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Integration of Library Skills With the Teaching of the Common Curriculum

Vernie M. Young
Central Washington University

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INTEGRATION OF LIBRARY SKILLS WITH THE
TEACHING
OF THE COMMON CURRICULUM

A Thesis

Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by

Vernie M. Young
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William D. Floyd, COMMITTEE CHAIRMAN

Helen D. Patton

E. E. Samuelson

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CHAPTER I

INTRODUCTION

The elementary school library is receiving more attention now than ever due to the changing educational patterns being brought about by an expanding and changing world. A more significant trend is the need for independent study and research by today's children. These children need to know how and where to find answers to their questions. The library has become the "laboratory for learning," with its vast accumulation of materials that provide resources for all levels of learning and encourage children to investigate each at his own rate (34:99). To use these resources children must be taught the skills necessary for them to carry on independent study. This trend toward independent study by pupils makes it imperative that some form of organized study be planned. That library skills be taught in a sequential systematic pattern of growth from kindergarten through high school seems necessary. A librarian and an outline of library skills appropriate for each grade level is not enough to insure a well rounded library program. Nor is it enough to have a conscientious librarian if the task is too large for one librarian. There are not enough librarians in some schools to support a satisfactory program of library instruction. State and national standards for 1960 set guidelines for the number

of professional librarians needed to give the best library service (1:25). These guidelines suggest for schools of 200 to 999 students that there should be one librarian for each 300 students plus one clerk for each 600 students. Most elementary schools are fortunate to have one librarian in each elementary school and many have only one librarian for the whole elementary system regardless of how many schools or the enrollment of the system. The Wapato Elementary School of District #207, Yakima County, Washington had an average enrollment of 1750 for grades K-6, and employed one librarian and a full time secretary. The Wapato School District #207 recently hired two more full time librarians and a library aide. This last expansion was made possible by the use of Federal Funds available through the Elementary Secondary Education Act. These two librarians have other responsibilities besides library activities due to the nature of the Federal Program under which they were hired. Even so this addition does not meet the 1960 standards much less the new revised standards of 1967-68 for Learning Resource Centers in the State of Washington (30). To attempt to meet the needs for an adequate library instruction program, a program needs to be worked out which requires that teachers be more actively involved in the teaching of the library skills!

Instruction in library skills is essential for pupils to complete their class assignments if they are to use li-

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brary materials efficiently. The best time to give this instruction is when the child or class needs to use the library to prepare a class assignment. The instruction in the library skill can be followed by applying it to the completion of the class assignment. This follow-up reinforces the learning and also shows the child the necessity for the library skill.

Library skills, to be effective tools of learning, should be integrated with the subject matter area. When taught to fulfill requirements or assignments, library skills will become natural, effective tools for learning. As a result of such a program, children will be more intelligent users of the library.

THE PROBLEM

The Wapato School District #207, Yakima Country, Washington has approximately 1750 school pupils in grades kindergarten through sixth. These children are housed in four separate schools with 60 classroom teachers. At the present time there are three elementary librarians, one clerk and one library aide to provide the library services. The school libraries are the instructional materials centers which provide many kinds of materials and services. The materials consist of records, filmstrips, pictures, pamphlets, magazines, books, encyclopedias, and other realia. Services of the libraries include helping classes, small groups, individual pu-

pils and individual teachers find and use materials.

The librarian at the Intermediate School of the Wapato School District #207 serves as the coordinator for all four of the grade school libraries as well as having the responsibilities of the library instruction for this school of 550 enrollment. The Intermediate School librarian supervises the library secretary who does the ordering and accessioning of all materials for the four libraries. This librarian also has a library aide to supervise. The aide performs services for all four libraries although the greater share of her time is spent with the Intermediate School.

To perform these responsibilities successfully the librarian must have a well organized plan which involves the eighteen teachers whose classes receive library instruction as well as other library services.

Importance of the problem. The administrators of the Wapato Schools asked the elementary librarian, the junior high school librarian and the senior high school librarian to work with the teachers during the school year 1964-1965 to develop a skills outline for grades kindergarten through the twelfth grade. From this, outline of the library skills best suited to each grade level were developed for grades kindergarten through sixth.

These outlines have not been revised since that time. The skills manual to be developed in this thesis will be

based on the skills established as the most appropriate for the grade level indicated for the children in the Wapato Schools. The manual to be here developed will be a tool for the librarian in teaching classes and for the teachers in planning assignments designed to make the teaching of the library skills meaningful and useful. It will also show the teachers how library skills can be and ought to be a part of the regular learning process of the daily lessons. Unless teachers become involved in the teaching of the library skills and have a responsibility in their teaching little importance is given by the pupils to the learning of the skills. Library skills taught by the librarian in isolation as an activity separate from the classroom work is less significant for the pupils and they in turn, assume less responsibility toward them. A recent publication of library activities for the Junior High School had this to say in the preface of the publication:

The committee feels that library skills which are taught in isolated lessons have little lasting value or merit. They recommend that teachers and librarians work together to plan the time, methods, and procedures to be used in presenting library instruction which will coordinate with class work. The lesson in a particular phase of library work should be taught when students will use the skill which has been presented (28:1).

This program of skills will be of value to each librarian in helping each maintain a well coordinated sequential program of skills. Thus pupils who transfer from one school in the district to another will not be at a loss but will

find their way in the library of the school in which they may be enrolled. New librarians coming into the district will be able to see what kind of a program has been and is being carried on and can enter into the program with more confidence than if there were no guide at all.

Statement of the problem. The problem is to develop and field test some integrated library skills for grades four, five, and six for the teachers and the librarian to use in cooperatively developed lessons emphasizing the various library skills appropriate to the pupils in the intermediate grades of the Wapato School System.

PLAN OF STUDY

The plan of study devised was to have grade level meetings with the teachers and librarian to plan the lessons that were to be taught using the skill outline that was previously developed, as a guide. The skill to be developed was determined by the teacher relative to the abilities of the class. The next step was the planning and the writing of the specific lessons. The lessons have been planned so that they would be utilized by the teacher or the librarian or both working as a team. The lesson plan has indicated which part of the lesson is the responsibility of the teacher and which part of the lesson is the responsibility of the librarian. The follow-up work will be supervised by the teacher with the librarian assisting when needed. This need might be indicated when part of the class or all of the class shows that some reteaching is needed on a particular point of the skill. At this point the teacher might have the librarian come to help with this part.

After the skill has been introduced and the group prepared to continue the assignment, the librarian will be free to work with other groups. By using the team approach to these lessons the children will be able to work each day as needed with the skill in the subject area for which it is planned until the unit of study has been completed. The plan will indicate the number of class sessions needed to pre-

sent the initial teaching of the skill.

DEFINITIONS

Library skills. Library skills is a term used to designate the knowledge required to understand how to use special tools of the library. These skills consist of the following:

Alphabetizing as needed
 to locate books on the shelves by author's names.
 to use indexes in all kinds of books including textbooks.
 to use the dictionaries.
 to use the encyclopedias.
 to understand and use outside and inside guides of the card catalog.
 to understand alphabetizing rules used in the card catalog.
 to use other references.

Reference skills
 in selecting appropriate reference for the subject sought.
 in understanding purpose of each type of reference book as to kind of materials it contains and the organization of materials as well as how to locate specific information.

Classification system used in libraries
 for grouping books of similar subjects.
 understanding the purpose of the Dewey Decimal System.
 understanding how to use it.

Tools. Tools of the library are those items which when properly used aid a student, teacher or anyone using them to obtain the information they are seeking. These tools frequently referred to are the card catalog, the reference books and the Dewey Decimal System.

ORGANIZATION OF THE STUDY

This study has been organized to contain lessons on the card catalog, and some of the reference skills and the classification system in three areas, language, social science and science as appropriate for each grade of the intermediate school.

At the fourth grade level in the language arts subject area it was decided by teachers and librarian to do an extensive series of twenty lessons on books and the card catalog. These twenty lessons make up the entire language program during this four week period. Scattered throughout the language textbook are short lessons on books with brief reference made to the library and no real emphasis on the importance of these lessons. It was felt that with more thoroughness at the beginning of the year these fourth grade children would be able to use these skills all during the year to a much better advantage.

Each daily lesson was organized to show purpose and procedure, as well as length of time and suggested activity for reinforcement.

At fifth and sixth grade level the lessons were planned to give review of the catalog lessons used in fourth grade. Additional work on the catalog was added.

Fifth grade was given the first formal introduction to the whole Dewey Decimal Classification system with additional

work done at the sixth grade.

Reference skills were begun in fourth, enlarged on in fifth and taught in some detail in sixth grade. Use was made of these skills in the subject area where it was needed at the time of the instruction.

During the first four weeks of the fall opening of school, the schedules and programs are being organized. It was during these weeks that the classes came to the library on the scheduled weekly period to become acquainted with the library procedures and were given general orientation lessons. For fifth and sixth graders this was a review, except for new enrollees in the school system or if any changes had been made in procedures or rules. The fourth graders looked forward to these first weeks with excitement and adventure, as this is their first time to use this particular library. At the primary school they had a smaller library. Lessons were carefully organized and planned to acquaint the fourth graders with the library rules and procedures as well as to the plan of the physical plant. These first lessons were planned with the future lessons in mind so that they became a foundation on which to proceed with the next lessons that are found in this thesis.

The first lesson explained the shelving arrangement of books in the library. It covered rules, procedures, manners and conduct, and for the fourth grade a comparison of

this library to the one they used in the primary grades. It gave instruction in choosing class librarians and their responsibilities, besides giving the class time to browse and to choose books.

The second time the class came to the library the procedures for returning books were given; that is, where the returned books go and how the class librarians were to handle this process. At that time the class had more time for book selection.

The following week the lesson explained shelving arrangement of books in the library. The fiction and non-fiction groups were discussed and the identification of fiction and non-fiction books was explained. Each child was given an opportunity to choose a fiction title and author and given time to locate the title chosen.

The fourth lesson reviewed the others and discussed the non-fiction books and allowed each child to select a non-fiction title and author and to locate this book on the shelf.

These four sessions were very general and gave the children a sense of knowing where different kinds of books were located. The following lessons as outlined in this manual give specific helps to locate a particular book or topic.

CHAPTER II

LIBRARY SKILLS PAST AND PRESENT

There have been frequent criticism by educators and the general public of the inability of students to use libraries and library materials. An example, representative of these complaints, can be found in the following which is a part of a research study done by Ralph Perkins (24), director of library education at the University of North Dakota. In his research of 69 colleges he found that 35 percent of the prospective teachers out of 4,170 tested in 38 states were unable to interpret a cross reference in the Readers Guide to Periodical Literature and 60 per cent did not understand a subject card in the card catalog. Others could not differentiate between a biography and a bibliography. Perkins urged that there be a required course for college freshmen on how to use the library.

Granted that college freshmen may need a course to aid them in using the college library, these same freshmen should have had instruction in the library skills at a much earlier age. During their first years of school, library use should have been begun then carried on systematically during their entire school life. Other skills, reading, arithmetic or spelling are taught from a simple beginning on a continuous sequential basis, each year building on what had previously

been learned with much reteaching or reinforcement. Library skills should begin on the same basis and be continued throughout the twelve grades.

RESEARCH REPORTS

A look at recent research reports will point out why there are weaknesses among college students in their ability to use library facilities. Research also points out what is being done to correct this.

It has been only within the last decade that extensive emphasis have been placed on elementary libraries. Prior to this time a very small per cent of the elementary schools had libraries. Elizabeth O. Williams in 1962 stated that:

More than 10,000,000 children attend school where there are no school libraries. Sixty-six per cent of the elementary schools of our nation do not have a school library....These are startling statistics. Their impact serves to intensify our thinking about the importance of the library in the elementary school and the values to be gained from its use (34:99).

Mary V. Gaver stated:

The most recent statistics reported by the U.S. Office of Education include data on the provision of elementary school libraries, indicating that 65.9 per cent of elementary schools in 1958-59 lacked centralized libraries and that 51.05 per cent of the children attended schools without this provision....and 25.8 per cent of the elementary schools was served by school librarians as compared with 91.7 per cent of secondary schools (13:117).

It is not difficult to see why students entering college had so little knowledge of how to use the library. The skills had not been previously taught to the students. Even

at the secondary level where there are the most librarians there was an obvious failure of a systematic approach to the teaching of library skills.

Helen Hefernan supports the philosophy that library instruction should be begun at an early age when she states that:

If children are to make creditable progress in their subsequent education, they must learn early how to use such library tools as card catalogs, encyclopedias, atlases and almanacs. Independent use of library resources is a skill which must be learned. In a school with a central library, children should be taught to care for books, to check out books, to read catalog cards, to use the table of contents and index, to understand a library classification system, to use atlases, encyclopedias, reference guides, dictionaries, and yearbooks. Without such training and experience, a child can be handicapped in tackling difficult tasks during his subsequent education (14:103).

Gaver (13:121) continues to point out that research seems to show that children who have had the use of a good school library operated by trained library personnel, read two or three times as much in a variety of forms as do children who have not had the opportunity to use a library collection.

In an American Library Association publication, Dr. M. C. Bowden (5:1) emphasizes the fact that children should be taught early in their school experience how to locate information in the library and to become as independent as possible in their research for materials and in library procedures.

Research seems to support Dr. Bowden when it says:

Children who have had systematic instruction in library skills closely related to the curriculum and the opportunity to use an organized library collection consistently and continuously score higher on work-study tests and /or tests of library skills than do children lacking this opportunity (13:121).

This research points out that more needs to be done in the areas of integrated skills in the use of library reference materials and their relation to the learning process in the elementary school.

NEW EMPHASIS ON LIBRARY PROGRAMS

Much growth and many changes have taken place in the development of library programs since 1960. This date represents the year in which the American Library Association published the national standards for school libraries and gave educators a base from which to work to establish better library programs. It also brought to the attention of the public the importance of the elementary library in the child's education. Following this, much attention in the form of government and private grants for projects have been focused on the elementary school libraries. Two of these projects include the several titles of N. D. E. A. with their provisions to help schools buy materials and equipment for libraries and resource centers, the Knapp Project which designated libraries, that had outstanding programs, for demonstration purposes. These demonstration centers made it pos-

sible for educators and teachers to see how a library program could be established.

LIBRARY PROGRAM AT WAPATO

Until the fall of 1962 the Wapato Elementary Schools library program was not much different than that representative of the national average at that time. The Wapato Schools were among the statistics that showed a central collection in each school but at the same time were a part of the statistics that showed a shortage of trained librarians to administer a library program in each building. Wapato had only one elementary librarian for the 1750 elementary school pupils. The nature of the situation was one which did not lend itself to a systematic instructional program. The librarian was the "keeper of the books."

Research reports of 1964 for the state of Washington (30:12) show that for the elementary schools the size of Wapato, who answered the survey, 85 per cent of the elementary libraries of the state of this size had centralized collections. Of those answering the survey 38 per cent had full time librarians. In regard to library instruction the survey reported, 89 per cent of 1223 libraries reporting gave orientation to new students at the beginning of the year. Only 77 per cent showed a planned program of library instruction after orientation and 49 per cent had a manual for library

instruction (30:63). When it came to the evaluation based on this survey it pointed out that:

Another aspect that seems especially in need of attention is the program of instruction in the use of the library beyond the orientation period. Excellence in facilities will only prove to be of value if students are taught how to use these resources effectively. The survey revealed that one fourth of the schools do not give library instruction beyond the orientation period (30:72).

These statistics sum up effectively the problem faced by the new librarian who took over the elementary library position in the fall of 1962. This librarian had the desire to replace the old image of the librarian as a purveyor of books to one who could be considered a teaching colleague with the other teachers.

PHILOSOPHIES AND VIEWPOINTS CHANGE

The philosophies of teachers and administrators concerning the functions of the library had to be changed. Confidence and assurances with other teachers had to be developed. Previously no library skills had been taught. Classrooms were on a rigid once-a-week schedule for library periods for the sole purpose to check in books and check out books. Other times the library was seldom used. Neither teachers nor children used or knew how to use the card catalog. The children were forbidden even the natural curiosity which would have prompted them to open a card tray to see what was inside and to wonder a bit about the many cards.

As more materials came into the school library and the concept of the library as a multi-materials source became evident the teachers gradually accepted the fact that since the library was becoming the resource center, they, as well as the children, needed to learn how to find and use these materials.

"Preconceived ideas of the traditional, stereotyped elementary school library" (9:114) had to be broken down. Some teachers had the idea that a once a week library period was all there was to the library program. Gradually after many grade level sessions a program of library skills was developed in the form of an outline of skills for each grade level. In the meantime, a portion of each weekly library period was used to give some instruction in a few skill areas, such as the card catalog. For the first several years this limited amount of instruction in the use of the library was given at the weekly classes. They were, however, increased to using more of the library period and urging the children to use their free time to select books for recreational reading and at the same time urging teachers to use other periods of the week for additional library usage. Thus, teachers and pupils came to realize that the library was there to be used any time there was a need and not just at some set periods. While these inroads were encouraging it was quite evident that the results hoped for were not materializing and

the children were not developing the skills in these isolated sessions held at weekly intervals. It was difficult to maintain interest. There was very little carry over from the library lesson to applying it to the selection of materials for classwork. The carry over from one year to the next was negligible. Consequently it was decided that a more flexible program of skills closely tied to the curriculum subject matter must be developed for use by the class at more appropriate times. This program would develop more responsibility on the part of the children to learn what was being taught and the teacher would become more involved.

The librarian became convinced that if the children in the Wapato Schools were going to learn to use the library to the fullest of their abilities a new program more closely related to the classroom activities would have to be developed. The teachers could not be expected to teach the library skills since this was out of their field. They already felt the burdens of new programs and larger class loads. Teachers often did not feel adequate in locating and using materials in the library so each appreciated the opportunity to learn with the children and to assist the librarian where they could. It was decided that the new program would be a cooperative venture with the teacher and the librarian working as a team. The skills to be taught would be a part of the regular subject matter in the subject area where it was

going to be used and when it was needed. Children needed to know they would be held responsible for this knowledge and that it would be a part of the evaluation of their work. Pauline Houck in an article telling of her school library program supports the cooperative idea of teachers and librarians working together when she tells:

Teachers are beginning to realize that librarians and teachers must work together as partners. The library is no longer a separate unit off by itself; now there are strong ties between the library and most of the classrooms.

.....

Our library instruction program is becoming another cooperative project of librarians and teachers. We are accomplishing a great deal more this year because we are working together (15:47-48).

Much of the foundation for good library skill habits can be taught in the classrooms and thus the children are prepared for what they are going to be doing when they enter the library. Jean Lowrie in her book, Elementary School Libraries says:

The teacher may introduce a library skill in the classroom while the librarian follows up with specifics; or the teacher may prefer to have the librarian cover the entire area of instruction. Each phase of library instruction must be planned according to the needs of the particular library and its public. The methods of presentations vary, as do the personalities of the teacher or librarian. . . . It is to be remembered that acquisition of skill in use of the library is a gradual and continuous process and that repetition is necessary (21: 102-103).

The planning of an approach of this type took re-scheduling and preplanning of time to be used in the classroom and

also planning appropriate time to be used in the library. No known guides or materials for this kind of an approach were available. There are many kinds of skill books with series of drill type lessons to be used in connection with certain skills but plans of the nature needed had to be constructed to fit this school system. Some of the drill exercises available in library skill manuals were used as activities to develop speed and knowledge as needed.

School districts throughout the country have outlines of library skills that place certain skills within the framework of certain curriculums. These scope and sequence charts follow very much the same pattern from district to district with few exceptions. After studying many such outlines of skills an outline was developed that was thought would place the skills most commonly taught at the grade levels best suited to the children of the Wapato Schools. Because of certain problems inherent to this school some skills were taken out of one grade level and moved to another. Also, because there was only one librarian to handle the large enrollment it would not be possible to teach all the grades with a complete skills program. To make sure that the fourth grades through the sixth grades received a systematic program some skills normally started in the third grade were not begun until the fourth grade. This insured a more uniform beginning for the program. For instance, the first lessons on the

card catalog are often begun in the third grade but in the Wapato School these first lessons were placed in the fourth grade and expanded from there on each year through the sixth.

To help determine the skills at each grade level, library manuals and outlines were obtained from various sources. One such source is the outline of skills chart found in Lowrie's book (21:99-102). A copy of the skills placement chart is on pages 23, 24, 25 of this paper. In regard to the placement of the skills there can be variations adapted to suit the particular school, but there still remains a basic pattern of sequence for the skills. Library programs cover two areas, library citizenship and the library skills, both of which lead to the development of skills which are necessary to understanding and using the library (21:98). The complete library program usually begins in the kindergarten or first grades with the introduction of the beginning children to the library, care of books, manners and library citizenship and gradually develops to the procedures for borrowing books and finding books in the library with the appreciation of good books being emphasized along the way. For the purpose of brevity and the fact that the skills for grades four through six are the ones being developed for this paper, the others will not be dealt with more fully.

Another interesting library skills chart for the elementary schools was the one developed by the Oak Park Schools

PLACEMENT CHART FOR TEACHING THE APPRECIATION
OF GOOD BOOKS AND THE USE OF THE LIBRARY*

	Primary Grades (1-3)	Middle Grades (4-5)	Upper Grades (6-7)
Helping Children to Know and Love Books	Informational reading Recreational reading Sharing book experiences	Continuous guidance	Continuous guidance
Introduction to the Library	Library citizenship Circulation procedures Care of library books Library terms and names of lib. tools	Review and practice Add: Care of recordings Use of magazines Vertical file materials	Review and practice
The Parts of a Book	Physical- front & back covers, spine body of books Printed parts- title page, preface, table of contents	Review and practice Add: Physical- sections, end papers Printed parts- all items on title page, copyright, introduction illustrations, bibliography, appendix, glossary, index.	Review and practice
Classification and Arrangement of Books and Materials	Meaning of "E" Arranged by author	Use of Dewey classification Shelf labels Meaning and location of "F", "B", "R", "E", dictionary Call number	Review and practice 10 main classification numbers Location special reference books, vertical file recordings

	Primary Grades (1-3)	Middle Grades (4-5)	Upper Grades (6-7)
The Card Catalog	Cards for every book Guide cards subject	ABC order Tray labels Cards by au- thor, title, subject as needed How to get call number and find book on shelf	Review and practice Add: Analyze contents of card; clas- sification no. pub- lisher, date, other information Cross refer- ences
Encyclopedias	Persons, places, things and events ABC order Source of pictures "R" location in library.	Review and practice Difference between it and diction- ary Index volumes Cross refer- ence Guides on volumes and pages	Review and practice How to take notes
Dictionaries	Location of "big" dictionary Use of junior dictionaries	ABC order Guide tabs words Meaning, pro- nunciation syllabica- tion, spelling	Review and practice Unabridged and abridged synonyms, antonyms Parts of speech
Special Reference Books	Location if interested	As need arises introduce Junior Book of Authors Good's School Atlas Word Almanac	Review and practice using same Taking notes
Magazines	Location Care in han- dling Suitable titles	Review and practice Circulation of maga- zines	Review and practice Scope of more maga- zines

	Primary Grades (1-3)	Middle Grades (4-5)	Upper Grades (6-7)
		Source of current in- formation Suitable titles	Using and choosing magazines Important de- partments in each
Using the Public Library	Encourage the use of the facilities and services of the Public Library by: Visits to the Public Li- brary Public librar- ian visiting school Bookmobile visit my school Understanding of financing Summer reading programs, etc.	Stimulation and oppor- tunities at different grade levels	Stimulation and oppor- tunities at different grade levels

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of Oak Park, Illinois (33:70-71). This chart on pages 27 and 28 lists in considerable detail the skills at each grade level and gives numerous activities to teach these skills. This chart is a part of a more complete piece of work referred to as "Study Skills Charts." Like most skills outlines the teacher and the librarian still must plan how they are going to teach these skills in relation to the content of the subject.

Dr. Sheldon, Syracuse University (27:2) speaks of the study skills as four basic skills, "locational skills, evaluation, organization, and recall." It is the first, locational skill, that the librarian is concerned with at this time. Dr. Sheldon divides the locational skills, page 29 into four areas and suggests which skills should be placed at each grade level.

