



Each month a set of lessons, activities, and read alouds are organized in a monthly pacing guide. Because library collections and schedules vary from school to school, it is up to the library staff to select read alouds and make adjustments to the pacing of these lessons and activities so that they flow best during the sessions in which students are seen.

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## Monthly Outcomes

During the month of October, students will:

- **Identify** various **parts of a book** as presented through **book talks**;
- **Locate** and choose “**Good Fit**” **books** using age-appropriate strategies (e.g., **Dewey decimal system**; **Destiny Discover**);
- **Checkout** books using the approved checkout **process**, including **Self Checkout** (if applicable)
- **Identify genre** (2-5 students).
- **Login to Destiny Discover**
- **Search for books in Destiny using filters**
- **Rate Books** (4th and 5th)
- **LTR (love to read)** - reinforce the love of reading by establishing expectations and excitement for students to read and share

## ODE/OASL Library Standards

READING ENGAGEMENT: Read to pursue lifelong intellectual, personal, and emotional growth

- Standard: Develop an appreciation for reading
- Standard: Comprehend, interpret and evaluate informational and fictional text
- Standard: Build reading skills and behaviors for lifelong learning

## General lesson plan timing and activities

Most of us have 45 minute library classes. I like to divide this time into 3rds (approximately) with a predictable routine.

- 1) Read aloud/book talk
- 2) Library lesson
- 3) Activity/Independent Reading/Game/Centers

### Tips for Success

Take time at the beginning of each class for a successful entry and friendly greetings.

- Share the day's learning outcomes so students know what to expect.
- Utilize the "[Looks Like, Feels Like, Sounds Like](#)" guidance for students
- Allow time at the end of each class for students to clean up and be ready to calmly return to class.

Pro-tip: Closely supervise students when they are on devices!

Week 1	Kinder	First	Second	Third	Fourth	Fifth
<b>Lessons &amp; Activities Day 1</b>	<b>Read Aloud</b>  <b>Lesson plan</b> <a href="#">Parts of a Book</a>  <b>Watch</b> <a href="#">Parts of a book video</a>  <b>Game</b> <a href="#">Play Simon Says</a>  <b>Check-out and LTR</b> (love to read) and/or activity stations	<b>Read Aloud</b>  <b>Lesson plan</b> <a href="#">Parts of a Book</a>  <b>Watch</b> <a href="#">Parts of a book video</a>  <b>Game</b> <a href="#">Play Simon Says</a>  <b>Check-out and LTR</b> (love to read) and/or activity stations	<b>Read Aloud</b>  <b>Lesson plan</b> <a href="#">Library Organization: Grade 2</a> (LIB 1.1.D)  Continue to introduce one or two Dewey sections and do a read-aloud each week.  <b>Check-out and LTR</b> (love to read)	<b>Read Aloud</b>  <b>Lesson Plan</b> <a href="#">Library Organization Grades 3&amp;4</a> (Lib 1.1.D)  <b>Check-out and LTR</b> (love to read)	<b>Read Aloud/Book Talk</b>  <b>Lesson Plan</b> <a href="#">Library Organization Grades 3&amp;4</a> (Lib 1.1.D)  <b>Check-out and LTR</b> (love to read)	<b>Read Aloud/Book Talk</b>  <b>Lesson Plan</b> <a href="#">Library Organization Grades 3&amp;4</a> (Lib 1.1.D)  <b>Check-out and LTR</b> (love to read)
<b>Lessons &amp; Activities Day 2</b>	<b>Read Aloud</b>  <b>Review Lesson</b>  <b>Game</b> <a href="#">Who Stole the Cookie</a> to learn student names	<b>Read aloud</b>  <b>Review Lesson</b>  <b>Game</b> <a href="#">Who Stole the Cookie</a> to learn student names	<b>Read aloud</b>  <b>Review Lesson</b>  <a href="#">Library Fun Option</a> and/or LTR (love to read)	<b>Read aloud</b>  <b>Review Lesson</b>  <a href="#">Library Fun Option</a> and/or LTR (love to read)	<b>Read aloud</b>  <b>Review Lesson</b>  <a href="#">Library Fun Option</a> and/or LTR (love to read)	<b>Read aloud</b>  <b>Review Lesson</b>  <a href="#">Library Fun Option</a> and/or LTR (love to read)

