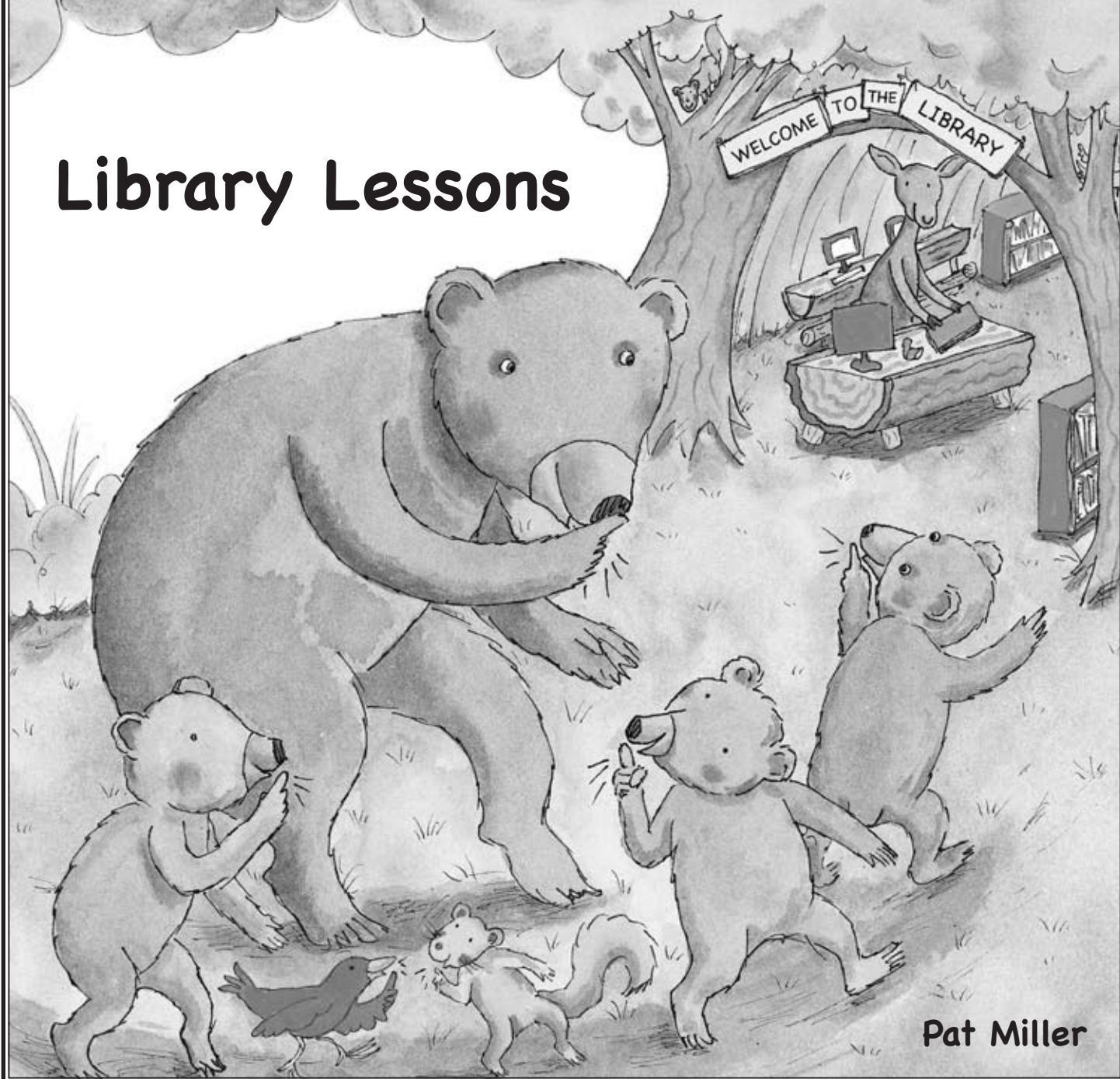


WE'RE GOING ON A BOOK HUNT

Library Lessons



Pat Miller

Using Book Hunt in Your Library

I had explained and demonstrated beginning library procedures to the seventh of my eight kindergarten classes when I wished there was a book that would help me with it. I still had eight sections of first graders to review! Wouldn't it be more fun if there was a way to act out the procedures in unison? Maybe with some songs and movement and some funny pictures as well?

