

A REPORT ON THE DEVELOPMENT OF A SUGGESTED
ACTIVITIES PROGRAM TO TEACH LIBRARY SKILLS
TO STUDENTS IN GRADES FOUR, FIVE AND SIX

CENTRE FOR NEWFOUNDLAND STUDIES

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PROGRAM TO TEACH LIBRARY SKILLS TO STUDENTS IN GRADES FOUR,
FIVE AND SIX.

by



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ABSTRACT

The major purpose of this project was to develop a viable activities program to successfully teach library skills. Specifically, these activities would be so designed as to give students of Grades four, five and six a chance to participate in the learning process.

To determine the extent of need for the program, letters and questionnaires were sent to Consultants and Librarians presently working within the Newfoundland school system. The answers received exhibited a positive response to the development of a handbook of activities.

To ascertain what activities would be developed, the continuum of skills issued by the Department of Education for the Province of Newfoundland was employed. The listing of skills was studied and applicable activities found and/or devised using professional resources. These resources included published handbooks, journals and manuals relating to the activities approach to teaching skills.

An Informal Evaluation was undertaken to obtain constructive criticism and comments on the format, content and organization of the handbook. This was completed by four

evaluators and corrections were made.

A Formal Evaluation was done by ten librarians on the finished handbook. Minor revision and corrections were made on the basis of their responses.

Finally, the overall response to the handbook revealed a definite need for a program which would give trained and untrained teachers and/or librarians a successful method for library instruction.

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Chapter I

BACKGROUND TO THE PROJECT

The Development of School Libraries

The development of school libraries in the United States and Canada corresponds greatly with ideas advanced by educators in the early twentieth century. This is especially true in the United States where writers such as John Dewey and Jerome Bruner were advocating changes in the approach to teaching. Also, because education for children was now compulsory, the desire for improved instructional programs and resource bases within the schools grew. (Gaver, 1972)

The history of Canadian school libraries is related to some extent to that of the United States. (Johnson, 1970) It was not until the latter part of the nineteenth century, following Confederation, that any school district libraries were established. Also, it was during the last quarter of the nineteenth century that Canada enjoyed a significant amount of progress. This progress was made through the efforts of the Ontario Free Libraries Act of 1882 and the formation of several library associations. (Johnson, 1970)

Further developments of school libraries in Canada

occurred during the years after World War II. During the 1940's and 1950's most secondary schools were improving their facilities. During the 1960's progress was accelerated and expanded to the elementary levels because educators realized that new educational programs had little chance of succeeding without the support of good resources and services. (Scott, 1972)

Provincially, in Canada, growth of school libraries is largely dependent upon the individual Department of Education. Occasionally, there has been federal funding available. In the 1960's this financial aid came through the Department of Regional Economic Expansion. The provinces of Prince Edward Island and Newfoundland benefited from these DREE grants.

Provincial governments are expected to allocate money for education through their respective Departments of Education. In several provinces direct grants are given for school library materials. Although school boards are expected to account for the spending of allocated funds, more accountability is required to ensure that library grants are not spent on other school materials. (Scott, 1972)

It has been the work of professional associations, such as the Canadian Library Association and the Canadian School Library Association, which has aided in the development of school library facilities. The educators and librarians in these associations are aiming for higher standards and maximum priority at both provincial and district levels.

Rationale for Teaching Library Skills

Few empirical studies have been done to provide validated statistics on the importance of library skills to students in the school system. However, many educators have put forth their ideas and opinions pertaining to the value of knowing how to use library facilities.

David W. Berg (1972) suggests that good practice in research and report writing is the direct result of efficient use of library skills. Therefore, he concludes, the acquisition of library skills will allow students to be able to complete their work without undergoing frustrating or unsuccessful library experiences.

Ryland Crary (1969) states as one of the aims of the intermediate grades "the development of the ability to find information" (p.198). Therefore, it is important that students, through the co-operation of teachers and librarians, be given the opportunity to acquire skills in the use of reference materials.

Tom Cole (1961) suggests that a continuum of skills be started with children in kindergarten through grade six. As each year passes the skills are advanced, practised and

reviewed.

This desire for continuing development of library skills is advocated by Eleanor E. Ahlers (1972). The author also believes that the program of skills should precisely correspond to the curriculum offered in the classroom. This corroboration lessens the amount of repetitious work students need to do to complete curriculum-oriented projects.

Sister Mary Denis Tompkins (1971) supported the idea that it was necessary for students to learn about the library. According to Tompkins, the skills that need to be acquired should be learned in a less traditional manner. To do this she created a library skit to teach elementary students the facilities in the library and how to use them. Through the words of "Ruthie Reference", "Dewey Decimal" and "Al Atlas" she allowed students a fun and games approach to learning. (pp. 90-91)

Together teachers and librarians share the responsibility of insuring that students gain the requisite library and learning skills (Cleary, 1977). These needs, she claims, are growing because of the tendency of today's schools to initiate self-learning and instigate the discovery method.

Helen K. Keel (1973) not only promotes the idea that

library skills are of supreme importance but she also has developed, through experimentation, several viable practices in the teaching of library skills. Because of the nature of these practices, they will be used in the discussion concerning games and/or activities to teach library skills further on in Chapter II.