From the three charts it can be seen that basically all three contain about the same skills. Sheldon's outline is briefer because he is dealing with locational skills only, while the other charts have included more detail of the library program.

In developing the lessons for the instruction of library skills in this paper grades four, five and six were chosen and three areas for each grade, language arts, social studies, and science. These lessons have been planned as a part of a unit of study. For the purposes of this study the

library skills

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SKILL	GRADES K-2	GRADES 3-4	GRADES 5-6
<p>Alphabetical arrangement; .alphabetizing words and names; different ways to alphabetize</p>	<p>Sings and says the alphabet; plays games involving alphabetical arrangement; arranges words alphabetically by the first letter; arranges 3-D letters in order from left to right and matches them to shelf letters; knows "E" on book spines on easy-fiction shelves stands for "easy"; knows that alphabetical arrangement of easy books refers to author's last name; applies alphabet skills in use of picture dictionary In second grade finds titles in card catalog and in picture file</p>	<p>Alphabetizes easily by first, second, and third letters; begins to find titles in pamphlet file; uses card catalog with ease; uses alphabet skill to practice word finding in the abridged and unabridged dictionaries, the encyclopedia, index, and World Almanac; enjoys "find the word" games; is familiar with the arrangement of shelf labels and can find and replace fiction books</p>	<p>Knows how to arrange words and names in proper order as required in filing (Mc-Mac, Mr.-Mister, and so on); uses card catalog independently; is able to use unabridged dictionary and index of World Almanac effectively; applies alphabet skill in using atlas, ordinary reference books, and such special book selection tools as Children's Catalog, Books in Print, and Subject Index to Children's Books; is aware of the different kinds of alphabetizing used in telephone books and in different encyclopedias</p>
<p>Parts of a book; importance in locating information</p>	<p>Knows what "title," "author," and "illustration" mean; enjoys illustrating seasonal bookmarks and "rainy day" book sacks In second grade locates title page; begins to use table of contents; reads chapter titles and page numbers Knows what an index is and how it is arranged; uses glossary; discusses impressions or details of good illustrations on opaque projector; plays simple "Who Am I?" game about authors</p>	<p>Reviews parts of book learned in K-2; uses table of contents and index effectively, correlating with classroom units; continues to study parts of book: Title page: title, half title, author, illustrator, place of publication, publisher, date of publication, editor, translator Back of title page: copyright date, dates of revisions and editions, Library of Congress card number Table of contents: list of chapters and page numbers, foreword, appendix, glossary, bibliography List of maps, plates, and illustrations Body or text, chapter headings, subheads, footnotes, index</p>	<p>Reviews all parts of book; extends practice with use of glossary, appendix, footnotes, cross references, and bibliography; makes charts and posters to explain parts of the book for school displays; enjoys classroom-library correlation in studying history of the book, or preparing model of a hornbook or papyrus roll for display; gains insight in "book world" through visit to a publishing house; is familiar with such terms as "manuscript," "spine," "print," and so on</p>
<p>Using the dictionary as a tool for speaking, writing, and correcting; knowing its information; kinds of dictionaries</p>	<p>In kindergarten is aware of what a dictionary is In first grade begins to use the picture dictionary Acquires some skill in finding words, and checking spelling and definitions; knows the importance of alphabetizing; knows that the unabridged dictionary contains much more information</p>	<p>Completes transition from picture dictionary to standard beginning dictionary and uses as needed; uses guide words to locate entry words quickly; sharpens alphabet skill; studies in detail kinds of information about words (spelling, pronunciation, abbreviations, derivations, proper names, definitions, illustrations, synonyms and antonyms, English usage, parts of speech)</p>	<p>Traces the etymology of words; begins to use vast amount of information in unabridged dictionary; uses dictionary for crossword puzzles and varied games; recognizes and uses accents and diacritical marks as well as syllabication; realizes the difference between a dictionary and an encyclopedia</p>
<p>Use of encyclopedia; its purpose and function; characteristics of various types; information in general and special ones; using wisely</p>	<p>Knows difference between encyclopedia and dictionary In second grade enjoys browsing in easier sets Uses alphabet skill to select proper volume; begins to be aware of kinds of information found in an encyclopedia; begins to recognize the use of many types of references</p>	<p>Makes growth in locating information easily and quickly; uses guide words, subheads; checks cross references and index; identifies different sets and can compare available sets as to number of volumes, indexing, signed articles, and so on; begins to make judgments about value of a set in such areas as arrangement, authority, recency of publication, accurate and complete maps, illustrations, and bibliographies</p>	<p>Continues growth in effective use of encyclopedia; uses index of the encyclopedia to a greater extent; knows usefulness of encyclopedia in gathering material for research projects; uses more than one set; goes from encyclopedia to other references; is able to list sources correctly in bibliographical form; uses cross references with increasing selectivity; recognizes special advantages of different encyclopedias</p>

SKILL	GRADES K-2	GRADES 3-4	GRADES 5-6
<p>Reading and research guidance; good attitudes in gaining information; using good taste in reading selection; appreciation of library's resources</p>	<p>Enjoys library visits and develops good library attitude; looks at pictures, and filmstrips; enjoys listening to records; shares reading experiences; knows what the Caldecott award means and enjoys making his own original illustrations and sharing them; likes to browse and select favorite books; remembers titles; enjoys rhymes and jingles In second grade looks for simple biography and folklore, as well as science books</p>	<p>Extends knowledge of the location of library materials; begins to use reference tools such as World Almanac and Jr. Book of Authors; begins to use vertical file and other sources to find information; uses dictionary and encyclopedia with increasing skill; learns to skim and take simple, logical notes; keeps written records of his research</p>	<p>Uses many reference sources independently, including vertical file, films, loops, filmstrips, tapes, and recordings; gains efficiency in taking notes and making short bibliographies; shares research experiences in various ways—skits, puppet shows, puzzles; becomes familiar with award-winning books; enjoys recordings and filmstrips; presents a good oral book report; shares a good book orally; knows the difference between a synopsis and a summary; uses book lists</p>
<p>Card catalog; alphabetical index to materials; knowledge of types of cards; arrangement of drawers; understanding system of call numbers</p>	<p>Begins to realize importance of alphabetizing; satisfies curiosity concerning card catalog In second grade uses it to find titles of books, with librarian's help; recognizes the purpose of the call number</p>	<p>Knows that fiction is arranged on shelves alphabetically by author's last name; knows that nonfiction is arranged by a number and then by author's last name; uses the card catalog under librarian's supervision; gains confidence in locating books in subject areas; enjoys games of locating books on shelves from clues on catalog cards</p>	<p>Recognizes the main types of cards (author, title, subject), plus cross reference, analytic, and reference (vertical file, and so on); knows proper order for filing catalog cards; uses call numbers (classification number and author letter) to find books; knows the arrangement of the card-catalog drawers, and uses outside labels and guide cards; interprets fully the information on catalog cards; can use nonbook cards to find audiovisual materials</p>
<p>Dewey Decimal System; knowing what it is; its function</p>	<p>Knows that primary fiction books are marked F and are shelved alphabetically by the last name of the author; knows that general fiction is shelved alphabetically by author; enjoys simple "location" games in the library; browses to satisfy individual interests</p>	<p>Knows that story collections have special mark above the author's letter and books are shelved alphabetically; knows that biography has subject's letter beneath "B" and is shelved alphabetically within classification; examines placement of books on specific subjects as need occurs</p>	<p>Knows the ten divisions with key numbers; understands purpose of the Dewey Decimal System; can explain the system to younger boys and girls; shows self-reliance in locating books on shelves by call number</p>
<p>Location and use of materials; recognition that library contains books and other materials arranged for easy location; understanding library's services</p>	<p>Can locate primary book sections: fiction, nonfiction, reference books, and magazines; can identify the shelf labels; knows purpose of book card and date-due slip; knows how to sign out books and where to return them; enjoys game of putting easy fiction in correct alphabetical order on shelves; knows what card catalog contains; can locate and use other materials such as globes, picture file, recordings, primary filmstrips, and exhibits of realia.</p>	<p>Enjoys simple "Where Am I?" location game; knows school circulation procedures and arrangement of charge-out desk; can use a variety of reference books effectively; begins independent work with card catalog, employing Dewey Decimal classifications; can locate main library resources for guests; returns books and material to proper place; can find paperbacks and special references; shows awareness of the great amount of material available in both the school and public libraries</p>	<p>Can draw a detailed floor plan of all library resources; makes independent use of card catalog and Dewey Decimal System to locate material needed for himself or for class; uses card catalog to find films, filmstrips, and tapes; uses files of magazines by referring to Subject Index to Children's Magazines and Abridged Reader's Guide to Periodical Literature</p>

* Locational Skills

A. Learning About the Parts of a Book

Kindergarten

Learn the titles and authors of favorite books.
Learn that some books have "parts" or chapters.

Grade 1

Learn to use table of contents to find stories in school books.

Grade 2

Use table of contents to find part of book that will answer simple questions.

Grade 3

Use table of contents in texts and other books to determine the number of units, and pages on which they begin.
Classify books according to their topics.
Use simple glossary.
Note copyright pages, discuss necessity for copyright.
Develop questions about authors.

Grades 4, 5, 6

Pupils learn through detailed lessons to understand parts of books—units, chapters, parts of chapters. Learn to identify major topics and subtopics and to use these later in outlining and summarizing.
Learn to note italicized words, boldfaced headings, and side headings.

B. Learning To Use the Alphabet

Grade 1

Complete knowledge of letter names.

Grade 2

Complete knowledge of alphabetical order.
Fill in lists that present alphabet with certain letters missing.
Alphabetize lists using first letters of words only.

Grade 3

Divide simple dictionary into three parts.
Learn to alphabetize by second letter.

Grade 4

Learn adroit use of dictionary through alphabetizing words by third and fourth letters.

Grades 5 and 6

Master use of guide words in dictionaries, glossaries, and encyclopedias.

C. Learning To Use Basic Reference Works

Grade 2

Learn to use simple diacritical marks over long and short vowels, to do oral syllabication, and to recognize accented syllables.

Grade 3

Grow in familiarity with dictionaries, glossaries, simple encyclopedias, and atlases.
Learn to use telephone books.

Grade 4

Learn less familiar diacritical marks so that dictionary keys to pronunciation can be used with ease.

Grades 5 and 6

Recognize subtopics in text indexes as guides to specific pages needed.
Learn that in encyclopedia indexes volume number is indicated, and that aspects of major topics may be discussed in different volumes.

D. Learning To Use the Library

Kindergarten

Learn to handle books correctly.
Learn to note book titles and authors.
Become aware of code markings on books.

Grade 1

Use table of contents in library books to ascertain if book contains information needed.

Grades 2 and 3

Begin to learn that books are fiction or nonfiction; that they are placed in a certain order on the shelves; that a card catalog is used by older people to locate books; that libraries have reference books, newspapers, magazines, and other resources.

Grade 4

Learn to consider library as natural place to pursue research and find books for pleasure.
Learn to choose correct drawers in card catalog to locate names of books and authors.

Grade 5

Learn to use actual cards in catalog to answer questions about author, call number, and publication date.
Learn to use subject cards and cross-references.

Grade 6

Learn to use Dewey Decimal System in catalog and on shelves to locate nonfiction books.

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skills chosen are locating materials in the library through³⁰ the use of the card catalog, reference book skills and the understanding of the classification of materials by the Dewey Decimal System. The lessons will be flexible as all must be to be adapted to various types of classrooms and changes in student body from year to year.

It is the purpose of this paper to show how the integration of library skills with the curriculum can be done through practical lessons. These lessons have been planned and written to fit the particular curriculum and skill abilities of the pupils of the Wapato Schools. They have been used by the librarian with the teachers more than once and revised as needed. These lessons are here intended only as guides and as aids to suggest to teachers and librarians how the library skills can be taught and made a working tool for the classes to use regularly. In some instances the drill type exercises needed to reinforce a skill are adapted from manuals and books available. Reinforcement exercises are suggested where it is felt there may be a need for more practice in a particular type of skill.

CHAPTER III

LIBRARY SKILLS FOR FOURTH GRADE

This outline of skills was selected by the teachers and librarian as the skills best suited to the fourth grade of Wapato Schools.

- I. Review
 - A. Library manners and citizenship
 - B. Care of books and room
 - C. Library procedures
- II. Parts of a Book
 - A. Review parts taught in third grade: Cover, spine, title, author
 - B. Develop use of index and table of contents
 - C. Discuss and introduce: Title page, copyright date, publisher, illustrator, place of publication, preface, glossary, foreword, introduction, list of illustrations, appendix, and bibliography
- III. Reference Books
 - A. Dictionary: Review third grade and enlarge on special features. Kinds of dictionaries
 - B. Encyclopedias
 1. Kinds
 - a. World Book
 - b. Compton's Pictured
 - c. Britannica Junior
 - d. Others
 2. Learn how to use above named encyclopedias
 - a. Arrangement
 - b. Volume number
 - c. Index
 - C. Atlases and Globes
 1. Kinds in our library
 2. Guides
 3. How to read map legends etc.
- IV. Card Catalog
 - A. What it is
 - B. Purpose
 - C. Rules for using
 - D. Alphabetizing
 - E. Learn entries: Author, title, and subject cards
 - F. Call number
 - G. Biography

Library Skills (con't.)

- V. Dewey Decimal Classification
 - A. Biography numbers
 - B. Non-fiction is divided by Dewey class numbers
 - C. Ten classes
- VI. Library Vocabulary
 - A. Continue to present library vocabulary, card catalog, periodicals circulation, names of parts of books, classification, fiction, non-fiction etc.
- VII. Magazines and Newspapers
 - A. Kinds in library
 - B. Purposes
 - C. Encourage children to read from them
- VIII. Appreciation of Books and Literature
 - A. Select books for reading
 - B. Share books
 - C. Authors and illustrators
 - D. Variety in reading choices
- IX. Field trip for all fourth graders to the Yakima Regional Library in the fall as a culmination to the first unit of library skills. This field trip gives the children an idea of what to expect in a large city library and what is expected of him as a patron of the public library.

The above outline is not meant to be taught in the order presented. It merely outlines the various parts of the program in which instruction should be given at the fourth grade.

CORRELATING LIBRARY SKILLS WITH BASIC LANGUAGE TEXT

GRADE FOUR

It is the intent of this manual to suggest ways in which the teaching of the library skills may be correlated to the curriculum of the classroom. The basic language text, OUR ENGLISH LANGUAGE by Bailey, Barnes, and Horrocks by the American Book Company, 1960 contains several units that correlate well with the library skill program. Below is a chart indicating the units of the text and the corresponding library lessons. This may be helpful to teachers in planning the units of study.

Textbook Unit	Library Related Skill
Unit 1 A Table of Contents 19	Parts of a Book- Lesson I & II
Unit 3 Adventuring with Books An Exciting Book 58-62, 64	Kinds of Books- Lesson III Fiction Lesson IV Non-fiction Lesson V
Unit 8 People Around the World Books About Other People 193	Biography Lesson VI
Unit 3 Adventuring with Books Writing Titles 63 ABC Order 80-82, 264	Card Catalog Rules Lesson VIII Lesson IX
Unit 8 Books About Other People 193	Subject card. Lesson XIV
Unit 5 The Weather (Science) Giving a Report 121-123 Writing a Report 124- 128	Reference Skills Introducing encyclopedias Note taking - Oral Report More Notes - Written Reports

Unit 8 People Around the World Review Use of Card Catalog
Books About Other People Social Studies Correlation
193 Tour of the Lands Studied
Read to understand more 1. Cold Lands
about other Peoples. 2. Hot Wet Lands (Tropics)
 3. Hot Dry Lands (Deserts)
 4. Island People
 5. Explores and Discoveries

FOURTH GRADE LIBRARY SKILLS

Preview of Lessons

TOPIC: Beginning Library Skills.

SUBJECT: Language Arts:

Textbook: Our English Language by Matilda Bailey
and Others- American Book Co.

TIME: During the language period. 30 minutes.

These lessons substitute and supplement similar lessons found in the language text used. These lessons give more actual practice in understanding books and how to use the library to find desired books and materials.

- PURPOSES:
1. The purpose of the following lessons is to teach children how to use the library intelligently.
 2. To give them confidence in their ability to understand library terminology as related to their daily reading and language lessons, as well as other studies.
 3. To give them a background of knowledge in learning to become independent users of libraries in their future school experiences and in later adult life.
 4. These basic lessons will be the foundation of the skills taught at fourth through sixth. On

this foundation depends the future success of later lessons. Each year these lessons are reviewed and expanded. By the time a child leaves the sixth grade he should have a good foundation on which to enter junior high school.

SCOPE: These lessons will cover the following topics and will consist of approximately twenty lessons to be covered in twenty sessions in the classroom in the library.

1. Parts of the Book.....Lesson I and Lesson II

Textbook: Table of Contents page 19.

2. Kinds of books in the library- Fiction and Non-fiction Lesson III

Textbook: Page 58-62

3. Arrangement of Books

Fiction- Lesson IV- Alphabetizing by author.

Textbook: Page 81-82

Non-fiction- Lesson V- By number and author.

4. Biography- Lesson VI

Textbook: Biography page 193

5. Card Catalog

Textbook: Adventuring with Books pages 58-

What Is It? Lesson VII

Rules for alphabetizing-Lesson VIII

Outside Guides- Lesson IX Textbook: Guide
words pages 81-
Inside Guides- Lesson X 82.

6. Catalog Cards

Author card- Lesson XI

Title card- Lesson XII and Lesson XIII

Textbook: Titles, pages 13, 63, 241.

Subject card- Lesson XIV

7. Practice in recognizing the three kinds of
cards and in alphabetizing them.

Sets of sample catalog cards for each
child. Lesson XV

8. More practice- Lesson XVI

In the library using the card catalog
following directions placed on overhead
projection.

9. Final Review- Lessons XVII through Lesson XX.

Independent activity for each child using
the card catalog to answer questions pre-
pared for him.

OUTCOME: When this series of twenty lessons are completed
the child should be ready to and able to look up
any title, author or subject for which he might
have a need to look up. These last lessons are

guided questions to give the child practice in all³⁸
the things that have been discussed and studied up
to this point.

Other lessons throughout the year will depend on
how much the child has learned from these.

The activity sheets to give practice and or drill
are a series purchased in a ditto master book per-
forated and ready to be placed on a machine and as
many copies as needed made from this master. It
has been found that this series of lessons are the
best know to date to fit the Wapato School system
with the least adaptations. Thus they save con-
siderable time for the teacher and the librarian.
This booklet of ditto master is called, "Libraries
Are For Children" (31:19-38).

FOURTH GRADE LIBRARY SKILLS

Lesson I

- TOPIC:** Parts of the book: Title page, copyrightdate, publisher, author, illustrator, place of publication, cover, spine and title.
- PURPOSE:**
1. To teach the importance of the parts of a book in finding the book in the library and how to use the parts to find information in the book.
 2. To increase vocabulary and to teach terminology used in the library.
 3. To lay the foundation for future library skill lessons.
- WHERE:** Classroom.
- WHEN:** Time previously arranged by teacher and librarian during the language period.
- SUBJECT:** Language. Textbook- Our English Language page 19.
- MATERIALS:** Pupils: Several textbooks- reader, language, arithmetic. Pencil and paper.
- Librarian: Overhead projector, copy of textbook for demonstrating.
- Activity sheet for each child to do in class as the lesson moves along.
- TIME:** One-half hour.
- PROCEDURE:** Some of the terms will be familiar to the children but it is good to review all the terms. This

refreshes their memories and helps those who have not had this experience before.

Have the children select a book from their desk and as each part of the book is discussed and the importance or need for it is pointed out have the children find this feature in the book. The children will soon notice that not all books have all of the features. They will compare the parts of a textbook to the features of a library book. This will give them an opportunity to discuss why some books have certain parts while others do not and to form some conclusions on their own.

Go through the list of features until all have been discussed. Keep the discussion lively and give many children a chance to respond. As soon as this is completed let the children fill in the part of the book with the definition thus answering the riddles. Check their work when finished at the end of the class period. Each child checks his own paper and turns it in to his teacher for her evaluation and recording.

MEET MR. BOOK

I am MR. BOOK! I have many parts. Some of my parts are listed here. Look at a book and find the many parts. Use the names of the parts to answer the riddles.

TITLE PAGE	COPYRIGHT DATE
PUBLISHER	ILLUSTRATOR
AUTHOR	SPINE
COVER	TITLE
PLACE OF PUBLICATION	

1. I am MR. BOOK. I have a special name.
WHAT AM I? _____.
2. I wrote MR. BOOK.
WHAT AM I? _____.
3. I drew the pictures for MR. BOOK.
WHAT AM I? _____.
4. I protect the pages of MR. BOOK. I have many colors and can be attractive as well as useful.
WHAT AM I? _____.
5. I help the cover keep the pages of MR. BOOK together. I am also helpful when locating MR. BOOK on the shelf.
WHAT AM I? _____.
6. I printed MR. BOOK and put him together.
WHAT AM I? _____.
7. I tell MR. BOOK'S title, author and publisher.
WHAT AM I? _____.
8. I am a special date which tells when MR. BOOK was given the legal right to be printed, published and sold.
WHAT AM I? _____.
9. I am the city where MR. BOOK was made.
WHAT AM I? _____.

Lesson II

- TOPIC:** Special features of a book: Preface, Glossary,
Foreword, Introduction.
Table of Contents: List of Illustrations, Index,
Bibliography.
- PURPOSE:** Same as in Lesson I.
- WHERE:** Classroom.
- WHEN:** Language period as previously arranged in planning
period.
- SUBJECT:** Language. Textbook page 19.
- MATERIALS:** Pupils Books, pencil and paper.
Librarian: Overhead projector. Bring books with
interesting forward, introductions and
preface.
Prepared activity sheet.
Teacher: Assists when children need extra help.
- TIME:** One-half hour.
- PROCEDURE:** Review terms discussed yesterday. Proceed with
similiar routine as previous day.
Correct activity sheet at end of class period.
Turn in for evaluation by teacher.
At fourth grade not much stress is put on the terms
bibliography or appendix. It is felt the children
should know what they are and be able to recognize
bibliography as a different word than biography

which they will use quite frequently.

SPECIAL FEATURES OF A BOOK

PREFACE	DEDICATION PAGE	INTRODUCTION
GLOSSARY OF TERMS	BIBLIOGRAPHY	TABLE OF CONTENTS
FORWARD	LIST OF ILLUSTRATIONS	INDEX

A book sometimes has many special features to help you know it better. Choose a book and see if it has any special features. Be sure to answer the riddles.

1. This is a very interesting feature of a book. It shows the author's appreciation to someone. It is the author's "thank you".

WHAT IS IT? _____

2. This is a statement or a few paragraphs that will briefly introduce you to a book. It is known by three names.

WHAT IS IT? _____ or _____ or _____

3. This feature may appear when a book has illustrations. It will tell you the page numbers where you might find pictures.

WHAT IS IT? _____

4. This feature is found in the front of a book. In a fiction book it will tell you the chapters or stories. In a non-fiction book it will tell you how it is divided into sections.

WHAT IS IT? _____

5. This feature is arranged in alphabetical order in the back of the book. It will tell you the page numbers on which you will find the book's many topics.

WHAT IS IT? _____

6. If this feature is a part of a book it can help you. It lists other books and materials you can use.

WHAT IS IT? _____

7. Sometimes a book uses so many special words or terms that you need help. This feature is really a "little dictionary".

WHAT IS IT? _____

Lesson III

- TOPIC:** Groups of books in the library- FICTION and NON-FICTION
- PURPOSE:**
1. The purpose of this lesson is to teach children to distinguish between the two kinds or groups of books that are in every library.
 2. To understand how and where to find books of either group in the library.
 3. To understand that the two groups are shelved in separate sections of the library.
 4. To understand that the shelving arrangement for the two sections are different.
- WHERE:** Classroom
- WHEN:** Time arranged.
- SUBJECT:** Language.
- MATERIALS:** Pupils: Pencils and a library book if they have one at their desk.
- Librarian: Some library books to use as illustrations of a fiction or a non-fiction book.
- Overhead projector available. Marking pencil.
- Activity sheets- Fact or Fiction? and Arrangement of Books
- Teacher: Ready to help.

