

LIBRARY LOGISTICS: What every student should know by 6th Grade

Grade Level: **Third Grade**

Presented by: Angela Kailey Gauthier, Elbert County Charter School, Elizabeth, CO

Length of Unit: Three-year outline; Grades 3-5

I. ABSTRACT

- A. While maintaining a love for reading, through book-talks, stories and poems, the objective of this unit is to create media functional students prior to entering sixth grade. This project lays out a three-year plan, third through fifth grade, specifying what students should know in library science. By sixth grade students should require minimal assistance in the library. There is also a sample lesson with each grade level. Students will become familiar with location of resources and library terminology in order to become comfortable using the library as an information source or for reading enjoyment. Third graders will begin a formal journey of learning to use the library on a very basic level to become familiar with library jargon and begin to understand how libraries function.

II. OVERVIEW

- A. Concept Objectives for Grade Three
1. Appreciate and understand library functions.
 2. Develop an awareness of libraries.
 3. Recognize location of items.
 4. Learn and become familiar with library terminology.
- B. Content from the *Core Knowledge Sequence*
1. Library Rules and Conduct
 2. Introduction to libraries/general history; public/private libraries, what the word library means, Library of Congress, oldest free public city library in the world (Boston); (CK 3rd Hist/Geog. III A & C)
 3. Lay of the Land...where things are and intro to Fiction and Non-Fiction, Biography/Autobiography, Reference overview (CK 3rd Lang. Arts I A, and 3rd L.A. standard III A. & C.)
 4. Intro to Dewey Decimal system; (CK 3rd Math II)
 5. Intro to Card Catalog systems; subject/title/author; (Covered in the Iowa Basics Test)
 6. Intro to call numbers and review of alphabetizing
 7. Intro to Computer Search data bases
 8. Parts of a book and how to use them; (CK 3rd Lang.Arts I A)
 9. History of Libraries to include: CK topics of Rome and 13 Colonies; (CK Hist/Geog. standard II, C & E; standard III general)
- C. Skill Objectives
1. The student will know and be able to follow the rules of the library, as well as, understand why they apply (Appendix A).
 2. The student shall be able to identify major libraries throughout history and can summarize what a public library is.
 3. The student will be able to locate areas of the library and use correct terms for materials and have a general understanding of reference materials.

4. The student will have a basic concept of the Dewey Decimal system and know where and how this system is used in the library.
5. The student will be able to list three types of searches for card catalogs.
6. The student will identify call numbers.
7. The student will be able to complete a library search by computer and identify the call numbers listed.
8. The student will be able to identify the parts of a book.
9. The student will be able to summarize libraries in history.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. General library knowledge and understanding of the Dewey Decimal breakdown from 000-900.
 2. Know areas of Fiction, Non Fiction, Reference and how the library you are using breaks down books in Fiction and Non-fiction i.e., science fiction, easies, junior, biographies, autobiographies, etc.
 3. Understand a traditional Card Catalog and how to use the computer system for library searches.
 4. What the spine labels are and what call numbers indicate.
 5. The History of Libraries (Encarta.com)
- B. For Students
 1. How to alphabetize.

IV. RESOURCES

- A. *A Day In the Library With Mrs. Gauthier*, by Angela Kailey Gauthier (Appendix A)
 - B. Encarta Encyclopedia Deluxe 99, on CD Rom (or equivalent)
 - C. Turrell, Linda. The Complete Library Skills: Grade 2 and Grade 3 (set K-6)
- Sakurai, Gail. Cornerstones of Freedom: The Library of Congress

V. SAMPLE LESSON

Lesson One: Library Lingo

- A. *Daily Objectives*
 1. Lesson Content
 - a. Important library terms – circulation, non-circulating, reference, fiction, non-fiction, spine label, call number
 - b. How the library is arranged- find the specific areas in the library and how they break down, i.e., fiction: Junior (J), Easies (E), Young Adult (YA), Series (S)...not all libraries are the same.
 2. Concept Objective(s)
 - a. Understand library vocabulary
 - b. Locate areas of the library
 3. Skill Objective(s)
 - a. The student will ask questions using the library vocabulary learned.