Nancy Polette (1975), in the text she revised for Helen E. Sander, devotes a good deal of space to the idea that the librarian is a member of the school's instructional team. Therefore, the teaching of library skills is a serious part of the student's learning.

The development of library skills should be a continuous process that progresses over the years of a child's school life. Ingles and McCague (1944) state that the more instruction given in the elementary school the less time will have to be spent at the high school level. In fact, the academic progress of a student in high school and college is dependent to a considerable degree upon his individual competence in using library skills. (Peterson, 1955).

Survey of Library Skills Programs

A comprehensive list of available library programs is supplied by L. Sharp (1975) in her book Serving Youth:

Communication and Commitment in the High School Library.

The following comments were made by Shapiro (1975) in her evaluation of the lesson guides.

- a. MLI Associates. How to use the library. Boston: and Bacon, 1968.

This text is a programmed approach to teaching library skills. As with all programmed learning it presents small bits of information and student responses are expected after each step. Evaluation is immediate.

Because of the format, frames on each right hand page with instructions to turn the book upside down and continue back through to complete the lesson, it might prove difficult for students to use.

- b. Peterson, Violet E. Library instruction guide: courses for use by librarians and teachers in junior and senior high schools. Connecticut: Shoe String Press, 1974.

Shapiro (1975) states that instruction guides such as Peterson's should have "no place in a school library". (p. 79). Her main objection seems to be because of the rigid program Peterson has set down, plus the limited amount of time provided for students. For example, grade seven students are required only four sessions per school year.

Also, Peterson's text is sprinkled with hints that the library activity should be carried out as quietly as possible and with a minimal amount of activity by the participants.

Other programs are available and they are reviewed by the writer in the following paragraphs.

- a. Baeckler, Virginia and Linda Larson. Go, pep and pop: 250 tested ideas for lively libraries. New York: The Unabashed Librarian, 1976.

This program involves suggestions for librarians who wish to make their library a vital, lively place. The activities are based on the authors' premise of : GO - getting outside

PEP - programs, exhibits and projects

POP - positive operating procedures

All the activities listed are designed to involve the patrons as well as the librarians. Not only are activities provided for students but the librarian is provided with helpful hints for producing effectively. This program would not be adaptable for every school, but some of the ideas for posters and displays could be easily developed and used.

- b. Beck, Margaret V. and Vera M. Pack. Guidebook for teaching library skills. New York: T.S. Denison and Co., 1965.

This program consists of five manuals and student workbooks, three of which are suitable for grades four, five and six. It is designed to be taught by teachers and/or librarians. The three books have a two-fold purpose:

1. to arouse a lasting interest in authors and books and an appreciation for the library as a prime resource in the search for knowledge.
2. to lay the groundwork for intelligent library usage through the systematic teaching of the library skills needed to carry out effectively the elementary school program (p. 5).

Each of the three manuals concentrates on one specific topic.

Book I	Using the Card Catalog
Book II	Using the Dewey Decimal System
Book III	Using Reference Materials

The program is very well planned and the activities are clear and concise. However, Beck & Pace suggest Book I for Grade IV, Book II for Grade V and Book III for Grade VI. The programs might prove to be more successful if sections from each book were integrated over one year.

- c. Cleary, Florence Damon. Discovering books and libraries: a handbook for students in the middle and upper grades. New York: H.W. Wilson, 1977.

Each chapter of the book comprises a library lesson designed to be used individually by students or read and discussed by entire classes. The lessons deal with library

orientation, arrangement, reference sources and many other skills. At the end of each chapter there is a "Check Yourself" set of questions.

The skills are well organized and the material provided is extensive. However, would a child in the middle grades read the book and wade through the material to reach the activity? Possibly not. Therefore, it would be the task of the instructor to present the material orally or have ready duplicated sheets to distribute to students.

- d. Mott, Carolyn and Lee Baisden. The children's book on how to use books and libraries. New York: Scribner, 1968.

Mott, Carolyn and Lee Baisden. Children's library lesson book. New York: Scribner, 1961.

The 54 chapters in The children's book on how to use books and libraries are intended to be used in conjunction with the 25 lessons in the Children's library lesson book. There are two library tests: one after Chapter 28, lesson 9 and one after Chapter 51, lesson 25.

The format used in the workbook and book is appealing; cartoon stick figures are used to introduce each new skill through conversation or illustration. Having the student handle two books might prove a problem. Each chapter has to be read in the book and then the work completed in the manual. Also, the student is sometimes asked to refer back to the book. A teacher and/or librarian might have more success by

just giving the workbook and teaching from the book before each lesson.

- e. Sholinsky, Jane. Getting to know the school library, Books A, B and C. New York: Scholastic, 1976.

The program is designed for students in upper primary through elementary grades. It uses a comic book character approach to introduce such skills as library orientation, dewey decimal system, card catalog and reference materials. The books are colorful and the material on each page is organized and well presented.

- f. Taylor, Margaret and Katherine Liebold. Libraries are for children: a teaching guide and manual. New York: Fordham Publishing, 1970.

This teaching aid is designed to be used with fourth to eighth grade students. It is comprised of a series of spirit duplicating sheets, with lesson plans for application. It is suggested that the lessons be correlated with the curriculum and several suggestions are given in the introduction on ways to do this.

