**Grades 1-6** [**Library**](http://elementarylibraryroutines.wikispaces.com/Entering%2Bthe%2BLibrary) **Procedures and Expectations 2015**

**Entering the Library**

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| **Routine Name** | **Description** | **Resources** |
| **Line up outside before entering** | * Line up outside of the library door.
* Hands at your side
* Body is still
* Voices are SILENT
* Eyes are forward
* Ears are listening for instruction
 | Procedure is posted outside the library for the first couple of months of school. |
| **Walking into the library** | 1. Walking into the library, the students will be handed a laminated notecard with a color and number on it. Explain to the students that this card will match a chair in the library. That is their seat for the day.

Students are expected to walk into the library quietly and find their seat at the color coded table. They can silently work on the library skill in the basket while waiting for Mrs. Ruffing or Mrs. Hosang.This routine will be practiced until the students get it right. This is how they will enter the library and find their seat each time they visit the library this school year. | Verbalize this procedure and have a couple students echo before you walk into the library. |
| **Stop Sign** | The Stop Sign can be used at the entry to the library so students would know to stop and wait before entering the library. This will be used to remind students to be quiet before entering and to give instructions prior to class. |

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| ****Give Me Five/******Raise Your Hand** | * Teach what Give Me Five means and make sure students know to stop whatever they are doing when you say in a strong voice, "Give Me Five!" and raise their hand, giving you five.
* To keep it simple, tell the kids that “Give me Five” means raise your hand, stop talking, and listen.

Explain that you want the students to raise their hands, too. When everyone has their hand raised and all are quiet, it is time to begin. After you have taught the signal, the students will need time and opportunity to practice it. If their practice is great, tell them so. If it is not, tell them they will need to practice the signal again until they can do it just right and mean it. |  |
| **How we act in the library** | Review the Library Expectations chart:1. Have your library books and materials with you each week.2. Wait quietly at the library door for your seating assignment card.3. Work quietly at your seat until librarian is ready to begin.4. Treat **each** person and **all** materials in the library with respect.5. Follow **all** NCS rules. | Expectations are posted on wall--point and refer to it as needed; using it as positive reinforcement; also asking students to explain how they can model this behavior in a situation. |
| **Why does my library behavior matter because I do not get a grade in “library”** | Your library behavior and actions matter because it will be reflected in your conduct grade on your grade card. |  |
| **What happens if I make a mistake and break a rule?** | The student will be asked to walk up to the easel and sign their name on the “Red Flag” page. If the student has more than one offense, subsequent times, the student will place a checkmark next to their name.The “Red Flag” will be given to the regular classroom teacher when they pick up the students. |  |
| Bathroom Breaks | The regular classroom teacher gives the students bathroom and drink breaks before coming to the library. Therefore, drink breaks and bathroom breaks will be given only in case of an emergency. |  |
| **Blowing Noses and Personal Hygiene** | Tissues and hand sanitizer are available for student use at any time. However, during story time and during instruction, please refrain from interrupting unless this is an emergency. |  |
| ****Sitting in the story area**** | 1. Students will be excused to the story carpet by table. A heads down and thumbs up shows the librarian that you are ready. As tables are excused, they will be asked to sit on the circle of a particular color. Students are expected to walk to the story carpet.

When sitting on the story carpet, please be a good listener:Ears are listening for instruction1. Remain seated….one person in each square.
2. Sit up straight—no lying down. Hands and feet to yourself
3. Eyes on the speaker
* Mouth is silent
* Hands are folded in lap
* Body is still
 | Practice going to the story carpet. |
| ****Materials—where are they located**** ****Colored Supply Totes**** | 1. There are colored totes that coordinate with the color of the students’ tables. They include pencils, erasers, scissors, crayons and glue sticks, enough for the seats at each table.

