

# **Nonfiction Read-aloud Unit & Lesson Plan**

**Designed for Students  
in 1st or 2nd 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 of 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.

**MRS. J** in the **LIBRARY**

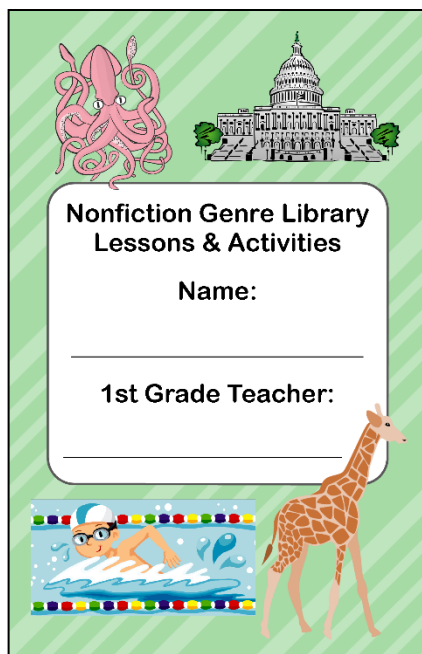




# Contents Included:

## After-Reading Response Activities in Printable Booklets

Editable in Microsoft PowerPoint .pptx and  
Publisher .pub file formats; easy-to-print PDF files  
also included; Classroom & Library Class versions





Editable Lesson Plan aligned to  
National and Pennsylvania Common Core Standards, and  
the 2018 AASL National School Library Standards for  
Learners; Microsoft Word .docx file format




# Teacher's Notes and Terms of Use

1. This genre study of literary nonfiction picture books is designed for 1st grade, and the lesson plans are aligned accordingly. By substituting different standards, however, it could easily be adapted for 2nd or 3rd grade study of picture books.
2. The books read aloud are: (affiliate links below)
  - [“Actual Size” by Steve Jenkins](#)
  - [“Time to Eat” by Steve Jenkins](#)
  - [“Zarafa: The Giraffe that Walked to the King” by Judith St. George](#)
  - [“Worst of Friends: Thomas Jefferson, John Adams, and the True Story of an American Feud” by Suzanne Tripp Jurmain](#)
  - [“Touch the Sky: Alice Coachman, Olympic High Jumper” by Ann Malaspina](#)
  - [“Mermaid Queen: The Spectacular True Story of Annette Kellerman, Who Swam Her Way to Fame, Fortune & Swimsuit History!” by Shana Corey](#)
3. I don't formally grade the activities other than through formative assessment. I circulate the room after students have checked out books to make sure they are on task. Sometimes, I use a checklist to see that everyone completes the reading response for the book. Other times, I ask a few students to share their responses with the class.
4. There is no answer key needed, because much of the response has to do with student text-to-self connections. When there is a right or wrong answer, you will easily know what the correct answer is when you read the book.
5. The lesson plans include objectives, big ideas and essential questions, standards as listed above, materials, assessment, procedures, and reflection.
6. To make the booklets, print them double-sided, fold in half, and staple.
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Library Lessons	1st Grade
Lesson Title	Nonfiction Genre Study Read-aloud Unit
<b>Objective(s)</b>	<p>Students will be able to listen attentively to the literary nonfiction story and answer questions about genre, characters, plot, setting, and themes in the book.</p> <p>Students will be able to find and select a book that is appropriate for their reading level.</p> <p>Students will be able to complete appropriate reading response activities.</p>
<b>Big Ideas &amp; Essential Questions from the Pennsylvania Library Model Curriculum (2012)</b>	<p><b><u>Big Idea: Effective readers use appropriate strategies to construct meaning.</u></b>          How do strategic readers create meaning from informational and literary text?          What is this text really about?          How does what readers read influence how they should read it?</p> <p><b><u>Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.</u></b>          What do good listeners do?          How do active listeners make meaning?</p> <p><b><u>Big Idea: Effective speakers prepare and communicate messages to address the audience and purpose.</u></b>          How do speakers employ language and utilize resources to effectively communicate a message?</p> <p><b><u>Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.</u></b>          Why do writers write? What is the purpose?</p>
<b>National Common Core ELA Standards (2010)</b>	<p><b>Reading: Foundational Skills</b>          CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Reading: Informational Text</b>          CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text.          CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.          CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.          CCSS.ELA-Literacy.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.          CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas.          CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><b>Writing</b>          CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.          CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking and Listening</b></p>