The lessons are organized and presented so as to allow the instructor to introduce the work and then be free to give individual help or carry on other library duties. Also some activities are planned in the form of contests which allows a definite change of pace for the students.

Using a format, such as duplicating sheets, decreases the usability of the guide over an extended period, but replacement cost would probably be minimal.

Newfoundland Department of Education

Library Skills Program

This continuum of skills was devised to provide teachers and/or librarians a program to follow with students from K-8. The program for each grade is comprised of 10-11 skills which are increasingly more difficult as the years progress.

Nearly all of the above programs provide an outline of skills and proposed activities which help teach the skills. The Newfoundland program provided by the Department of Education does not imply a specific way to teach the skills they believe to be important to the children at each grade level. The skills are merely listed and briefly outlined as to what should be included. Therefore, any teacher or librarian wishing to use the continuum as a guide would have to develop a specific strategy and find supplementary materials to enhance the program.

Chapter / II

NEEDS ASSESSMENT

Statement of Need

The library is a center for learning. It exists in schools because of a belief that it can offer the user a more fulfilling and broadening look at the whole world.

Therefore, it is the task of the librarian to ensure that students are comfortable in their surroundings and confident that they can use all library facilities without qualms.

The key to this confidence lies in proper instruction in library skills. A room (or rooms) filled with resources is of little use to students who are frustrated at every turn.

Schuster (1977) believes that the library centered approach to learning is vital to creating the "wholeness" needed for today's school children.

"This wholeness means all elements necessary for the process are included and respected. These elements are all persons, materials and actions involved in the learning process" (p. 76)

Activities, therefore, that bring the learner into contact

with all elements can stimulate a development towards that whole, well-rounded curriculum.

Studies have shown that games and/or simulations have benefited students who participated. Such a study was carried out at Johns Hopkins University by Boocock (1963). This showed that students at several high schools liked games as a method of learning and teachers' impressions were that games tend to increase students' interest and involvement in course work.

From the writer's own experience and from information obtained from supervisors, consultants and librarians, both federal and provincial, there is little available to teach library skills to elementary students. (See Appendices A, B, and C). What is available has to be purchased or borrowed and is sometimes expensive and not suitable.

To determine the extent of the need, two questionnaires were sent to school librarians and consultants around the Province of Newfoundland. (See Appendices B and C). The responses received have been tabulated in Table 1 (Responses of School Board Consultants) and Table 2 (Responses of School Librarians).

Table 1

Responses of School Board Consultants

Question	Yes	No	No Response
1. Planned program?	4	2	1
2. Regular class periods with teacher and/or librarian?	3	2	2
3. Enough available material?	2	4	1
4. Is an activities handbook needed?	6	0	1

Table 2

Responses of School Librarians

Question	Yes	No	No Response
1. Planned library skills?	7	0	
2. Enough material available?	4	3	
3. Material suitable to the situation?	4	1	2
4. Any need for handbook of activities?	7	0	
5. Willing to evaluate the handbook?	7	0	

The responses given in the questionnaire (Table 1) seemed to indicate that a high percentage of consultants felt a definite need for a program of activities. Comments made on the questionnaire form showed an enthusiastic response for discussions which would involve the students. Also, the consultants felt that alignment with the school curriculum would be beneficial.

Responses to the questionnaire (Table 2) showed a positive response to the development of a skills activity handbook. Comments forwarded from the evaluators indicated that although there were several programs available, one aligned to the Newfoundland continuum of skills would be an asset. Also, it was indicated that any activities which involved use of textbooks presently in the Newfoundland program of studies would undoubtedly be of benefit to teachers and students.

Alternative Strategies for Teaching

Library Skills

The following section presents an overview of several instructional methodologies which can be employed in teaching library skills. The merits and faults of each strategy are briefly discussed.

Handbooks

Using handbooks for instruction is one methodology which can be employed to teach library skills. Handbooks come in a variety of types, ranging from a single copy used by the teacher from which to prepare lessons, or a set of texts which can be distributed to students. Also, handbooks can be in the form of duplicating workbooks, sheets of which the teacher and/or librarian distributes to the class.

Audiovisual instruction

Several methodologies are available when using audiovisual materials. Students can be taught as large groups using overhead transparencies which are made or commercially obtained. Such an approach was reported by L.C. Kinney (1977). This was particularly effective when teaching the use of the card catalog because cards could be enlarged for

maximum size audiences.

Slide-tape presentations have also been found to be beneficial. These can be used by individuals, or with small or large groups. (Martinelli, 1976). Using tapes only, Doerken (1972) devised an orientation program to allow students to work as individuals using the "tote-a-tape" method. This, however, would require libraries to be equipped with enough headphones, earplugs and cassette recorders to make it viable for large schools.

Also, students can be instructed through commercially produced films.⁹ It has been the experience of the writer that most of these films are outdated, expensive and unsuitable.

Lecture

One person controlling an entire class through direct lecture has long been an established method of instruction. This instructional technique is possible in teaching library skills because the librarian or teacher could stand in the library and point to all the materials and explain what they are and possibly several students would absorb what is being said. However, this method does not allow students to discover through personal involvement with what is available.