TIME: One-half hour.

PROCEDURE: Introduce discussion by asking if the children have ever noticed that the books in the library seem to be shelved in two groups. The orientation lessons the first weeks of school have laid the foundation for this lesson so the questioning can lead to: Who remembers the names of the two groups of books?

Review what the words fiction and non-fiction mean. Check the library books they have to see how many have fiction, or how many have non-fiction? How can they tell which they have? Distribute the activity sheet Fact or Fiction?

Give directions and see what the class can do with it on their own. Check when they have finished. Discuss how books are arranged on the shelves. When the children say in alphabetical order be sure they add by author's last name. Distribute the second sheet- Arrangement of Books. Go through the first explanatory part with the children. Discuss how some libraries mark their books differently than the books in our library are marked. Give reasons for these differences. Children will have ideas too. Now let the children proceed with the page. Explain the term "call number" to the

children. This is a term or 'address' that refers⁴⁷ to the location of the book in the library. Have the children finish the page writing the call numbers on the spines of the samples as they would be found if in our library.

OUTCOME: By the end of this lesson the children should be able to tell the difference or define the words fiction and non-fiction as it relates to groups of books in the library and be able to identify either book from reading the call number on the spine of the book.

FACT OR FICTION?

Every library has two kinds of books: FICTION and NON-FICTION. How do we know whether a book is fiction or non-fiction?

FICTION BOOKS tell us a story that is not necessarily true!

The story may be told about real people or events....but remember ... the story is not true. The story is made up by the author of the book.

NON-FICTION BOOKS contain true information. They tell us many facts about different subjects. We say they are factual.

Read the information below and decide whether they are

FICTION or NON-FICTION!

LIFE
STORY
by
Virginia
Burton

This is a book about the earth and seasons. It tells about man since the beginning of time, as well as about plants, dinosaurs and other animals.

HENRY
AND RIBSY
by
Beverly
Cleary

This book tells about Henry and his promise to his dad to keep his dog, Ribsy out of mischief.

FLIGHT
TODAY AND
TOMORROW
by
Margaret
Hyde

This book will tell you all about flying, airplanes, jet engines, and flight instruments. It gives information about rockets and space travel.

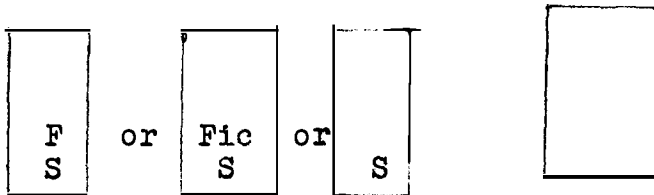
MR. REVERE
AND I
by
Robert
Lawson

This will tell you about Paul Revere and his famous ride. It is told by his horse, Scheherazade!

ARRANGEMENT OF BOOKS

FICTION books are arranged in ALPHABETICAL order by the author's last name. The author letter on the spine of the book is the first letter of the author's last name.

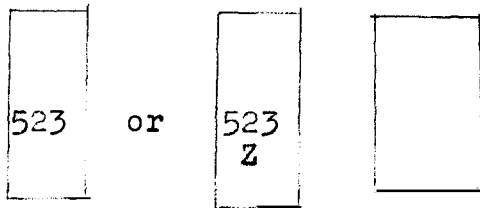
Some libraries use "F" or "Fic" along with the author letter to show a book is Fiction. The spine of a Fiction book, ROLLER SKATES, by Ruth Sawyer, could look like this:



In our library it would look like this.

NON-FICTION books are arranged in NUMERICAL order by the NUMBERS that appear on the spines of the books. The numbers are determined by the SUBJECT of the book.

Some libraries also use the author letter along with the number, but the NUMBER is most important! A Non-Fiction book, STARS, by Herbert S. Zim, could look like this:



In our library it would look like this.

Books can be located by NUMBER or LETTER addresses. These "addresses" are known as CALL NUMBERS. The call number tells you where to find the book in the library.

Lesson IV

- TOPIC:** A Place for Fiction. Writing call numbers.
- PURPOSE:**
1. The purpose of this lesson is to teach more about the call number so that children will recognize it and understand what it means.
 2. To teach children to alphabetize by author's last names.
 3. To teach children that fiction books are arranged in alphabetical order by the author's last name.
- WHERE:** Classroom
- WHEN:** Language period.
- SUBJECT:** Language. Textbook page 80-82, 85, 112, 264.
- MATERIALS:** Pupils: Pencil
- Librarian: Activity sheets for class.
- Overhead projector.
- Overhead transparency of the activity sheet, 'A Place for Fiction'. Marking pencil.
- Teacher: Prepared to help children who may need extra help.
- TIME:** One-half hour.
- PROCEDURE:** Distribute activity sheets, one to a child. Let children help. Pull down screen while children distribute papers. Focus transparency on screen.

Have children's attention on the screen as you discuss the work they see there. They have the same on their sheet. Give directions and as you question the children - What is the title of the first book? Point to the title on the transparency.

Ask next. Who is the author of this book? When they read it point to it.

Is there a call number on the spine?

What should the call number be? As it is given write it in, in the proper place.

Have the children write it on their paper.

Proceed to the second book. By this time the eager ones will be on their way. When they have finished check by calling on various ones and writing the answer on the transparency as you go. In this way they can all see how it should be.

2. The next step is to put the books in alphabetical order. Ask the class if the list they just finished is in proper order. Most will see immediately that it is not.

Give these directions. These book spines are too small to write all the title and author's name so will put only the call number on the bottom half of the spine. Find the book that should be the

first one on the shelf.

Write F on the spine of the first one in the
Bal
proper place. Proceed.

Correct the work in the same manner as before.

If there are questions or errors be sure each
child understands.

Turn in the papers each day to the teacher for
evaluation.

A PLACE FOR FICTION: Circle the author letter on the books below. Write the complete call number on the spines below.

THE BORROWERS	CALL ME CHARLEY	CHARLOTTE'S WEB	GINGER PYE	THE BLIND COLT	HANS BRINKER	KING OF THE WIND	SPUTTERS
MARY NORTON	JESSE JACKSON	E.B. WHITE	ELEANOR ESTES	GLEN ROUNDS	MARY MAPES DODGE	M. HENRY	ZACHARY BALL

FICTION IN ITS PLACE: Put the book in alphabetical order by writing the call numbers in the proper spaces below.

--	--	--	--	--	--	--	--

Lesson V

- TOPIC:** Arrangement of Books- Non-fiction
- SUBJECT:** Language Arts- Textbook page 81-82.
- PURPOSE:** The purpose of this lesson is to teach children that there is a difference in the method of shelving and arranging non-fiction books compared to fiction.
- The purpose is to give children practice, in an abstract way, in arranging non-fiction books.
- WHERE:** Classroom.
- WHEN:** Time previously arranged by teacher and librarian during the language arts block of time.
- MATERIALS:** Pupils: Pencils, copy of the work sheet for each child.
- Librarian: Overhead projector and transparency of the worksheet.
- PROCEDURE:** Review with the class the two groups of books, fiction and non-fiction. Also how fiction is placed on the shelves and how they would go about looking for a book that is fiction.
- Ask the children if anyone has a library book in his desk. Compare the different books by determining if they are fiction or if the children think they are non-fiction. Ask how they know. Ask them to compare "CALL NUMBERS" and lead them to decide

for themselves that the two kinds of books have different types of "call numbers". Have the class conclude that non-fiction has numbers in the "call number" while fiction has only letters in the "call numbers".

Place the transparency on the overhead and direct the children to notice on the screen an image the same as the paper they have before them.

Notice these books have a number in the "call number" space but there is something missing in the "call number". They will notice almost at once that the author letters are missing. Show them that the author letters are placed below the number. Have them write in these letters on their paper.

When they come to the fourth book title, stop the class and explain a special library rule here. Names beginning with Mc or Mac are all placed under the letters Mac. So the letters for this author's name would be Mac. (By explaining this rule at this time it saves undoing a wrong impression later when you come to it again in the rules for alphabetizing.)

When the class has finished placing the author letters in the "call numbers" so the "call numbers"

are now complete, they are ready to learn how non-fiction is organized on the shelf. Here is where a bit of the classification system is brought in incidently. Tell the children that all books on one subject have the same number but may not be written by the same person. In fact there are many authors who write on the same subjects. All books with the same numbers are arranged together on the shelf, but to tell which of them comes first they are arranged by the author letter within the number class.

By example show on the transparency how they are arranged asking the children questions to get them to name the ones in order.

After the first one or two have been done as a class group let them continue individually. When they have finished check the work by calling on individuals to read what they have and write the answer on the transparency with grease pencil.

This gives the pupils an opportunity to check their own and see the correct copy on the screen. Any questions to be clarified at the time.

ASSIGNMENT: Next time the discussion will be about a special group of books that get very special attention and no other group in the library is given this

attention.

These books are the biography books. How many know what a biography book is? Is it fiction or non-fiction? Tomorrow we will talk about these very interesting books.

A PLACE FOR NON-FICTION: Look carefully at the call numbers on the pictured books. Make sure the call numbers are complete.

AFRICA ALLEN 916	PETS CHRYSTIE 636	FIGHTING GEAR OF WORLD WAR II COLBY 623	FOREVER FREE STERLING 326	GREEK GODS AND HEROES GRAVES 292	CAVES OF THE GREAT HUNTERS BAUMANN 571	HOW TO DRAW PEOPLE ZAIDENBERG 743	OUR COUNTRY'S STORY CAVANAH 973
------------------------------------	-------------------------------------	--	--	---	--	---	---

NON-FICTION IN ITS PLACE! In the spaces below arrange the call numbers of the books above in the order in which they would be found on the shelves.

--	--	--	--	--	--	--	--

Lesson VI

- TOPIC:** Biography- A special group of books.
- SUBJECT:** Language Arts- Textbook:
- PURPOSE:** The purpose of this lesson is to teach children:
1. What biography is.
 2. That there are two kinds of biographies and each has its own peculiarity as far as how they are handled in the library.
 3. The two kinds are collective and individual.
 4. How biographies are arranged on the shelves so they can be found.
- WHERE:** Classroom.
- WHEN:** Prescheduled time. 30 mins.
- MATERIALS:** Pupils: Pencils and two work sheets.
- Librarian: Overhead projector, transparency of the second work sheet to use as illustration in the way the transparency was used yesterday.
- Also several copies of biography books including some of each kind of biography.
- Teacher: Ready to assist.
- PROCEDURE:** How many of you know what is meant by the word 'biography'? After one or two children have told what the term means, talk about the subject of the

book. Let the child arrive at conclusion that the subject is the person the books is about. Decide if biography is fiction or non-fiction? (Non-fiction) If the children have biographies in their desks have them take out copies and compare "call numbers". See if you can get them to arrive at a conclusion regarding the "call numbers". Keep in mind these points and lead the discussion toward them.

1. There are two kinds of biography- collective and individual.
 2. Individual is arranged by subject and has the class number 921 in our library.
 3. Collective is more than one story about more than one person in a book. It has the class number 920 and is arranged by author, editor or collector of the stories.
 4. Some libraries use the number 92 and the letter B for individual biography.
 5. Using the books brought to the class show why individual biography is shelved by subject, thus putting all the books about one person together on the shelf, where by author arrangement would scatter them throughout the section.
- As the discussion moves along the children are

following their activity sheet. Following the discussion have the children finish up the page on their own. Go over it with them and then turn to the second "A Place for Biography".

Use the transparency of this page to guide the children as you give them the directions to proceed. Read the titles with the class before they proceed alone. Check with them to see that they have the correct "Call Numbers". Then have them proceed to put the books in the correct order. Check it with them.

MEETING PEOPLE THROUGH BOOKS

Everyone likes to know about famous people of the past and present, their interests, what they were like as children, their joys and sorrows and what made them great. You can meet and find out about many famous people through biography books!

Because they contain true information, BIOGRAPHY BOOKS are

—————•

A COLLECTIVE BIOGRAPHY is a book that gives the biographies of more than one person. These books are found in the 920 numbers.

An INDIVIDUAL BIOGRAPHY is a book about one person. Individual biographies are grouped together on the shelves in alphabetical order according to the person the book is written about.

The CALL NUMBER for individual biographies will show either the number 92 or the letter "B" or 921. The call number for a book about John F. Kennedy would look like this:

92	B	921	Draw a square around the call number used in our library.
K	K	Ken	

Can you think of some names of famous people? Write the names of famous people you admire, and then at one side show the call numbers for biography books about these people.

I wish I had known _____ • _____

I wish I could meet _____ • _____

I wish I could grow up to be like _____

_____ • _____

I think the greatest person is (or was). _____

_____ • _____

A PLACE FOR BIOGRAPHY: The biography books below need call numbers. Write the correct Call Number on the pictured book spines.

AMERICA'S PAUL REVERE	LOU GEHRIG: A QUIET HERO	GEORGE WASHINGTON	POCAHONTAS	DR. GEORGE WASHINGTON CARVER, SCIENTIST	BEN FRANKLIN OF OLD PHILADELPHIA
FORBES	GRAHAM	FOSTER	AULAIRE	GRAHAM	COUSINS

BIOGRAPHY IN ITS PLACE: It is easy to see that these books are not in correct order. Write the Call Numbers on the blank spines below in the right order.

--	--	--	--	--	--

THE CARD CATALOG

Lesson VII

- TOPIC:** Card Catalog- What Is It?
- SUBJECT:** Language Textbook- Unit 3 Adventuring With Books
pages 58-85.
- PURPOSE:** The purpose of the Lessons is to teach the children how to find books in the library by using the card catalog. The textbook unit suggests many good titles for them to read for their book talks. These lessons on the card catalog will supplement the textbook lessons on writing titles and alphabetizing titles.
- WHERE:** Classroom.
- WHEN:** Language block of time. 30 mins.
- MATERIALS:** Pupils: Worksheet "Treasure Hunt for Books."
- PROCEDURES:** Using the theme of the lesson, go over each clue to the card catalog discussing it carefully and thoroughly. These clues prepare the class for the lessons that follow.
- ASSIGNMENT:** Next time we will learn the four main rules for alphabetizing the cards that are in the card catalog.
- CORRELATION:** The teacher can use the textbook Unit 3 as these lessons proceed or she can use them after

the library lessons are finished and they will serve to review what has been covered in the library lessons. This particular aspect the teacher and librarian can work out as the lessons are planned.

TREASURE HUNT FOR BOOKS !

Have you ever been on a treasure hunt? Did you find all the clues? You are going on a TREASURE HUNT. A TREASURE HUNT FOR BOOKS! YOU WILL START WITH THE CARD CATALOG. What are the CLUES? What is the Card Catalog?

CLUE # 1. The card catalog is an index or a catalog listing the books we have in our library.

CLUE # 2. The card catalog is made up of drawers that contain catalog cards.

CLUE # 3. All of the cards are in alphabetical order like a dictionary or a telephone directory. There are some special rules to help.

CLUE # 4. Guide letters on the outside of the drawers will show what letters are inside. There are also guides inside the drawers to help you locate the cards faster.

CLUE # 5. The card catalog contains three kinds of catalog cards: author, title and subject.

CLUE # 6. The catalog cards tell you the author, title, publisher, illustrator (if there is one), copyright date, and number of pages in the book. Other interesting notes are sometimes added.

CLUE # 7. The call number on the catalog cards will tell you where to find the treasures of the library -- the books on the shelves !!

Lesson VIII

TOPIC: Card Catalog- Rules for Alphabetizing.

SUBJECT: Language.

PURPOSE: The purpose of this lesson is to instruct the class in the use of the rules for alphabetizing titles of books and author's names.

WHERE: Classroom.

WHEN: Pre-arranged by teacher and librarian. 30 mins.

MATERIALS: Pupils: Activity work sheet, "Use a Special Clue".

PROCEDURES: Review with the class the seven clues from the day before. Point out the importance of following rules and that there are special rules for alphabetizing. There are different ways of alphabetizing and there is a need to know what rules were used to file the cards in the card catalog. As you proceed and opportunity affords itself point out different methods of alphabetizing so children will see that there is a reason for doing it one or the other way.

After each rule has been carefully discussed and explained, give the children the directions to do the activity.

When they have finished check the work in class. If they do not finish by the end of the period

check the activity the next day using the checking as a review of the lesson.

EXTRA WORK: If it is found necessary to give the children more drill on the alphabetizing activity, have them open their reading books to the unit they are reading in class and rewrite the titles of the unit in alphabetical order.

WHAT TO DO?

USE A SPECIAL CLUE!

TREAT
"Mc"
as "Mac"

Drop "A", "An",
and "The" at
the beginning
of a title

Spell out
abbreviations

Spell out
numbers

ABCDE through Z. We all know the letters of our alphabet. We also know what alphabetical order means. We have looked at dictionaries. We have seen a telephone directory. And we have looked at a Card Catalog!

Did you know--there are some special rules for the alphabetical order of some of the cards in the Card Catalog? If you remember the special clues...you will always know WHAT TO DO!

CLUE # 1. If the "A", "An," or "The" appears at the beginning of a title, drop it and go on to the next word.

EXAMPLE: To find The Island of the Blue Dolphin, you would look under Island.

CLUE # 2. If a word is abbreviated, spell it out.

EXAMPLE: To find U.S. HISTORY, you would look under UNITED STATES.

CLUE # 3. If a name begins with Mc, treat it as though it were spelled Mac.

EXAMPLE: To find a book written by Robert McCloskey, you would look under Mac Closkey.

CLUE # 4. If a title has a number, such as 101, in it, spell out the number

EXAMPLE: To find the book, 101 Science Experiments, you would look under One hundred one.

Now that you know the special rules...TRY YOUR SKILL below!

You have two things to show: 1) The Clue # of the special

WHAT TO DO? (con't.)

rule to follow. 2) The first three letters you would look for.

	(1)	(2)
1) The Saturdays	_____	_____
2) Dr. Dolittle	_____	_____
3) Mc Arthur	_____	_____
4) The St. Lawrence	_____	_____
5) 100 Story Poems	_____	_____
6) A Rocket In My Pocket	_____	_____
7) Mr. Popper's Penguins	_____	_____
8) Mc Ginley	_____	_____

Lesson IX

- TOPIC:** Card Catalog-Outside Guides.
- SUBJECT:** Language Textbook pages 81-82 Guide words.
- PURPOSE:** The purpose of this lesson is to give the children practice and understanding in using the guide letters on the outside of the card catalog.
- WHERE:** Classroom.
- WHEN:** Pre-arranged time. 30 mins.
- MATERIALS:** Pupils: Worksheet "Your Treasure Hunt Begins".
Librarian: Transparencies on card catalog outside guides.
Overhead projector.
- PROCEDURE:** Compare the guide letters on the front of the catalog trays to the guide words at the top of the dictionary pages.
- Use the transparency to show that not all catalog card trays would have the same guide letters.
- This depends on size of library.
- Explain also that the guide letters can change as the amount of cards in a tray increases and some may have to be moved to another tray to keep from overcrowding a tray.
- Go through the activity sheet with the class. At the bottom are a few items for them to look up in the catalog. They are to write the guide letters

in the blanks. Do the first one together, then
let the class proceed on their own. Check when
they have finished.

Remind the children that when they come to the
library to practice using the card catalog.

YOUR TREASURE HUNT BEGINS !

Your treasure is a Book! How do you find it? The Card Catalog has the answer! You already know:

- 1) The _____ lists all the books we have in the library.
- 2) The catalog is made up of drawers that contain an _____ arrangement of author, title and subject cards.

How do you use the Card Catalog? There are clues to help you! You begin with your clue about OUDSIDE GUIDE LETTERS. These alphabetical letters on the outside of the catalog tell you what letters are inside each drawer.

The outside of a Card Catalog might look like this:

The letters "A-B" tell you

the drawer contains catalog cards for words that begin with the letters "A" and "B". If the letters on the drawers are "H-J" the drawer would contain cards that begin with the letters _____,

A-B	K-L	S
C-E	M	T
F-G	N-P	U-W
H-J	Q-R	X-Z

_____ and _____. In the Card Catalog pictured, which drawer would you use to find the following author, title or subject cards?

- | | | | |
|-----------------------|-------|----------------------|-------|
| 1) Little Women | _____ | 6) SPACE FLIGHT | _____ |
| 2) WEATHER | _____ | 7) Arna Bontemps | _____ |
| 3) A.A. Milne | _____ | 8) You and Democracy | _____ |
| 4) Four-story Mistake | _____ | 9) ROCKS | _____ |
| 5) Elizabeth Enright | _____ | 10) MAGIC | _____ |

Lesson X

TOPIC: Card Catalog- Inside Guides

SUBJECT: Language.

PURPOSE: The purpose of this lesson is to teach the value of guide cards and letters found in the card catalog trays.

To teach the children how to use the inside guides found in card catalog trays.

WHERE: Classroom.

WHEN: Pre-arranged time. 30 mins.

MATERIALS: Pupils: Worksheet for each pupil.

Librarian: Take a few samples of guide cards to class.

PROCEDURE: The worksheet is self-explanatory. Review "outside guides" and proceed with the worksheet. Let the children proceed after initial instruction.

EXTRA WORK: Some pupils may show, due to weakness in knowledge of the alphabet and how to use it, that they could profit by additional work. If so, a quick type of drill would be to have them select a unit in the table of contents of their reader and the teacher or librarian could put letters, parts of words and words to be used as guides on the board and have the children list under each guide word or letter the titles that would come after that

guide in a catalog tray. The children could also⁷⁵
place the author's names of the stories behind the
appropriate guide.

"INSIDE" CLUE

You already know how to use the outside guides on the Card Catalog drawers! WHAT do you do once you find the right drawer? There are INSIDE GUIDE CARDS to help you!

Inside each catalog drawer you will find alphabetical GUIDE CARDS. These cards are easy to see. They stand higher than the catalog cards. The inside guide cards show either a letter, letters, or a word to tell you what letters follow each guide card.

Here are some sample guide cards:

A	AP	AIR
Catalog cards beginning with "A" would follow this card.	Catalog cards beginning with the letters "AP" would follow this guide.	Catalog cards beginning with the letters "AIR" would follow this guide card.

Example: If you were looking for a subject card for AIRPLANES you would look among the cards that follow the guide card "AIR"

Using the pictured drawer below, find the guide card you would use to find the following author, title and subject cards. Write the guide letters or words.

- 1) DOGS-STORIES _____
- 2) Beryl Epstein _____
- 3) Cabin Faced West _____
- 4) Trevor Dupuy _____
- 5) EASTER _____
- 6) Everybody's Weather _____
- 7) Danger Fighters _____
- 8) CHEMISTRY _____

EUROPE	
	ENGINES
E	
	DU
DOGS	
	D
CRABS	
	CHINA
C	

Lesson XI

- TOPIC:** Card catalog- Catalog cards- Author card.
- SUBJECT:** Language.
- PURPOSE:** The purpose of this lesson is to teach the children how to recognize the different kinds of catalog cards; the author card.
- The purpose of each kind of card.
- How to use the information found on the card to locate the book.
- WHERE:** Classroom.
- WHEN:** Pre-scheduled period. 30 mins.
- MATERIALS:** Pupils: Worksheet and pencils.
- Librarian: Overhead transparencies of catalog cards.
- Overhead projector.
- Teacher: Available to help children.
- PROCEDURE:** Discuss with the children the times and the ways in which they might want to look up a book. Or perhaps they have read a good book by a particular author and they want to know if there are more books by this author in the library. If they know what an author card is they can find out.
- When the discussion of the material on the worksheet is complete, have the children take a book from their desk or from the book shelf and make a sample book author card. Remind them to use the

title page of the book for help. Fill in the form on the work sheet.

Check each child's paper as he finishes, or collect the papers to be checked and returned first of the next day's lesson.

AUTHOR CLUE

You are still seeking your treasure...a Book!

