

**The Official**  
**LIBRARY MONSTERS**  
**Lesson Plans**

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LIBRARY MONSTERS  
Lesson Plans**

**Lesson One – Introducing the Library Monsters and Library Rules**

**Objective:**

Students will be able to identify proper and improper ways to care for books.  
Students will be able to list the rules of the library.

**Materials:**

Copy of **THE LIBRARY MONSTERS** written by Stephanie Bearce and Jeanie Ransom.  
Illustrated by Jayne Kinne

Several discarded books  
Chart paper, whiteboard, etc.  
Paper and Markers  
Optional - A stuffed Library Monster

**Preparation**

Before the students arrive create a pretend monster mess hidden behind some of the shelves. Tear apart, scribble on, and creatively destroy some discarded books. Use a little slime if you have some! Make sure the students can't see this before they enter the classroom. This should be a surprise.

**Introduction – 5 minutes**

As students enter the library, tell them you have discovered a mystery and that you need their help to solve it. Lead them over to the hidden mess. Discuss what could have happened. After a short discussion tell them you have some suspicions and would like to read a story that might help solve the mystery.

**Reading Time – 10 minutes**

Read aloud **THE LIBRARY MONSTERS** written by Stephanie Bearce and Jeanie Ransom and illustrated by Jayne Kinne.

**Discussion – 10 minutes**

After you have read the book ask the students if they think the library monsters could have invaded the school's library.

**Points to discuss.**

- What are some signs of library monsters?
- Have they seen evidence of this in the library?
- How could the students help the monsters learn to appreciate the library?
- What are the library rules?

Make a list of library rules.

Use the chart paper to help students record the library rules.

**Activity – 10 minutes**

Suggest that the students make posters to help the monsters learn how to take care of books and how to use the library.

Pass out paper and markers.

Have children work individually or in teams to create posters to teach the monsters good library manners.

Display their posters in the library and on bulletin boards.

**Conclusion – 5 minutes**

Tell the students that they will need to check back next week to see if the library monsters have learned how to behave.

**Bonus**

Hide a library monster where the children might see it as they leave.

## **Lesson Two – Library Behaviors - Kids Versus Monsters**

### **Objective:**

Students will be able to identify proper library behaviors and reinforce them for each other.  
Students will be able to correctly use shelf markers and the checkout system.

### **Materials:**

A copy of **THE LIBRARY MONSTERS** written by Stephanie Bearce and Jeanie Ransom and illustrated by Jayne Kinne.

Monster and Kid placards

Tagboard or heavy construction paper cut into wide strips for shelf markers.

Crayons, pencils, or markers

Several spare books

### **Preparation:**

Print out the Kid or Monster voting placards included with this lesson plan. Cut tagboard into wide strips for shelf markers. Leave them blank for students to illustrate.

Toss a few piles of books around the library to look like someone has not placed the books back on the shelf. Also, leave a huge pile of books near the checkout area.

### **Introduction – 5 minutes**

Welcome the students back to the library. Hold up **THE LIBRARY MONSTERS** book and ask the students if they remember what they learned in their last lesson.

Have them look around the library to see if there is evidence of any monster messes.

### **Discussion – 5 minutes**

After the students have identified the book messes, Discuss with them how the monsters should properly use a shelf marker. Explain your library's rules for checking books in and out.

### **Activity - Kids or Monsters – 5 minutes**

Pass out a placard that has a kid's face printed on one side and a monster face printed on the other.

Review the library rules with the children.

Explain that you will be reading a scenario to the students, and after each one the students will vote as to whether it is a kid following the library rules, or a monster breaking the rules.

Possible scenarios

- Library books in the return pile are covered in jelly and all the pages have been colored with black markers.
- It's story time and everyone is sitting quietly ready to listen.
- It's library day and no one remembers to bring their books back.



- During library time there is shouting, and yelling, and somebody is kicking books like soccer balls.
- Two people want the same book and decide to play tug of war with it.
- The library is clean and tidy, and everyone is using quiet voices.
- Everyone is using a shelf marker as they look for books to check out.
- Computer keys are covered in purple jelly and green slime.

**Activity - Make a shelf marker – 5 - 10 minutes.**

Give each student a strip of tag board. Have them decorate their own shelf marker and label it with their name. Please encourage them to decorate the marker with their own monster drawings.

**Conclusion - 10 minutes**

Have the children use the shelf markers as they check out their books for the week.

On the next two pages, you will find the illustrations for the voting placard. Make one placard for each student with a child's face on one side and a monster's face on the other.