Activities

Student oriented activities is another methodology which makes possible the teaching of library skills. Students are expected to accomplish certain tasks in the library through a self-discovery system of learning. The librarian prepares a series of exercises which ensures that the student has to use prior knowledge, library posters and/or other clues provided by the librarian to find answers to specific questions or to help members of their "team" become competent on a skill and thus "win". This activity based program would not necessarily be viable for all ages or grades. Generally, students in Grades 4, 5 and 6 would, however, be motivated because they are at the age when attitudes towards learning are positive. Also, they are ready and willing to compete because of a desire to build their own esteem.

Rationale for using student activities

Barbara Bock (1969) states that educational games motivate the students and induce active understanding of information. Further to this, while the goals or objectives of a game are clear, the outcome is not. Therefore, the game can be played many times over with entirely different results.

To use these games wisely teachers (and librarians) must be guided by certain principles in their selection.

The following annotated guidelines were suggested by Guy

Wagner (1961):

1. Games must help in the achievement of certain goals.
2. They should enrich or give practice.
3. They should enlist the mental activity and concentration of participants.
4. Use and length of games should be limited to what holds student interest.
5. Some games are more suitable to the rapid learners; others make it possible for slow learners to win.
6. Instructional games give a change in pace to classroom learning.
7. Insights may be developed.
8. Game time may provide an opportunity to learn about children through observation.
9. Games will never be a substitute for adequate planning, lesson preparation or teacher competency.
10. Instructional games provide motivation.

MacDonald (1966), in a symposium delivered on the use of educational games, describes them as being communication processes whereby there is a sender and receiver. Because the situation involving the sender/receiver is outlined in the game, certain behavior is expected. That is, a game is a learned cultural sequence characterized by six factors: 1) roles, 2) rules, 3) goals, 4) rituals, 5) language, and 6) values. Once these factors are established there is an expected response.

Keel (1973), as previously mentioned, advances several facts relating to the use of games, as the word is defined by Abt (1970). This definition involves the use of such terms as sport, fun diversion, activity, information, procedure, rules, participants, winning, losing. All these words suggest purposeful human activities and the wide use of "game" as a metaphor for many social, economic, political and military activities shows how much we assume about the formal similarity between games and real-life activities.

Keel (1973) suggests that children be taught only the skills they need, when they need them. Instruction in these skills should be specific, simple, practical, brief and entertaining. They should involve as many senses as possible and lead participants to discover for themselves. Students should be given opportunities to use new skills as soon as possible, in small groups, and each child should be praised, encouraged and guided toward success.

This idea of using activities is also advanced by Carpenter (1965), Jones (1965), Monroe (1969), Stacey (1969), Bowers (1971), Tompkins (1971), Nelson (1972), Pierce (1972), and Thompson (1975). Specifically, all of these authors developed games and activities which departed from a traditional method of "paper and pencil" type classes. Bowers (1971) produced a planned instructional program to teach library skills. These activities were student-oriented. Helen Carpenter (1965) proposed that the activities method would develop a favorable attitude toward research, especially if these activities were functional and taught in conjunction with projects.

Following this theme, Nelson (1972) states that the task of the librarian is to make the library a natural place to start assignments. Students can be introduced to reference tools and other aids through a "fun and games technique" (p. 885).

Paul B. Janeczko and Ruth Mendala (1972) developed a scheme to get students at their high school into use of reference works. This involved the development of a mystery story to which certain clues were given. The primary objective was to help students operate comfortably with some basic reference tools. This sort of technique allowed students to have fun while they were learning and also it provided a challenge.

A suggested plan to involve elementary school students not only in the acquisition of reference skills, but also overall knowledge and familiarity with the library was instituted by Beck and Pace (1965). This scheme of activities was designed for students in Grades 4, 5, and 6 to refine learning in use of the card catalog, dewey decimal system, etc.

The school library must be looked upon as a place of discovery (Swarthout, 1967). Having a problem at hand the students using the facility must find the answers through a discovery process. Having been taught library skills the student follows through activities which promote practice in these skills. Through this practice the student is accomplishing not only his task but also reinforcing those skills which can be useful in later life.

Mildred L. Nickel (1975) and David W. Berg (1972) also advocate this concept. The former suggests that once schools have devised a library skills program students should participate in activities that allow practical application of the meaning. Berg reinforces the idea. Students should not be taught in a sterile classroom situation, but rather they should be totally involved in activities which, if they are to be completed, involve students knowing how to use and where to find information.

Hilda Taba (1962) indicates that the curriculum

consists of two different things: the content and the learning experiences, or the mental operations students employ in learning content. From this statement and the many others preceding it, it is undeniable that many educators have found conclusive evidence, through observation, application and experimentation, that an activities approach to learning provides a firm basis for educating children.

Chapter III

USER ANALYSIS AND ANALYSIS OF THE HANDBOOK FUNCTIONS

Intended Users

The handbook of activities is intended for use by two groups of educators. One would be classroom teachers of students in Grades 4, 5, and 6 elementary schools. The other group would be school librarians at the aforementioned grade levels.

The handbook has been designed to allow teachers, with little or no formal library training, to follow the program and succeed in teaching library skills with a minimal amount of difficulty. These untrained users will find that the writer of the handbook explains as precisely and as clearly as possible what students are intended to learn, and the activities are brief and explanatory. Included in the Introduction to the handbook the teacher and/or librarian will find a list of materials required and the Bibliography will provide a list of supplementary reference sources. The Library Manual for Schools in Newfoundland, provided by the Department of Education, contains a great deal of information and advice for users.

