

## **LIBRARY LOGISTICS: What every student should know by 6<sup>th</sup> Grade**

Grade Level: **Fifth Grade**

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

### **I. ABSTRACT**

- A. While maintaining a love for reading through book-talks, stories and poems it is my objective to create media functional students prior to entrance into sixth grade. This project lays out a three year plan for what students should know in library science so that, by sixth grade, students are able to function in any library with minimal help. In fifth grade students will be come library proficient. They will be able to name and locate the appropriate locations for information in the library. Students should be skilled in library terminology and use related words correctly. Students will also develop an appreciation for the wonder of free access for the masses to all forms of literature. This unit will also teach the Dewey Decimal system and introduce other systems students may find at libraries. By the end of fifth grade students should feel comfortable to enter any library anywhere and be able to acquire information needed, or know how to ask for appropriate help.

### **II. OVERVIEW**

- A. Concept Objectives for Grade Five
1. Instill an understanding of library functions.
  2. Recognize library terms.
  3. Understand various sources and know how to utilize them.
  4. Appreciate the role of the library in history and applications to our lives.
  5. Instill skills in library science.
- B. Content from the *Core Knowledge Sequence*
1. Review rules of the library and general overview of public/private and library history and Library of Congress and Boston Public Library. (reviews CK 4<sup>th</sup> Hist/Geog III)
  2. Dewey Decimal system review and history and intro to other systems. (CK 5<sup>th</sup> Math III B)
  3. Reference items: various dictionaries; magazine index; almanacs; writing handbooks. (CK 5<sup>th</sup> Lang. Arts I A)
  4. Review Bibliography, plagiarism, citing references. (CK 5<sup>th</sup> Lang. Arts I A)
  5. Review various forms of literature; types of fiction, poetry, drama. (CK Lang. Arts III B)
  6. Libraries in the Renaissance. (CK 5<sup>th</sup> Hist/Geog. IV. A&B)
  7. Review all library terminology: circulation, non-circulating, overdue, reference, fiction (various types), non-fiction (not always true and why; i.e., fairytales and literature), cataloging, catalog searches (three types), publisher, copyright, etc.
  8. Important People in the History of Libraries: Ptolemy I & II; Charlemagne, Pope Nicholas V., Johannes Gutenberg, Thomas Jefferson,

Benjamin Franklin, Andrew Carnegie, J.P. Morgan. (CK 5<sup>th</sup> Hist/Geog. IV B; CK 4<sup>th</sup> Lang. Arts III; CK 4<sup>th</sup> Hist/Geog. II C)

- C. Skill Objectives
1. Students can analyze and compare the role of the library in society.
  2. Students can locate items by Dewey decimal system and identify other systems they may find.
  3. Students are able to analyze different reference materials and choose the appropriate item.
  4. Students can identify plagiarism and locate handbooks for citing information.
  5. Students are familiar with and can list several sources of literature and know where in the library to find same.
  6. Students can compare libraries of today with libraries of the past and summarize the differences therein.
  7. Students are fluent in library terminology and use the correct words appropriately.
  8. Students will be familiar with names of people throughout history who have impacted the development of libraries.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
1. Knowledge of what has been covered in Grades 3 and 4.
  2. Understanding of the Reference section of a library or have a reference librarian as a guest speaker
- B. For Students
1. Basic knowledge of items covered in Grades 3-4.

### 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 5 and Grade 6, (set K-6)
- D. Sakurai, Gail. Cornerstones of Freedom: The Library of Congress,

### V. SAMPLE LESSON

#### Lesson One: Reference RULES!

- A. *Daily Objectives*
1. Lesson Content
    - a. Important reference items – Dictionaries: Quotations, Biographical, Music, etc.; Atlas, Almanac, Writing Handbooks, Encyclopedias, Thesaurus
    - b. How each reference item is used
  2. Concept Objective(s)
    - a. Understand the purpose of different kinds of reference items.
    - b. Recognize the location of reference items.
  3. Skill Objective(s)