**KIDS DID IT!**



**MONSTERS DID IT!**

## **Lesson Three – Going on a Library Hunt - Monster Style**

### **Objective**

Students will recognize the different sections of the library and where they are located.

### **Materials**

Scavenger hunt cards

Monster cards

### **Preparation**

Make two or three sets of scavenger hunt cards so that you can divide your group into two or three teams. You may choose to copy each team's cards in a different color. You may also want to mix up the order of cards in the hunt so that each team goes to different spots.

Make copies of the Monster pictures and place them at each stop on the scavenger hunt. The monsters will help younger children know they have found the correct section.

### **Introduction**

Explain to the students that every library has different sections. Public libraries have even more areas than school libraries with meeting rooms and adult sections. Have the students look around to see if they can tell what the sections of the library are.

### **Discussion**

Talk to the students about how your library is set up.

Explain each section and how it is used.

### **Activity**

Tell the students that they are going on a scavenger hunt to find the monsters hiding in your library sections.

Divide the students into teams and give them their first clue. Tell them the winning teams will collect every monster.

# SCAVENGER HUNT CLUES

Clue 1 (Nonfiction Section):

Where facts and truth can be found,  
Look for books, all around.  
Animals, space, and more to see,  
Find this place, come with me!

Clue 2 (Fiction Section):

In a spot where stories come alive,  
Characters and worlds, let's dive!  
Look for books with adventures bold,  
Where imagination takes its hold.

Clue 3 (Computer):

With buttons and screens, it's fun to play,  
Where you can learn in a different way.  
Find the place with screens all aglow,  
Where technology helps you grow.

Clue 4 (Librarian's Desk):

A helper kind, who's always near,  
With books and smiles, nothing to fear.  
Look for the desk where they will be,  
Ready to help you, you'll soon see!

Clue 5 (Reading Area):

In cozy chairs, we'll take a seat,  
With books to read, it's hard to beat.

Find this place, where stories abound,  
The reading area is where we're found!

Clue 6 (Reference)

Where facts and answers fill the air,  
Books with knowledge everywhere.  
Encyclopedias and more you'll find,  
A place for curious minds to unwind!

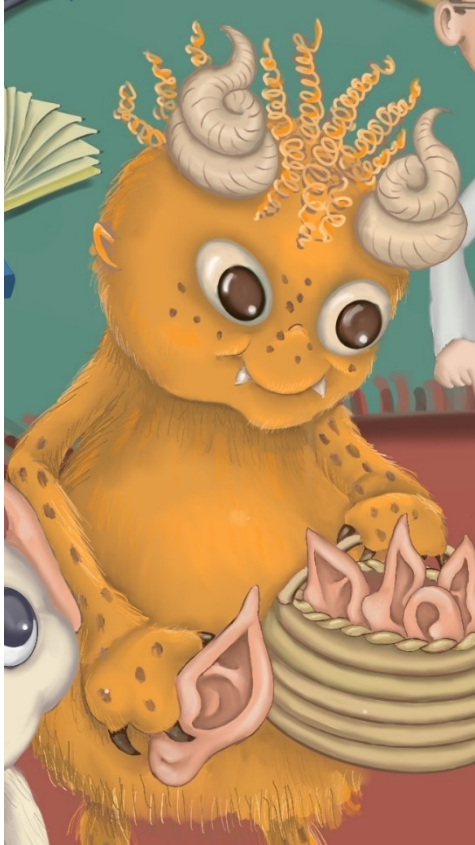
Clue 7 (periodicals – end)

Where pictures and stories come together,  
Magazines wait for you, now and forever.  
Look for colorful pages, oh-so-bright,  
Find this spot, a reading delight!



# Monster Cards







## **Lesson Four – Tame Your Monster**

### **Objective**

Students will be able to identify genres of books in the library.

Students will be able to locate books of specific genres in their library system.

### **Materials:**

Tame Your Monster Worksheet

Pencils

Crayons or markers

Copy of **THE LIBRARY MONSTERS** written by Stephanie Bearce and Jeanie Ransom and illustrated by Jayne Kinne.

Optional – some stuffed library Monsters

### **Preparation**

Create a copy of the Tame Your Monster worksheet for each student. Check that all genre sections in your library are clearly labeled. Make copies of the monster pictures. Cut them out and hide them in the appropriate places in your library.

### **Introduction – 5 minutes**

Gather the students and ask them if they remember how Alex tamed the Library Monsters. Review the story if necessary.