The second intended group includes librarians in the elementary school. It is the intent of the handbook to provide concise, practical experiences for students. Most of the activities do not require intensive supervision and guidance. Hence, once the librarian has introduced the activity and explained the structure to students, he/she will be free to complete the many other tasks required during the day. The librarian can do this work knowing that the students are involved in learning necessary skills to make using the library an enjoyable, comfortable experience. Teacher co-operation is of major importance if students are to complete certain tasks.

Conditions for Use

Users of the handbook are not intended to view it as a separate course for which students will be given a formal grade. Rather, it is intended that the acquisition of library skills be incorporated with the completion of specified parts of the elementary curriculum. Having discovered how to use the library and make use of available materials (print and non-print), hopefully students will be less frustrated in their attempts to complete classwork and find the efforts to retrieve a book from the shelves a simpler task.

Some of the activities, if space is limited, could be carried out in the classroom. For example, a set of reference books could be taken to the classroom for use, as could audiovisual equipment. The activities in the handbook

are divided by grade level to correspond with the skills continuum. There are thirty-seven activities and each is intended to be completed in one library or class session.

Functions of the Handbook

The handbook has several specific purposes and functions in the elementary school.

1. It allows teacher and/or librarian time to set up activities which will have learning value to students.
2. It uses a minimal amount of material so that teachers and/or librarians with a meager amount of such material will be able to do the activities.
3. It allows students to become involved in the learning process -- doing practical activities which can be applied to their classroom assignments.

The handbook was devised so as to take into account the Newfoundland school situation. There are very few full-time librarians in the province. From the observations of the writer, those who are working in school libraries have no clerical help and therefore not only are they faced with trying to teach classes but also there are "housekeeping"

duties to perform. Having a program which can be put into operation which not only succeeds, but also lets students become actively involved would be of great benefit.

The teacher who is aware of the importance of the library in creating a well rounded course of study may be overwhelmed by the library collection. Having a guideline to follow would be helpful. This guide would instill in the user a certain amount of confidence knowing that work is being accomplished.

Choice of Media

A handbook format was chosen because it was the most practical method of presenting this type of program. Practical in the sense that the skills from the Department of Education continuum have been coded to match the activities planned. This will provide a convenient method of using the continuum with the activities.

The handbook is intended to be a "ready reference" resource material. If the materials, activities, supplementary references, and continuum are kept together in one booklet the information is easily retrieved by the user.

Chapter IV

PROCEDURE AND EVALUATION

Preliminary Preparation

Having established a need for the proposed handbook, the writer used the continuum of skills devised for the Newfoundland Department of Education as a guideline to design the skills activities. This particular continuum was used because it was modified to suit the Newfoundland school community. The original continuum came from a poster used to teach library skills in Orange County, California..

Collecting the activities was a major undertaking. The writer used several periodical references, as well as texts and handbooks on the subject. All of these are cited in the Bibliography.

The collected activities were studied to ascertain suitability for the grade level intended. Also, the activity was chosen if its aim was to teach the specific skill desired. Some activities which were advocated by the author were varied slightly so as to meet certain requirements called for in the skills continuum. Many of the activities were designed by the writer, while others were developed from

ideas found in the readings. Some of the activities were those used by several colleagues and were said to be effective in teaching a specific skill.

Informal Evaluation

To obtain constructive comments, criticisms and suggestions on the handbook, several people were asked to review the work in its initial state. They included a student in learning resources who had considerable training in the area, and three teachers at the Grade 4, 5, and 6 levels. The former commented generally on the whole handbook while the latter group were asked to review their particular grade level and the supplementary material to accompany it.

The questionnaire (See Appendix D) devised for them included questions on:

- I Library Training
- II Content
- III Structure and Organization

I. Library Training

None of the teachers questioned had library training. Therefore, it can be assumed that their knowledge of library methods was limited. The teachers involved and

their classes, however, were regular visitors to the library in their school.

II. Content

The following suggestions were made concerning the content:

1. Several of the activities were thought to need more explanation. For example Grade 5, skill 10 - Periodicals and magazines. Formerly the guidelines recommended that students be allowed to do activities using local newspapers. No suggestions were made regarding what these activities should involve. In the revision, ideas were given for the activities and questions were devised which the teacher and/or librarian could use during the activity.

2. Also, a suggestion was made to change the idea that magazines were not only useful for games and puzzles but for current events.

3. One teacher suggested that the supplementary appendix material for Grade 6 be expanded. To accommodate this suggestion, a definitions list for skill number 5 in Grade 6 was added.

III. Structure and Organization

Concerning structure and organization the following comments were made:

1. Overall structure was good and the idea to organize according to grade rather than skill should be maintained.

2. The Introduction to the handbook should be expanded to include functions, as well as the materials list previously located in the Appendix. This would give users an idea of materials needed without having to look through to the end.

The general comment concerning appropriateness for grade level stated that the activities were suitable and had a high interest level. Teachers with no library training felt that they would have no problem using the handbook to teach skills to their students.