	<a href="#">Library Fun Option</a> and/or LTR (love to read)	<a href="#">Library Fun Option</a> and/or LTR (love to read)				
<b>Materials</b>	Enough picture books for each student and yourself Scissors Markers Sticky Notes	Enough picture books for each student and yourself Scissors Markers Sticky Notes	Select a read aloud book related to the highlighted Dewey section of the week.	10 index cards, chart stand and paper, selected nonfiction books <a href="#">Dewey Rap</a> <a href="#">Dewey Jeopardy!</a> (Pirate Edition)  computers, scratch paper and pencils	10 index cards, chart stand and paper, selected nonfiction books <a href="#">Dewey Rap</a> <a href="#">Dewey Jeopardy!</a> (Pirate Edition)  computers, scratch paper and pencils	10 index cards, chart stand and paper, selected nonfiction books <a href="#">Dewey Rap</a> <a href="#">Dewey Jeopardy!</a> (Pirate Edition)  computers, scratch paper and pencils
<b>Week 2</b>	<b>Kinder</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>
<b>Lessons &amp; Activities Day 1</b>	Read Aloud  Lesson plan <a href="#">Intro: Author/Illustrator ("Authostrator")</a>  Sing <a href="#">Author/Illustrator song</a>  Check-out and LTR (love to read) and/or activity stations	Read Aloud  Lesson plan <a href="#">Intro: Author/Illustrator ("Authostrator")</a>  Sing <a href="#">Author/Illustrator song</a>  Check-out and LTR (love to read) and/or activity stations	Read Aloud  Lesson Plan 2nd/3rd Grade: <a href="#">Finding Good Fit Books using Destiny Discover</a> LIB 1.1.D, 1.1.E, 4.1.B, 4.2.C)  Review: <a href="#">Library Organization: Grade 2</a> (LIB 1.1.D)  <i>Continue to introduce Dewey sections and do a read aloud each week.</i>  Check-out and LTR (love to read)	Read Aloud  Lesson Plan 2nd/3rd Grade: <a href="#">Finding Good Fit Books using Destiny Discover</a> LIB 1.1.D, 1.1.E, 4.1.B, 4.2.C)  Check-out and LTR (love to read)	Read Aloud/ Book Talk  Lesson Plan 4th/5th Grade: <a href="#">Finding Books using Destiny Discover</a> LIB 1.1.D, 1.1.E, 4.1.B, 4.2.C)  Check-out and LTR (love to read)	Read Aloud/Book Talk  Lesson Plan 4th/5th Grade: <a href="#">Finding Books using Destiny Discover</a> LIB 1.1.D, 1.1.E, 4.1.B, 4.2.C)  Check-out and LTR (love to read)
<b>Lessons &amp; Activities Day 2</b>	Read aloud	Read aloud	Read aloud	Read aloud	Read aloud	Read aloud

	Review/Finish Lesson  <a href="#">Library Fun Option</a> and/or LTR (love to read)	Review/Finish Lesson  <a href="#">Library Fun Option</a> and/or LTR (love to read)	Review/Finish Lesson  <a href="#">Library Fun Option</a> and/or LTR (love to read)	Review/Finish Lesson  <a href="#">Library Fun Option</a> and/or LTR (love to read)	Review/Finish Lesson  <a href="#">Library Fun Option</a> and/or LTR (love to read)	Review/Finish Lesson  <a href="#">Library Fun Option</a> and/or LTR (love to read)
<b>Materials</b>	“Authostrator” examples: David Weisner, Eric Carle, Jan Brett	“Authostrator” Study: Eric Carle	Student Laptops, scratch paper and pencils  Select a read aloud book related to the highlighted Dewey section of the week.	Student Laptops, scratch paper and pencils  Select a read aloud book related to the highlighted Dewey section of the week.	Student Laptops, scratch paper and pencils	Student Laptops, scratch paper and pencils
<b>Week 3</b>	<b>Kinder</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>
<b>Lessons &amp; Activities Day 1</b>	<a href="#">Learn about Beginning, Middle, and End VIDEO</a>  <b>Read aloud</b> The Very Hungry Caterpillar, E CAR  <b>Lesson plan</b> <a href="#">Sequencing: Beginning, Middle and End</a>  <b>Check-out and LTR</b> (love to read)  <a href="#">Game</a> and/or Closing Video	<a href="#">Learn about Beginning, Middle, and End VIDEO</a>  <b>Read aloud</b> The Very Hungry Caterpillar, E CAR  <b>Lesson plan</b> <a href="#">Sequencing: Beginning, Middle and End</a>  <b>Check-out and LTR</b> (love to read)  <a href="#">Game</a> and/or Closing Video	<b>Lesson plan</b> <a href="#">Genre</a> Grades 2-5 (Part 1)  <b>Check-out and LTR</b> (love to read)	<b>Lesson plan</b> <a href="#">Genre</a> Grades 2-5 (Part 1)  <b>Check-out and LTR</b> (love to read)	<b>Lesson Plan</b> 4th/5th: <a href="#">How to Rate a Book</a> (LIB 2.3.B) Talk about book ratings and what the "stars" mean.  <b>Activity</b> Students enter ratings as time permits.  <b>Check-out and LTR</b> (love to read)	<b>Lesson Plan</b> 4th/5th: <a href="#">How to Rate a Book</a> (LIB 2.3.B) Talk about book ratings and what the "stars" mean.  <b>Activity</b> Students enter ratings as time permits.  <b>Check-out and LTR</b> (love to read)
<b>Lessons &amp; Activities Day 2</b>	<b>Read aloud</b>  <b>Finish/Review Lesson</b>  <a href="#">Game</a> and/or Closing Video	<b>Read aloud</b>  <b>Finish/Review Lesson</b>  <a href="#">Game</a> and/or Closing Video	<b>Read aloud</b>  <b>Finish/Review Lesson</b>  <a href="#">Game</a> and/or Closing Video	<b>Read aloud</b>  <b>Finish/Review Lesson</b>  <a href="#">Game</a> and/or Closing Video	<b>Read aloud</b>  <b>Finish/Review Lesson</b>  <a href="#">Game</a> and/or Closing Video	<b>Read aloud</b>  <b>Finish/Review Lesson</b>  <a href="#">Game</a> and/or Closing Video