Well, my wish came true in this picture book, and I plan to use it annually as part of my primary grade library introduction. Best of all, it can be reread and used throughout the year whenever we need to brush up on our book behaviors. I hope the *We're Going on a Book Hunt* book and guide will make your introductory lessons with primary grades something you look forward to each year.

The activities in this guide follow each verse. They are not intended to all be done at one sitting. Emphasize two or three each week. Be sure to act out the chorus to involve students in the story. Here's one way to do it:

We're going on a book hunt.
We're going to find a good one.
(Arms out expansively.)
We know how.
(Point to brain.)
Not too easy,
(Hands like a hula girl.)
Not too hard,
(Knock knuckles together.)
But just right.
(Both fists with thumbs up.)

Read the book through in its entirety to enjoy the bounce and the fun of participating. When you have everyone's attention, go back through from the beginning to explain and act out the various verses.

Moving in the Library

Here it is—the library.
Can't scream or run about,
Can't skip or yell and shout.
We'll have to be considerate.
Tip toe, tip toe, tip toe.

Show the students, or better, have them show you and the group how to move in the following situations:

- leave and enter the story area
- be seated and leave the tables
- push chairs in
- go to the shelves
- other ways of moving about your library

Do you have rules about how many students can select books from a book case at one time? Can students name any other considerate ways of moving about your library? Time spent on reinforcing all these procedures early on will make daily library life smoother.

After you have students show each behavior (take notes on which child did which), ask the group, "Who remembers how Martin demonstrated leaving the table area?" Be generous with stickers if you feel that will help with attentiveness. Proceed until every child has had a chance to demonstrate one of the behaviors and earn a sticker.

As an alternate activity or a refresher activity at a later date, loan several students teddy bears. Students show the class how to move in various situations (see the Here's How We Move reproducible on page 6) using their own and their bears' bodies.

Mark it First

Here it is—the shelf marker.
Can't look without it.
Shows where the book fits.
We'll have to slide the marker in.
Slippy slide, slippy slide, slippy slide.

Demonstrate how a bookmark is used to hold the place in a book. Why do we want to hold our place in a book? Can you imagine if you had to read a book with ___ pages? (Number should match the number of books in your library.) Wouldn't you need a marker to hold your place each time you had to stop?

We also want to hold our place on the shelf when we look at books. In our library, we have more than _____ books. It could get to be a real mess in here if students aren't careful about putting books back where they found them.

The shelf marker is like a bookmark for the shelf. Instead of holding your place in the book, it holds the book's place on the shelf. Why do you want to do that? Right! So you don't lose your book's place on the shelf while you look inside the book.

Let me show you how it is done.

1. Look for a spine that looks interesting because of its color, or size, or thickness, or best of all, because you can read sideways and can read the title of the book.
2. Slip your shelf marker on the right side of the book you want until only a couple of inches (or the design, or the notched handle on the paint stir stick) is showing.
3. Take time to look inside your book. No need to memorize where the book went, the marker will help you with that.
4. If you want the book, remove the shelf marker and return the marker to _____.
5. If you don't want the book, think of the shelf as a garage and your book as a car. Use one hand to open the garage door (make a space). Hold the book by its spine and drive in the front bottom corner. (Make sound effect of a car.) Finally, remove the marker and look for another.

Shelf markers can be wooden paint stir sticks, very thick strips of cardboard, or can be ordered from Highsmith (www.highsmith.com) in sets that have colored pictures on the ends to help students remember which is their marker on a shelf.

Choosing a Book

Here it is—a book.

Can't tell from outside.

Have to look inside.

We have to see what size it is.

Peek and turn, peek and turn, peek and turn.

A few weeks before this lesson, ask students to bring in shoe boxes with lids. You can return them if they put their name on or in them. You are striving for a variety of boxes, small and large, of all colors, some glossy boxes, etc. If you plan to return the boxes, rubber band them together so the lids cannot be easily opened. If you plan to keep them, tape the lids on.