Do you know the author's name?
If you do...
You have an important clue!

The Card Catalog will help you locate a Book!

LET'S PRETEND.....You are looking for a book that was written by Roy C. Andrews. You know the Card Catalog has AUTHOR cards for all the books in the library. The author's last name (first) is on the first line of the AUTHOR card.

In which drawer of the card catalog will you look? _____

Here is a sample of the AUTHOR card you will find.

568 Andrews, Roy C.
And All about dinosaurs; illus. by Thomas W.
Voter. Random House 1953
146p illus.

The author tells of actual events in fossil hunting. Descriptions of the different periods and animals are given.

The AUTHOR CARD tells that the title of the book you are looking for is All About Dinosaurs. The Call NUMBER tells you the book can be found in the Non-Fiction section under the NUMBER 568! The AUTHOR CARD tells other things about the book. Look carefully and underline the following; illustrator's name, the Publisher, the Copyright Date, and the Number of Pages the book contains.

Now...take a book from the shelves and make an AUTHOR CARD for it. Don't forget the title page will give you the helpful information.

CALL	_____	AUTHOR
NUMBER	_____	TITLE
	_____	ILLUSTRATOR
NUMBER	_____	PUBLISHER
OF PAGES	_____	YEAR

Lesson XII

- TOPIC:** Card catalog- Title card.
- SUBJECT:** Language. Textbook-Titles pages 13, 62, 63, 84, 241.
- PURPOSE:** The purpose of this lesson is to prepare children for the next lesson on identifying title cards and to review alphabetizing of titles.
- To give them an appreciation for good books and the authors who write them.
- To provide a variety in the routine of lessons and add a bit of extra interesting materials to break the monotony of routine.
- WHERE:** Classroom.
- WHEN:** Time arranged by teacher and librarian. 30 mins.
- MATERIALS:** Pupils: Worksheet and pencil.
- Librarian: An assortment of the books written by Laura I. Wilder. A picture of Mrs. Wilder.
- PROCEDURE:** Explain to the class that today there is something special. Talk about authors that write fiction stories but the stories are also about their lives and the things that they lived as children. Introduce Mrs. Wilder and talk about the books that you have with you. Put them on display as you talk. Turn to the lesson sheet. Ask volunteers to read

about Mrs. Wilder, letting the children take turns. Find the titles in the story as they read and underline them. Then proceed with the rest of the activity as explained on the work sheet.

FIND THE TITLES

Laura Ingalls Wilder wrote fiction books that are favorites of many boys and girls. They are stories about life as she knew it in the pioneer days of the United States. Below is a story of her life with the titles of her books "hidden" within the story. Find the titles of her books and underline them!

LAURA INGALLS WILDER

Laura Ingalls Wilder was born in 1867 in Wisconsin. She and her family left their little house in the big woods and traveled in a covered wagon to the Kansas prairie. The Ingalls family then had a little house on the prairie which was in the middle of Indian territory. Because of the Indian problem, they had to move. They traveled to Minnesota and there they lived on a farm and spent many years on the banks of Plum Creek.

When Laura was 13 years old, her family moved to Dakota territory, by the shores of Silver Lake. The winters were long and hard. To escape the long winter, the Ingalls family moved from the prairie into a store in the little town on the prairie.

It was in De Smet that Laura Ingalls began teaching school. Soon she married Almanzo, who had lived the adventurous life of a farmer boy. Laura and Almanzo lived in the beautiful country. It was here that their daughter, Rose, was born. There were many hardships, but these happy golden years were wonderful ones for the Wilders.

Now that you have underlined the titles, put them in alphabetical order. Copy them below. REMEMBER your special rule about A, AN and THE on a title card.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

The titles that you have arranged above are in the order that you would find them in the card catalog under the AUTHOR CARDS for Mrs. Wilder's books. When an author writes more than one book there is an author card for each title.

Lesson XIII

- TOPIC:** Card Catalog- Title card.
- SUBJECT:** Language.
- PURPOSE:** The purpose of this lesson is to give identifying information to the children on how to recognize the title card for any given book title.
To interpret the information on the card and find the book on the library shelf.
- WHERE:** Classroom.
- WHEN:** Pre-scheduled period. 30 mins.
- MATERIALS:** Pupils: Worksheet and pencil. Also a library book.
Librarian: Worksheets for children.
Teacher: Available to help children.
- PROCEDURE:** Review the previous lesson on titles and proceed with the children reading and discussing the worksheet as you go.
Point out that sometimes we remember only the title and need to know how to look up a book by the title.
Have the children select a book and make a sample title card for it.
Check the children's work as they finish.

TITLE CLUE

You know how to discover a Book by finding the Author Card in the Card Catalog. If you only know the TITLE of a Book...how do you find your treasure?

You know that the card catalog has a TITLE CARD for all the books in our library. The TITLE of the book is always on the first line of the TITLE CARD. The TITLE of the book you want is All About Dinosaurs.

Now...you will look for the _____ CARD in the _____ drawer of the Card Catalog. Here is what you will find:

<p style="text-align: center;">All about dinosaurs 568 Andrews, Roy C. All about dinosaurs; illus. by Thomas W. Voter. Random House 1953 146p illus.</p>
--

YOUR TREASURE HAS BEEN FOUND

The TITLE CARD tells you that the author of the book is Roy C. Andrews. The CALL NUMBER tells you the book can be found in the Non-Fiction section under the NUMBER 568!

Underline the following on the sample card: illustrator, Publisher, Copyright Date, and the number of Pages.

Look carefully at the sample card. Notice that the TITLE appears twice on the card. The TITLE must always appear on the first line of a TITLE CARD. It appears on the third line again because the title of a book always follows the author's name.

Take a book from the shelves and make a sample TITLE CARD!

	TITLE
CALL NUMBER	AUTHOR
	TITLE
NUMBER OF PAGES	ILLUS.
	PUB., YEAR

Lesson XIV

TOPIC: Card Catalog- Subject card.

SUBJECT: Language.

PURPOSE: The purpose of this lesson is to teach children how to find books on a subject when they do not know the title or the author of a book on the subject.

To teach them how to recognize a subject card and to interpret the information on the card so they can find the book on the shelf.

WHERE: Classroom.

WHEN: Pre-scheduled period. 30 mins.

MATERIALS: Pupils: Worksheet and pencils.

PROCEDURE: Review steps in identifying the title and author card. Using the same rules for identifying each of them propose a question to the group such as; how do you think you could identify a subject card. From previous discussions some children will conclude that the subject will be on the first or top line of the card. Draw from them what would be on the second line of the card. (Author's name) On the third line of the card. (Title) Because there are some books whose titles and subjects are the same, we need a method of determining when we have the subject card for

that book and when we have a title card. Look at the picture of the subject card drawn here and see if you can tell what it is that makes a subject card different from the title card. Note the first line of the card. (Subject is in all capitals.) Point out this fact and be sure everyone understands that the subject is always in all capitals on the first line of the subject card. This is the clue to knowing you have a subject card. Biographies of people will have the person's name in all capital letters on the first line of the card. This tells you immediately who the book is about.

Proceed through the rest of the worksheet and have the children take a book and make a sample subject card for it.

ASSIGNMENT: Next time there will be a complete set of catalog cards for each of you to study and compare the kinds of cards we have talked about. You will be expected to identify each kind and find certain kinds of information on each card. Our practice sheet will give us some more helps.

When you go to the library for your library period, select a subject that you would like to read about and go to the card catalog and see if you can find

a card on that subject and locate the book.

SUBJECT CLUE

Author and title cards There is another clue
 Lead you to a Book. To tell you where to look!

All books are written "about something." How would you find a book about a SUBJECT of special interest to you?

How would you find a good mystery story?
 How would you find a book for a report on weather?

The card catalog has the answers! What do you do? Use the SUBJECT clue! The Card Catalog has subject cards for many of the books in our library. The SUBJECT of the book would appear on the first line of a SUBJECT CARD.

You are looking for a book about DINOSAURS. You will look in the _____ drawer.

Here is a sample of the SUBJECT CARD you will find:

DINOSAURS	
568	Andrews, Roy C.
And	All about dinosaurs; illus. by Thomas W. Voter. Random House 1953
	146p illus.

YOUR TREASURE HAS BEEN FOUND:

The SUBJECT CARD tells you there is a book about DINOSAURS titled, All About Dinosaurs, by Roy C. Andrews. The CALL NUMBER tells you the book can be found in the Non-Fiction section under the NUMBER 568!

Look carefully at the sample card. Can you see how it differs from an author or title card? On a subject card...the SUBJECT is always on the first line and always appears in CAPITAL LETTERS.

When you look for a subject card in the catalog...you will usually find more than one book listed. Look at the information given on each card for the subject, and decide which book you would like to read...then find your book on the shelves!

On a separate sheet of paper make a sample SUBJECT CARD using a book from the shelves. Put the following items in, the NUMBER, NUMBER OF PAGES, SUBJECT, AUTHOR, TITLE, ILLUSTRATOR.

Lesson XV

TOPIC: Card Catalog- Review of three kinds of cards.

PURPOSE: The purpose of this lesson is to review what has been discussed regarding the kinds of cards. To learn how these kinds of cards are alphabetized in the card catalog and to give practice in alphabetizing. To give children practice in handling and observing real catalog cards, so they can become acquainted with the actual cards they have been talking about and making samples of.

WHERE: Classroom.

WHEN: Pre-scheduled language period. 30 mins.

MATERIALS: Pupils: Pencils and worksheet.

Librarian: Set of catalog cards for each class member.

Teacher: Available to give assistance if needed, and moving among the children to see that each one is following directions.

PROCEDURE: Give each child a set of catalog cards. Instruct him to examine them carefully and then select them in the following order and lay out on the desk in this order. The librarian and the teacher will check each child's to see that they have found the correct card.

1. Author card

2. Title card

3. Subject cards (There may be more than one and some may not have any. This depends on the kind of book the card is for.

As the child's cards are checked ask them to read the title on author card, subject card. What is the subject of the book? When was it printed? Who published it?

When this has been finished, turn to the worksheet. Give directions and let the children proceed. Two already done in the example but follow through to explain how and why these are placed as they are. Check the papers in class if time permits, otherwise collect and have ready at the beginning of the next class.

ASSIGNMENT: Next time you will go on an imaginary treasure hunt. You will be looking for certain titles, authors, and subjects in a sample catalog.

.....TO GUIDE US TO THE TREASURES

There are three kinds of catalog cards...**AUTHOR**, **TITLE** and **SUBJECT**. They are all arranged in one alphabetical order in the card catalog.

Below are some first lines of **AUTHOR**, **TITLE** and **SUBJECT** catalog cards. Tell what kind of card it is by placing T for **TITLE**, S for **SUBJECT**, or A for **AUTHOR** on the line of each card.

Then...place the cards in the pictured card catalog drawer by writing the first lines in the proper places. The first two cards are already in order for you!

Adler, Ruth	_____
All-of-a-kind family	_____
Ben and Me	_____
Brink, Carol	_____
Andersen, Hans C.	_____
A book about giants	_____
Anderson, C. W.	_____
Call it courage	_____
CHINA	_____
Colby, C. B.	_____
BASEBALL	_____

C
B
ALL-OF-A-KIND FAMILY
A ADLER, RUTH

Lesson XVI

- TOPIC:** Card Catalog- Practice in using the card catalog.
- PURPOSE:** The purpose of this lesson is to see how much the children can do alone in using a simulated card catalog lesson.
- This lesson will prepare them for the last two sessions when they will be using the actual card catalog in the library.
- WHERE:** Classroom.
- WHEN:** Scheduled period. 30 mins.
- MATERIALS:** Pupils: Pencils.
- Librarian: Worksheets for each child.
- Teacher: Available to give assistance if needed.
- PROCEDURE:** Distribute the worksheets. Direct each child to put his name and room number on each sheet. Give careful instruction and be sure each child understands what he is to do. Use the first activity as an example and follow through the four clues with the class. Draw their attention to the fact that they have a different type of treasure that they are looking for in each activity, and that they must in their own mind identify what the treasure is before they start to look.
- As each child finishes he turns in his paper and may get a book and read while he waits for the

rest of the class to finish.

If there is time when all have finished go over the activities.

ASSIGNMENT: Meet in the library with pencil and paper next time.

TREASURE HUNT

Fill in the missing clues and you will find your treasure.

THE TREASURE: It's Like This, Cat!

A-B	H-J	N-P	T
C-E	K-L	Q-R	U-W
F-G	M	S	X-Z

Clue 3) _____
(Author's Name)

Clue 4) _____
(Call number)

Clue 1) Drawer _____

<p>It's like this, cat F Neville, Emily N It's like this, cat; pictures by Emil Weiss. Harper 1963 180p illus.</p>

Clue 5) Mark X for the section this book would be.

Fiction _____
Non-fiction _____
Biography _____

Clue 2) Card _____

THE TREASURE: A book by H. A. Rey

Use the card catalog above.

Clue 1) Drawer _____

<p>523.8 Rey, H. A. R Find the constellations. Houghton 1954 72p illus. maps.</p>
--

Clue 2) Card _____

Clue 5) THE TREASURE:

Clue 3) _____
(Title of book)

Fiction _____

Clue 4) _____
(Call number)

Non-fiction _____

Biography _____

TREASURE HUNT

Fill in the missing clues and you will find your treasure.

THE TREASURE: a book about BASEBALL

A-B	H-J	N-P	T
C-E	K-L	Q-R	U-W
F-G	M	S	X-Z

Clue 3) _____
(Author's name)

Clue 4) _____
(Title)

Clue 1) Drawer _____

Clue 5) _____
(Call Number)

BASEBALL 796.35 Cooke, David C. Coo Better baseball for boys Dodd 1959 64p illus.

Clue 2) Card _____

Clue 6) THE TREASURE:
 Fiction _____
 Non-fiction _____
 Biography _____

THE TREASURE: a book about DANIEL BOONE

Use Outside Guide letters above:

Clue 1) Drawer _____

BOONE, DANIEL 921 Daugherty, James Boo Daniel Boone, with original lithographs in color by author. Viking 1939 94p illus.
--

Clue 2) Card _____

Clue 5) _____
(Call Number)

Clue 3) _____
(Author's Name)

Clue 6) THE TREASURE:
 Fiction _____
 Non-fiction _____
 Biography _____

Clue 4) _____
(Title)

Lesson XVII

- TOPIC:** Card Catalog-Practice in using the card catalog.
- PURPOSE:** The purpose of this lesson is give children an opportunity to go to the card catalog and look for specific information using the rules of the lessons just practiced in a simulated fashion.
To give meaning to the previous lessons.
- WHERE:** Library.
- WHEN:** Scheduled period for the whole class. 30 mins.
- MATERIALS:** Pupils: Pencils and paper.
Librarian: Overhead projector with information on the screen to guide the class in what they are looking for.
A catalog tray for each child already pulled and on the tables ready for them to use.
- PROCEDURE:** When class arrives make sure each one is seated where he can see the projection screen, and has a card tray before him with room to write.
On the screen project the following information.
Go over it carefully and give complete directions so class can proceed with minimum of problems.
(There will be some who will need additional help.) The teacher and the librarian will circulate among the children to give help where needed

but only a minimum of help. This is to be as much as possible an individual assignment.

- On the screen:
- A. Find a title card.
 - 1. Write what is on the first line.
 - 2. Write what is on the second line.
 - 3. Write what is on the third line up to the first punctuation mark.

 - B. Find an author card.
 - 1. Write what is on the first line.
 - 2. Write what is on the second line to the first punctuation mark.
 - 3. Write the name of the publisher.
 - 4. Write the publication date, or copyright date.

 - C. Find a subject card.
 - 1. Write what is on the first line.
 - 2. Write what is on the second line.
 - 3. Write what is on the third line to the first punctuation mark.

Be sure that you write the information exactly as it is on the card. If it is in all capital letters, print it in all capital letters.

Collect the papers as the pupils finish them and correct them.

ASSIGNMENT: Next time we will meet in the classroom and will go over these papers so that you will understand what you may have wrong. Plans will be made for

the last activity in this series on the card catalog.

Lesson XVIII

- TOPIC:** Card Catalog- Final Review with individual use of card catalog.
- PURPOSE:** The purpose of this lesson is to determine how much of the work just completed has been learned and how much the pupil can or is able to use what he has learned.
- To give the teacher and the librarian an instrument for evaluating the child's progress during the past weeks while studying the unit on the card catalog.
- WHERE:** Library.
- WHEN:** A schedule worked out with the teacher when the children have time available to come to the library and work independently.
- PROCEDURE:** Each child will work at his own rate without assistance. There may be times when some item needs clarification but no more than minimum help should be given and then only in such a way that the child can proceed with understanding of what is to be done. When child finishes he turns in his paper to the librarian.
- MATERIALS:** Each child will have a copy of his worksheet and will be responsible for it until he has finished. There are two sheets of different questions so the

whole class will not have the same paper. One-¹⁰⁰
half of the class will have one paper and the rest
will have the other. This will help to eliminate
many needing the same trays of the catalog at the
same time.

CARD CATALOG CONTEST

- How many books do we have by Irving Adler? _____
- What is the title of a book about ALASKA? _____
- Who wrote...And Now Miguel? _____
- In what year was Bright April published? _____
- Who published Betsy and the Boys? _____
- Who illustrated Blue Willow? _____
- How many pages are there in Black Beauty? _____
- Who wrote Calico Bush? _____
- How many books do we have by Natalie Carlson? _____
- How many pages are there in Dash and Dart? _____
- What is the title of a book about EGYPT? _____
- Who illustrated Ellen Tebbits? _____
- In what year was Exploring the Weather published? _____
- Who wrote The Family Under the Bridge? _____
- How many books do we have by Walter Farley? _____
- Who published The First Book of American History? _____
- How many pages are there in Ghosts, Ghosts, Ghosts? _____
- In What year was Ginger Pye published? _____
- Who illustrated Golden Name Day? _____
- What is the title of a book about HALLOWEEN? _____
- How many books do we have by Marguerite Henry? _____
- Who wrote Hurry Home, Candy? _____

CARD CATALOG CONTEST

Who wrote King of the Wind? _____

What is the title of a book about JOHN F. KENNEDY? _____

Who illustrated Kildee House? _____

Who published The Little House in The Big Woods? _____

How many pages are there in The Long Winter? _____

In what year was Little Pear Published? _____

How many books do we have by Robert McCloskey? _____

Who wrote Miss Pickerell Goes to Mars? _____

In what year was My Friend Flicka published? _____

Who published Now We Are Six? _____

Who illustrated Old Yeller? _____

How many pages are there in Our F. B. I.? _____

What is the title of a book about OHIO? _____

How many books do we have by Howard Pyle? _____

What is the title of a book about WEATHER? _____

Who wrote Paddle-to-the-Sea? _____

Who illustrated Pinky Pye? _____

What is the title of a book about RUSSIA? _____

Who published Rabbit Hill? _____

How many pages are there in The Reluctant Dragon? _____

In what year was Rufus M. published? _____

Who wrote The Secret Garden? _____

ENCYCLOPEDIAS-Fourth Grade

- TOPIC:** ENCYCLOPEDIAS-What are they?-Part 1
- PURPOSE:** To help children understand what an encyclopedia is.
To show children how to use them.
- SUBJECT:** Language period. Language textbook page 121-123.
- WHERE:** Classroom.
- WHEN:** 30-45 minutes scheduled by teacher with librarian.
- MATERIALS:** Two filmstrips; "The Magic Shelf" and "Look-it-Up" produced by World Book. FS-122 and FS-124.
Reference check sheet. (One for each pupil.)
A cart of each of the World Book and the Jr. Britannica.
Filmstrip projector.
- PROCEDURE:** Teacher: The class will have had practice in reading for the main ideas of the paragraph prior to the time that these lessons on the encyclopedia are given. This lesson will be presented when the teacher feels that her group is ready. The teacher will have also informed the class that they are soon to begin reports. That before reports can be done correctly there are some things that the librarian can help them with

and she is here to do that.

Librarian: The librarian asks the children how many know what an encyclopedia is or have used them. There will be all kinds of answers. Suggest to the children that they watch the filmstrip and find out if their ideas were correct and how many new things they can find out about encyclopedias. The film strips will tell about the World Book and then we will have a look at the World Book set and also another set to see how they are alike or different.

Show the filmstrips discussing the terms and features (Listed below in the vocabulary list) as you come to them in the filmstrip. The teacher or the librarian may write them on the chalkboard as they are discussed.

After finishing the filmstrip give each child a volume from the set. Two children may share by each getting a volume, one from each set, and comparing. Give each child a copy of the check sheet to record his observations. Have each look

for the features listed on the board.

When all have finished ask individuals for some of the differences or likenesses that they found. Point out any that they may have overlooked.

VOCABULARY LIST: These words were taken from the filmstrip and placed on the chalkboard for the class to refer to later when examining the sets of encyclopedias.

- | | |
|----------------------|--------------------|
| guide words | sub-head |
| volume | atlas volume |
| cross reference | index |
| related subject | keyword |
| index volume | specific article |
| main entry | general article |
| key to pronunciation | alphabetical order |
| definition | bibliography |
| italics | |

REFERENCE CHECK SHEET

STUDENT'S NAME _____ ROOM NO. _____

Write yes or no or the proper answer in the column under each item as you examine the encyclopedia.

Name of Encyclopedia	ABC Order	Atlas	Index Vol.	No. of Volumes
1. WORLD BOOK (example)	Yes	No	No	20
2. _____				
3. _____				

Individual volume examination check.

	Pictures	Maps	Charts	Subheads
1. WORLD BOOK	Yes	No	Yes	Yes
2. _____				
3. _____				

	See Reference	Related Topics	Bibliography
1. WORLD BOOK	Yes	Yes	Yes
2. _____			
3. _____			

ENCYCLOPEDIAS-Fourth Grade

- TOPIC:** Getting acquainted with World Book.-Part 2
- PURPOSE:** To give the children an opportunity to use the World Book to find specific information that is planned and organized.
- SUBJECT:** Language-Textbook 121-123.
- WHERE:** Classroom.
- WHEN:** 30 minutes arranged by the teacher.
- MATERIALS:** Teacher: Set of Look-it-Up* booklets from the library. One per student. Two cards of World Book Encyclopedias.
- Children: Pencils and paper.
- * Look-it-Up is a booklet prepared by World Book publishers to be used with the World Book.
- PROCEDURE:** This activity is usually conducted by the teacher without the librarian.
- Children are instructed to write the answers to the questions on a sheet of paper. They are not to write in the booklets, this keeps them reusable.
- The teacher gives the instructions to get the class started. Each child proceeds along with the teacher available to help and supervise.
- The booklets have activities to give practice in using the World Book to find the answers.

ENCYCLOPEDIAS-Fourth Grade

- TOPIC:** Browsing and comparing encyclopedias-Part 3
- PURPOSE:** To show children that encyclopedias are not all the same.
- To teach the children how to check out the encyclopedias to take to the classroom from the library.
- To enjoy browsing.
- SUBJECT:** Language. Textbook 121-123
- WHERE:** Library.
- WHEN:** 30-45 minutes scheduled by teacher and the librarian.
- MATERIALS:** Numerous sets of encyclopedias in the library.
- PROCEDURE:** When the children arrive in the library have them seated quietly. The librarian explains that the sets of encyclopedias have been arranged around the room so they are not crowded but easy to get to. Explain the procedure used for checking the encyclopedias out of the library to take to the classroom to use there.
- Permit the children to get a volume from any set of their choice and browse and read in it. Later get another one from a different set and compare. Look up the same article in each one. Compare articles. Ask the pupils to look for guide words, see references, pictures, charts, subheads and all the fea-

tures previously mentioned. When they find one of¹⁰⁹
the features raise their hand and they'll be ask-
ed to share it. Check with other pupils to find
out if they have found the features.