- a. Student will identify which reference book would be used in various applications.
  - b. Student will locate and identify reference materials.
- B. *Materials*
  - 1. Access to reference section of a library
  - 2. If using Bingo game you will need: one Bingo card for each student, several items to cover squares (buttons, poker chips, paper squares, etc.), and a list of questions relating to reference items.
- C. *Background Notes*  
Teachers should familiarize and refresh themselves on reference items and ways to use each item.
- D. *Key Vocabulary*
  - 1. Dictionary – a reference book containing word definitions
    - a. Biographical: Dictionary of people
    - b. Quotation: Contains famous quotes and who said them
    - c. Musical: Contains music lingo and composers etc.
  - 2. Atlas – a book of maps
  - 3. Almanac – publication containing astronomical and meteorological information and often other facts
  - 4. Handbooks – a concise reference book for, writing, desk etc.
  - 5. Encyclopedia – comes from the Greek word “to educate” a work covering various areas of learning (like a mini-library)
  - 6. Thesaurus – a reference book listing multiple words having the same meanings (synonyms)
- E. *Procedures/Activities*
  - 1. Introduce the purpose of each reference items.
  - 2. Have students give examples of ways to use each item.
  - 3. Idea: create Reference Bingo Cards about eight different card layouts and approximately 24 questions to be answered using reference items (questions will vary by what teacher has taught and are not provided). See Appendix E.
- F. *Evaluation/Assessment*
  - 1. Participation in reference item discussion and participation in Bingo game.
- G. *Standardized Test/State Test Connections*  
Library Skills are tested in Iowa Basics Tests

## VI. CULMINATING ACTIVITY

- A. Participation in the “National Library Week” School Bulletin Board; projects vary from year to year but include: book recommendations, library poems, illustrate a story, books that changed the world; essay on why I like the library etc. Prizes for participation.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix E: Reference Bingo
- B. Appendix F: 5<sup>th</sup> Grade Final Exam

## VIII. BIBLIOGRAPHY

- A. Bannister, B.F. & Carlile, J.B. Elementary School Librarian's Survival Guide. New York: Center for Applied Research in Educ., 1993, ISBN 0-87628-297-4
- B. Hodges, J.C., Whitten, M.E. & Webb, S.S. Harbrace College Handbook. 10<sup>th</sup> 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
- E. Sakurai, Gail. Cornerstones of Freedom: The Library of Congress. New York: Children's Press, 1998, ISBN 0-516-26395-1
- 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>

## 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 F**

**5<sup>th</sup> Grade Final Exam/ Library Science**

- 1.) Why is a “public” library such an amazing concept?  
a. It allows the rich to prosper    b. They give free candy  
c. You get to keep the books    d. It gives everyone access to books
- 2.) What reference item would you use to find population density or ocean depths?  
a. Dictionary    b. Thesaurus  
c. Atlas    d. The Writers Handbook
- 3.) List three kinds of fiction: \_\_\_\_\_  
\_\_\_\_\_
- 4.) Name one of the subject areas that are located in the non-fiction area of the library but actually contain fictional topics? (Extra credit: list the Dewey Decimal number for the section listed)  
\_\_\_\_\_
- 5.) Is it okay to plagiarize?  
a. YES    b. NO
- 6.) Circle the items that would NOT be found in the reference section of the library  
a. Boxcar Children Mysteries    b. Dictionary  
c. Fiction    d. Thesaurus
- 7.) What is another classification system you might find in a library besides the Dewey Decimal system?  
a. Larry Librarian system    b. Library of Congress system  
c. Perfectionist system    d. Boston Library system
- 8.) Draw a line to match up the following Dewey Classification areas
- |     |                             |
|-----|-----------------------------|
| 000 | Religion                    |
| 100 | Useful Arts (cooking/pets)  |
| 200 | General                     |
| 300 | Science                     |
| 400 | Ideas of Man (philosophy)   |
| 500 | Literature (poems/plays)    |
| 600 | Technology                  |
| 700 | Fine Arts (painting/sports) |
| 800 | Social Science (fairytale)  |
| 900 | History/Geography           |

**Appendix F**

**5<sup>th</sup> Grade Final Exam/ Library Science**

- 9.) What is a “Call Number”?
- a. A group of numbers and letters telling you where to find a book
  - b. A number called out by auctioneers
  - c. A number so that you can call the librarian at home

- 10.) NF 523.15 COL, Define what each of these stand for

NF \_\_\_\_\_

523.15 \_\_\_\_\_

COL \_\_\_\_\_

- 11.) Which of the following is not a type of fiction?
- a. Modern
  - b. Science
  - c. Historical
  - d. Factual

- 12.) Which part of a book would you use to write the bibliography?
- a. Index
  - b. Copyright page
  - c. Glossary
  - d. Table of Contents

- 13.) Which of the following people did NOT play a part in Library history?

