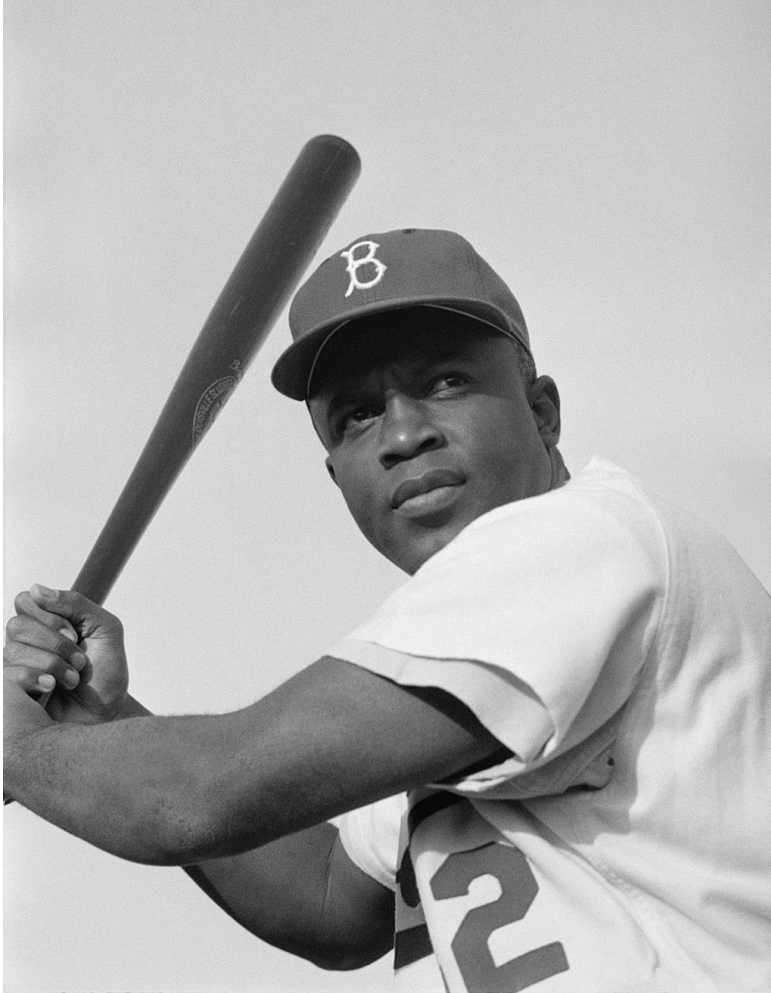
Who am I?

I was the first African American to play baseball. I served in the army. Many movies have been made about me.

Who am I?

Who Am I?

Third Grade



**I am the first African American
baseball player.**



I was in the army.



**Many movies have been
made about me.**

Learning Target: I can write a mystery story.

AASL V.A.1 Explore/Create: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

Materials

Three mystery fiction chapter books like:

- [Clubhouse Mysteries](#) by Sharon Draper
- [Trackers](#) by Patrick Carman
- [Boxcar Children](#) by Gertrude Chandler Warner – also show the graphic novel
- [Picture book - Grandpa's Teeth](#) by Rod Clement - optional
- Printable activity
- Writing materials

Anticipatory Set

Show the covers of the books and ask students to guess the genre and why.

Mini Lesson and Read Aloud

1. Review genre – the type of fiction book.
2. Introduce mystery fiction genre –
 1. Has a mystery that needs to be solved – something may be missing or there is a secret
 2. Often has clues for the reader to solve the crime or figure out who did it
3. [Optional: Read Grandpa's Teeth](#) by Rod Clement.
4. Go over elements of the mystery genre found in the book. Was there: something missing? Suspects? Investigators?
5. Read the blurb and fan through the pages of each mystery fiction book you chose. You can also read the first chapter of each.
6. Ask students what the books had in common.
7. As a class, brainstorm things that could go missing in a school.
8. Students will be writing a mystery story choosing one of those items.
 1. Option 1: Suspects can be other teachers and staff members of the school
 2. Option 2: Suspects can be other students
9. Model the entire project quickly.
10. Students can use the printable.
11. Share and have students try to solve them.