ENCYCLOPEDIAS-Fourth Grade

- TOPIC:** REPORTS-How to take notes. Part 4.
- PURPOSE:** To teach children how to take notes for their reports.
- To teach them that copying from a book is not writing their report.
- SUBJECT:** Language. Textbook 124.
- WHERE:** Classroom.
- WHEN:** 30-45 minutes scheduled by teacher with librarian.
- MATERIALS:** Pupils: Pencils and paper.
- Teacher or librarian: Select a short topic from an encyclopedia to read aloud. Pick a topic of interest to children of the fourth grade, such as spiders, dinosaurs or eagles.
- PROCEDURE:** Explain to the class that you are going to read a paragraph aloud to them on some topic (tell them the topic) and that you want them to listen carefully and be ready to tell what they learned.
- Read the paragraph, carefully. If it is long, stop to let children pick out the important ideas so far. When the responses are correct jot down on the chalkboard in a word or phrase using their words, what they have said. Emphasize as you go that you are not writing sentences, just putting

down ideas in words or phrases using their words not the words of the text, although there may be some that are the same. If it is factual material then you have to list the facts as given in the text.

Proceed through two or three paragraphs letting the children take notes alone on the last paragraph. Depending on the ability of the group have them look their notes over and either write a story from their notes or tell orally what they have learned, and then write the report later. Children like to do this and when they have finished if time permits have volunteers read their reports. If time is gone, collect the papers and do the oral reading of them the next day. This is important because when the children listen to the various reports they can be shown that none of the reports are alike although they all have the same facts and heard the same article read. Some children will add ideas they know that did not come from what you read to them. All of these variations should be pointed out to show that this is what makes a report a report and not just a copy of someone else's.

ENCYCLOPEDIAS-Fourth Grade

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- TOPICS: REPORTS-How to take notes. (con't.) Part 5
- PURPOSE: To give children a chance to try to take notes with a minimum of help.
- To teach them that they do not write a report hurriedly.
- SUBJECT: Science-ANIMALS Language textbook 123.
- WHERE: Library.
- WHEN: Scheduled by teacher and librarian for 30-45 mins.
- MATERIALS: Pupils: Pencils and paper and a topic for each child. Their paper may be a dittoed form that the teacher has prepared for them. (This sample following this lesson is one developed by a teacher and used with her fourth grade class.)
- An overhead projector available if needed.
- PROCEDURE: The children and teacher come to the library. The teacher instructs the children on the procedure they are to use in getting the encyclopedias they want. They are to read the article on their topic and put down on the dittoed paper the information pertaining to their topic. They are to put down only words or phrases, no sentences.
- They may use more than one kind of encyclopedia

if they wish to find all they can about their topic.

The librarian and the teacher circulate to help those who may need help and to give suggestions in any way needed. This type of exercise needs much supervision especially when there is a whole class, with varying abilities, working at one time.

NOTICE: Following this lesson the teacher may have the class give oral reports from the notes. In a day or two the teacher may have the children choose another topic and using the same type of procedure take notes during one class period and the next day during the class period have the children write the report from their notes. In the meantime the teacher has read the notes to make sure the children have information to write from. It seems to be a good idea to have the pupils turn in their notes with their report for final checking. The purpose of writing the report the second day or so after the note taking prevents the anxious child from hurrying through the process to be the first one done with the report. It is good to keep in mind that the purpose of these first lessons is the NOTE TAKING and then

later develop the writing of the reports.

Sample of the form used for Note Taking

Your Name _____ Room _____

Animal _____

Description _____

Size _____

Main Food _____

How food is obtained _____

Regions lived in _____ Draw a picture of the animal above.

Main enemies _____

How animal protects itself _____

Other interesting facts _____

Title of book you used for getting these notes. _____

Other books with information about your topic. _____

FOURTH GRADE

- TOPIC:** Card Catalog Review.
- SUBJECT:** Social Studies-Enrichment Reading-Tour of Many Lands.
- PURPOSES:** To give the class an opportunity to read books for background enrichment of the lands they have been studying in social studies.
- To give practice in using the card catalog to find specific titles or authors needed to carry out class assignment.
- WHERE:** Library.
- WHEN:** Time pre-scheduled by teacher and librarian. 30 mins.
- MATERIALS:** Librarian: Transparency for overhead projection showing the kinds of catalog cards.
- Teacher/librarian: A set of the tours schedule for each pupil. A sample page from a tour is included.
- PROCEDURES:** After librarian has reviewed the kinds of cards found in the catalog and the rules for locating the cards, then distribute the tour folders, one to each child. Explain the purpose of the tour folders. The folders each contain five tours. One tour is based on some of the explorers and discoveries that have been made. Other tours are

grouped according to the climatic groups that have been studied from around the world. In some instances the pupils will have to look for books on the tours and in others a list will be provided from which to choose the selection they wish to read. They will not have to take these tours in the order given but may choose whichever one they find interesting to them and they wish to begin. The teacher may suggest the tours she wishes the class to read.

Teacher: The teacher will determine the number of books to be read on each tour and the time allowed for each tour. The method for recording or reporting on what is being read will be the responsibility of the teacher.

TOUR FIVE

EXPLORERS AND DISCOVERIES

You are about to start on another world tour. The first tour will be to go back many years ago and travel with some of the very early explorers to find out how they traveled and lived on their tours.

Then you will travel with some more modern explorers until you journey by way of the most modern of all, the rocket and by satellite with our astronauts.

This will be a most exciting tour. I hope you enjoy reading about these journeys as much as I did planning them.

On the world map record your trips. Use a different color for each tour.

MARGO POLO

Fiction

Title

Non-fiction

Author

CHRISTOPHER COLUMBUS

Fiction

Title

Non-fiction

Author

FERDINAND MAGELLAND

Fiction

Title

Non-fiction

Author

ROALD AMUNDSEN

Fiction

Title

Non-fiction

Author

JOHN GLENN

Fiction

Title

Author

FIFTH GRADE LIBRARY SKILLS

Outline of Skills

- I. Orientation
 - A. Review with students
 - 1. Library arrangement
 - 2. Library procedures
 - 3. Library citizenship
- II. Parts of a book
 - A. Review material outlined in grade four
Add to students knowledge of grade four
 - 1. Contents, index, title page, publisher, preface, copyright date, foreward, dedication
 - 2. Add in fifth grade: Appendix, bibliography, frontispiece
 - 3. Differences and similarities of various, in make-up
 - 4. Begin history of books and book making
Show films such as "The Story of a Book-Pagoo-Holling C. Holling"
- III. Card Catalog
 - A. Review areas covered in fourth grade
 - 1. What is a card catalog?
 - 2. Alphabetical arrangement and order
 - 3. Kinds of cards: Author, title, subject
 - 4. Rules for alphabetizing
 - 5. Call numbers
 - 6. Other information found on card
 - B. Add in fifth grade
 - 1. Additional material found on cards
 - a. Illustrator's name if given
 - b. Joint editor
 - c. Pages in book
 - d. Subjects book may be listed under
 - e. Cross reference cards
 - f. Illustrator and joint author cards
- IV. Dewey Decimal Classification System
 - A. Introduce in Fifth Grade
 - 1. Present an overview of the Dewey Decimal System
 - 2. Learn the ten main divisions
 - 3. Study a few representative subdivisions appropriate to classroom work
 - a. U.S. History and Geography
 - b. Science area- Weather, soil or animal life
 - 4. Call numbers related to Dewey Classification
 - 5. Biography
- V. References
 - A. Dictionaries

Library Skills (con't.)

1. Introduce the use of the unabridged dictionary
 2. Begin the use of a college dictionary
 3. Review special features of dictionaries
 4. Kinds and purposes
 - a. Webster
 - b. Geographical
 - c. Biographical
 - d. Science and Mathematics
 - e. Others
- B. Encyclopedias
1. Kinds (in our library)
 - a. Britannica Jr.
 - b. World Book
 - c. Compton's Pictured
 - d. Grolier-Universal
 - e. Merit students Encyclopedia
 - f. Nature and Science
 - g. Others
 2. Review grade four
 - a. Britannica Jr.- Index
 - b. World Book- Cross Reference
 3. Compton's Pictured
 - a. Value of index.
 4. Wonderful World (Is it an encyclopedia?)
- C. Almanacs (Introduced)
1. New York World Telegram
 2. Information Please and Reader's Digest Almanac
- D. Magazines and newspapers
1. Kinds
 2. Purposes
 3. Values
 4. Care of
 5. How to use
 6. Interpretation of
 7. Field trip to a newspaper office and TV Station
- E. Miscellaneous references
1. Single volume
 2. Special sets
 - a. Pictorial History of America
 - b. Life History of the U.S.
 - c. True Science Library
 - d. Childcraft
 - e. Others
 3. Atlases
 4. Yearbooks
 5. Indexes
 - a. Poetry

Library Skills (con't.)

- b. Biography
 - c. Quotation
 - d. National Geographic
 - e. Others
- VI. Appreciation of Books and Literature
- A. Offer Reading Guidance and give continued emphasis in
 - 1. Poetry
 - 2. Short stories
 - 3. Folklore-Myths and Legends
 - 4. Biography
 - 5. Book Introductions (Librarian and small groups)
 - 6. Book Talks by Students
 - 7. Book discussions
 - 8. Add new ways to make interesting book reports.
(Oral and written)
 - 9. Caldecott Award
 - 10. Newberry Award
 - 11. Young Reader's Choice
- VII. Public Library
- A. Encourage use of public library facilities
- VIII. Book lists for Fifth Grade

CORRELATING LIBRARY SKILLS WITH BASIC

LANGUAGE TEXT

Grade Five

The following shows how the units of the basic language text, OUR ENGLISH LANGUAGE by Bailey, Barnes, Horrocks American Book Company, 1960, can be correlated with the library skill lessons.

Unit of Language Text	Library Skill
Unit 3- A Trip to the Moon Fact or fiction 60, 61 Studying a Report 62-65 More About Encyclopedias 68	Reference Skills Review Encyclopedias Part 1 Using encyclopedias to find information Part 2
Taking Notes 69,70	Note taking. Part 3
Using a Dictionary 71	Reference Books Part 1
Using a Table of contents 72-73.	Reference Books Part 2
Using Index 74	Reference Books Part 3
Preparation for a Report 75-81	
Time for Report 82	
Unit 4- Good Times With Books Book Talks 94-98 Keeping Book File	Card Catalog Skills Using the Card Catalog Rules Tour the U. S. (Social Studies)
Unit 7- Tall Tales	Legends and Folk Tales

REVIEW OF CARD CATALOG--Fifth Grade

Lesson I

- TOPIC:** Review the skills needed to use the card catalog.
- PURPOSE:** The purpose of this lesson is to prepare the class to use the card catalog for locating all available materials in the library on certain science topics.
- SUBJECT:** Science-Topics to be named later.
- WHERE:** Classroom.
- WHEN:** Scheduled with teacher. 30 mins.
- MATERIALS:** Filmstrip projector. Filmstrip No. I-126 Card Catalog.
- PROCEDURE:** Discussion on card catalog using these questions as guides.
1. What is a card catalog? (Index to all the materials in the library.)
 2. What kind of an arrangement does the card catalog use? (alphabetical by first line, first.)
 3. What kind of cards are found in the card catalog? (book cards; author, title, subject: filmstrip, record, picture, transparency etc. may also be found)
 4. How do you recognize each card? (Information on the top or first line of the card identifies the card.)

As the class views the filmstrip, point out it is not new but one they have seen before. Keep in mind as many ways as you can how these catalog cards are similar and how they are different. Discuss these differences or similarities as the viewing progresses. Ask questions along the way.

Sometimes keep the caption covered and let the children supply the information as part of the review activity.

After the kinds of cards there will be the rules for alphabetizing the cards. Point out the places in alphabetizing that are frequently overlooked and where errors are made. These rules are essential to successful use of the card catalog.

The CALL NUMBER needs to be emphasized as it is the key to finding the book on the shelf once the card has been found in the catalog. There are two parts to the CALL NUMBER, the top line and the bottom line as:

921 What kind of book.
L1n Where to find the book.

In this case the 921 tells us the book is in the 900's and that it is an individual biography book and the second line tells us where in the biographies to find it. Both parts are important and when looking for a book we must be sure to have both written down or in mind.

For other materials besides books there are cards of other colors in the card catalog. Each color or color banded card means a different type of material. Tomorrow when we use the card catalog we will note these different cards and talk about them.

ASSIGNMENT: Tomorrow you will go to the library. Take a good ¹²⁵ pencil and a piece of paper.

CARD CATALOG REVIEW

Lesson II

TOPIC: Card Catalog Practice.

PURPOSE: This practice lesson gives the children an opportunity to look for specific catalog cards and to answer questions from the cards.

Here they see the actual cards arranged in the catalog and must be able to select the correct card and find specific information.

WHERE: Library.

WHEN: Arranged with the teacher. 30 mins.

MATERIALS: Librarian: 1. On the library tables are placed the trays from the card catalog, arranged so each child will have a tray to use.
2. Overhead projector: Have questions prepared on acetate on the projector.
3. Screen in place.

Pupils: Bring pencil and paper.

Teacher: Observes and is ready to help students when needed.

PROCEDURE: As class arrives make sure each pupil is seated where he can see the screen and has a card tray to use. If necessary two pupils may use the same tray.

EXPLANATION: Each of you are to use a tray and find the following kinds of cards in your tray. You will write

your answers on your paper. If the answer you wish to use from the card is in all capital letters you print your answer in all capital letters.

A. First you are to look for a title card in the tray.

When you find a title card then you are to look on that card for the answers to these questions.

Notice: I have not put all of the question on the screen. I have only outlined it for you. I will tell you now what all of the question is.

1. Write down what you find on the top line of the card you've found. (It will be a title of a book if the child has the correct kind of card.) You may print.
2. Write down what is on the second line of the card. (It will be the author's name.) Write it down exactly as it is on the card. (List name, first name etc.)
3. Write down what is on the third line of the card. (It will be the title again.)
4. Write down the call number. (If it is fiction it will have a fiction designation and if it is non-fiction it will have a classification number and then under this the author letters.)

B. When you have completed these four questions you will look for an author card in this tray. It will not be the author card for this book. Just look for another card in the same tray, this time it will be an author card. When you find it you will answer these four questions about the author card.

1. Write down what is on the first line in the exact way it is on the card. (Last name, first name.)

2. Write down what is on the second line of the author card. (It will be the title of the book.)
3. Write down the name of the publisher.
4. Write down the date of publication or the copyright date.

C. Next, find a subject card somewhere in this same tray. Write the answers to these questions. Remember to put it down as it is on the card.

1. Write what is on the first line. (Print your answer, as the SUBJECT is always printed in capital letters.)
2. Write down what is on the second line. (Author's name.)
3. Write down the third line. (Title of the book.)
4. Write the call number. Where on the card did you find it? (In the upper left corner of the card, opposite the author's name.)

When you have finished check to see that you have your name on your paper and your room number and put your papers in the basket.

ASSIGNMENT: Tomorrow you will be given topics to look up materials for.

LESSON I

Material to be placed on the acetate for projection on the overhead.

A. Find title card.

1. First line of card
2. Second line
3. Third line
4. Call number

B. Find an author card.

1. First line
2. Second line
3. Publisher
4. Date of publication
or copyright

C. Find a subject card.

1. First line
2. Second line
3. Third line
4. Call number
Where was it?

On your paper write it this way.

A. Title card.

1. _____
2. _____
3. _____
4. _____

B. Author card.

1. _____
2. _____
3. _____
4. _____

C. Subject card.

1. _____
2. _____
3. _____
4. _____

CARD CATALOG

TOPIC: Card Catalog Follow-up Lesson I*

PURPOSE: This teacher planned activity is for the purpose of strengthening the teaching done by the librarian the previous day.

* This lesson is optional. Use for classes who need more drill.

WHEN: Time scheduled by the teacher.

WHERE: Classroom. (This was planned by a teacher to use with his class to reinforce previous teaching.)

MATERIALS: Overhead projector and transparencies prepared by the teacher and an information sheet for each pupil.

1. One transparency with one each of three kinds of catalog cards.
2. Second transparency with four cards on it; two of one kind and one each of the others.

PROCEDURE: Introduce the information sheet. Explain what the class is to do. Place the first transparency on the overhead. Make sure the class notices that each card is numbered 1, 2, 3. For each card they are to record the author's name, title of the book, the subject, the publisher, date and the call number. Repeat the procedure with the second transparency. This time there will be four cards.

CARD CATALOG

TOPIC: Card Catalog Follow-Up Lesson II*

PURPOSE: To give added practice using the card catalog to put in practice what they learned the day before.

* This lesson is optional. It is extra for classes that might need more practice.

WHEN: Time scheduled by teacher with librarian.

WHERE: Library.

MATERIALS: Each pupil will have a copy of an information sheet and his pencil.

The teacher has a list of the first subject cards in each drawer of the catalog.

PROCEDURE: Each child will be directed to select any card tray from the catalog. On his paper he will write down the number of the tray he has. From this tray he will select the first SUBJECT card in the tray and on his information sheet he will record author, title, publisher, copyright date, call number and the subject from the card.

CARD CATALOG ASSIGNMENT

Lesson III

- TOPIC:** Using the Card Catalog.
- PURPOSE:** The purpose of this assignment is to teach the children how to make a bibliography of books and materials on a science topic.
- To give them practice in using the card catalog for a definite purpose.
- To teach them there are many kinds of materials that can be used as sources of information when studying a unit.
- SUBJECT:** Science topics.
- WHERE:** Library.
- WHEN:** Time scheduled by teacher and librarian. After this initial meeting of the whole class, groups can come to work as their time permits, in unscheduled open periods in the library.
- MATERIALS:** A form including the information needed on the bibliography will be given to each child. Each child has been given a topic.
- PROCEDURE:** **Teacher:** Will prepare the children to get the tray from the card catalog in which he will find his topic.
- Librarian:** Will ask the children to look through their tray and notice the different

colored cards. Each color stands for another type of material, filmstrip, records, models and kits. Each kind of material will have a CALL NUMBER in the corner of the card that will tell where the item can be found.

SCIENCE BIBLIOGRAPHY OF MATERIALS IN LIBRARY

SUBJECT: _____ NAME _____ ROOM _____

CALL NUMBER	AUTHOR	TITLE	PUBLISHER	COPYRIGHT DATE
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ADVANCED LESSON ON CARD CATALOG-I

- TOPIC:** Card Catalog-Additional information on cards.
- SUBJECT:** Social Studies: Civil War and Reconstruction (Any unit in which it would be desirable to have class use additional information.)
- PURPOSE:** The purpose of this lesson is to instruct the class in the use of the card catalog for finding available materials on a topic.
- To encourage them to read more widely in the areas in which they are studying.
- To lead to the study of the Dewey Decimal System as another way of finding materials on a subject.
- WHERE:** Classroom.
- WHEN:** Time arranged with teacher. 30 mins.
- MATERIALS:** Filmstrip projector and Filmstrip No. I-126 Card Catalog.
- PROCEDURE:** Discuss with the class, what the card catalog is, the arrangement, rules for alphabetizing as the filmstrip is shown. Point out other information that can be learned about a book from the card. Sometimes there are illustrator cards, joint author cards, and how to recognize them. Also to find the name of the publisher and the date of the publication or copyright date. Why are the dates important? Resume of the book.

Discuss also other kinds of cards found in our catalog for non-print materials such as filmstrips and records, pictures and many other materials. Also, include cross reference cards.

Review call numbers and their significance.

ASSIGNMENT: Tomorrow you will have a set of cards from which you will select certain cards and find information on them.

CARD CATALOG-II

TOPIC: Card Catalog- Practice.

SUBJECT: Social Studies: Civil War and Reconstruction.

PURPOSE: The purpose of this lesson is to give the children an opportunity to find information on catalog cards before they begin the assignment on their own.

WHERE: Classroom.

WHEN: Time arranged. 30 mins.

MATERIALS: Librarian: Set of catalog cards for each child.
Teacher: Available to help.

PROCEDURE: Give each child a set of cards. Point out that not all sets will have the same number of cards. The number depends on the kind of a book it is and whether it is fiction or non-fiction. Remind them that some fiction do not have subject cards and some books will have several subject cards. Direct them to study the cards and pick out the three kinds of cards and lay in this order on the desk.

1. author.
2. title.
3. subjects.

The teacher and the librarian will move about the room helping anyone who needs help, checking those who find the cards and asking them to point out such information on the card as the author's card,

the title on another card publisher's name and the ¹³⁸
year the book was printed.

ASSIGNMENT: The teacher will assign topics on which each one
will look for material in the library.

CARD CATALOG-III

- TOPIC:** Using the Card Catalog to find materials.
- SUBJECT:** Social Studies: Civil War and Reconstruction.
- PURPOSE:** The purpose of this lesson is to find materials and books on the topics assigned to the class members by using the Card Catalog.
- WHERE:** Library.
- WHEN:** Scheduled time for the activity. 30 -45 mins.
- MATERIALS:** Teacher: Assigned topics to each pupil. A form for recording information when found.
Librarian: On hand to help if needed.
- PROCEDURE:** Class assembles in the library and proceed to get the catalog trays they need for their topic.
List on the form sheet the information called for on the topic. The form will include call number, author, title, publisher and copyright date.
They are to select the titles they think best suits their topic.

Lesson III

Topics

List of assigned topics for the class to look up materials.

CIVIL WAR-UNITED STATES	GOLD RUSH
SLAVE TRADE	RAILROADS
CONFEDERATE STATES OF AMERICA	MISSOURI COMPROMISE
GETTYSBURG, BATTLE OF	FOLK STORIES
RECONSTRUCTION	JOHN BROWN
NAMES OF THE STATES	GEORGE WASHINGTON
U.S.-HISTORY-CIVIL-WAR-BIOGRAPHY	HARRIET TUBMAN
STEAMBOATS	UNCLE TOM'S CABIN
MONITOR AND MERRIMAC	HARRIET BEECHER STOWE
INDIANS	FEDERALISTS
SEASTORIES	JOHN C. CALHOUN
SARAH EDMUNDSON	HENRY CLAY
ROBERT E. LEE	DEWITT CLINTON
BUFFALO BILL	THOMAS JEFFERSON
U. S. GRANT	ANDREW JOHNSON
ABRAHAM LINCOLN	GENERAL SHERMAN
STEPHEN DOUGLAS	JEFFERSON DAVIS
NEGROES	DAVID G. FARRAGUT
OREGON TERRITORY	FORT SUMTER
HARPERS FERRY	RICHMOND
CARPETBAGGERS	EMANCIPATION PROCLAMATION
KLU KLUX KLAM	UNDERGROUND R. R.

BIBLIOGRAPHY OF MATERIALS IN LIBRARY

SUBJECT: _____ NAME _____ ROOM _____

CALL NUMBER	AUTHOR	TITLE	PUBLISHER	COPYRIGHT DATE
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FIFTH GRADE LESSON

TOPIC: Card Catalog Review. Author and Title Cards.

SUBJECT: Social Studies- The United States- Enrichment reading.

PURPOSE: The purpose of this lesson is to review the lessons learned in fourth grade on using the card catalog.

To review how to find a book by using either the title or the author card.

To use the card catalog to find books to read for enrichment and background study of the United States as the study proceeds.

WHERE: Classroom.

WHEN: Scheduled period. 30 mins. Planned for early fall.

MATERIALS: Librarian: Filmstrip projector. FS.Card Catalog No.I-126.

Librarian prepares a reading project, "Tour Guide of the U. S." for each member of the class, in booklet form. Each tour consists of the states in the region grouped as the class studies them by geographical areas. With each tour is a list by author and title of the books available for each state. These

are both fiction and non-fiction written about the¹⁴³
state or area or the scene of the story is in the
state.

PROCEDURE: Introduce the reading project to the class and explain what they are going to be doing. Also tell them that to make it easier in finding the books they are going to have a review of the card catalog. Ask questions to see how much they remember from the previous years. Such as:

1. What is a card catalog?
2. How would you use it to find a book?

Proceed to use the filmstrip and discuss the frames as you go, pointing out the placement of the author's name on the card and the placement of the title on the title card. Do not show more than this at this time.

The class will need to learn more about the card catalog later and this much of a review will not get boring and will get them started on their reading project.

ADDITIONAL WORK: If it is found that the class as a whole has forgotten more than was anticipated and they need to have more review before proceeding, take them to the library the next day and follow up with this activity.