- b. Students will locate the section of the library where a book can be found.
- B. *Materials*
 - 1. Access to a library
 - 2. Map of the library being used, one for each student
 - 3. Sample books from four areas of the library, with spine labels attached, each numbered 1-4
- C. *Background Notes*
None
- D. *Key Vocabulary*
 - 1. CIRCULATION – Items that may be checked out; to pass from place to place or person to person (Merriam-Webster Dictionary)
 - 2. NON CIRCULATING – Reference items or items that can not be checked out
 - 3. REFERENCE – non-circulating items in a special section
 - 4. FICTION – stories that are not factual; imaginary (Merriam-Webster Dictionary)
 - 5. NON FICTION – true writings...factual
 - 6. SPINE LABEL – label on the spine of the book
 - 7. CALL NUMBER – location station of the book
- E. *Procedures/Activities*
 - 1. Discussion: Find out what students do know about the library and if they have ever had trouble finding a book or had a book that they could not check out. Use appropriate vocabulary to explain why or why not an item may be checked out.
 - 2. Compare a library to a house and how each room contains items unique to that room: Where would you find a bed? Where would you find a pan? What room do you watch T.V. in? Tie into this how a library is organized and that sometimes a kitchen may have a T.V. and likewise there may be some truth in a fiction book, or that non-fiction areas may contain fantasy books, i.e., fairytale section or literature section. Explain that libraries may vary in how they break down some areas of fiction or non-fiction.
 - 3. Discuss areas and tour where each is defining terms as you go.
 - 4. Pass out library maps after the tour and explain the map as an exact replica of this library.
 - 5. Have a sample of four types of books, i.e., Junior Fiction, Easy Fiction, Non Fiction and Reference. Number the books 1-4 and make sure each has a spine label. Read the spine labels and ask the students to mark the book number on the map where the book would be found.
- F. *Evaluation/Assessment*
 - 1. Teachers will asses students by participation and completion of the map activity sheet. * Further enforcement of skills is recommended by the use of The Complete Library Skills activity books, listed in the resource section.
- G. *Standardized Test/State Test Connections*
 - 1. Library skills are tested in the Iowa Basics Tests

VI. CULMINATING ACTIVITY

- A. Third grade will participate in “Share the World: the great book buy” (this is an event created by the author of this paper). All students will bring in \$2-3, and teacher/librarian will locate a book source. They will purchase one book for every student in the class. The books should be Core Knowledge content or CK literature, if possible. The students will read and share these books with first graders as “reading buddies.” The students will then be able to keep these books for themselves and make spine labels with call numbers for the books.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: A Day in the Library with Mrs. Gauthier, Poem
- B. Appendix B: 3rd Grade Final Exam

VIII. BIBLIOGRAPHY

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- B. Hodges, J.C., Whitten, M.E. & Webb, S.S. Harbrace College Handbook. 10th ed. New York: HBJ, 1986, 0-15-531851-9
- C. The Merriam-Webster Dictionary. New York: Simon & Schuster, 1974, ISBN 0-671-80591-6
- D. Microsoft. Encarta Encyclopedia Deluxe 99. CD ROM. Microsoft Corporation, 1998
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- F. Turrell, Linda. The Complete Library Skills (Grades K-6). 5 vols. Mpls., MN: T.S. Dennison & Co., Inc., 1994
- G. WEB SITES:
 - 1. <http://encarta.msn.com>
 - 2. [http:// www.encyclopedia.com/articles/07441.html](http://www.encyclopedia.com/articles/07441.html)

Appendix A

A DAY IN THE LIBRARY WITH MRS. GAUTHIER

By Angela Kailey Gauthier

A day in the library with Mrs. Gauthier,
She wants us to be there,
She tells us so, dear.
No food or no drinks near the books,
Keep that clear,
We're in the library now,
Have some fear!

Library voices, she says to us all
As we come in
From the midst of the hall.
The books cannot hear us
We think to ourselves,
But still we are quiet,
In spite of the shelves.

She welcomes us in,
Reads a story or two.
She points us to books,
Some old and some new.
She talks and she talks
How reading's so great...
How readings the key to determine our fate!

We aren't sure what she does,
But she does it quite well.
And somehow we feel that this place is quite swell!
We know she is glad when we come,
That's quite true...
But the look in her eye when we go,
That's good too!

Again and again,
We come and we go
To the library
Where Mrs. Gauthier gives a show.
We meet people, go places,
Have fun and feel sad.
All without leaving, and this is no fad!

She says its been going on for ages gone by
We don't believe her,
But don't think she'd lie!
It's all quite amazing,
Here in our school...
We have Mrs. Gauthier,
WHERE READINGS THE RULE!