Assessment

Printable activity – circulate while they are working and ask about their stories

Closure

What genre did we learn about today? Call out elements of different genres and have students give a thumbs up/thumbs down if it is part of mystery fiction. Examples: magic, danger, clues, heroes, talking animals, speech bubbles, crime, scary, real life situations

Name: _____

I can write a mystery story.

What is missing:

The Suspects:

Clue 1:

Clue 2:

Clue 3:

Solve the case!

Why they did it:

Outcome for the Thief:

Name: _____

I can write a mystery story.

What is missing: All the pizza in the cafeteria

The Suspects: Lunch workers, art teacher, janitor, principal

Clue 1: There is a blue pom pom on the floor.

Clue 2: The lunch workers keys are missing.

Clue 3: There is a paintbrush found on the cafeteria floor.

Solve the case! It was THE ART TEACHER.

Why they did it: They fell asleep at their desk and they were sleepwalking.

Outcome for the Thief: They must go to the pizza place and order pizza for the whole school.

Author/Illustrator Study: Jason Chin

Skill: Author's Craft

Standards:

- Writing and Tech Activities - AASL V.A.1 Explore/Create: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
- Class Discussions - AASL III.D.1. Collaborate/Grow: Learners actively participate with others in learning situations by actively contributing to group discussions.

Class 3 Read Aloud: Your Place in the Universe by Jason Chin

Learning Target: I can create a nonfiction page with numbers.

1. Review the author/illustrator slide.
2. Show the cover of the book. Ask students what they see on the cover.
3. Mini Lesson: Ask if this book is fiction or nonfiction and why. It is a nonfiction book full of facts and illustrations. Review author's craft. Ask students to predict what they might use.
4. Read the book. Ask students where they think authors get their ideas. They are inspired by things they love, things they have experience with, or things they want to learn about.
5. Model the activity:
 1. Printable activity/blank paper: Have students create a plan for a nonfiction book.
 2. Technology activity: Have students create a plan for a nonfiction book. Students can use a blank PowerPoint slide, or a blank Google Slide.
 3. Class activity/discussion: Create a plan for a nonfiction book together.
6. Closure: Ask what type of book they read

Name: _____

Author/Illustrator Study: Jason Chin

Directions: Create a plan for a nonfiction book.

Topic
Why you chose it
Desired audience
How many pages and why
What makes your book unique
First sentence to hook readers

Sample pages

Name: _____

Author/Illustrator Study: Jason Chin

Directions: Create a plan for a nonfiction book.

Topic	Sloths
Why you chose it	They are very interesting animals!
Desired audience	Kindergarten + First Grade
How many pages and why	20 - shorter for younger students
What makes your book unique	True or False questions, big photos!
First sentence to hook readers	Let's meet an adorable furry friend...

Sample pages

True or False?
Sloths hang upside down.

True! They hang and do not get tired.

Annotations:
 - true/false questions
 - cute sloth drawing
 - big photo of a sloth
 - the answer

Topic: Sloths, because I love sloths and there aren't a lot of books.

Fifth Grade

Audience: Kindergarten students

Pages: 20 because kindergarten students like short books

It is unique because it has true or false questions that students can answer, and then they use the book to learn the answer.

First sentence: Ready to meet one of the cutest animals in the world? Let's go.

Sample pages:

True or False:

Sloths like to hang upside down.



True! Sloths hang upside down and they do not get tired.

Recommended Grade Level: Third Grade
Digital Citizenship Topic: Fact-Checking

Standard: AASL IV.B. 1: Curate: Create: Competency 1: Learners gather information appropriate to the task by: 3. Systematically questioning and assessing the validity and accuracy of information.

Learning Target: I can create a poster with a true or false sentence.