Formal Evaluation

The formal evaluation was undertaken by ten librarians presently working in libraries within the Newfoundland school system. They had previously volunteered their assistance in the questionnaire sent to them to ascertain a need for the handbook.

The formal evaluation questionnaire included a more detailed scheme of questioning than the informal questionnaire. The librarians were asked to comment on three areas:

- I. Structure and Organization
- II. Content and Functions
- III. Activities

Within section II, a detailed breakdown of the activities was given and librarians were asked to rate the activities on a four point scale.

Also, the librarians were asked for further suggestions of activities which might prove suitable as supplementary to the handbook. The questionnaire is included in Appendix E.

Suggestions, criticisms and comments by the librarians will be discussed under the three main headings stated in the questionnaire.

I. Structure and Organization

Generally, the structure and organization of the handbook was thought to be well done. Librarians questioned felt that arranging the handbook according to grade would be more convenient for the user. The supplementary materials provided in the handbook Introduction and Appendix were considered sufficient.

The Bibliography contained in Chapter VI was thought to be extensive and helpful to librarians and/or teachers wishing professional help.

Overall, evaluators felt that the concept of the booklet as a ready reference tool was aided by the coding of skills with activities, and the placement of the materials list in the Introduction to the Handbook.

II. Content and Functions

In the Introductory chapter to the handbook several statements were made as to the function of the entire handbook. Librarians questioned felt that the activities chosen accomplished these stated functions.

The activities were chosen to provide teachers and/or librarians a successful method of teaching the skills in the Department of Education continuum. Comments by the librarians were generally favorable. Several felt that depending on student variables, size of classes, and availability of resources, some activities would have to be adapted. For example, teachers and/or librarians could adapt activities pertaining to the Dewey Decimal System to accommodate students who are of lower ability.

One suggestion which was acted upon concerned the list of reference books suggested for use with students in the elementary school. The list as it appeared in the Appendix to the Handbook read, "Encyclopedias for Elementary

Schools". This will now be titled "Reference Books for Elementary Schools".

A final suggestion was to include a suggested materials list to use as a supplement to the activities. This has been done and materials were rated HIGHLY RECOMMENDED AND RECOMMENDED.

To rate the activities the following scale was used:

GOOD

POOR

1

2

3

4

The librarians were asked to thoroughly read the activities and try several with their own classes. Having accomplished that they were asked to circle the most appropriate score. The activities were coded for their convenience.

Following is the list of activities and the mean score for each has been determined and circled, as collected from the questionnaire.

Table 3

Response to Formal Evaluation: Grade 4

Activity	Mean Score
4-1 Location of materials	1
4-2 Library procedures	1
4-3 Books	2
4-4 Care of materials	2
4-5 Parts of a book	1
4-6 Audiovisuals and equipment	1
4-7 Card catalogue	2
4-8-1 Classification	1
4-8-2 Classification	2
4-9 Reference books	1
4-10 Periodicals and newspapers	2

Table 4

Response to Formal Evaluation: Grade Five

Activity	Mean Score
5-1 Location of materials	1
5-2 Library procedures	1
5-3 Books	2
5-4 Care of materials	2
5-5 Parts of a book	1
5-6 Audiovisuals and equipment	1
5-7 Card Catalogue	2
5-8-1 Classification	1
5-8-2 Classification	1
5-9-1 Reference books	1
5-9-2 Reference books	1
5-9-3 Reference books	1
5-9-4 Reference books	1
5-9-5 Reference books	1
5-10 Periodicals and newspapers	2

Table 5

Response to Formal Evaluation: Grade Six

Activity	Mean Score
6-1 Location of materials	2
6-2 Library materials	2
6-3 Books	2
6-4 Care of materials	2
6-5 Parts of a book	2
6-6 Audiovisuals and equipment	1
6-7 Card catalogue	2
6-8-1 Classification	1
6-8-2 Classification	2
6-9 Reference books	2
6-10 Periodicals and newspapers	2
6-11 Vertical file	2

III. Activities

Several librarians stated that they tried some of the activities with their students. The overall consensus proved that the "hands-on" activities held the highest interest.

Librarians did not forward any activities which they used with their students. Most, however, stated that they did undertake a program to teach skills using audiovisual materials, duplicating masters and overhead transparencies.

Chapter V

SUMMARY AND RECOMMENDATIONS

The Library Skills Program

Statements made during the evaluation process undertaken by teachers and librarians led the writer to make the following summation:

1. An activities program is an accepted and viable method of instructing students in library skills.
2. A program of activities was needed to supplement the limited amount of material available to Newfoundland teachers and librarians.
3. The content, structure and organization of the activities handbook accomplished the functions stated in Chapter III.

There is little conclusive, imperical evidence to prove that a library skills program based on activities is better or worse than any other instructional method. However, the handbook of activities prepared by the writer did receive a somewhat enthusiastic reception from teachers and librarians who know the value of library instruction. These teachers and librarians are also aware of the needs of young students - the need to accomplish, the need to compete, the need to

be involved. Therefore they are willing to use a program which allows freedom for discovery.

Recommendations for Use

1. Each series of activities for each grade could be adapted for use in a lower or higher grade depending on previous library instruction students have received.
2. Activities suggested for certain skills in the continuum could be elaborated to include more aspects of the elementary course of study.
3. The handbook of activities could be a suggested complement to the skills continuum and be distributed by the Department of Education to teachers and/or librarians around the province.