Librarian: Prepare a title slip and an author for

each child and for each card tray of the catalog. In this way there will not be two people needing the same tray at the same time. When the class arrives in the library hand each child his slip and have him get the tray and take it to the table. Find the title card for the title he has and have him write down the author's name and the call number for that title. For the author he has, he will write down the title and the call number. Before he puts away the tray the teacher or the librarian will check to see that it is correct.

		TOUR ONE ----- SOUTH EASTERN STATES	
SOCIAL STUDIES --- TOUR	VIRGINIA		
	Fiction	_____	Title
_____	Non-fiction	_____	Author
Name	WEST VIRGINIA		
_____	Fiction	_____	Title
Birthday	Non-fiction	_____	Author
_____	NORTH CAROLINA		
Address	Fiction	_____	Title
_____	Non-fiction	_____	Author
School	SOUTH CAROLINA		
_____	Fiction	_____	Title
Grade	Non-fiction	_____	Author
Room	GEORGIA		
_____	Fiction	_____	Title
Teacher	Non-fiction	_____	Author
_____	FLORIDA		
	Fiction	_____	Title
	Non-fiction	_____	Author

Some title suggestions to help you on your tour. This is only a partial list.

VIRGINIA:

Coatsworth, E. GOLDEN HORSESHOE
Henry, M. MISTY OF CHINCOTEAGUE
Henry, M. STORMY
Lenski, L. BLUE RIDGE BILLY

NORTH CAROLINA:

Bleeker, S. CHEROKEE: INDIANS OF
THE MOUNTAINS
Credle, E. DOWN, DOWN THE MOUNTAIN
MARRIOT, A. SEQUOYAH, LEADER OF
THE CHEROKEES
Monsell, H. DOLLY MADISON, QUAKER
GIRL
Stevenson, A. WILBUR & ORVILLE WRIGHT

FLORIDA:

Baker, N. JUAN PONCE DE LEON
Bannon, L. WHEN THE MOON IS FULL
Bleeker, S. THE SEMINOLE INDIANS
Floethe, L. THE FISHERMAN AND HIS BOAT
Kieran, M. JOHN JAMES AUDUBON
Lenski, L. THE STRAWBERRY GIRL
McNeer, M. WAR CHIEF OF THE SEMINOLES
Rawlings, M. THE SECRET RIVER
Rawlings, M. THE YEARLING
Syme, R. DE SOTO, FINDER OF THE
MISSISSIPPI
Weisgard, L. PELICAN HERE, PELICAN THERE

WEST VIRGINIA:

Cober, M. THE REMARKABLE HISTORY OF
TONY BEAVER, WEST VIRGINIAN

SOUTH CAROLINA:

Foster, G. ANDREW JACKSON
Gage, W. THE SECRET OF CROSSBONE
HILL
Lattimore, THE FIG TREE

GEORGIA:

Bleeker, S. THE SEMINOLE INDIANS
Evans, E. JEROME ANTHONY
Lenski, L. JUDY'S JOURNEY

MISCELLANEOUS TOPICS

THOMAS JEFFERSON
ROBERT E. LEE
JOHN SMITH
SIR WALTER RALEIGH
DANIEL BOONE
ANDREW JACKSON
JOHNNY REB
AARON BURR
ELI WHITNEY
MARY MCLEOD BETHUNE
DAVID FAIRCHILD

DEWEY DECIMAL SYSTEM-I

- TOPIC:** Dewey Decimal Classification System.
- SUBJECT:** Social Studies: Civil War and Reconstruction.
- PURPOSE:** The purpose of this lesson is to introduce the Dewey Decimal System of Classification of books to the class and to point out the necessity for a system such as this.
- To show how the system can help one to find materials if they understand how materials are classified.
- WHERE:** Classroom.
- WHEN:** Scheduled time. 30 mins.
- MATERIALS:** Overhead projector, transparencies on the Dewey Story.
- A copy of the Dewey Classes for each member of the class.
- PROCEDURE:** Librarian: Ask the class to look at the list of the materials that they made by using the card catalog on the subjects dealing with the Civil War. Do they see anything special regarding the call number? Someone will notice that the number in the call number is the same or nearly the same. If they don't notice this, ask. From this point go to

the Dewey Classification story. That¹⁴⁸
it was Melvil Dewey who came up with
this ideas of grouping all books on
same topic in one area. Tell the story
with the transparency and the children
following on their sheet.

Point out the ten main divisions and let
the class know they are expected to be
able to name the ten classes and some
of the kinds of books that will be
found in each class.

Remember that the classification system
is only for the non-fiction.

THE DEWEY DECIMAL SYSTEM

- 100 PHILOSOPHY AND PSYCHOLOGY
(Man thinks about himself.)
- 200 RELIGION
(Man thinks about God.) Bible, Bible Stories,
Mythology-Greek, Roman, Norse and Others.
- 300 SOCIAL SCIENCE
(Man thinks about the people around him.) Govern-
ment, Conservation, Transportation, Manners, Law,
United Nations, Holidays, Folk Tales, Fairy Tales.
- 400 LANGUAGE
(Man begins to communicate with his neighbors.) Eng-
lish Language, Books of Words, Dictionaries, Foreign
Language, Synonyms and Homonyms.
- 500 PURE SCIENCE (NATURAL SCIENCE)
(Man studies nature and the natural things about him.)
Nature study, birds, earth, weather, animals, plants,
planets, and prehistoric life.
- 600 APPLIED SCIENCE (USEFUL ARTS)
(Man begins to make things to make his life easier.)
Safety, health inventions, machines, aeronautics,
space travel, farming, food, pets and building.
- 700 FINE ARTS
(Man records ideas in his free time. He draws,
paints, dances, plays games, and plans parties.)
Architecture, Drawing, Painting, Pottery, Music,
Instruments of Music, Puzzles and Hobbies.
- 800 LITERATURE
(Man was a natural story teller, and as time went
on he wrote down the stories.) Best stories, poetry,
plays and essays.
- 900 HISTORY - GEOGRAPHY - BIOGRAPHY
(Man decided that the great deeds man performed
should be recorded for the future to learn of the
past.) Books about the countries of the world and
the people who help make the nations great are the
history and biography books. Books about the land
and how the people live are the geography.

DEWEY DECIMAL SYSTEM-II

- TOPIC:** Classification System.
- SUBJECT:** Social Studies - Civil War.
- PURPOSE:** The purpose of this lesson is to further the understanding of the Dewey Decimal system of classifying books.
- To reinforce the memory work on the ten main classes.
- To understand how the classification of books helps one to locate the books and materials needed.
- WHERE:** Classroom.
- WHEN:** Scheduled time. 30 mins.
- MATERIALS:** Librarian: Filmstrip Dewey Decimal System FS-I-127
Worksheet with topics to place in classifications. Transparency of history and geography numbers.
- PROCEDURE:** Librarian: Show only a portion of the FS, through 900's. Use the transparency to show the relation of the history and the geography numbers. That they are really the same except one is in the 'teen' numbers, such as 917 and 970 are the geography and history numbers for North America.
- Point out that CALL NUMBERS are made up

of the classification number and the author name. The CALL NUMBER tells you what kind of a book you have as well as where to find it.

Examples:

921 973 917.4 917.7 979.7 -Kind-Class
Cha Joh Bai Bai Win Where-Location

ASSIGNMENT: Memorize the ten classes by name and number and be able to tell the kind of books you would find in each class.

Tomorrow you will write them in a quick quiz at the beginning of the class. Fill in the blanks on the worksheet with the class number. You may use your Dewey Class chart. Class 000 General Works is not on the chart shown here, but would be on a copy given to the class.

TRANSPARENCIES
DEWEY DECIMAL SYSTEM

- 900 HISTORY - GEOGRAPHY - BIOGRAPHY
- 910 GENERAL GEOGRAPHY
- 920 GENERAL BIOGRAPHY
- 930 GENERAL HISTORY OF ANCIENT WORLD
- 940 GENERAL HISTORY OF MODERN WORLD
- 950 GENERAL HISTORY OF MODERN ASIA
- 960 GENERAL HISTORY OF MODERN AFRICA
- 970 GENERAL HISTORY OF NORTH AMERICA
- 980 GENERAL HISTORY OF SOUTH AMERICA
- 990 GENERAL HISTORY OF THE REST OF THE WORLD

- 910 GENERAL GEOGRAPHY
- 911 HISTORICAL GEOGRAPHY
- 912 ATLAS, MAPS, CHARTS, etc.
- 913 GEOGRAPHY OF ANCIENT WORLD
- 914 GEOGRAPHY OF MODERN EUROPE
- 915 GEOGRAPHY OF ASIA
- 916 GEOGRAPHY OF AFRICA
- 917 GEOGRAPHY OF NORTH AMERICA
- 918 GEOGRAPHY OF SOUTH AMERICA
- 919 GEOGRAPHY OF REST OF WORLD
 - ATLANTIC OCEAN ISLANDS
 - NEW ZEALAND & AUSTRALIA
 - ARCTIC ISLANDS
 - ANTARCTICA

WHICH CLASS

TITLES	NAME AND NUMBER
1. Spanish Word Book	_____
2. The Christ Child's Story	_____
3. What is a Bird?	_____
4. The First Book of Conservation	_____
5. The Police	_____
6. Norwegian Folk Tales	_____
7. The Plants We Eat	_____
8. All About Dinosaurs	_____
9. Turtles and Frogs	_____
10. Costumes	_____
11. The First Book of Transportation	_____
12. Let's Read Poetry	_____
13. All About the Human Body	_____
14. Lumni Indian Stories	_____
15. Abraham Lincoln's World	_____
16. The First Book of Music	_____
17. Dictionary of American Words	_____
18. Safety First	_____
19. Daniel Boone in the Wilderness	_____
20. How to Play Baseball	_____
21. Pets and How to Care for Them	_____
22. Japanese Poetry	_____
23. Robots and Satellites	_____

WHICH CLASS (con't.)

24. Let's Travel in Spain

25. Hammond's World Atlas

DEWEY DECIMAL SYSTEM-III

- TOPIC:** Using the Dewey Decimal System
- PURPOSE:** The purpose of this lesson is to use the Dewey system to find books on a topic that perhaps you did not find otherwise.
- To show that an understanding of the classification system can be useful.
- SUBJECT:** Social Studies: Civil War Topics.
- WHERE:** Library.
- WHEN:** Scheduled time by teacher and librarian. 30-45 mins. May be necessary to schedule more than one period for the class to work or time for groups.
- MATERIALS:** Overhead projector. Transparency on History numbers.
- Children: Pencil, paper, list of books found on assigned topic, and worksheet assigned the day before.
- Teacher: Copy of worksheet assigned with answers.
- PROCEDURE:** Have class write from memory the ten classes of the Dewey system. Check their work and then correct the worksheet. Discuss any problems.
- The rest of the period prepare the class to look up more material on their topic by using the Dewey Decimal numbers. Show the transparency with the history and geography numbers. Remind them to

think of their topic as it relates to the Civil War and larger general topics. If their topic is not listed in the card catalog by topic, they should note the classification number of books about the part of the U. S. that their topic deals with and go to the shelves to find books in this class. By using the index and the table of contents of these books perhaps they will find sections of these books that deal with their topic.

WHICH CLASS

TITLES	CLASS NAME	CLASS NUMBER
1. Spanish Word Book	LANGUAGE	400
2. The Christ Child's Story	RELIGION	200
3. What is a Bird?	NATURAL SCIENCE	500
4. The First Book of Conservation	SOCIAL SCIENCE	300
5. The Police	SOCIAL SCIENCE	300
6. Norwegian Folk Tales	SOCIAL SCIENCE	300
7. The Plants We Eat	NATURAL SCIENCE	500
8. All About Dinosaurs	NATURAL SCIENCE	500
9. Turtles and Frogs	NATURAL SCIENCE	500
10. Costumes	SOCIAL SCIENCE	300
11. The First Book of Transportation	SOCIAL SCIENCE	300
12. Let's Read Poetry	LITERATURE	800
13. All About the Human Body	APPLIED SCIENCE	600
14. Lumni Indian Stories	HISTORY	900
15. Abraham Lincoln's World	HISTORY	900
16. The First Book of Music	FINE ARTS	700
17. Dictionary of American Words	LANGUAGE	400
18. Safety First	APPLIED SCIENCE	600
19. Daniel Boone in the Wilderness	HISTORY	900
20. How to play Baseball	FINE ART	700
21. Pets and How to Care For Them	APPLIED SCIENCE	600
22. Japanese Poetry	LITERATURE	800
23. Robots and Satellites	APPLIED SCIENCE	600

WHICH CLASS (con't.)

24. Let's Travel in Spain	HISTORY	900
25. Hammond's World Atlas	HISTORY	900

DEWEY DECIMAL SYSTEM-IV

TOPIC: Review of the Dewey Decimal System.

PURPOSE: The purpose of this lesson is to check on the understandings developed in this unit on the Dewey Decimal System.

To evaluate the results to determine what reteaching is necessary, if any.

WHERE: Classroom.

WHEN: Scheduled period. 30 mins.

PROCEDURE: Teacher: Distribute the test paper. Give directions.

Librarian: May or may not be there to explain any part not understood.

After papers have been checked, determine if more work is necessary. With some groups it may be necessary to have more follow up exercises.

At fifth grade it is not deemed necessary for the children to know all the classes if they have a general understanding of the purpose of the classification system and know the general class for a specific subject they want.

Write the DEWEY DECIMAL number for these definitions or descriptions.

1. _____ books about the records and studies of past events of all people.
2. _____ books about worship of God and mythology.
3. _____ an encyclopedia.
4. _____ books about man's first studies and the beginning of knowledge.
5. _____ a dictionary of the American language.
6. _____ a book about many topics or one book of a series.
7. _____ books dealing with man and the society in which he lives, and his relation to that society.
8. _____ books on topics of natural origin or the things about man.
9. _____ an atlas.
10. _____ books about languages or all people: their dictionaries.
11. _____ a book with stories about more than one person's life.
12. _____ a book about the things man has made or invented that made his life easier.
13. _____ a book about the F.B.I.
14. _____ books that tell us what man has done with his spare time that gave him pleasure while doing it.
15. _____ satellites.
16. _____ a book of verse or poetry or the writing of a country.

DEWEY DECIMAL REVIEW (con't.)

17. _____ a book about the Constitution of the U. S. or the laws of our country.
18. _____ a book about the life of one person.
19. _____ engines.
20. _____ a book of plays.
21. _____ a book of insects.
22. _____ manners and behavior.
23. _____ birds.
24. _____ Roman and Norse Mythology.
25. _____ fairy tales.

REFERENCE SKILLS-Fifth Grade

- TOPIC: ENCYCLOPEDIAS- Review Part I.
- PURPOSE: To review what was taught in fourth grade.
 To familiarize the class with other kinds of encyclopedias.
 To learn the procedures for checking out volumes or sets for class use.
- SUBJECT: Language.
- WHERE: Classroom.
- WHEN: 30-45 minutes scheduled by teacher and librarian.
- MATERIALS: 1. Overhead projector and transparencies for re-viewing World Book.
 2. Filmstrip projector and Filmstrip EBF I-129 Encyclopedias.
 3. Several sets of encyclopedias taken to room.
 Check sheets.
- PROCEDURE: Using the transparencies review the outstanding features of the World Book, noting keywords, guide words, specific articles, general articles, see references, sub-titles, related articles, bibliography, alphabetical order.

 Show the filmstrip I-129 comparing the features of the various encyclopedias. After viewing the filmstrip give them time to browse through the encyclopedias and find the features mentioned, noting the

likenesses and the differences. Let them take two different ones and look up the same topic and compare.

Draw attention to the word volume and set numbers, noting location of each on the volumes they are using. Explain the difference and the reason for learning about them. When checking out a volume it is important that they know what is meant by each one so they can check out correctly.

If time permits give the class the check sheets which are a review of the filmstrip. When they have finished the sheet check with them and discuss any errors or misunderstandings that might have occurred.

If time does not permit save the check sheet for the first part of the next lesson.

A WORLD FULL OF KNOWLEDGE*

Information about the world...people, places, events and facts...can be found in general encyclopedias. A general ENCYCLOPEDIA is usually published in sets, and each book in the set is called a VOLUME.

Encyclopedia volumes are arranged alphabetically, A to Z. Some sets have numbers as well as letters...to help keep them in order on the shelves. The articles about the various subjects are arranged alphabetically within the volumes. Encyclopedias sets differ in some ways. Let's look at three sets...Britannica Junior, Compton's Pictured Encyclopedia, and World Book. You will see what the special features are in these sets.

*From set of purchased ditto masters (31:).

On the chart below, place a "Y" for yes...or..."N" for No.

Special Features	B	C	W
Is there an index in each volume?	_____	_____	_____
Is there an index in one separate volume?	_____	_____	_____
Are there guide words at the top of each page?	_____	_____	_____
Are there sub-headings in the articles?	_____	_____	_____
Are there outlines at the end of the articles?	_____	_____	_____
Are there study questions at the end of articles?	_____	_____	_____
Are there related articles listed?	_____	_____	_____
Is there a list of maps?	_____	_____	_____
Are there pictures, diagrams, and maps?	_____	_____	_____
Is there a study guide in a separate volume?	_____	_____	_____
Are there "see" and "see also" references?	_____	_____	_____
Are there bibliographies at the end of articles?	_____	_____	_____

A-Z...Can you find the right volume? Which letter would you use to look up each of these? 1) The largest city in the world._____ 2) A history of space travel._____

REFERENCE SKILLS-Fifth Grade

TOPIC: ENCYCLOPEDIAS: Part 2 Using encyclopedias to find information.

PURPOSE: Review what was taught in previous lesson.
Review the process of note taking taught in fourth grade.

Develop the note taking skill further.

SUBJECT: Language.

WHERE: Classroom.

WHEN: 30 minutes scheduled by teacher and librarian.

MATERIALS: Worksheet on encyclopedias if not completed in last session.

Librarian/teacher: A volume from a set of encyclopedia with an article prepared to read aloud.

Students: Pencils and paper.

Chalkboard with crayon.

PROCEDURE: Do worksheet "A World Full of Knowledge" if not done last session. Check and discuss. Turn in papers for teacher evaluations.

The rest of the period is devoted to practice note taking.

Remind the class to listen carefully as you read a paragraph of an article to them. You want them to tell you the main points in their own words. Jot

down these notes on the board, emphasizing as you do that you are taking notes in words and phrases and using the words of the pupils not the words as in the text.

Read several more paragraphs letting the pupils take the notes on their papers without much help. Be sure to read slowly and repeat some sentences so they can be sure to get the information.

The teacher and librarian should move about the room to be sure the children are getting the idea of words and not trying to take down whole sentences from the text. (Some will do this.)

After two or three paragraphs have been read have the children write the report from the notes they have taken. Depending on the ability of the group they may need to have help with this. Use the notes you took from the first part and put on the notes and then write their sentences on the board. Develop the first paragraph in this way. Then let them proceed on their own under guidance if needed to write the next two paragraphs.

When they finish call for volunteers to read their reports orally. As in fourth grade point out the individuality of each report although they each heard the same article read.

REFERENCE SKILLS-Fifth Grade

- TOPIC:** ENCYCLOPEDIAS: Part 3 Note Taking.
- PURPOSE:** To give practice in reading for information.
To give practice in taking notes from encyclopedias.
- SUBJECT:** Science.
- WHERE:** Library.
- WHEN:** 30-45 minutes scheduled by librarian and teacher.
- MATERIALS:** Sets of encyclopedias available.
List of topics class has previously selected.
Form on which to write questions.
Pencils and paper. Overhead projector available.
- PROCEDURE:** Remind the class that they are not going to write the report today. This lesson is to learn to take notes and it may be several days before they write the report, or they may not write this report. It depends on how well they take their notes. Have the class think about their topic for a few minutes and decide on four or five questions they would like to find answers to about their topic. Write these questions on their papers leaving about four lines between each one so there is room to jot down the notes. Instruct the class to write only words and phrases. Sentences will not be accepted. When they have decided on the questions they may

get an encyclopedia and start to read about their topic. (Some will have trouble with the questions and will need help to make their questions specific enough, and not too broad.) Read the entire article unless their topic includes only a portion of a larger topic, then read the portion dealing with the specific topic. As the class reads remind them to keep in mind what they are reading about. When finished reread the questions and see how many they can answer. Write the answers in words under the question. If they can not remember quite all, reread the part dealing with the question in mind and jot down the words or ideas needed.

When this has been completed the teacher or librarian should check the child's notes to see if he has sufficient information.

It may be that it will be necessary for him to find more information in another reference book. The note taking will take all the period. If some child finishes ahead of the majority let him read something of interest.

FOLLOW-UP SUGGESTIONS:

1. The teacher may have the children give oral reports from these notes and not write them in

essay form at this time.

2. After giving oral reports the teacher might have the class write an essay from them. In this case it is recommended that the child turn in his notes with his report.
3. If the topic is one the child is particularly interested in and would like to find out more to make a longer report he might look in other sources and take more notes to enlarge his information.

Notes would need to be re-organized for sequence before writing into report form.

Writing, editing and rewriting might follow.

4. A week or so later using about 6 class periods there could be a new project started.
 - a) New topic chosen
 - b) Reading from two encyclopedias
 - c) Note taking from two sources
 - d) Organizing notes in sequence
 - e) Writing reports
 - f) Planning use of visual aids, (charts, pictures, etc.)
 - g) Giving reports orally using visual aids.

5. Some time later continued practice using more than one kind of source, can be developed.

Books, encyclopedias, filmstrips etc.

Each time with each one, the preliminary steps of reading note taking, organizing etc. Should be followed. To develop the habit of writing

and taking notes and not copying from reference
will take much practice and strict routine.

6. Outlining can be developed from the questions
used to find information.

SAMPLE FORM

Suggested form to give to class for their first lesson
of this nature.

NAME _____ ROOM _____ DATE _____

SUBJECT or TOPIC _____

Write below four questions that you would like answered
about your topic.

1.

2.

3.

4.

Other interesting things learned.

Title of Encyclopedia used and Volume number.

REFERENCE SKILLS-Fifth Grade

- TOPIC: SINGLE VOLUME REFERENCE BOOKS-Part 1
- PURPOSE: To teach that not all reference books are encyclopedias.
That references may be single volumes or a few volumes.
That each kind of reference has its own special purpose.
That students need to learn how to use these.
- SUBJECT: Language: Text 71-75.
- WHERE: Classroom.
- WHEN: 30 minutes scheduled by teacher and librarian.
- MATERIALS: Filmstrip projector and filmstrip EBF-Reference Books, I-130.
- PROCEDURE: Librarian: Introduce the filmstrip by telling the class that there are many kinds of reference books. The encyclopedias are only one of the many kinds, and are usually in sets of a number of volumes, while other kinds are sometimes only one volume and sometimes two. Also, there is a set of books referred to as a reference set that is not encyclopedia in the sense that we think of an encyclopedia. We learned previously that the

encyclopedias are arranged in alphabetical order. After we have discussed some of the single volumes seen on this filmstrip we will examine them during a period in the library. Now lets look at the filmstrip.

This filmstrip will show examples of many kinds of reference books. Point out the ones that our library does not have and emphasize the ones we do have so the children can make a list of the ones to look for when they go to the library. Also, mention that the library has some individual books that are on the reference shelf because they are considered good sources of information. Most libraries have a miscellaneous collection of reference type books and the children should learn where these books are kept and how to make use of them. They will be put on the tables for the class to examine so they will have an opportunity to learn about them. Open the discussion of the several books seen on the filmstrip by asking someone

to tell you which book he would select¹⁷⁴
if he wanted to know something about a
famous person, but didn't want to read
a long biography. The child would refer
to the Biographical Dictionary. Another
question might be where would you look
to find out the major crop of the state
of Kansas in 1967.