Book Recommendation:

True or Poo: A Kid's Guide to Animal Facts and Fakes by Nick Caruso and Dani Rabaiotti, illustrated by Alex. G. Griffiths

Other Recommendations:

Truth or Lie: Sharks by Erica S. Perl, illustrated by Michael Slack

Truth or Lie: Dinosaurs by Erica S. Perl, illustrated by Michael Slack

Truth or Lie: Dogs by Erica S. Perl, illustrated by Michael Slack

Materials:

- Note sheet *I recommend the printable note sheet or scrap piece of paper for this, even if using laptops
- Blank paper or blank PowerPoint or Google Slide
- Books, websites, or databases for animal facts

Directions:

1. Show the fact on the next slide. Ask students what they think the answer is. Ask students where they could find the answer and model how to find it by searching in Google, looking at photos, or using a book.
2. Read True or Poo: A Kid's Guide to Animal Facts and Fakes by Nick Caruso and Dani Rabaiotti, illustrated by Alex. G. Griffiths.
3. Review where you can find facts about animals. This is a great time to review how to use your nonfiction section or databases.
4. Activity:
 1. Blank paper: Give students the note sheet. Have students go to the nonfiction shelves and find an animal book or use a database. Have students write three facts and change them all into a lie. Then, have students fold a blank paper in half. Have students pick a fact or lie and write it on the front of the folded paper. Then, write whether the sentence is true or not on the inside.
 2. Blank PowerPoint or Google Slide: Give students the note sheet. Have students go to the nonfiction shelves and find an animal book or use a database. Have students write three facts on the paper and turn them into lies. Have students create one slide with a fact or lie and hide the answer under a shape or create a second slide with the answer.
 3. BONUS: Next class, have students swap facts and find if their partner's fact is true or false.
5. Closure: Ask students where they can find information (books, websites, databases)

Notes:

- Using nonfiction books: Go to the nonfiction section with your class. Model how to find a nonfiction animal book. Have students stand in a line and call 3-4 students at a time to get a book quickly. Leave five minutes at the end for everyone to return their book with your supervision.
- Display Options: These posters make a great display! If you are not displaying them, have students ask each other or ask students while waiting in line.

Fact or Fiction? True or false?

**Crocodiles
cannot stick their
tongue out.**

Move to reveal
the answer

Name: _____

Write three facts about an animal. Then, turn the facts into lies.

Animal: _____

FACTS	LIES

Source: _____

Name: _____

Write three facts about an animal. Then, turn the facts into lies.

Animal: Camel

FACTS	LIES
Kneel to sleep	Stand to sleep
Survive without water and food for a long time	Need water everyday
Run slower than horses	Run faster than horses

Source: notesheep.com

True or False?



**Camels run faster
than horses.**

Move to reveal the answer

True or False?

**Camels run faster
than horses.**



Pre-K

Theme: Setting – 4 classes
Class 2

Learning Target: I can draw the setting from the story. I can circle things that were in the setting of the story.

Materials:

[Lola at the Library](#) by Anna McQuinn, illustrated by Rosalind Beardshaw

Printable activity – two options

Drawing materials

Stack of books: picture books

Other book options:

[Click, Clack Moo Cows That Type](#) by Doreen Cronin (farm setting)

[Can I Give You a Squish?](#) by Emily Neilson (ocean setting)

[Construction Site Mission: Demolition](#) by Sherri Duskey Rinker (construction site setting)

[Bunny Slopes](#) by Claudia Rueda (winter sledding hill setting)

Anticipatory Set

See separate Anticipatory Set PowerPoint Setting Class 2. **SEPARATE POWERPOINT ONLY INCLUDED IN FULL YEAR PRE-K LIBRARY CURRIUCLUM.**

Mini Lesson & Read Aloud

1. Model how to sit on the carpet spot. Model what their body should be doing including their eyes, hands, feet, etc.
2. Review the word setting – where the story takes place, or a place you can go.
3. Show the cover. Ask students: what do you think the setting is of this book? What is this place?
4. Read [Lola at the Library](#) by Anna McQuinn, illustrated by Rosalind Beardshaw.
5. Ask students: Ask what the setting was and the clues of how they knew!

Movement Activity

Play "Is this a setting?". If it is a setting, have students stand up. If it is not a setting, students sit. You can also do thumbs up/thumbs down. You can use the statement: stand up if this is a place you can go. Examples: library, school, playground, book, chair, desk. You can also use the anticipatory set here.

Drawing Activity

Option 1 – Have students draw the setting from the story. Model this first and include lots of examples of what you can find in the library (books, chairs, bookshelves).

Option 2 – Have students circle things that were at the library in the book. You can see some of them on the book cover if you want to keep the book cover displayed while they work.