When students come to the library, make a show of telling them that you have all these shoes from The

'Maginary Shoe Store. You need a pair to wear with a new dress or suit. Can anyone help you choose a good set to match?

How will students help you? Some might ask for more details about your outfit, some might ask your size, some might ask how much you want to spend. Supply them with all this information. The next part of the lesson should involve a child trying to choose a pair for you without opening the box. Show them how to examine the label to find out the style name, the color, and the size. Hopefully, they will conclude that it is impossible to get a good fit without seeing and trying on the shoes.

Books are like shoes. The cover is like the box for the ideas that are inside. Show them two shoe boxes. One should be a plain brown cardboard box (wrap it in paper if you need to), the other a fancy one. Which one has the best shoes inside? They should think that you can't tell from the box. If these boxes were books, could you tell which has the best ideas inside?

Next, take books out of each box. In the plain box should be some "boring" books (a dictionary, the manual for a toaster oven, etc.) along with some student favorites that have plain covers (remove the jackets from some for this activity if necessary). The attractive box should have the same kind of selection except with more appealing covers.

In other words, you can't accurately tell what the ideas inside are like. Talk about how children would decorate a box if they wanted someone to open it. Book publishers "decorate" their books the same way, hoping students and buyers will choose the book without looking inside.

So how do you get a good fit? Show them a box with your real shoes in it and the label that mentions the color, style, and size.

Try it on with your foot. Walk about and tell them how you know it fits.

Then tell them you are going to use the same smart way to try on a book. Pretend to put the book on your bare foot—children will laugh and correct you. Make the point that you should try on a book with your eyes. What to look for? Like shoes, check for the following (You can show this information on the label of a shoe box.):

Size: What size are the letters? (How many sentences on the page, etc.)

Width: How thick is the book? (How many pages, how many chapters)

Color: Pictures? Interesting summary? (This refers not to the color of the cover, but the color of the language, the pictures, the inside appeal.)

Does the book fit in all three ways? Peek and turn, peek and turn, peek and turn! Look **inside** before choosing.

Is it a Good Fit?

Here it is—the choosing part.

Can't read a hard one.

Don't want an easy one.

We'll have to count our fingers.

Miss a word, finger up. Stop at five.

We don't try on books with our feet. We try them on with our eyes. With shoes we don't just put them on our feet, we walk around in them a bit. Same thing with books. We don't just look at the pictures, we "walk around in them a bit" by reading a page.

Open your book to a page that has the words on it. Read the words to yourself, thinking about what they mean. When you get to a word you don't know, hold up a finger. Skip the word and keep going. Do this for every word you don't know until you finish the page or have five fingers up. Now ask yourself what it meant. You should know what the page said and have up less than five fingers in order to feel like this book is a good fit for you right now.

The Five Finger Book Song

(Sung to the tune of "Yankee Doodle")

Here's the way I choose a book—

I count upon my fingers.

See a word I cannot read,

My fingers keep a record.

Miss a word, that counts for one,

But I still can read it.

Miss the next word, finger up,

At five, I'll choose another!

Discussion

It's not enough to merely be able to call a word, but if students can't read a page without missing five words, the book is going to be very difficult. If a child misses four words or less on a page, the next

step is to ask, "What did I just read about?" If the child can't tell you, the book is too hard.

Consider letting students check out at least two books. One should be a book they can read themselves or with a little help. The other can be their choice, even if it is hard, though they should still look through the book.

Let them know if you do have any restrictions. In our library, our youngest readers cannot check out Harry Potter books since we need them for our older readers. They cannot get two I Spy books or two drawing books. They don't go to the fiction shelves without teacher permission and we show them where reference and teacher books are, so they can avoid them.

Handle with Hugs

Here it is—the perfect book.

Can't be rough with it.

Can't be tough with it.

We'll have to treat it kindly.

Cross and hug, cross and hug, cross and hug.

(Cross arms to hug book over heart.)

I bring in a baby doll and allow several children to show the class how to hold it. If you want students to take care and even pride in how they handle books, give them a license. To earn the license, the student must do any of the following you feel is appropriate:

- correctly demonstrate how to hold the doll
- correctly demonstrate how to hold books
- show how to use a bookmark
- name three safe places they can keep their book at school and at home until the book is returned

When students can demonstrate these things, they become a licensed book caretaker. Use the form on page 7. Before duplication, fill in the spaces for the name of the library and your signature. Then duplicate, add student names, and distribute.