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APPENDIX: LETTERS AND QUESTIONNAIRES

A. Letter to Provincial Departments of Education



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1C 5S7

Department of Curriculum and Instruction

Telex: 016-4101
Telephone: (709) 753-1200

June 5, 1978

Dear

I am a Graduate Student attending Memorial University. As part of my program requirements I am endeavoring to compile a series of activities to teach library skills to students in Grades four through six.

I would be very grateful if your department would forward any information that might prove relevant to this topic. Subsequent use of this material would be acknowledged in the completed handbook.

Thank you for your time and consideration.

Yours truly,

Colleen Calcutt

B. Letter and Questionnaire to Provincial
School Board Consultants



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1C 5S7

Department of Curriculum and Instruction

Telex: 016-4101

Telephone: (709) 753-1200

June 5, 1978

Dear

I am a Graduate Student attending Memorial University. As part of the program in Learning Resources I am undertaking a project to compile a series of activities to teach library skills in Grades four through six. These activities will follow the guidelines stated in the continuum of skills established by the provincial Department of Education.

It would be greatly appreciated if you could assist my endeavor by answering the enclosed questions and by forwarding any other relevant information. A self-addressed envelope is provided for your convenience.

Thank you for your time and consideration.

Yours truly,

Colleen Calcutt



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1C 5S7

Department of Curriculum and Instruction

Telex: 016-4101

Telephone: (709) 753-1200

1. Do the schools under your jurisdiction carry out a planned library skills program?

YES

NO

2. If so, does this program involve regular class periods with a librarian and/or teacher in attendance?

YES

NO

3. Do you feel there is enough material now available to help you teach library skills?

YES

NO

4. Do you think a handbook that would involve the students in learning library skills through an activity based program would help you and the teachers and/or librarians in your schools?

YES

NO

COMMENTS:

C. Letter and Questionnaire to Newfoundland
School Librarians



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1C 5S7

Department of Curriculum and Instruction

Telex: 016-4101
Telephone: (709) 753-1200.

November 29, 1978

Dear

I am a Graduate student in Learning Resources, Faculty of Education, Memorial University of Newfoundland. As part of the Masters degree in Education I am undertaking a project to compile activities to teach library skills to students in Grades 4, 5, and 6. These activities will follow the continuum of skills set down by the Department of Education and will try to provide a different approach to teaching skills. The activities will be comprised of a series of games and/or simulations appropriate to primary children.

It would be greatly appreciated if you could assist my endeavor by answering the enclosed questionnaire. Your suggestions and recommendations would also be welcomed. A stamped self-addressed envelope is enclosed for your convenience.

Thank-you for your time and consideration.

Yours sincerely,

Colleen Calcutt

¹ The word "primary" was typed in error and statements made by the school librarians questioned were concerning grades four, five and six - Author.



MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada A1C 5S7

Department of Curriculum and Instruction

Telex: 016-4101

Telephone: (709) 753-1200

QUESTIONNAIRE

1. Do you carry out a planned library skills program in your school?

YES

NO

2. Do you feel there is enough material available for you to teach skills to your students?

YES

NO

3. Is this material suitable and/or adaptable to your Nfld. situation?

YES

NO

4. Do you think a handbook of activities specifically following the Dept. of Education continuum would be of use to you and your teachers?

YES

NO

5. Would you be willing, upon completion of the proposed handbook, to carry out a few of the activities and forward a brief evaluation of their suitability?

YES

NO

COMMENTS:

SIGNATURE: _____

D. Informal Evaluation

INFORMAL EVALUATION

Using the continuum of skills for Grades four-six study the activities for your grade level. Then, answer the following questions.

- I. Grade you are evaluating _____
Do you have any library training or courses? _____
Specify _____

II. CONTENT

1. Are the activities appropriate for your grade level?

2. If NO, state those which need rewording _____

3. Would the activities provide a successful method of teaching library skills? If NO, please explain.

III. STRUCTURE AND ORGANIZATION

1. Is the handbook structured for easy access? _____
2. Should activities be grouped according to skill?
_____ Or left according to grade? _____
3. Does the appendix provide enough supplementary information to complete the activities? If NO, please make suggestions _____

4. Does the entire handbook provide adequate information to ensure that teachers, with or without training in library work, could teach the skills successfully? _____

- IV. COMMENTS: _____

E. Letter and Formal Evaluation Questionnaire



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1C 5S7

Department of Curriculum and Instruction

Telex: 016-4101
Telephone: (709) 753-1200

March 22, 1979

Dear

Late last Fall I sent you a questionnaire concerning the handbook of library skills I was preparing for students at the Grade four, five and six level. I am enclosing the completed handbook and would appreciate your professional opinion on its contents.

Please study it and complete the Formal Evaluation questionnaire. When completed please return the handbook and evaluation in the self-addressed stamped envelope enclosed.

Time is a major factor and I would appreciate having the material returned before the beginning of the Easter holiday (April 12), or soon after.

Thank you for your time and cooperation.