Exploring Books

Type of books: picture books. Give each student a book to look at. Give them a few minutes to explore the book. Have them look for settings in the book and share. If you are using a bin of different types of books (fiction, nonfiction), ask students to find a book that has a setting on the cover.

Assessment

Option 1: Walk around the room while students are coloring and ask what the setting was from the story.

Option 2: Have students stand in a line and tell you the setting of the story.

Closure

Ask: What was the setting of the story?

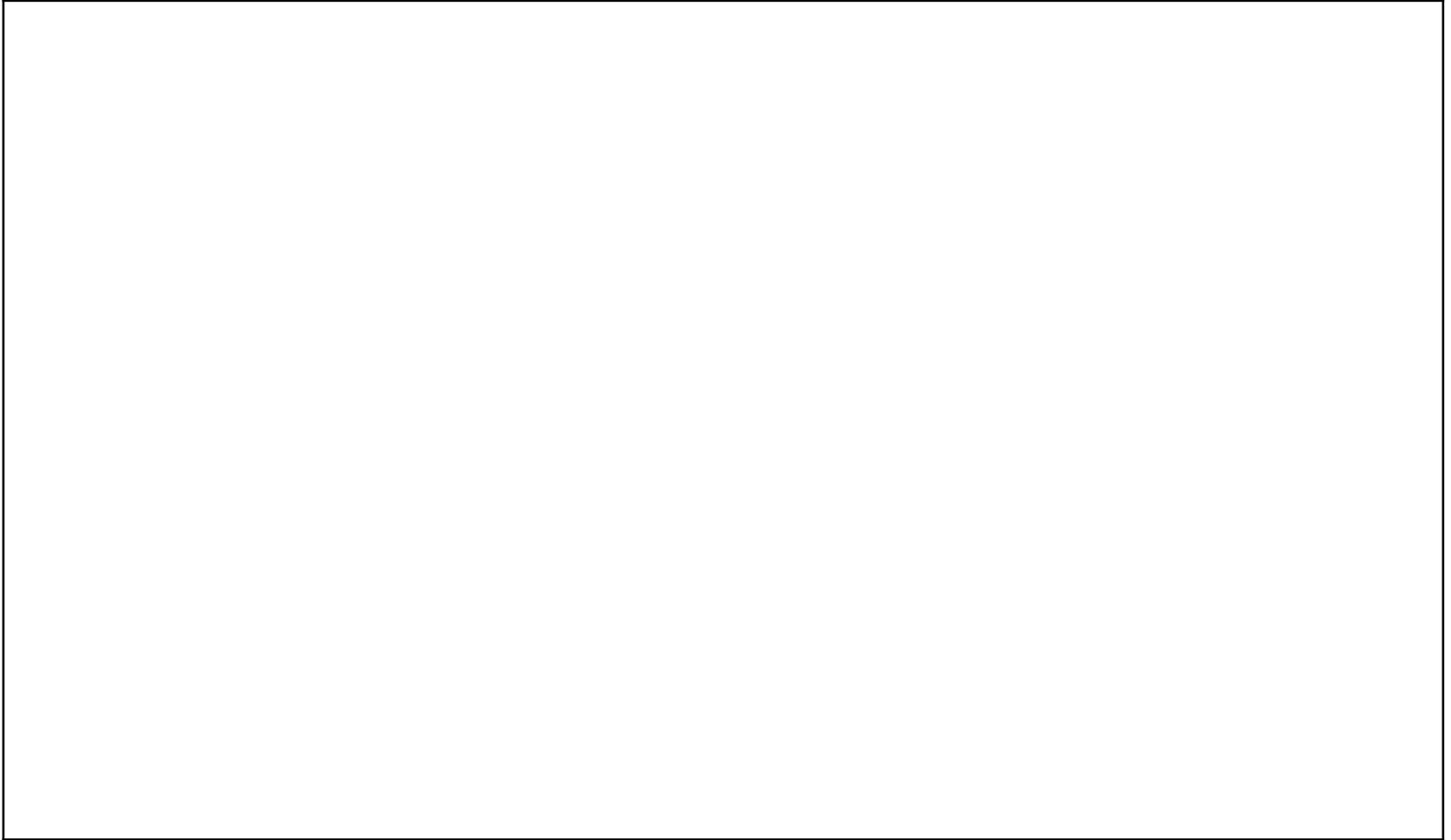
Check Out

Review how to check out. Call names that can check out. Any student who cannot check out can sit at their carpet spot or seat and read a book that is on the table. Be careful that they do not take the book with them though! You can also have anyone that cannot check out stay on the carpet and when a friend returns with a book, they can look at the book with the person sitting next to them. Pre-K check out is usually pretty fast so students who aren't getting books can wait at the carpet or their chairs. If you choose to let them color while they are waiting, that is up to you. Just model all your expectations!

