

K-12 School Library Lesson Plan Templates

**Designed for
Kindergarten through
12th Grade**

Created by Collette J. /
[Mrs. J in the Library](#)



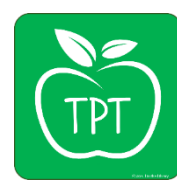


About Mrs. J in the Library

I'm a teacher-librarian with over a decade of experience teaching information fluency and research skills to elementary students.

I believe teacher-librarians and library spaces should inspire and empower students to create, as well as read, research, and think critically. I teach with literature-based activities in K-2 classes and library centers in grades 3-5, in addition to teaching collaboratively with classroom teachers and managing my library's physical and digital spaces. You can find me online at [Mrs. J in the Library](#), and on social media.

Because every library and every school is different, all my products are editable so that my customers can modify them for their students' needs. If you have any questions about one of my products, please don't hesitate to [contact me](#).



Product Contents:

Lesson Plan Templates for Kindergarten,
1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th,
10th, 11th, and 12th Grades




Editable Microsoft Word .docx file format;
Separate document for each grade level template

Dates: to

Library Lessons	3rd Grade
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Lesson Title	
Objective(s)	Students will be able to Students will be able to f
Big Ideas & Essential Questions from the Pennsylvania Library Model Curriculum (2012)	Big Idea: Effective readers How do strategic readers What is this text really ab How do readers know wh How does what readers r How does a reader's purp
	Big Idea: Critical thinkers How do readers know wh How does interaction wit
	Big Idea: Active listeners evaluating. What do good listeners d How do active listeners n How do active listeners k
	Big Idea: Effective speakers How do task, purpose, an

Dates: to

Library Lessons	3rd Grade		
AASL National School Library Standards for Learners (2018) continued	3. Acting on feedback to improve. 4. Sharing products with an authentic audience. D. Grow – Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.	1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed. D. Grow – Learners demonstrate empathy and equity in knowledge within the global learning community by: 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community.	1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes. D. Grow – Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.
	 IV. CURATE – Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance. A. Think – Learners act on an information need by:	 V. EXPLORE – Discover and innovate in a growth mindset developed through experiences and reflection. A. Think – Learners develop and satisfy	 VI. ENGAGE – Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Dates: to

Library Lessons	3rd Grade		
	D. Grow – Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. 3. Openly communicating curation processes for others to use, interpret, and validate.	3. Collaboratively identifying innovative solutions to a challenge or problem. D. Grow – Learners develop through experience and reflection by: 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth.	1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience. D. Grow – Learners engage with information to extend personal learning by: 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.
Assessment	Observation checklist, Rubric, Graphic organizer, Individual and group conferencing, Assessment checklists, Exit ticket, Circulation, Students' selection of age-appropriate reading material		
Materials	Laptop cart (1 laptop per pair/student) & LCD projector and/or Promethan ActivBoard		
Procedure	Materials are located in the green bin marked "3rd grade" on the lessons shelf. 1. Students enter the library, return or renew books, and sit at any color table. 2. 3. Allow about 10 minutes for students to choose new books (2 free-choice books, plus 1 book report/project book and 1 book club book). ALL STUDENTS WHO ARE GETTING A LIBRARY BOOK MUST USE A BOOK LOOKER! 4. Book exchange procedure – Students who didn't return a book (forgetters) should go straight to the circulation desk to check their card. Then, they may read a magazine at their table. After book exchange, all students should read at their table. Sharing books quietly is acceptable as well. 5. Flicker lights for attention, and dismiss students by color table to line up at the door when they are reasonably quiet and ready.		
Reflection	Glows – Grows –		
Bibliography of Resources Used	American Association of School Librarians. (2018). <i>National School Library Standards for Learners, School Librarians, and School Libraries</i> . Chicago, IL: American Library Association. Print. Available at https://standards.aasl.org/framework/ . National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). <i>Common Core State Standards (English Language Arts)</i> . Washington D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers. Retrieved from http://www.corestandards.org/ELA-Literacy .		

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Product Contents (cont.):

Dates: _____ to _____

Library Lessons	8th Grade
Lesson Title	
Objective(s)	Students will be able to find and select a book that is appropriate for their reading level.

Big Ideas & Essential Questions from the Pennsylvania Library Model Curriculum (2012)	Big Idea: Effective readers use appropriate reading strategies. How do strategic readers create meaning? What is this text really about? How do readers know what to believe? How does what readers read influence them? How does a reader's purpose influence their reading?
	Big Idea: Critical thinkers actively and thoughtfully evaluate information. How do readers know what to believe in a text? How does interaction with text provoke thought? Big Idea: Active listeners make meaning from listening. What do good listeners do? How do active listeners make meaning? How do active listeners know what to listen for? Big Idea: Effective speakers prepare and deliver messages. How do task, purpose, and audience influence speaking? How do speakers employ language and nonverbal communication? Big Idea: Effective research requires thoughtful inquiry. What does a reader look for and how do they use it? How does a reader know a source can be trusted? How does one organize and synthesize information? How does one best present findings? Big Idea: Audience and purpose influence writing. What makes clear and effective writing? Why do writers write? What is the purpose? Who is the audience? What will work best? Big Idea: Responsible citizens use information to make informed decisions. How do responsible citizens use information? How do responsible citizens use information to make informed decisions?
	Big Idea: Responsible citizens use information to make informed decisions.