<b>Materials</b>	<ul style="list-style-type: none"> <li>• <a href="#">Slide Show</a></li> <li>• <a href="#">Worksheet</a> (optional)</li> <li>• Continue choosing read alouds with an authorator (i.e. Mo Willems, Kevin Henkes, David Shannon etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Slide Show</a></li> <li>• <a href="#">Worksheet</a> (optional)</li> <li>• Continue choosing read alouds with an authorator (i.e. Mo Willems, Kevin Henkes, David Shannon etc.)</li> </ul>	Select a read aloud book related to the highlighted Dewey section of the week.	Read aloud book of genre taught for that particular day, computers, scratch paper and pencils.	Read aloud book of genre taught for that particular day, computers, scratch paper and pencils.	Read aloud book of genre taught for that particular day, computers, scratch paper and pencils.
<b>Week 4</b>	<b>Kinder</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>
<b>Lessons &amp; Activities Day 1</b>	<p><b>Lesson:</b>  <a href="#">Learn about Fiction &amp; Nonfiction Video</a></p> <p><a href="#">Fiction/Non-Fiction Picture &amp; Phrase Sorting Game</a></p> <p>Tip: Click "Make a Copy" when prompted to open the slide show</p> <p><b>Check-out and LTR (love to read)</b></p> <p><a href="#">Game</a> and/or Closing <a href="#">Video</a></p>	<p><b>Lesson plan</b>  <a href="#">Learn about Fiction &amp; Nonfiction Video</a></p> <p><a href="#">Fiction/Non-Fiction Picture &amp; Phrase Sorting Game</a></p> <p>Tip: Click "Make a Copy" when prompted to open the slide show</p> <p><b>Activity</b>  Practice with shelf markers</p> <p><b>Check-out and LTR (love to read)</b></p> <p><a href="#">Game</a> and/or Closing <a href="#">Video</a></p>	<p><b>Read aloud</b></p> <p><b>Lesson plan</b>  <a href="#">Genre</a> Grades 2-5 (Part 2)</p> <p><b>Check-out and LTR (love to read)</b></p> <p><a href="#">Game</a> and/or Closing <a href="#">Video</a></p>	<p><b>Read aloud</b></p> <p><b>Lesson plan</b>  <a href="#">Genre</a> Grades 2-5 (Part 2)</p> <p><b>Check-out and LTR (love to read)</b></p> <p><a href="#">Game</a> and/or Closing <a href="#">Video</a></p>	<p>Read Aloud: <a href="#">Too Many Pumpkins</a> by Linda White and Megan Lloyd</p> <p>Art! <a href="#">Draw and Color a Pumpkin</a></p> <p><b>Check-out and LTR (love to read)</b></p>	<p>Read Aloud: <a href="#">Too Many Pumpkins</a> by Linda White and Megan Lloyd</p> <p>Art! <a href="#">Draw and Color a Pumpkin</a></p> <p><b>Check-out and LTR (love to read)</b></p>
<b>Lessons &amp; Activities Day 2</b>	<p><b>Read aloud</b></p> <p><b>Finish/Review Lessons</b></p> <p><a href="#">Game</a> and/or Closing <a href="#">Video</a></p>	<p><b>Read aloud</b></p> <p><b>Finish/Review Lessons</b></p> <p><a href="#">Game</a> and/or Closing <a href="#">Video</a></p>	<p><b>Read aloud</b></p> <p><b>Finish/Review Lessons</b></p> <p><a href="#">Game</a> and/or Closing <a href="#">Video</a></p>	<p><b>Read aloud</b></p> <p><b>Finish/Review Lessons</b></p> <p><a href="#">Game</a> and/or Closing <a href="#">Video</a></p>	<p><b>Read aloud</b></p> <p><b>Finish/Review Lessons</b></p> <p><a href="#">Game</a> and/or Closing <a href="#">Video</a></p>	<p><b>Read aloud</b></p> <p><b>Finish/Review Lessons</b></p> <p><a href="#">Game</a> and/or Closing <a href="#">Video</a></p>