[Pre-K Library Curriculum is sold separately! You can purchase it here.](#)

Name: _____

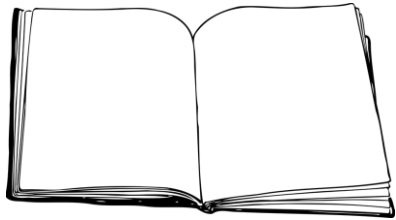
I can draw the setting of the story.



The setting is the library.

Name: _____

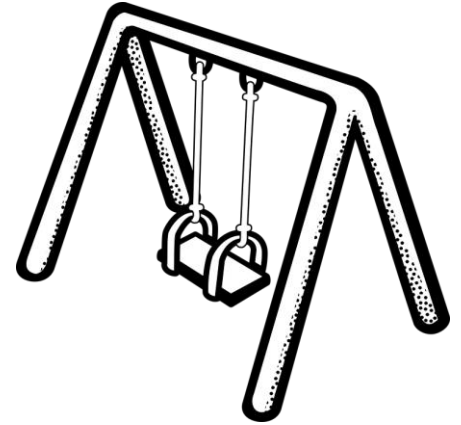
I can circle things that were in the setting of the story.



book



bookshelf



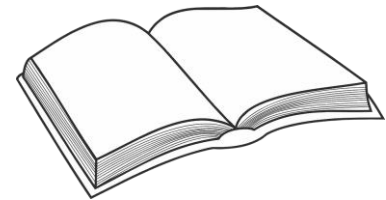
swing



slide



chair



book

Picture Book STEM Challenge

Book Title: Scaredy Squirrel Goes Camping by Melanie Watt

Recommended Grade Level: 1-3

STEM Challenge: Create a tent to protect Scaredy Squirrel from the rain.

Possible Materials:

- Popsicle sticks
- Index cards
- Pipe cleaners
- Foil
- Recycled materials

TEACHER TIPS:

- Print small pictures of Scaredy Squirrel for students to put in the tent.
- Spray with a spray bottle or drip water on the tent to see if he stays dry!
- If you spray with water, use waterproof materials or be prepared to throw away the materials you use.

Holiday/Seasonal Activities

Book Title: Ten Ways to Hear Snow by Cathy Camper

Recommended Grade Level: Third Grade

AASL I.B.1: Inquire: Create: Competency 3. Learners engage with new knowledge by following a process that includes: Generating products that illustrate learning

CCSS.ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Learning Target: I can write a story using character, setting, problem, and solution.

Materials needed:

Ten Ways to Hear Snow by Cathy Camper

Printable activity

Drawing materials

Anticipatory Set

Show a picture of an snow. Ask students what they see and think.

Mini Lesson & Read Aloud

1. Review character, setting, problem, solution.
2. Look at the cover and ask students to predict the character, setting, problem, and solution.
3. Read Ten Ways to Hear Snow by Cathy Camper
4. Go over the character, setting, problem, and solution from the story.
5. Have students create a comic or story about what happens after the word SPLAT! Give prompts for them to think about: what made the noise, is it dangerous, what will happen next, are they in the story, etc. They must include a character, setting, problem, solution. The problem can be that something is falling from the sky or whatever is making the noise.

Assessment

Students complete the printable activity. Circulate while they are drawing and ask them details about their story elements.

Closure

Ask: what four story elements did our stories have? Character, setting, problem, solution


Check Out

Review your check out expectations and have students check out books.

[Holiday and seasonal lessons are NOT included in any curriculums. You can purchase them here!](#)

Name: _____

I can write a story using character, setting, problem, and solution.

Name: _____

I can write a story using character, setting, problem, and solution.