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Dates: _____ to _____

Library Lessons	8th Grade
	<p>CC.1.4.8.W. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.8.X. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>AASL National School Library Standards for Learners (2018)</p> <p>I. INQUIRE – Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p> <p>A. Think - Learners display curiosity and initiative by:</p> <ol style="list-style-type: none"> 1. Formulating questions about a personal interest or curricular topic. 2. Recalling prior and background knowledge as context for new meaning. <p>B. Create - Learners engage with new knowledge by following a process that includes:</p> <ol style="list-style-type: none"> 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning. <p>C. Share – Learners adapt, communicate, and exchange learning products with others in a cycle that includes:</p> <ol style="list-style-type: none"> 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience. <p>D. Grow – Learners participate in an ongoing inquiry-based process by:</p> <ol style="list-style-type: none"> 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions. 	<p>II. INCLUDE – Demonstrate an understanding and commitment to inclusiveness and respect for diversity in the learning community.</p> <p>A. Think - Learners contribute a balanced perspective when participating in a learning community by:</p> <ol style="list-style-type: none"> 1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevance and placement within the global learning community. <p>B. Create - Learners adjust their awareness of the global learning community by:</p> <ol style="list-style-type: none"> 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities. <p>C. Share – Learners exhibit empathy with and tolerance for diverse ideas by:</p> <ol style="list-style-type: none"> 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed. <p>D. Grow – Learners demonstrate empathy and equity in knowledge within the global learning community by:</p> <ol style="list-style-type: none"> 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community.
	<p>III. COLLABORATE – Work effectively with others to broaden perspectives and work toward common goals.</p> <p>A. Think - Learners identify collaborative opportunities by:</p> <ol style="list-style-type: none"> 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction. <p>B. Create - Learners participate in personal, social, and intellectual networks by:</p> <ol style="list-style-type: none"> 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge. <p>C. Share – Learners work productively with others to solve problems by:</p> <ol style="list-style-type: none"> 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes. <p>D. Grow – Learners actively participate with others in learning situations by:</p> <ol style="list-style-type: none"> 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.

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Each Template Includes:

- Date(s)
- Lesson Title
- Objective(s)
- 2018 AASL National School Library Standards for Learners
- Applicable National Common Core ELA Standards
- Applicable Pennsylvania Core ELA Standards
- Assessment (with suggestions)
- Materials
- Procedure
- Reflection (Glows & Grows)
- Bibliography of Resources Used

Teacher's Notes and Terms of Use

1. **This set of 7 lesson plan templates** are designed specifically for school library media specialists and/or school librarians.
2. **Each template includes space for:** Date(s), Lesson Title, Objective(s), Big Ideas & Essential Questions, Standards (as listed below), Assessment (with several possible choices listed), Materials, Procedure, Reflection (Glows and Grows), and Bibliography of Resources Used (with standards cited)
3. The following standards are included, but not all of the Common Core and state standards are listed...just the ones I feel apply most to teaching library and information fluency skills.
 - National Common Core Standards in Reading, Writing, Speaking and Listening, and Grades 6-12 Literacy in History/Social Studies, Science & Technical Subjects,
 - Pennsylvania Common Core English Language Arts Standards (as approved in 2012); and
 - 2018 American Association of School Librarians National School Library Standards for Learners.
4. **When using these templates, it is easiest to delete the standards that don't apply to the lesson you are creating.** This will significantly shorten the number of pages in the lesson plan, and then you will be adding your own Procedure and Materials for that lesson.
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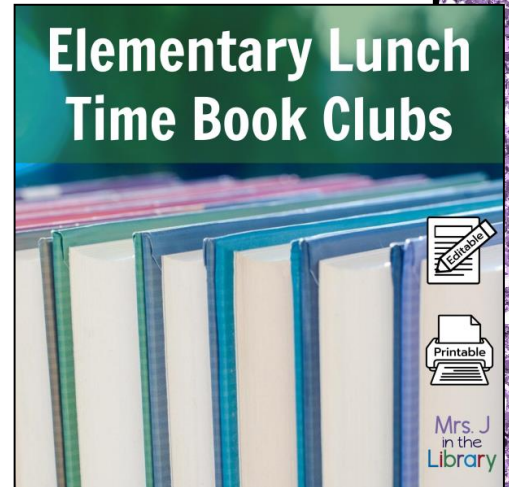
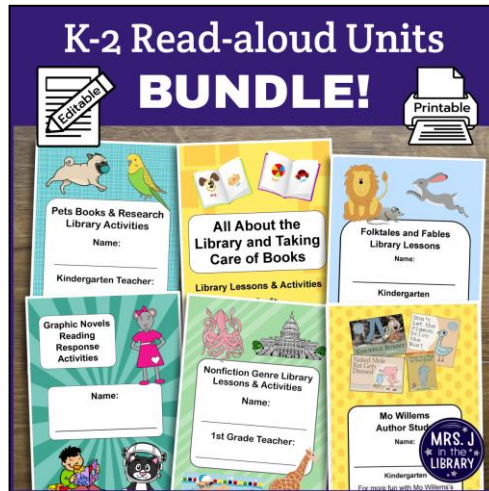
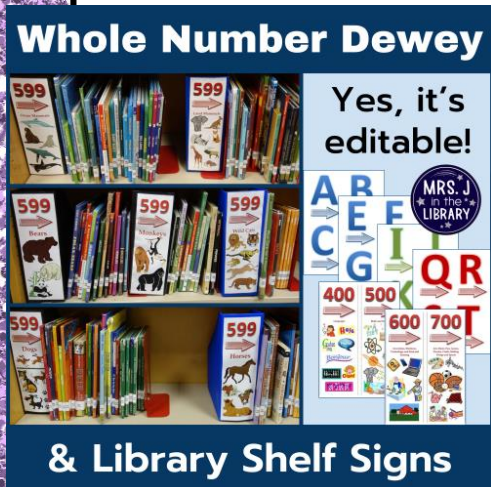


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