<b>Materials</b>	<ul style="list-style-type: none"> <li>• Continue choosing read alouds with an authorator (i.e. Mo Willems, Kevin Henkes, David Shannon etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue choosing read alouds with an authorator (i.e. Mo Willems, Kevin Henkes, David Shannon etc.)</li> </ul>	Select a read aloud book related to the highlighted Dewey section of the week.	Read aloud book of genre taught for that particular day, computers, scratch paper and pencils.	Blank paper, black markers (optional), and crayons	Blank paper, black markers (optional), and crayons
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## Additional Information

Authors & Illustrators	<b>Author Study:</b>  <b>Author Study:</b> <a href="#">Pam Muñoz Ryan</a> author of <i>Esperanza Rising</i> and other <a href="#">books</a> → “I am half Mexican. When I was growing up, I was very fortunate that my grandmother spoke Spanish to me. I understand it and can read it more fluidly than I speak it, because I don’t have many opportunities to practice.” → See below for more information.
<b>Special Events &amp; Celebrations</b>	<b>Observances</b> → National Hispanic Heritage Month (September 15 - October 15) — “National Hispanic Heritage Month celebrates and recognizes the contributions Hispanic Americans have made to American society and culture...”

**Author Study:** Pam Muñoz Ryan — [Extended Biography](#)<sup>1</sup>

In the author’s words:

I was born and raised in Bakersfield, California. One of my earliest memories of books is my grandmother’s set of encyclopedias. My favorite volume was G, because it contained an illustrated section of Greek myths. How I loved those encyclopedias! Once, I even tried to copy an entire page, but did not succeed.

**The summer before fifth grade, my family moved across town to Irene Street, near the original Green Frog Market. I was the new kid in a school where most students had been together since kindergarten. I didn’t fit in. I spent much of my free time riding my bike to the East Bakersfield Library to borrow books. It was through books that I escaped and coped with the changes in my life. I became, what most people would consider, an obsessive reader.**

I attended Washington Junior High and became the editor of the Washington Hornet newspaper. Then, I attended Bakersfield High School. Although English and composition were my strongest subjects, I didn’t pursue any writing electives in high school. I must have been too busy being a teenager.

After high school, I knew that I wanted a profession that something to do with books and literature, and I thought that would be teaching. I graduated from Bakersfield Junior College and transferred to San Diego State University. After college, I became a bilingual teacher in Escondido. After my children were born (two girls and twin boys), I stayed home with them for almost twelve years, substituting part-time. When my youngest went to kindergarten, I accepted a job as the director of an early childhood program. At the same time, I went back to school one night a week to get my master’s degree in Post-secondary Education, with the intention of someday teaching children’s literature. A few weeks before I finished my master’s, one of my professors asked me to stay after class. She wanted to know if I’d ever considered professional writing as a career or avocation. She encouraged me. Coincidentally, a few weeks later, a colleague asked me if I would help her write a book for adults. I could not stop thinking about the possibility that I could be a writer. The seed had been planted and wouldn’t stop growing.

**I began to write stories for children. I submitted manuscripts to many children’s publishers but with no luck. I wish I knew how many submissions I made, but I didn’t keep track. There were so many rejections that, at the time, it would have been painful to count. I finally contracted a literary agent.** Today, I still have the same agent, Kendra Marcus with Bookstop Literary Agency. My first children’s book, *One Hundred Is A Family*, published in 1994. After a number of picture books, my editor at Scholastic, Tracy Mack, encouraged me to try a novel and I did. More novels followed. One book led to another. And I became something I’d never been before.

<sup>1</sup> Pam. (n.d.). Retrieved from <http://www.pammunozryan.com/about-pam-munoz/#>

Today, I cannot imagine not writing. But I have a very practical approach to it. It is my job. One that I love. I want to deliver, for my publisher, for my reader, and for myself. People frequently ask me, “What is your motivation to write?” The answer is simple. I want the reader to turn the page.

**PLEASE CONTACT THE DISTRICT LIBRARY MANAGER ABOUT ANY LINKS THAT DO NOT WORK IN THIS DOCUMENT.**