Appendix B

3rd Grade Final Exam/ Library Science

- 1.) Why are there so many rules in a library?
 - a. Because Librarians are crabby
 - b. So the books are not bothered
 - c. So that everyone can enjoy the libraryd. None of the above
- 2.) Which of the following is NOT a rule in the library
 - a. No chewing your fingernails
 - b. No food or drink
 - c. Clean hands
 - d. Quiet voices
- 3.) What does “public library” mean?
 - a. It is open to everyone something
 - b. You must be a member of something
 - c. You will have to pay money to join
 - d. No kids allowed inside
- 4.) What is known as the “national library” for our country and the largest library in the world?
 - a. Boston Public Library
 - b. The Library of Congress
 - c. Elbert County Library
 - d. Ohio Public Library
- 5.) Circulation means that items can be checked out
 - a. TRUE
 - b. FALSE
- 6.) Reference items can not be checked out
 - a. TRUE
 - b. FALSE
- 7.) Circle all the items that would be found in the reference section of the library
 - a. Atlas
 - b. Dictionary
 - c. Berenstain Bears book series
 - d. Encyclopedias
- 8.) Where is the Dewey Decimal system used in the library
 - a. Easy Fiction
 - b. Science Fiction
 - c. Non-Fiction
 - d. Series books
- 9.) Draw a line to match up the following Dewey Classification areas

300	Science
500	Literature (poems/plays)
700	Fine Arts (painting/sports)
800	Social Science (fairytale)
900	History/Geography
- 10.) J FIC ALD, where would you find this book?
 - a. Non-Fiction under the 100’s
 - b. Easy Fiction area, a section
 - c. Junior Fiction area, a section
 - d. Reference section under J
- 11.) NF 295.01 COL, what is this called?
 - a. A reference number
 - b. A call number
 - c. Location station
 - d. None of the above

Appendix C

RULES/REASON MATCH

<u>RULES</u>	<u>REASONS</u>
1. Clean Hands	Gives everyone an opportunity
2. Return Items on time	So everyone can study and read
3. Pay Fines	Could damage the books
4. Quiet Voices	To keep track of items
5. No food or drink	To keep books clean
6. Check out all items	Repair or replace books

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Appendix E
Reference BINGO

*

		free REF space					free REF space		
		free REF space					free REF space		

*

Make a variety of Bingo Cards; * Cut into four equal Bingo Cards

Reference Bingo, Cont. (Appendix E)

Thesaurus	Dictionary	Almanac	Quotation Dictionary	Music Dictionary	Atlas
Encyclopedia	Writing Handbook		Biographical Dictionary	Thesaurus	
Thesaurus	Dictionary	Almanac	Quotation Dictionary	Music Dictionary	Atlas
Encyclopedia	Writing Handbook		Biographical Dictionary	Almanac	
Thesaurus	Dictionary	Almanac	Quotation Dictionary	Music Dictionary	Atlas
Encyclopedia	Writing Handbook		Biographical Dictionary	Encyclopedia	
Thesaurus	Dictionary	Almanac	Quotation Dictionary	Music Dictionary	Atlas
Encyclopedia	Writing Handbook		Biographical Dictionary	Dictionary	
Thesaurus	Dictionary	Almanac	Quotation Dictionary	Music Dictionary	Atlas
Encyclopedia	Writing Handbook		Biographical Dictionary	Dictionary	
Thesaurus	Dictionary	Almanac	Quotation Dictionary	Music Dictionary	Atlas
Encyclopedia	Writing Handbook		Biographical Dictionary	Encyclopedia	
Thesaurus	Dictionary	Almanac	Quotation Dictionary	Music Dictionary	Atlas
Encyclopedia	Writing Handbook		Biographical Dictionary	Atlas	
Thesaurus	Dictionary	Almanac	Quotation Dictionary	Music Dictionary	Atlas
Encyclopedia	Writing Handbook		Biographical Dictionary	Thesaurus	
Thesaurus	Dictionary	Almanac	Quotation Dictionary	Music Dictionary	Atlas
Encyclopedia	Writing Handbook		Biographical Dictionary	Almanac	
Thesaurus	Dictionary	Almanac	Quotation Dictionary	Music Dictionary	Atlas
Encyclopedia	Atlas	Thesaurus			

** Cut and paste onto Bingo Cards...then copy Cards and cut apart

Appendix B

3rd Grade Final Exam/ Library Science

12.) There are three kinds of searches you can do in a card catalog, circle the right answer.

- a. Subject/Author/Title
- b. Reference/Fiction/Non-fiction
- c. One/Two/Three
- d. Number/Letter/Combination

13.) Did they have libraries in Ancient Rome?

- a. YES
- b. NO

14.) Write what the abbreviation stands for:

J _____

FIC _____

E _____

NF _____

R _____

YA _____

S _____

15.) Put the following books in order on the shelf 1-4

NF	NF	NF	NF
362	363	321	305
AGL	ABO	SIE	TRE
_____	_____	_____	_____

16.) What part of the book would you use to find what page a chapter begins?

- a. Copyright page
- b. Glossary
- c. Table of Contents
- d. Index

17.) What would you use an Index in a book for?

- a. A list of topics
- b. Dictionary
- c. Dewey Decimal number
- d. To find the book title

Always remember to visit your public library...a whole world of fun awaits you!