- a. Ptolemy
- b. Andrew Carnegie
- c. Thomas Jefferson
- d. Dolly Madison

- 14.) On the back of this sheet, draw a map of the library label the following sections:

Fiction (J, YA, S, & E), Non Fiction, Reference, and the Circulation Desk.

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

## 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

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|  |  |                             |  |  |  |  |                             |  |  |
|--|--|-----------------------------|--|--|--|--|-----------------------------|--|--|
|  |  |                             |  |  |  |  |                             |  |  |
|  |  |                             |  |  |  |  |                             |  |  |
|  |  | free<br><b>REF</b><br>space |  |  |  |  | free<br><b>REF</b><br>space |  |  |
|  |  |                             |  |  |  |  |                             |  |  |
|  |  |                             |  |  |  |  |                             |  |  |
|  |  |                             |  |  |  |  |                             |  |  |
|  |  |                             |  |  |  |  |                             |  |  |
|  |  | free<br><b>REF</b><br>space |  |  |  |  | free<br><b>REF</b><br>space |  |  |
|  |  |                             |  |  |  |  |                             |  |  |
|  |  |                             |  |  |  |  |                             |  |  |

\*

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

Reference Bingo, Cont. (Appendix E)

|              |                     |           |                            |                     |       |
|--------------|---------------------|-----------|----------------------------|---------------------|-------|
| Thesaurus    | Dictionary          | Almanac   | Quotation<br>Dictionary    | Music<br>Dictionary | Atlas |
| Encyclopedia | Writing<br>Handbook |           | Biographical<br>Dictionary | Thesaurus           |       |
| Thesaurus    | Dictionary          | Almanac   | Quotation<br>Dictionary    | Music<br>Dictionary | Atlas |
| Encyclopedia | Writing<br>Handbook |           | Biographical<br>Dictionary | Almanac             |       |
| Thesaurus    | Dictionary          | Almanac   | Quotation<br>Dictionary    | Music<br>Dictionary | Atlas |
| Encyclopedia | Writing<br>Handbook |           | Biographical<br>Dictionary | Encyclopedia        |       |
| Thesaurus    | Dictionary          | Almanac   | Quotation<br>Dictionary    | Music<br>Dictionary | Atlas |
| Encyclopedia | Writing<br>Handbook |           | Biographical<br>Dictionary | Dictionary          |       |
| Thesaurus    | Dictionary          | Almanac   | Quotation<br>Dictionary    | Music<br>Dictionary | Atlas |
| Encyclopedia | Writing<br>Handbook |           | Biographical<br>Dictionary | Dictionary          |       |
| Thesaurus    | Dictionary          | Almanac   | Quotation<br>Dictionary    | Music<br>Dictionary | Atlas |
| Encyclopedia | Writing<br>Handbook |           | Biographical<br>Dictionary | Encyclopedia        |       |
| Thesaurus    | Dictionary          | Almanac   | Quotation<br>Dictionary    | Music<br>Dictionary | Atlas |
| Encyclopedia | Writing<br>Handbook |           | Biographical<br>Dictionary | Atlas               |       |
| Thesaurus    | Dictionary          | Almanac   | Quotation<br>Dictionary    | Music<br>Dictionary | Atlas |
| Encyclopedia | Writing<br>Handbook |           | Biographical<br>Dictionary | Thesaurus           |       |
| Thesaurus    | Dictionary          | Almanac   | Quotation<br>Dictionary    | Music<br>Dictionary | Atlas |
| Encyclopedia | Writing<br>Handbook |           | Biographical<br>Dictionary | Almanac             |       |
| Thesaurus    | Dictionary          | Almanac   | Quotation<br>Dictionary    | Music<br>Dictionary | Atlas |
| Encyclopedia | Atlas               | Thesaurus |                            |                     |       |

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