REFERENCE SKILLS-Fifth Grade

- TOPIC:** SINGLE VOLUME REFERENCE BOOKS-Part 2
- PURPOSE:** To give the class first hand experience examining a number of different kinds of reference books.
To show them that not all have the same features such as table of contents, index, maps and charts.
To determine the uniqueness or purpose of each type of reference book.
- SUBJECT:** Language. Text pages 71-75.
- WHERE:** Library.
- WHEN:** Pre-scheduled period from 45-60 minutes, arranged by teacher with librarian.
- MATERIALS:** Displayed on the tables are an assortment of many kinds of single volume reference books and small sets of one or two volumes of books.
Worksheet-LIBRARY ACTIVITY-REFERENCES for each pupil.
Pupils: Bring pencil and list of references made the day before from the filmstrip.
- PROCEDURE:** When the class is seated, suggest that they examine as many of the books on the table before them as they can and to look at as many of the ones on their list that are on other tables as time permits.
They will have 30 minutes for this. They should look for special features and think about the kind

of information they contain, so they would know¹⁷⁶
which book to go to for information they might
need. When the 30 minutes are up they are to
choose one of the books and use the worksheet to
answer the questions about that book. They are to
work individually and quietly. This is a work
period and they will have the rest of the period
to finish this assignment.

When they have finished the sheet they will be
asked to use the information on the sheet to tell
the class about this particular book.

REFERENCES-LIBRARY ACTIVITY

NAME _____ ROOM _____

TITLE of REFERENCE _____

AUTHOR (if given) _____
or EDITOR _____

PUBLISHER _____

COPYRIGHT DATE _____

TABLE OF CONTENTS:

1. Where is it located? _____

2. How is it arranged? _____

INDEX:

1. Where is it located? _____

2. How is it arranged? _____

What kind of information does this book have? (Your answer should include whether the articles are long and detailed, short factual, and the subjects found.

How is this book different from other books, such as encyclopedias, dictionaries, etc.?

LIBRARY SKILLS FOR SIXTH GRADE

These skills were selected by the teachers and librarian for the Wapato School sixth grade skills outline. Some skills are best introduced by the teachers and strengthened by the librarian working with the classes in the library on pre-planned activities or in the classroom. There are other skills that it is best for the librarian to introduce and the teacher to follow-up with practical activities. The sequence listed is not binding. The skills should be taught as they are needed by the class and when the class will be using the information gained by the teaching.

This manual suggests ways that a few of these skills may be taught correlated with the subject matter. It is in no way intended to be a complete guide.

SKILLS PROGRAM

- I. Orientation
 - A. Review with students their knowledge of:
 - 1. Library procedures
 - 2. Library citizenship
 - 3. Library vocabulary
- II. Card Catalog
 - A. Review from previous years
 - 1. The use of the card catalog
 - 2. The arrangement of the catalog
 - 3. The three types of entries
 - B. Extend the skills in using the catalog
 - 1. Details of information on the cards
 - a. Joint authors, editors, and compilers
 - b. Illustrator cards
 - c. Birth and death dates of authors when given
 - 2. Cross references
 - a. See cards
 - b. See also cards

Library Skills (con't.)

III. References

- A. Encyclopedias
 - 1. Review Britannica Jr. and World Book
 - 2. Learn about Compton's Encyclopedia
 - a. Use Compton's Key to teach
 - 1. Fact index; where located, importance
 - 2. Format of articles
 - a. main divisions
 - b. sub-divisions
 - c. captions
 - d. charts and maps, graphs and pictures
 - 3. Science Encyclopedia
 - a. Format
 - b. Index
 - c. Vocabulary
 - 4. Our Wonderful World
 - a. Is this an encyclopedia?
 - b. Index Value
 - 5. Other Encyclopedias
- B. Atlases
 - 1. Goode's Atlas
 - a. Political and physical maps
 - b. How to use the index
 - 2. World Book Atlas
 - 3. National Geographic Atlas
 - 4. Reader's Digest Atlas
 - 5. Hammond Atlas
 - 6. Britannica Atlas
 - 7. Others
- C. Indexes
 - 1. Poetry
 - 2. Biography
 - 3. Quotations
- D. Almanacs
 - 1. World Almanac
 - a. Location of index
 - b. Kind of information
 - 2. Readers Digest
 - 3. Information Please
 - 4. Others
- E. Yearbooks
 - 1. Comptons
 - 2. South American Handbook
- F. Dictionaries
 - 1. Kinds
 - a. Unabridged
 - b. College
 - c. Biographical

Library Skills (con't.)

- d. Science
- e. Geographical
- f. Mathematical
- G. Magazines and newspapers
 - 1. Kinds
 - a. Local
 - Daily
 - Weekly
 - b. Metropolitan
 - c. National
 - 2. Purposes
 - 3. Value
 - 4. How to use
 - 5. Care of
 - 6. How to read
- H. Bibliography
 - 1. Learn a simple basic form
- I. Independent Study
 - 1. Provide time and activities.
 - 2. Inform librarian of research projects planned and assigned
 - 3. Pre-plan with librarian to learn of sources available
- J. Illustrators of Books
- IV. Parts of a Book
 - A. Review work of previous grades
 - B. Add
 - 1. Appendix
 - 2. Bibliography
- V. Dewey Classification
 - A. Review Dewey Classification studied in Fifth Grade
 - 1. Ten Major Divisions
 - B. Add Sub-divisions appropriate to Sixth Grade Curriculum
 - 1. 980's South America
 - 2. 970's Canada and Mexico and Central America
 - 3. Science numbers.
- VI. Appreciation of Books and Literature
 - A. Extend the student's appreciation of reading through
 - 1. A sincere approach to reading guidance
 - 2. Sharing enthusiasm for good books
 - 3. Creating an atmosphere which makes reading a part of growing up
 - B. Give each student an opportunity to
 - 1. Share with others his favorite reading
 - 2. Gain a sense of pride in his library experiences.
- VII. Books and Book Making
 - A. History of Books

- B. Influence on way of Life
- VIII. Preparation for Junior High School
 - A. Give the students a confidence in the library skills they have acquired.
 - 1. Discuss their accomplishments
 - 2. Test their achievement
 - 3. Point out weaknesses and ways to improve
 - B. Orient the students to their future library through
 - 1. Field trips to other libraries
 - 2. Guests from other libraries
 - 3. Descriptions of Junior High Library facilities and activities
- IX. Public Library
 - A. Encourage the children to use their public library
 - B. In summer the Bookmobile
- X. Research and reporting
 - A. Outlining
 - B. Summarizing
 - C. Taking Notes
 - D. Record source (Bibliography)
- XII. Poetry
- XIII. List of books suitable for sixth grade and recommended to be read before Junior High School

CORRELATING LIBRARY SKILLS WITH BASIC

LANGUAGE TEXT

Grade Six

The units of the basic text, OUR ENGLISH LANGUAGE: Bailey, Barnes, Horrocks-American Book Company, 1960, will correlate with some of the library skills.

Textbook unit	Library skill
Unit 2-All the News A Walking Newspaper 34 Examining Newspapers 36 Writing News Stories 38 Writing a Feature Story 45 Writing an Editorial 47	Newspaper and Magazines in Library Sources of Information Current Short Purpose for reading Practice writing Class newspaper
Unit 4-All Kinds of Books Selling a Book 98 Book Programs 105 Making a Book File 111 Being Book Reviewers 113	Card Catalog Skills Around the World Tour (Social Studies) Book Talks
Unit 6-Ways of Communicating Examining a Report 162 Select a Report Topic 166 Using a Table of Contents 168 Using an Index 169 Using the Encyclopedia 172, 320 Information in Encyclopedias 173 Taking Notes for a Report 174 Making an Outline 175 Writing a Report 177	Reference Skills Encyclopedias How to use Index value of encyclopedia How to use index Special references Purposes How to use WONDERFUL WORLD reference set How to use it.
Unit 10-Year Around Helps How to Make Reports 284 Myths and Mythology 284-Outline Using Encyclopedias 320	Review of Card Catalog and Reference Books, Dewey Decimal Classification System Purpose How to use it

CARD CATALOG - Sixth Grade

TOPIC: Card Catalog Review

PURPOSE: To prepare the students to use the card catalog in looking up books for a supplemental reading program, "Adventure Around the World".

The reading program is to help broaden their reading interests and knowledge of other countries that are not usually studied in sixth grade.

SUBJECT: Reading and Social Studies supplemental reading.
Language Text 111-113

WHERE: Classroom.

WHEN: 30 minutes scheduled by teacher and librarian.

MATERIALS: Filmstrip EBF-The Card Catalog I-126. Sets of catalog cards.

Passports for the members of the Class. Sample page of one tour follows lesson outlining.

Filmstrip projector.

PROCEDURE: Librarian: Discuss with the class the purpose of the card catalog. Through discussion determine what points need the most reviewing. Show only that portion of the filmstrip needed to review the subject card. The reading project will require that the class recognize the subject card and be able to determine

the necessary information from it.

Distribute the sets of catalog cards, one set to a student. Have them select from the set subject cards. Go around the room asking each one to read the author's name and the title of the book found on the subject card he has chosen. Also have them give the call number of the book.

Distribute the passports to each pupil. Explain the purpose of the reading program. Give them the directions on how to proceed.

The teacher may decide which tours he prefers they take first or he may leave it up to the decision of the student. They need not all read the same tour at the same time. The teacher may also decide how much of each tour should be read in fiction and how much in non-fiction. The method for accounting for the reading or the reporting that is done will be the decision of the teacher.

		AROUND THE WORLD TOUR ONE	
PASSPORT TO ADVENTURE AROUND THE WORLD		FRANCE	_____
		Fiction	Author
		Non-fiction	_____
			Title
Name		EGYPT	_____
		Fiction	Author
		Non-fiction	_____
			Title
Birthday		CHINA	_____
		Fiction	Author
		Non-fiction	_____
			Title
Address		AUSTRALIA	_____
		Fiction	Author
		Non-fiction	_____
			Title
School		ANTARCTICA	_____
		Fiction	Author
		Non-fiction	_____
			Title
Grade	Room	ARGENTINA	_____
		Fiction	Author
		Non-fiction	_____
			Title
Teacher			_____
			Author

			Title

CARD CATALOG-Sixth Grade

Lesson I-Series

- TOPIC:** Card Catalog- Advance study.
- PURPOSE:** To review the three kinds of catalog cards.
To review non-print or audio visual cards.
To introduce the joint author and illustrator cards.
To point out other information given on the cards.
- SUBJECT:** Language. Textbook 284.
- WHERE:** Classroom.
- WHEN:** 30-40 minutes arranged by teacher with librarian.
This lesson to be used when a review of card catalog seems pertinent, especially about mid-year.
- MATERIALS:** Filmstrip McGraw-Hill THE CARD CATALOG.
Filmstrip projector.
- PROCEDURE:** Draw from the class the kinds of cards they have seen in the card catalog. Review other points they should know. Introduce the filmstrip as a different one. Discuss the kinds of cards shown, the rules for alphabetizing, the guide cards in the catalog and other items shown. Point out the differences in author card, joint author and illustrator cards.
Clarify any questions that may come up. This is a good place to stop as filmstrip is too long to see

all at once and covers too much.

ASSIGNMENT: Next time finish the filmstrip. Review fifth grade discussion of the cards in the catalog for audio-visual materials and other non-print materials. They will have an opportunity to examine some catalog cards and to locate information on these cards. They will also be given the assignment to make some sample cards.

CARD CATALOG-Sixth Grade

Lesson II-Series

- TOPIC:** Card Catalog- continued.
- PURPOSE:** To continue the review began the day before.
To instruct the class in identifying other kinds of cards besides books cards. All kinds of materials are cataloged in the card file by a system of color coding.
To prepare class to do research on social studies topics.
- SUBJECT:** Language.
- WHERE:** Classroom.
- WHEN:** 30-45 minutes arranged by teacher and librarian.
- MATERIALS:** Filmstrip- McGraw-Hill The Card Catalog.
Fimstrip projector. Miscellaneous sets of various kinds of catalog cards.
- PROCEDURE:** Finish showing and discussing the filmstrip. Clarify any questions. Distribute the sample catalog cards. Have class observe the various color bands used on some and some cards are solid colors. See if the class can identify any of the cards as to kinds of materials they represent. Using the chalk board list the kinds of materials and the colors. Compare form used to the book card forms so it is easy to recognize call numbers for books

or identifying numbers of filmstrips or picture packets, which are located in the same place on the card.

ACTIVITY: Place on the board the following information and ask the class to use this to make sample catalog cards. Make the three basic book cards- author, title, subject.

Author- Hans Baumann
Title- A World of the Pharaohs
Subject- Egypt
Publisher- Random House
Copyright Date- 1964
Illustrator- Felix Sutton

REFERENCE SKILLS

Lesson I-Series

- TOPIC:** Review use of encyclopedias.
- PURPOSE:** To review the encyclopedias used in fourth and fifth grade.
Learn new features not previously emphasized.
- SUBJECT:** Language. See textbook pages 172-173.
- WHERE:** Classroom.
- WHEN:** 30-45 minutes scheduled by teacher and librarian.
- MATERIALS:** Several sets of different kinds of encyclopedias.
Use FS I-129 EBF. Encyclopedias.
- PROCEDURE:** Use the filmstrip as a review by showing portions of frames omitting the text. Have the class explain the feature shown. Review terms: sub-heads, cross references, related topics, bibliography, guide words, and other terms that may need discussing.
- After seeing the filmstrip have the class select volumes from sets and examine them. Look up topics in two different sets and compare the text. Discuss the advantage or disadvantage of using one set or more in getting information for a report. After a short period of this examination stop the class and find out who may have used the volumes that had indexes and how many pupils realized

191
certain sets had indexes. For those who have vol-
umes with indexes have them look up their topics
in the index and see if they can find other places
or sources for more information.

REFERENCE SKILLS

Lesson II-Series

TOPIC: THE COMPTON'S KEY

PURPOSE: To teach children how to use the index of an encyclopedia.

To teach them other special features of this particular encyclopedia.

SUBJECT: Language. Text 168-169

WHERE: Classroom.

WHEN: 30-40 minutes scheduled by teacher with librarian for five consecutive lesson periods.

MATERIALS: Two sets of Compton's Encyclopedias; 2 copies of Compton's Key.

Pupils: Pencils and paper.

PROCEDURE: The pupils will write the answers to the questions on their paper. They will not write on the exercise sheets. The Compton Key is a guide, consisting of 25 sets of guides, one for each volume and one for the teacher/librarian.

Each pupil will have one guide and the corresponding volume of the set. There are seven steps in all, each one containing several exercises. Begin with Step 1 and make sure each pupil follows each step exactly as it says and does each activity correctly. If they do not it is easy

for them to become confused.

CAUTION: There are samples that are worked out that should be followed exactly. If each pupil does the sample in each case it will save much confusion.

It will take about five class sessions to complete the Compton Key.

FIRST CLASS PERIOD: Steps 1 and Step 2

Step 1-Arrangement and Contents of the Encyclopedia.

- Ex. 1-Arrangement of volumes.
- Ex. 2-Arrangement of material within
- Ex. 3 the volumes- Two parts.

Step 2-Arrangement of the Text

- Ex. 4-Guide words
- Ex. 5-Titles of articles
- Ex. 6-Subheads

SECOND CLASS PERIOD: Step 3

Step 3-Special Learning Aids Within Articles.

- Ex. 7-Pictures
- Ex. 8-Maps
- Ex. 9-Graphs, charts, diagrams.
- Ex.10-Bibliographies
- Ex.11-Fact Summaries
- Ex.12-Reference-Outlines

THIRD CLASS PERIOD: Step 4 and part of Step 5.

This is a study exercise with no questions to write

Step 4-Location, Arrangement, and Kinds of Entries in the Fact-Index

- Kinds of Entries
- Main Entries
- Subentries
- Fact Entries

Special Lists and Tables

Step 5-Using the Fact-Index

Three major uses of the Fact-Index.

1. To obtain brief information.
2. To locate a single item of information.
3. To locate all the information a subject.

The "gather-up."

Step 4 and this part of Step 5 is to be read and discussed in class orally. The next class period will cover the written work.

FOURTH CLASS PERIOD: Written work for Step 5

Step 5-Using the Fact-Index (con't).

Ex.13-has sixteen questions to answer using the Fact-Index.

FIFTH CLASS PERIOD: Steps 6 and 7.

Step 6-Cross References

Ex.14-Cross references in the index.

Ex.15-Cross references in the text.

Ex.16-Cross references in the text.

Step 7-Summary Exercises.

This is a review consisting of ten questions based on the use of the encyclopedia. The pupils should work independently with little or no help.

REFERENCE SKILLS

Lesson III-Series

TOPIC: Checking review of COMPTON'S KEY.

PURPOSE: To correct the work done to determine if the class has the understanding needed to use the encyclopedia as it should be used to find materials.

SUBJECT: Language: Textbook Unit 6 Pages 162-174.

WHERE: Classroom.

WHEN: 30-40 minute period arranged by teacher.

MATERIALS: COMPTON'S KEY papers to be checked.

Pupils: Each a topic to find information on to prepare a report.

PROCEDURE: Check the papers in class, each child doing his own, reading the answer he has to a question as his turn comes. Correct any misunderstandings. Have each pupil select the volume in which will be found the information on the topic he has chosen. Have them note page and title of article in which information is found. If the pupils do not turn to the index to look for references remind them that they are forgetting the most important place to find information. From the index they should note on their paper the references given them for their topic.

NOTICE: Some teachers like to have the class use a form

for noting the references. See next pages for ¹⁹⁶
types sometimes used.

REFERENCE SKILLS

Lesson IV-Series

- TOPIC:** Miscellaneous single volume referenced.
- PURPOSE:** To review value of single volume reference books.
To acquaint the class with those available to them.
- SUBJECT:** Language: Textbook Unit 6
Follow up activities might be either science or social studies project work.
- WHERE:** Classroom
- WHEN:** Scheduled period 30 minutes.
- MATERIALS:** Filmstrip I-130 EBF Special Reference Books
- PROCEDURE:** Introduce the filmstrip by telling class that not all reference books are encyclopedias. Have class name some they can think of or remember using. Discuss the purpose of each one and when you would use each as you show the filmstrip to the class. Be sure to point out which ones the library has and the ones that the grade school library does not have but that will be available to them in high school and junior high.
- ASSIGNMENT:** The next period that we meet will be in the library. Bring pencils and a piece of paper. Select a topic related to some subject you are studying in which you are interested.
You will examine as many of the different kinds of

reference books as time allows and select two or ¹⁹⁸
three that you think will have information on your
topic and look up the topic.

REFERENCE SKILLS

Lesson V-Series

- TOPIC:** Miscellaneous single volume references.
- PURPOSE:** To give the class an opportunity to examine first hand some of the single volume references seen on filmstrip.
- To give practice in using these references to look up topics.
- SUBJECT :** Science topic.
- WHERE:** Library
- WHEN:** Scheduled period 30 minutes.
- MATERIALS:** Single volume references on tables for easy examination.
- Pupils:** Pencils and paper, or printed form for recording information on their topic.
- PROCEDURE:** When class arrives and is seated, give them time to browse through several of the different kinds of books on display. Have them select one or two that will have information on their topic, (or that they think they will find information on their topic), and proceed to record the necessary information about their topic.

REFERENCE SKILLS

Work Sheet

NAME _____ Room _____ Date _____

Topic _____

1. Reference book _____

Volume _____ Set No. _____

Title of article _____

Page _____

Other references: _____

Notes: _____

2. Reference book _____

Volume _____ Set No. _____

Title of article _____

Page _____

Other references: _____

Notes: _____

REFERENCE SKILLS

Lesson VI-Series

- TOPIC:** REFERENCE BOOKS- Our Wonderful World
- PURPOSE:** To teach a class how to use a reference set that is not arranged in alphabetical order.
- To teach the value of an index.
- To teach how to use an index.
- SUBJECT:** Language. Text 168-169
- WHERE:** Classroom.
- WHEN:** 30-45 minutes scheduled by teacher and librarian.
- MATERIALS:** Two sets of Our Wonderful World on cart in room.
- Theme chart.
- Sample entry from index volume on transparency.
- No activity sheet necessary.
- PROCEDURE:** Have each child get a volume to use at his desk.
- Let him examine it carefully and see if he can find out how this set is different from the ones they have been using. See if the children can figure out how this set is arranged. Let them look for topics. Determine to which kind of topics this set seems best suited.
- After they have had sufficient time doing this, show them the theme chart for the set. Going over it briefly to give them the general idea of the arrangement of the set. Ask the question,

"How do you suppose you should go about finding information in this set?"

Someone should suggest the index and look for it. It is a one volume index. Here again it must be pointed out the need for sharing the index volume. It is important that when one uses it, that he immediately write down on a piece of paper all the references listed on his topic that he thinks he wants to use and then put the volume back for others to use. In this way all can proceed to look up their topics in other volumes without holding up the class.

ASSIGNMENT: Next class time each student is to have a science or health topic to look up. We will use the sets of Our Wonderful World to give practice in using the index.

REFERENCE CHECK SHEET

AUTHOR _____

TITLE _____

PUBLISHER _____

COPYRIGHT DATE _____

PAGES USED _____ VOL. NO. _____

What part of this reference most helpful? _____

Use space below for note taking. If you used more than one reference, record above information for the second reference on another sheet and put the notes taken from it on that sheet.

DEWEY DECIMAL CLASSIFICATION*

Lesson I-Series

- TOPIC: Dewey Decimal System-Review
- PURPOSE: The purpose is to understand the system of classification of books and materials by the grouping of subjects of like nature together in one area. To use the system to help find materials for two units about to be studied.
- SUBJECT: SCIENCE-Conservation Unit
SOCIAL STUDIES-Canada
- WHERE: Classroom
- WHEN: 30 minutes scheduled by teacher and librarian.
- MATERIALS: Filmstrip on Dewey Decimal System EBF I-127.
- Pupils: Each a copy of the Dewey "Dictionary" and a copy of the activity sheet, "Using the Dewey System."
- PROCEDURE: Librarian: Before showing the filmstrip, review with the class briefly the history of the Dewey Decimal System and how Melvil Dewey came to devise it, its purposes and some of the ways it can be used. Show the filmstrip pointing out main

*Normally the Dewey Decimal System is not so heavily emphasized at the sixth grade level but it was deemed necessary to do so in the Wapato System.

points as the discussion moves along with the showing. Point out the importance of the call number, both for locating the books and also in telling what kind of a book it is. That the call number is the Dewey Classification number and the letter of the author's last name.

Go over the Dewey "Dictionary" that was given out to each pupil, explaining its use in doing some activities and for them to use to study the main classes for which they will be held responsible to write from memory.

Distribute the activity sheet and explain.

DEWEY DECIMAL CLASSIFICATION SYSTEM

"Dewey Dictionary"

The following information will help you to understand the Dewey Decimal System. Keep it handy when you study the ten classes. Try to learn the ten classes by name and number and the types of books of books found in each class. Remember the Dewey System applies only to non-fiction books. Do not lose this "little Dictionary," you will find it helpful.

000-999	General Works	Books that contain information on many topics such found in encyclopedias are in this class.
100-199	Philosophy	Books concerning truth and the principles of knowledge are classed in philosophy. There are few books of this class in elementary libraries.
200-299	Religion and Mythology	Books on all religions as well as the books of mythology are in this class.
300-399	Social Sciences	This class contains many subjects all dealing with people and their relation with each other. The books in this class contain such subjects as, laws, customs, government, fairy tales, legends, holidays, money, post office, transportation, and public services to name a few. Books that explain the protection and rights of citizens are among these.
400-499	Language	To understand one another and peoples of other lands we must have languages. Books per-

- 400-499 Language (con't) taining to any language will be found in this class. This includes dictionaries and word books of all kinds.
- 500-599 Natural Science All books pertaining to the study of nature in any form comes in this class. These books include animals, plants, planets, stars, weather, oceans, rocks, soil all things man did not make.
- 600-699 Applied Science
Useful Arts What man learned from nature and used to invent other things such as airplanes, inventions of all kinds, plus new ways of cooking, sewing, manufacturing is known as applied science. Don't forget rockets and space travel, medicines and other modern helps.
- 700-799 Fine Arts
 Music
 Art
 Recreation Books about things that we enjoy or use in our free time have been put in the fine arts class. This includes all kinds of books on music, bank, songs, dance and many others. It also includes all kinds of art work, drawing, painting, sculpture photography, architecture, hobbies and all forms of sports, and games.
- 800-899 Literature Literature includes all forms of the best kinds of writing. Poetry, stories, essays, special speeches that have some special significance which makes them outstanding and long remembered are in this class. Writers that have used words to express feelings and ideas especially well have had their work included in the great literature of their country.

