

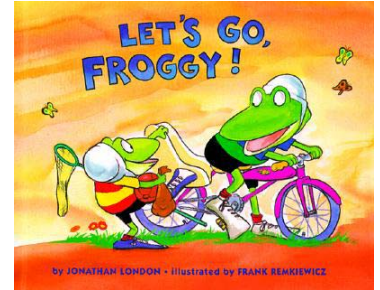


# Mr. Breitsprecher's Library Lessons

1st  
Grade

"Teach children to love books and you have given them a gift for life"

## Let's Go Froggy



### Goal, Benchmark, Objective

**Standard 1:** Accesses information efficiently and effectively

- **LibK2.1.5** Understands the parts of a book
  - Author
  - Title
  - Spine
  - Illustrator
  - Cover

**Standard 4:** Pursues information related to personal interests

- **LibK2.4.2** Uses a variety of strategies for locating books for independent reading
  - Browsing
  - Library catalog
  - Ask the librarian
  - Ask each other
  - Signage

**Cross-Curricular - Reading Development:** Students will use rhyme and repetition to develop reading skills.

### Overview

- Today we will review how to find the author and illustrator of a book and talk about how this helps us find more fun books to read. We will also talk about ideas to help us read.

### Access

- Ask if they remember the chorus of the song we shared last week, "*I Love It When You Read to Me.*"
- Ask if they are ready to learn a verse.

### New Information

- Review the first verse with them

### Apply

- Ask the class to sing the choruses with me and try the first verse.

### Access

- Ask class if they remember what we call the person that writes a book, draws the pictures.

- Ask students how they learn new words when they are reading a book.

## New Information

- As needed, review *author, illustrator, front cover, spine* and *call letter* of a book
- Tell them that if a person needs to mark their place in a book (perhaps to finish reading later) they should NEVER leave a book open – they should use a **BOOKMARK**.
- Today, we will read a popular picture book – *Let’s Go Froggy*, by Jonathan London and illustrated by Frank Remkiewicz.
- Sometimes books are so popular, that authors write more books about the favorite characters – this is called a *series*. The “*Froggy*” books are a series.
- Tell students that books like this are written to help us read – they use rhyme (words that have the same ending sound. Examples are “*car and star*.”
- Some books also repeat words to give us practice – “*Let’s Go, Froggy*” uses this to help us learn the words.

## Apply

- Pick up book backwards and ask the class “What’s wrong? I can’t read the book this way.”
- Review the front cover, title, author, illustrator, and spine of this book.

## New Information

- Read book *Let’s Go Froggy*.
- Point out the repetition in the book – the phrases and sentences the author uses again and again.

## Apply

- Ask students if they remember some of the repeated phrases and sentences from this book.
- If time permits, ask students to briefly retell this story in their own words.

## Generalize

- Ask the class (telling students to raise their hands)
  - Do you get dressed and ready to go like “*Froggy*”? Do you want to read more books like this?
  - What do we call it when there are other books with the same characters as a book we enjoy?
  - Authors often write other books too – if we like one book, we will probably like the others too.
  - Where do we look to find the author of a book?
  - How do you keep your place when you are reading a book and you don’t finish reading it?
- Tell the class that we will be look at some more books that help us learn reading skills next week during *Library Time*.

## Book Checkout

Direct students, in pairs, to a section of FICTION books and ask them to select a book to check out. I will check with each student to ask them what they are reading, see if they are finding fun books, and to help them find selections they will enjoy. They will line up along curve of desk and have Mrs. “P” check them out.