For more impact, award the licenses at a simple ceremony. Share *Mr. Wiggle's Book* with the class and talk about how important it is that every child help care for the books because they cannot take care of themselves. Review the ways we care for them and the way we hold books. Play commencement-style music as you call each child up for his/her certificate. Finish by having each child check out books.

Check it Out

Here it is—the book check.

Can't keep it always.

Can keep it two weeks.

We'll have to bring our book back.

Beep boop beep, beep boop beep, beep boop beep.

So that students don't mob the circulation desk, put a small carpet on the floor about five feet in front of it if your library is carpeted, or use vinyl tape to tape a square if you have tiled floors. Tape a sign to the front of the desk that says STOP ON THE SPOT in large letters. Teach students to stop at that spot if they are first and wait to be called to the desk.

Give children a bookmark (found on the back of this guide) and tell them it is the perfect size to put on their refrigerator with a magnet to remind them when their book is due. At the end of each class for the first few weeks, you can sing this song:

Return Our Books Song

(Sung to the tune of "Pop Goes the Weasel")

Now we have our library books.

We take them home and read them.

But we can't keep them at home.

Bring them back on _____ *(insert day)*.

We use laminated index cards with student barcode and large letter sticker for their last initial as library cards. (The initial helps them learn that the library uses LAST names for its students and its authors.) We put them out on a table near the spots and all are required to show their card weekly, even if they can't get books. When they can't check out, we can remind them of what they have and/or print an overdue letter.

Show students where to return books. Our classes each have a very large plastic tub with a lid that is returned to the library on the morning of their library day. When they come on a pass, students place them in the book drop. Show students your procedures and have several act it out for the group.

Train Your Fingers!

Here we are—back in class.

Can't wait to read the words.

Can share it with our friends.

We'll have to turn carefully.

At the corner, corner, corner.

Turning pages is like a dance. Ask your music teacher to provide or suggest music with a gliding pace, like a waltz. Play the music as you show students how to lift a corner (top or bottom—your choice or theirs) of the page, slide their hand to the middle of the page's side, then lift and lay the page over. Proceed with the music, moving together, until students have gone through a picture book.

Tell students that fingers aren't born knowing how to do this page dance. Students have to teach their hand to do it. If they aren't paying attention, their hand will want to turn at the tearing place. Show them this place, which is at the bottom edge, about two inches out from the spine. When they catch their hand turning there, they need to gently remind it about using the corner instead.

Practice this often, especially if your class seems rowdy. The calming music and the unison activity will help them to settle and will ingrain the activity into their muscle memory.

Remember to Return

Here we are—our books are done.

Time to take our books back.

Time to choose some other ones.

Tip toe, tip toe, tip toe.

Slippy slide, slippy slide, slippy slide.

Peek and turn, peek and turn, peek and turn.

Miss a word, finger up. Stop at five.

Cross and hug, cross and hug, cross and hug.

Beep boop beep, beep boop beep, beep boop beep.

At the corner, corner, corner.

And we're often going to do that again! You may want to explain to students about your pass system and how and when they use it, or at what times they can come to check out books independently instead of waiting until library day.

Revisit this book throughout the year so that students can show off their prowess and/or you can review procedures or behaviors that have become sloppy. It's an interactive and kinesthetic way to review what you want students to know so they can get those books into their brains!

Help! I'm new to our school and would like for you to remind me of how to move in the library.



Here's How We Move!

This is the way we enter the story area: _____

This is how we sit in the story area: _____

This is how we leave the story area: _____


This is how we sit at the tables: _____

This is how we leave the tables: _____

When we go to the shelves, we move like this: _____

Here's how we walk to the check-out desk: _____

Book Caretaker License




is a licensed

Book Caretaker

and is permitted to check out books from

Signed: _____


Library Day Bookmarks



My library day is

Monday

Name: _____



My library day is

Tuesday

Name: _____



My library day is
Wednesday

Name: _____



My library day is
Thursday

Name: _____



My library day is
Friday

Name: _____

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