### **Discussion – 10 minutes**

Explain that the Library Monsters didn't understand how books were supposed to be used. Have the students list the ways they use books and the types of books they like to read. Clarify that there are different genres of books that people and monsters can enjoy. Discuss how the genres are organized in your library and how readers can locate books they want to read.

### **Activity – Tame Your Monster Worksheet - 10 minutes.**

Give each student a copy of the Tame Your Monster Worksheet. Tell them that Library Monsters can be tamed when people teach them about books. They will explore the library and find different books they think a monster would like to read.

### **Optional Activity – 10 minutes**

If you have a stuffed monster (or two or three) let the students take turns reading portions of their books to the monsters.

# How to Tame a Library Monster

Your Name \_\_\_\_\_



Draw a picture of your library monster and give it a name.

Find a fiction book for your monster. Write the title.

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Find a nonfiction book for your monster. Write the title.

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Find a sports book for your monster. Write the title.

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Write the title of your favorite book. Would the library monster like your book?

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## **Lesson Five – Make a Monster Workshop**

### **Objective**

Students will use problem solving skills to complete a design that fulfills specific criteria.

### **Materials**

Any and all junk –

Paper cups, old spools, yarn, thread, scraps of cloth, sticks, bottle caps, paper clips, brads, chenille stems, googly eyes, construction paper, etc.

Glue

Tape

Scissors

Markers

### **Preparation**

Set this project up in your maker space or as a library station. Print out the Make a Monster sheet and post it in your project space. Place supplies in the area and allow creativity to flow.

### **Introduction – 5 minutes**

Talk to the students about how the Library Monsters had to learn to follow rules. Tell them that they will be making their own monsters today, but there are a few rules or specifications that they need to include in building their monster.

### **Discussion – 5 minutes**

Talk about why builders need to follow rules, just like monsters and students. I.E., buildings, bridges, robots, all need to work and be safe. They follow specifications and rules when they are making something. Discuss how rules are not simply limits, they are also for safety and to help.

### **Activity – 15 minutes**

Have the children collaborate with partners or small groups to construct a Library Monster according to the specifications.

Display the Library Monsters around the library.

# Make a Monster!

Use the material provided to create a Library Monster. You may build the monster anyway you choose, but it must have each of the following:

- At least one arm
- At least one eye
- At least one foot
- A mouth that will open and close.

You must give your monster a name and write a short story about what your monster likes to eat, its favorite activities, its family, and its favorite book.



## **Lesson Six - Midyear Rule Review**

### **Objective:**

Students will be able to explain appropriate library behavior and rules.

### **Materials:**

Slime  
Old book  
Plastic tub  
Chart paper  
Marker  
Liquid starch  
Green food coloring  
Elmers school glue  
Large Bowl  
Spoon  
Plastic bags for every student

Copy of **THE LIBRARY MONSTERS** written by Stephanie Bearce and Jeanie Ransom and illustrated by Jayne Kinne.

### **Preparation**

Take an old book and make it look like a monster has eaten it. Rip out pages, cover the book in slime, and generally make it look disgusting. Then place it in a plastic tub to display to the students.

### **Introduction – 5 minutes**

Gather the students and show them the wrecked book. Ask them if they know what happened. Discuss whether they think the Library Monsters may have returned. If they have – what should they do?

### **Discussion – 10 minutes**

Remind the students that in the book, reviewing the library rules sometimes made the monsters disappear.

(Option – You may want to read the book again for younger students.)

Review the rules of the library with the students. Discuss the way monsters treat the library versus how good students treat the library.

As students list the rules, write them on the chart paper.

Ask the students if they think they can help the monsters be kind to the library.

### **Activity – Monster Slime – 10 minutes**

Tell the students you want them to understand just how messy monsters can be. You're going to get to make your own monster slime. BUT there are rules. YOUR slime can NEVER touch books!

**Recipe for slime**

1 cup liquid white school glue

½ cup liquid starch

A few drops of green food coloring

(Adjust the recipe for the number of children you have in each class)

Pour the glue into the mixing bowl and add a few drops of green food coloring. Stir until it is thoroughly mixed.

Then pour in the liquid starch and stir. The chemicals will react to form a stretchy slime. Keep stirring until the slime makes its own ball-shape. You may knead it with your hands to get it completely mixed.

**Conclusion – 5 minutes**

Allow the children to play with small quantities of slime.

Discuss how this could REALLY hurt books!

Review ways to keep books safe and the library clean.

You may send home slime with the children by placing some in plastic bags and sealing them. Remind the children that slime must STAY in their bags! And never put the slime next to their books.