REMEMBER:
900-999 History

This is the name of this large group. It is made up of these other sections to help us locate the books we want. Geography and biography are subparts of this large section called history.

USING THE DEWEY DECIMAL SYSTEM

NAME _____ ROOM _____

Directions: Using the Dewey "dictionary" as a guide to help you fill in the blanks with the classification number and name that is most appropriate for the subject given. Sometimes you may find a subject that could fit more than one class depending on how it is used. If you find such a subject, indicate both classes and be ready to defend your reason for so indicating. These are subjects on which you might wish to locate a book.

	<u>Subject</u>	<u>Classification</u>	<u>Number of Classification</u>
Ex:	spiders	science	500-599
1.	universe	_____	_____
2.	Life of Thomas Jefferson	_____	_____
3.	F.B.I.	_____	_____
4.	rockets	_____	_____
5.	reptiles	_____	_____
6.	dancing	_____	_____
7.	conservation	_____	_____
8.	religion	_____	_____
9.	Biography of Robert Fulton	_____	_____
10.	television	_____	_____
11.	birds	_____	_____
12.	poetry	_____	_____
13.	U. S. Marines	_____	_____
14.	flags	_____	_____
15.	holidays	_____	_____

16. U. S. Constitution _____
17. dinosaurs _____
18. airplanes _____
19. moon _____
20. baseball _____
21. space travel _____
22. insects _____
23. photography _____
24. music _____
25. geography _____
26. mythology _____
27. ships _____
28. telephone _____
29. missiles _____
30. comets _____
31. earth _____
32. bees _____
33. dogs _____
34. magnets _____
35. honey _____
36. Biography of
Babe Ruth _____
37. frogs _____
38. drawing _____
39. satellites _____

DEWEY DECIMAL CLASSIFICATION

Lesson II-Series

TOPIC: Using the Dewey Decimal System.

PURPOSE: To teach what the Dewey Decimal System of Classification is.

To show how it can be used to find materials.

To show how books are shelved by the Dewey system.

To help the children see the value in systematic order as a means to finding materials.

SUBJECT: Science- Conservation topics.

Social Studies- Canada.

WHERE: Classroom.

WHEN: 30 minutes scheduled by teacher and librarian.

MATERIALS: DEWEY Decimal "Dictionary", pencil, paper.

Overhead projector and Dewey Decimal transparencies ready to use if necessary.

PROCEDURE: Librarian: 1. Check the activity sheet from the previous day. Have pupils exchange papers and by taking turns around the class read the answers. Return papers to owners for questions if any, about errors. Collect papers to turn over to teacher.

2. Very quickly ask a few oral questions in review of the Dewey system. 1. Where

would you find a book about birds? ²¹³ 2.

Where would you find a holiday book? 3.

A book about Canada? 4. A music Book?

5. A dictionary? Have the pupils answer name of class and number if possible.

3. Using the transparencies show how books are shelved according to the call number, which is the Dewey number and the author's name. (Letters of the last name.)

4. Direct the class attention to the topic CANADA and the study they are making of it.

Where would they look for the books on Canada?

What about these subjects, HISTORY, GEOGRAPHY, BIOGRAPHY, GOVERNMENT and FOLKLORE-LEGENDS?

What about the art and music of Canada?

Would books on NORTH AMERICA contain information on Canada?

After a thorough discussion of these questions and others that may come out of the discussion, have the class make a list of topics that they are to use for report.

(The teacher may have a list already prepared for the class to consider.)

5. Consider the topic CONSERVATION in the same way.

Discuss the topics that relate to CONSERVATION and the kinds of books that would have this information. Some topics might be, water, air, soil, animal life, nature study, wildlife, natural resources and others.

Relate these topics to the classification chart to determine which areas of the Dewey system they would find these books. Is there a Dewey number for the general topic CONSERVATION? If so what is it and in what class is it found and why?

Make a list of Conservation topics to seek further information. These two lists to be used in the next class session.

DEWEY DECIMAL CLASSIFICATION

Lesson III-Series

- TOPIC:** Using the Dewey system and the Card Catalog to find materials.
- PURPOSE:** To give class practice in looking for material on a topic by using the Card Catalog and the Dewey System.
- SUBJECT:** Social Studies- Canada topics.
Science- Conservation topics.
- WHERE:** Library.
- WHEN:** 45-50 minutes or more scheduled by teacher and librarian.
- MATERIALS:** Pupils: Pencil, paper and assigned topics.
Form for listing books titles.
- PROCEDURES:** The class has been divided by the teacher into two groups. One to look up science topics and one to look up topics on Canada. This is to prevent too many from working in the same area at the same time. Another time they can alternate.
- Teacher:** Instructs the class to use the card catalog to find a list of materials on their topic. Some will have specific topics for which there may not be a subject card in the catalog. They will then have to think of related topics or

a more general one. Here is where the Dewey numbers can be helpful. If their topic is a part of a province or a region they will need to think in general terms and what kind of book would have such a topic. They may have to seek out the general number for Canada and go to the shelf where these books are and by using the index and the table of contents find the book that has the section on that particular topic. The same procedure may need to be followed to find some of the topics on CONSERVATION. They will need to use Cross References cards in the Card catalog when they are given.

The class will be instructed to list the materials on a form similar to the one on the next page.

This will be a busy work session and a little confusing at first. Pupils are reluctant to search but once they realize that it takes a little searching and they can find materials they will settle down and work well. This also

depends on the class and type of pupils
in its make-up.

Librarian: Will be on hand to give help and explanation as needed and to guide those having difficulty.

ASSIGNMENT: This activity may not be completed in one session in the library. Students may come to the library and work individually as their time permits, during free periods.

When they have found sufficient material on their topic they will select from the list some of the materials to use in working up the reports they have been assigned.

This list of materials can be used as a basis for writing the bibliography of their report if the teacher includes this in the assignment.

DEWEY DECIMAL SYSTEM

Lesson IV-Series

TOPIC: Review the Dewey Decimal System

PURPOSE: To reinforce the learnings so far gained on the study of the Dewey Decimal system.

To evaluate what has been learned to the extent of the knowledge.

To determine if more activities are needed at this time to reinforce weaknesses shown by the review.

WHERE: Classroom.

WHEN: Time arranged by teacher and librarian. 30 mins.

MATERIALS: Pupils: Pencils.

Teacher/Librarian: Review questions for each class member.

PROCEDURE; Teacher: Distribute papers. Give directions.

Pupils proceed independently.

Librarian: May be on hand or may not. Will assist in checking the papers as she needs to know how well the class did.

ASSIGNMENT: Will return the papers at the next class time and discuss any questions or problems.

DEWEY DECIMAL REVIEW

1. There are _____ classes in the Dewey Decimal System.
2. It is called a _____ system because it uses numbers and parts of numbers to indicate the different subjects in the classes.
3. The system is named for _____ who is known as the inventor.
4. By choosing main subjects and giving them numbers, this would keep all materials on the same topic shelved_____.
5. Books about nature and the things around man are called _____ and have the number _____.
6. Books that suggest ways man spends his leisure time are in the class called _____ and have a number in the _____.
7. A general reference book that contains many subjects would be found in the class called _____ and would be numbered in _____.
8. Books that tell us of man's past events and lives are grouped together under one main heading _____ which has also two main groups within this class. These two sub-groups are _____ and _____. The general number for the main class is _____.
9. Man was not satisfied to live with nature alone so came up with his own ideas and made and invented many useful things. Books about these subjects are found in the

Dewey Decimal review continued (2)

- _____ class and has the number _____ to identify these books. This class is also known by another name _____.
10. If one wanted a book about a foreign language or one about words, you would look in the _____ class under the number _____.
 11. If you wanted a book on Conservation, or a Holiday book or a Book of legends you would look in the general class called _____ with the number _____.
 12. A book of poetry would be found in _____ on the shelf with the _____.
 13. A book of Mythology or about some religion would be in the class called _____ and have the number _____.
 14. The classification system applies only to books of _____.
 15. If you wanted to know about the animals that live in water, you would look in the _____ number.
 16. Books about countries of the world are found in _____ number.
 17. A book on plays would be in the _____ number.
 18. A book of First Aid would be in the _____ number.
 19. You would find books of Government in the _____ number.

Dewey Decimal review continued (3)

20. A book of homonyms would be in the _____ class.
21. The story of one person's life would have the number _____ on it.
22. Books with Dewey classification number on are shelved according to the _____ first and then by the _____.
23. One word that best describes the books classified by the Dewey system is _____.
24. The Dewey classification number is found in the _____ on the spine of the book and also on the _____, in the card catalog.
25. The main thing to remember about the Dewey Decimal classification System is that all books on one subject will be found on the shelves _____.

CHAPTER IV

REACTIONS AND CONCLUSIONS

Individual instruction, individual study projects and other forms of study pursued by the individual student are terms frequently heard in the present era of educational philosophy. To carry out the idea of individual study by students there has developed the learning resource centers which are an expansion of the school library to include books and a wide assortment of audio-visual materials, such as filmstrips, records, charts, models, and the equipment to use them.

Librarians and teachers were faced with the problem of teaching students and classes of students how to use the resource centers. Having quantities of materials does not assure the proper use of them. A system of instruction was needed. Frequently there are comments heard that one need not be concerned about specific instruction to classes regarding certain areas such as using the card catalog that if a child needs to use it he will ask or find out from someone. This writer has learned from her experience that until children know what a card catalog is they are not going to know whether they need to use it or not. Once they learn what it is and the purpose of it they will ask for help if they cannot use it successfully. It was also found that more than incidental instruction was needed. To base the instruction

on the time when a child needed the information and to give individual attention to it, was too haphazard and left to chance too many areas with which children should have some instructions.

The teachers and the librarian of the Wapato School felt a sequential program of related steps should be organized based on the needs of the curriculum and the grade level of the students. Any child seeking more knowledge than was given at his specific grade level could be given this individual help as it was required or requested. Gaver in her article, Research on Elementary School Libraries states:

Furthermore, children who have had systematic instruction in library skills closely related to the curriculum and the opportunity to use an organized library collection consistently and continuously score higher on work-study tests and/or on tests of library skills than do children lacking this opportunity (13:121).

A systematic approach seemed to provide some instruction to all children. It was assumed that at each level of instruction there would be some who would not be as successful as others but all would have instruction on how to find materials and how to use the materials in a resource center.

In a planned sequential program there would be re-teaching and review so that by the time a child had finished the sixth grade he should be quite well acquainted with the skills to this point.

There were some difficulties in implementing such a systematic program. Problems of scheduling appropriate time

with the teachers was at first difficult, because the idea of library skills was new to the teachers and they had to be certain what was being done would be helpful to them as well as the children. Library skills had not been taught prior to this librarian's introduction of the skill program to this school. The librarian chose to use a portion of the regular once a week period to teach certain of the basic library skills. This gave the teachers an opportunity to see the value of a skills program. While this was beneficial the results were not great enough to justify the time spent. Teachers and librarian soon realized a new approach was needed. Educational pedagogy indicates that when there is a need to learn something the teaching of it will become much more effective. The ineffectiveness of the teaching of library skills at weekly intervals, irrespective of the need to use them, made it quite evident that children needed to be taught the skills when they had a need for the skill. With the help of interested teachers, lessons were planned jointly to coincide with a need for the skill based on what was being taught in the classroom. The lessons were scheduled in a series of daily sessions rather than a once a week schedule. In this way the unit was completed by the time the class needed the skill. When the teacher and the librarian planned and prepared a joint series or unit of library and subject area lessons the children seemed to show a greater responsibility toward the

work and became eager participants. They saw a need for the library skill being developed and because the teacher was participating the lesson was more important and significant. As the lessons progressed and the class used the skill as a basis for additional work greater appreciation appears to be shown for what was being done.

At the beginning of each grade level section in this manual is an outline of library skills. This outline includes the skills that the teachers and the librarian of the Wapato Intermediate School deemed appropriate for each of the grade levels for which they were developed. This manual does not include guide lessons for all of the skills. The skills chosen were the ones the teachers felt that they were the least familiar with, such as; using the card catalog, the Dewey system and some of the reference skills.

In the Fourth Grade Skills program considerable time and detail was devoted to the first unit of lessons on the card catalog. To the observer the lessons may seem no different than hundreds of other commercially prepared lessons. The drill activities themselves can be of many types to give the practice necessary to fix the fact. This writer has used many kinds and created her own. This particular group of lessons seemed to be the most applicable to the children of the Wapato School and could be adjusted to the time schedule and ability of the groups easily. The fact that it was a pre-

pared set of master ditto lessons made it convenient to have enough copies when needed. Commercially prepared masters run more copies and last longer than those locally made. Quantity and time are factors when there are from 250 to 280 copies per grade level needed. This series of lessons included what is believed at this time to be essential to the needs and understandings of the fourth graders as basic information for the use of the library. In the primary grades of the Wapato School they do not have as free an access to the library as they do when they enter the intermediate school. Observations and teacher opinion seems to indicate that since this unit has been used in this way the children in the fourth grade make better use of the library.

It has been found helpful to the librarian to have the children able to use the library in a more knowledgeable manner. When children come for help, the librarian can direct them quickly and simply by a few words and they can proceed with understanding to help themselves. This ability of the child to proceed on his own adds to his stature.

It is with these experiences in mind that the teachers and the librarian decided during the first weeks in the fall to give time during the language period for these first library skill lessons. The responses and the activity sheets that the pupils work with are used as a part of the class evaluation for the necessary grade reports and records that

teachers keep of the pupils progress.

As the fourth grade year progressed and teachers found their classes ready for reports or using the reference books, the lessons using materials for these activities were planned. There are many ways that these lessons can be introduced and conducted but the lessons developed in this manual are only a sampling of some of the ways in which this writer and the teachers who worked with her carried on the instruction needed for particular classes. Because they have been tried with more than one group and more than one year, they seem to be suitable examples to set forth.

Reference skills are particularly difficult skills for fourth graders. A great variety of activities are needed depending on the ability of the groups for which the lessons are prepared. It has been found that the lessons and activities for reporting and the writing of the reports must be repeated many times before children are ready to work independently on note gathering and reporting. Each year continuing on through fifth and sixth grade some of the early steps must be repeated again and again. Usually fourth graders in Wapato Schools do not write reports until near the middle of the year and on toward the last quarter of the year. Part of this is due to the fact they have difficulty in comprehending encyclopedia articles. For this reason some of the first reports are done from easy to read non-fiction books and

then the encyclopedia is introduced later.

About the last quarter of the fourth grade year it has been helpful to have a review of the card catalog. The social studies enrichment project called "Touring Many Lands," was found interesting by fourth graders. This project served two purposes. It gave the class a chance to use their individual skills in locating the books and each tour gave them a chance to read some extra books on the various regions they had studied in social studies.

Thus, the fourth graders ended the year with a working knowledge of how to use the card catalog, how fiction and non-fiction books are arranged on the shelves, that non-fiction is divided by subject areas and shelved by subject, and specifically that biographies are a special group of non-fiction books that take special treatment.

Observation of the fifth graders by teachers and the librarian during the early fall weeks seemed to reveal that since this program of skills has been introduced, the fifth graders are more able to find books and materials in the library than they were in previous years. As soon as possible review lessons are begun to refresh the fifth graders on the lessons given in the fourth grade. The pupils may not remember all the terms and details but they have what seems to be a good working knowledge of the card catalog and the procedures needed to find a book or materials they want. To re-

view the card catalog with the fifth graders in the fall a reading tour was planned similar to the tour in fourth grade and one in sixth grade. The fifth grade tour was of the United States which is studied in the fifth grade. Each tour coincided with the region or area of the United States studied in the social studies units. Some teachers used it as an enrichment project in the social studies and others used it as a supplemental reading program. This tour served two purposes. It gave the children practice in looking up books by titles and authors in the card catalog and also the class was reading books that had some historical background either fact or fiction. A list of books accompanied each tour and were listed by states in the tour. It is difficult to get some children to read stories about the way people lived during different periods of history. The classes discovered some good stories in this reading that they had been passing up. To introduce the tour only one period of catalog review is needed and one period to explain the tour. The teacher usually determines how many books in each tour should be read and also handles the means of reporting if any is done.

Note taking and reporting are usually introduced together in the fifth grade by reviewing how to use the encyclopedias that were introduced in fourth grade and adding to them the ones that may be needed for the particular assignment that is going to be given in connection with the reporting.

The alphabetical arrangement of encyclopedias was reviewed and use of the indexes was indicated but not dealt with in detail until the sixth grade. More practice is given by having reports written or given orally in more than one subject field. Also, in fifth grade it has been found useful to introduce the classes to various types of reference books and not have all the lessons using encyclopedias. As a result, several lessons have been planned to acquaint the fifth grades with many single volume type reference books as well as the sets of various kinds of references. The classes appear to learn considerable from this lesson as well as enjoy browsing through several kinds of books discovering many interesting items they were not aware of before.

At the fifth grade level the Dewey Decimal System is introduced for the first time as a complete system of classifying books. It is the intent of the lessons herein given to acquaint the classes with the purpose and general overall plan of the system, and to give them an opportunity to use the Dewey System to help find additional materials on a topic.

The fifth grade, therefore have had additional training in using the card catalog, more practice on note taking and reporting, and an introduction to additional reference books as well as getting acquainted with the Dewey Decimal Classification System. Their experiences have been broadened in the use of the library and its many kinds of master-

ials.

At the sixth grade it has been found necessary to review some of the basic skills taught in fourth and fifth grades on the card catalog. Some of the pupils who did not retain the information as well as they should have when first given seem to be more receptive at this grade, especially when class assignments depend on use of the skill. To give practice in using the card catalog and to encourage sixth graders to read in wider fields an enrichment program for the social studies has been developed similar to the one in each of the other grades. At the sixth grade level this "Around the World Tour", covers many countries not ordinarily included in the sixth grade social studies curriculum. This gives the individual leeway in selecting the tour most appealing to him. The teacher may set up the requirements of how many books and how he wishes to have the class keep a record of the reading or report on what is read. In this tour there is no list of books given for each area or country of the tour. The reader must select the books he wishes to read by going to the card catalog and looking up the subject card for the country of the tour and selecting from those available what he wishes to read. This requires a little more knowledge of the card catalog and takes a little more ingenuity on the part of the individual. This approach is a little different than the fourth and fifth grade tours where there was a list of

books given for each tour and the person had only to look them up by author or title.

It was found more helpful of sixth graders to begin the research skills in the early fall. They need to review how to use the encyclopedia and at sixth grade it was found helpful to do some detail work with encyclopedia indexes and their use. In fourth and fifth grades the study was directed more toward the alphabetical arrangement of the encyclopedias. Although they were taught that certain kinds had indexes, no formal instruction in the use of the index was given. Since sixth graders require a broader approach to topics and hence need more sources of information it was felt that it was more appropriate for the sixth graders to be given the instruction in more detail at this particular time.

To simplify preparing the materials for these index studies it was found that by using the Compton's Key prepared by the F. E. Compton Co. to be used with the Compton's Encyclopedia a very thorough and satisfying experience could be conducted. This series of lessons does what seems to be an excellent job of familiarizing students with the Compton Encyclopedia and teaches the students how to use indexes, maps and charts to get additional information. Teachers have commented after their class had had this directed study by the librarian how helpful and worthwhile it has been.

To strengthen the lessons on using the encyclopedia

index, topics were assigned for which the pupils used the index to find all the entries available on their subject in this set of encyclopedias. From this lesson the next step was to use other kinds of reference books that had indexes and to apply the information learned to the new study.

Common observation reveals that pupils are reluctant to follow specific instructions as they believe in short cuts. After using the Compton's Key pupils realize the value of following directions and using the index in many instances.

In using almanacs and some of the other kinds of references indexes serve a vital need, as these particular volumes are not alphabetically arranged and hence to find information in them the index is essential. When classes have an opportunity to apply the information given in one of these series of lessons of other areas of research the habit of using the parts of the book as aids becomes significant to the pupil.

There are many directed activities that can be used with almanacs, dictionaries, atlases and many of the other reference books. Teachers have been given these materials to use at their own convenience and the librarian has not participated in the instruction. One of the most apparent drawbacks is that not all teachers may include these additional skills in their planning, resulting in some classes getting the experiences and some do not receive the training.

The Dewey Decimal System of Classification is studied

in more detail at sixth grade to give these students more opportunities to use it in their search for materials and to relate it to the card catalog as a source for finding information.

By the time these lessons have been covered and the teachers have given some additional activities to go along with the skills, the sixth graders have what seems to be a general knowledge of how to find their way about a library and should have a background that prepares them for the work they will have to do in the Junior High School.

The increased use of library materials by the teachers to support their classroom teaching indicates that teacher attitudes toward the library program have changed. Their frequent comments during the time the skill lessons were being taught revealed to the writer that the teachers valued the instruction as an important part of the child's experiences and training. The continued increase in numbers of small groups and individuals released from the classrooms to use the library for study projects also shows that the teachers are accepting the library program as a part of the regular classroom instruction. It is hoped that as the program grows and develops it will be possible to expand the program to a complete integrated skills program that will include all of the skills at all three levels, grade four, five, and six.

CHAPTER V

RECOMMENDATIONS

As this study progressed and the work was done with the classes, certain suggestions came to mind. It was the hope of this writer when this study began to set forth some suggestions of ways in which the teaching of library skills can be incorporated with the classroom program.

It seems evident that the librarian becomes a second teacher to aid the classroom teacher and lead the instruction of that portion of the program for which she is best trained, the teaching of the specific library skill and to guide the teacher in helping the children make practical use of the skills.

It is recommended that each teacher be given a copy of this skill manual and that each teacher use that portion which is applicable to her grade level. The manual will show the teacher when and what skill should be taught to correlate with other subjects. It will help the teacher decide when her group is ready for the instruction of the skill. She can quickly look over the outline of the lesson and determine the approximate amount of time needed each day, the number of lessons involved and what preplanning needs to be done.

Preplanning is in three steps; the teacher first must determine if her class is ready for the skill to be taught,

secondly, she needs to plan with the librarian to schedule time and prepare materials to be used. Third, she must develop the follow up activities designed to carry on the practice in order to set the skill. Also, she knows by reading the lesson plan that she is expected to be present when the class is receiving instruction from the librarian so that she understands what is taking place.

It is to be remembered that this program does not attempt to show the only or the best methods in which to teach the skill program. From time to time as the curriculum changes and as philosophy of teaching changes there will need to be revisions of these lessons. New and better ideas will likely soon become obvious. These should be incorporated.

This writer would like to recommend further that a copy of this manual be presented to the administrators of the Wapato Schools to be used as a basis for further study of the library program and the improvement of the school curriculum. It is believed that this thesis can show the importance of a well rounded library program.

While this manual includes lessons for three skill areas, an examination of the skills outlines at the beginning of the lessons for each grade shows the scope of the program. It is further recommended that a complete program be developed for all of the grades from kindergarten to the twelfth grade. There is much that can be done at each level. If a

continuous, properly administered program is developed, students should make much better use of library and classroom instruction, and the burden of the instruction will not fall all within a few years. It will be more gradual and probably more complete.

It is recommended that teachers and librarians be given time and encouragement to plan a complete program encompassing all the skills suggested in the outlines for each grade level.

Because of the apparent success of this program in changing attitudes of the teachers and improving the ways in which children use the library and its facilities, it is recommended that other school districts adapt this program to their situation and develop a library skills program.

Finally, it should be kept in mind that it is the child who is expected to benefit by the teaching. All effort should be directed toward making the subject matter practical and interesting in order to enhance the learning that is taking place. The net result is for children to want to learn and to know how to find what they need to satisfy their wants.

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