Library Lessons	1st Grade	
PA Common Core ELA Standards (2012)	<p>CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CCSS.ELA-Literacy.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>1.2 Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b></p> <p>CC.1.2.1.A. Identify the main idea and retell key details of text.</p> <p>CC.1.2.1.B. Ask and answer questions about key details in a text.</p> <p>CC.1.2.1.C. Describe the connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.1.F. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CC.1.2.1.G. Use the illustrations and details in a text to describe its key ideas.</p> <p>CC.1.2.1.L. Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p><b>1.4 Writing - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p> <p>CC.1.4.1.A. Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>CC.1.4.1.B. Identify and write about one specific topic.</p> <p><b>CC.1.4.1.V. Participate in individual or shared research and writing projects.</b></p> <p><b>CC.1.4.1.W. With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</b></p> <p>CC.1.4.1.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><b>1.5 Speaking and Listening - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b></p> <p>CC.1.5.1.B. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>CC.1.5.1.D. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CC.1.5.1.F. Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.</p>	
AASL National School Library Standards for Learners (2018)	 <p><b>I. INQUIRE – Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</b></p> <p><b>C. Share – Learners adapt, communicate, and exchange learning products with others in a cycle that includes:</b></p> <ol style="list-style-type: none"> <li>1. Interacting with content presented by others.</li> </ol> <p><b>D. Grow – Learners participate in an ongoing inquiry-based process by:</b></p> <ol style="list-style-type: none"> <li>1. Continually seeking knowledge.</li> </ol>	 <p><b>III. COLLABORATE – Work effectively with others to broaden perspectives and work toward common goals.</b></p> <p><b>A. Think - Learners identify collaborative opportunities by:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrating their desire to broaden and deepen understandings.</li> <li>2. Developing new understandings through engagement in a learning group.</li> </ol> <p><b>D. Grow – Learners actively participate with others in learning situations by:</b></p> <ol style="list-style-type: none"> <li>1. Actively contributing to group discussions.</li> </ol>



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	 <p><b>V. EXPLORE – Discover and innovate in a growth mindset developed through experiences and reflection.</b>  <b>A. Think – Learners develop and satisfy personal curiosity by:</b>  1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.  <b>C. Share – Learners engage with the learning community by:</b>  1. Expressing curiosity about a topic of personal interest or curricular relevance.</p>
<b>Assessment</b>	Completion of response activity – Exit ticket, Individual and group conferencing, Group discussion, Circulation, Students’ selection of age-appropriate reading material
<b>Materials</b>	LCD projector and/or Promethan ActivBoard Books to read (listed on library schedule, and the appropriate book should be in the correct green bin) <ul style="list-style-type: none"> <li>• Actual Size by Steve Jenkins</li> <li>• Time to Eat by Steve Jenkins</li> <li>• Zarafa: The Giraffe that Walked to the King by Judith St. George</li> <li>• Worst of Friends: Thomas Jefferson, John Adams, and the True Story of an American Feud by Suzanne Tripp Jurmain</li> <li>• Touch the Sky: Alice Coachman, Olympic High Jumper by Ann Malaspina</li> <li>• Mermaid Queen by Shana Corey</li> </ul> Readers’ response/enrichment activity booklets (1 per student) Optional – Access to age-appropriate database or websites related to the books’ nonfiction topics, e.g. PebbleGO or World Book Kids.
<b>Procedure</b>	<b>Materials are located in the green bin marked “1st grade” on the lessons shelf.</b> 1. Students enter the library, return or renew books, and sit on the carpet. The first 10 students may sit in beanbags as long as they behave. All other students must sit “criss-cross-applesauce” on the carpet. 2. Introduce book <ul style="list-style-type: none"> <li>• Actual Size by Steve Jenkins – Introduce literary nonfiction</li> <li>• Time to Eat by Steve Jenkins – Introduce with discussion of favorite foods</li> <li>• Zarafa: The Giraffe that Walked to the King by Judith St. George – Introduce with connection to Steve Jenkins’ books about animals.</li> <li>• Worst of Friends: Thomas Jefferson, John Adams, and the True Story of an American Feud by Suzanne Tripp Jurmain – Introduce with discussion of president’s role in U.S. or introduce with discussion about having a fight with students</li> <li>• Touch the Sky: Alice Coachman, Olympic High Jumper by Ann Malaspina – Introduce with discussion about perseverance and trying hard to reach a dream</li> </ul>