Review/tell the students that these materials are provided for them to use and they are expected to respect and care for these materials. |  |
| ****Using a Shelf Marker**** | * Students learn about shelf markers, where to find them, how to remove books from the shelves, and how to replace books on the shelves.
* Students will recognize that there is a system for organizing the library. Explain that all books belong in a special place so that we can find them. A misshelved book is a lost book. It is our job to help keep the books in the right place. Demonstrate use of shelf marker to accomplish this.
1. Shelf markers are silent
2. Keep the shelf marker close to your body
3. You may only ***walk*** around the library with a shelf marker.
4. Shelf markers are only used for bookshelves.
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| **Shelf Marker Safety!** | It's inevitable that kids will want to swordplay with the shelf markers. To head this off, I show them 2 OK ways for them to hold their shelf marker. They can hold it in 2 hands (with 1 hand at either end of the stick) or they can hold it in 1 hand (with that hand at their side and the stick against their leg). Once they know the OK ways to hold the markers, it's easy to give periodic reminders and recognize those students who are handling them properly. Swordplay = A red flagHitting another person= Automatic detention |  |
| **Browsing** | Review finding a “Just right books” and how many books/magazines can be checked out at each grade level.1st: 2 books2nd: 2 books; 1 magazine3rd: 2 books; 1 magazine4th: 3 books; 1 magazine5th: 4 books; 1 magazine6th : 4 books; 1 magazine***REMIND STUDENTS THAT A SHELF MARKER MUST BE USED WHEN BROWSING!!!!*** |  |
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| **Standing in line to check out a book** | Point out the tape on the floor at the circulation desk. Show them and remind them where to stand on the X when you are NEXT.Be Respectful- Stand on your spot while you are waiting to check out. Be Responsible- Hold your book like a college student. Be Ready- Have your books ready.  | Pieces of tape on the floor. Use brightly colored duct tape to mark the floor where you want children to stand while waiting in line.  |
| **Checking out a book** | Stand in line at the circulation desk, keeping your hand and feet in your own space.Hold your book close to your body while in line.Return to your seat and continue working and/or READ. |  |
| **Quiet in Line** | If being quiet in line is an issue, the student will be asked to move to the back of the line.  | Know the students' names so you can sweetly ask them to move back. |
| **When are books due?** | ***All library books and materials are due each week.***The students are expected to bring their books to the library each week. If a student forgets their books/materials, they need to take responsibility and sign the “Red Flag” |  |
| **Can I renew my books?** | Yes. You may renew your books as many times as you would like. They will be due the following week. Simply hold onto your books at your seat until it’s time to check out.Books are renewed (checked out again) when it is time to check out books, rather than when the students enter. |  |
| **What do I do after I check out my books?** | Sit and read or work on an activity page. The students must remain seated at their assigned table/seat.  |  |
| **If you forget** **your books...** | Students that are unable to check out books for a particular week should let the librarian know the reason. They can work on an activity page or read a magazine quietly.They must remain at their table during check out time. If you don't have a shelf marker, then you shouldn't be roaming the library! |  |
| **What to do if a book is damaged or lost.** | **REPLACEMENT BOOK**: Students have the option of paying for a lost or damaged book, or buying a replacement copy for the library. Students may not check out any additional books until their lost book is taken care of.**IF A BOOK IS DAMAGED: NEVER** **try to repair library books**. We have special book repair materials and book tape in the library.*If you return the damaged book in the library:*Wait until checkout time and approach the librarian by saying, “Excuse me Ms. K. I need to talk to you about my book.”**PARENT NOTES/LETTERS:** Notes/letters are sent home to parents for lost, damaged and overdue books. |  |
| **Book Care** | Review Book care with a quick video:Grades K-3: Don’t Let the Pigeons Touch the Books (YouTube)Grades 4-6: Read It Maybe (YouTube; Sarah Ada) |  |
| **Lining Up/Dismissing by Tables** | * 1. Students remain seated and give a heads down thumbs up, to show that they are ready to line up.
	2. When it's time for students to line up, they can stand up, push their chairs in, and stand behind their chairs. (That way if there is a table that is not cleaned up, or a chair that is not pushed in, we can see who is responsible). If the class has a line leader, have that student line up at the door. Then dismiss by tables, looking for tables with quiet students that have everything picked up.
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| **Exiting the Library/Exit Tickets** | * Body is still
* Hands are holding books
* Voices are silent
* Eyes are forward
* Ears are listening for instruction---at this time, the librarian will collect their seating cards as they leave the library. This will be their “Exit Ticket”.

Students will exit the library with their regular classroom teacher. Send the “Red Flag” page” and any detention slips. This will alert the regular classroom teacher of any problems or issues in the library. |  |