Library Lessons	1st Grade
	<ul style="list-style-type: none"> <li>Mermaid Queen by Shana Corey – Introduce with historical background of women’s life (dress, what they weren’t allowed to do)</li> </ul> <ol style="list-style-type: none"> <li>Read book, <ul style="list-style-type: none"> <li>Stop periodically to ask questions during reading about plot, characters, etc.</li> <li>Help students use context clues to figure out the meaning of unknown words.</li> <li>Students may also make predictions about plot, characters, etc.</li> </ul> </li> <li>If there is extra time, you can also show/play a related article in an appropriate database, e.g. PebbleGO (requires paid subscription).</li> <li>Give directions for reading response activity using a sample booklet.</li> <li>Remind students to use “good library manners” as the look for books and check out.</li> <li>When finished, dismiss students to check out books. ALL STUDENTS WHO ARE GETTING A LIBRARY BOOK <b><u>MUST</u></b> USE A BOOK LOOKER!</li> <li>Students who didn’t return a book (forgetters) should go straight to the circulation desk to check their card. They may read a magazine or start any planned activities.</li> <li>Allow about 10 minutes for students to choose new books.</li> <li>After book exchange, students should read at their assigned table, or do the planned activity in their booklet (see Materials). Sharing books quietly is acceptable as well.</li> <li>Flicker lights for attention, and direct students to put away pencils and crayons.</li> <li>Dismiss students by color table to line up at the door when they are cleaned up, quiet, and ready.</li> </ol>
Reflection	<p>Glow –</p> <p>Grows –</p>
Bibliography of Resources Used	<p>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 <a href="https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf">https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf</a>.</p> <p>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 <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a>.</p> <p>Office of Commonwealth Libraries, PA Department of Education. (2012). <i>A Model Curriculum for Pennsylvania School Library</i></p>



Library Lessons	1st Grade
	<p><i>Programs</i>. Retrieved from <a href="http://www.pdesas.org/main/fileview/Model%20Curriculum%20Document.pdf">http://www.pdesas.org/main/fileview/Model%20Curriculum%20Document.pdf</a>.  Pennsylvania Department of Education. (2012). <i>Academic standards for English language arts, PreK-5: Draft version of the PA Common Core Standards</i>. Retrieved from <a href="http://static.pdesas.org/content/documents/PA_CC_Standards_PreK-5_ELA.pdf">http://static.pdesas.org/content/documents/PA_CC_Standards_PreK-5_ELA.pdf</a>.</p>



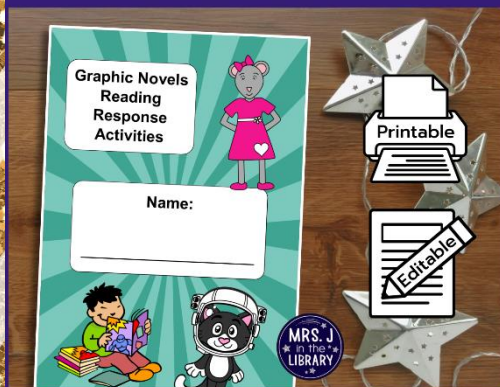
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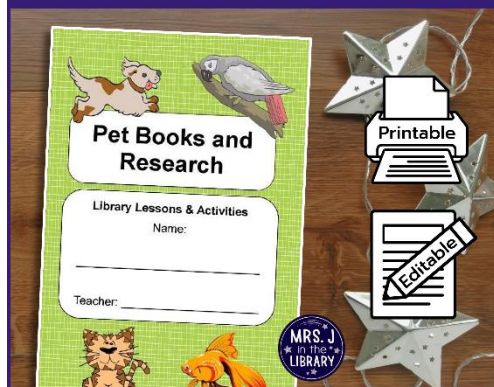
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please email me at [MrsJ@mrsjinthelibrary.com](mailto:MrsJ@mrsjinthelibrary.com), and  
I will do my best to address your needs.

## More Products from Mrs. J in the Library...

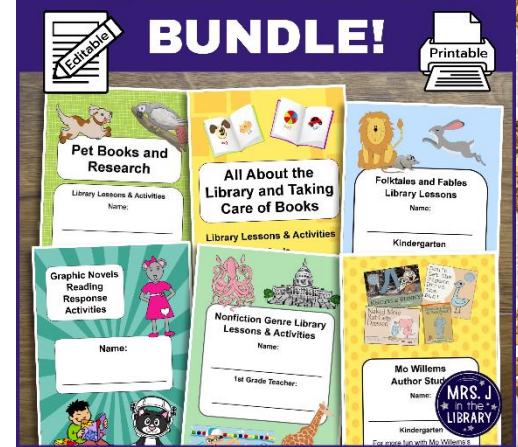
### Primary Graphic Novels Read-aloud Unit



### Pets Fiction & Nonfiction Read-aloud Unit



### K-2 Read-aloud Units



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