Yours truly,

Colleen Calcutt

FORMAL EVALUATION

Using the continuum of skills for Grades four, five and six (see Appendix) study the activities in the handbook. Then answer the following questions. The activities are coded for your convenience: 4-1 is Grade 4, first skill; 5-8-1 is Grade 5, eighth skill, first activity.

Please be specific in your criticism.

I. STRUCTURE & ORGANIZATION

1. Is the handbook structured for easy access? _____
2. Should the activities be grouped according to skill? _____
Or left according to grade? _____
3. Does the Appendix provide enough supplementary material to complete the activities? _____ If no, please state weaknesses or gaps. _____

4. Is the entire handbook organized for easy use as a ready-reference guide to teaching library skills? _____

II. CONTENT & FUNCTIONS

1. Are the functions stated in the Introduction to the handbook accomplished by the activities chosen and the supplementary materials provided? _____ If no, please be specific in your criticism. _____

2. Having studied the skills as set down in the continuum, do the activities provided allow for successful teaching of the skills? _____

F. Handbook of Activities to Teach Library Skills to
Students in Grades 4, 5, and 6.

Handbook of activities to teach library skills to
students in grades 4, 5, and 6.

Helen Colleen Calcutt
Division of Learning Resources
Memorial University of Newfoundland

September, 1979

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CHAPTER I. INTRODUCTION

The library period should be a time for "change in pace" learning. This does not mean that the library period should be thought of as a "free" time for students or a "break" time for teachers (Peterson, 1955). Teachers who schedule their classes for library periods should promote the attitude that a visit to the library will be a time of learning.

This handbook of activities was created to aid teachers and librarians in promoting this learning attitude. Through the use of the activities it is hoped that students will realize the practicality of the instruction and become more familiar with the available facilities. The handbook was also designed to use a minimum amount of materials so as to allow users to establish the activity quickly.

The activities have been devised to accommodate students in Grades four, five and six following the continuum of skills set down by the Nfld. Dept. of Education (1977). However, the activities could be adapted to upper elementary (grades seven and eight) students who have not experienced a great deal of library instruction.

The completed handbook has several specific functions or overall objectives which the teacher and/or librarian should be able to accomplish. They are as follows:

1. It allows users time to set up activities which will be of learning value to the students.

2. It uses a minimal amount of equipment and materials. Those required should be available in the library with a limited amount of supplies.

3. It allows students to become involved in practical learning activities. These activities do not require them to be tied to their chair listening to a lecture or viewing other material not related to their own situation.

Materials to be used with the handbook can be easily obtained. They are listed here to allow users an opportunity to gather sufficient supplies early in the school year.

1. large bristol board or sheets of construction paper
2. acetate sheets
3. markers - felt tip and others suitable for transparencies
4. mending materials - glue, tape (book binding and clear)
5. duplicating stencils
6. letter stencils for poster making (optional)
7. 3" x 5" file cards
8. AV equipment: overhead projector
filmstrip projector
cassette recorder
record player
9. Selection of audio-visual software

For your convenience the activities and the continuum have been coded. For example, Location of Materials, the first skill in all grades is coded 4-1 (Grade 4, 1st skill); 5-1 (Grade 5, 1st skill); 6-1 (Grade 6, 1st skill). If a

skill has more than one activity it is coded, for example, 6-8-1 and 6-8-2 (Grade 6, 8th skill, 1st activity, and Grade 6, 8th skill, 2nd activity).

CHAPTER II. GRADE IV

Skill: Location of materials 4-1

Provide the students with an outline map of the library. Ask them to fill in the map using the following:

EASY BOOKS
FICTION
NON-FICTION

CARD CATALOG
CIRCULATION DESK
MAGAZINES

To make the pictures more colorful and suitable for display ask the students to color their map. (See appendix).

Skill: Library Procedures 4-2

Shelving books is a skill which will probably be taught early in the year. A game called "Mailmen" helps teach this skill. On an overhead transparency or wall chart print the address of one of the students and ask why the address is important to the mailman. (Response: right letter to the right person). Explain that each book in the library has its own special address and for fiction and easy books it is the AUTHOR'S LAST NAME. Have students find the author's last name on the cover or title page. Choose two or three volunteers to be mailmen to "deliver" their books to the right address. This may take some time, especially if shelves are not labelled. The rest of the class will follow.

Skill: Books 4-3

Allow time to read a story to students during the library period. Provide paper so they can draw impressions of the story. To extend knowledge of different authors set up displays of favorites and find some biographical information (see Appendix for example).

Skill: Care of materials 4-4

Before the library time have ready a selection of used, torn, uncared for books and a selection of clean, well-kept books. The discussion should centre around why some books get torn up while others stay new looking. (Responses: dirty hands, tearing of pages, breaking of spine, writing in books.) Provide students with construction paper, scissors, crayons and glue and one of the display books per two students. Ask them to decide what type of book they have, "HAPPY" or "SAD" and get them to make faces to show it (folded strips of paper can be glued or stapled for arms and legs).

Skill: Parts of a book 4-5

Before students arrive (or before library period) place at their tables a selection of books (non-fiction) ensuring that each has a table of contents and an index. Have students find the table of contents. As they look and discover ask questions:

1. Where is it found?
2. Why is it there?
3. What does it tell you?
4. Does it tell you the book has an INDEX?

Ask students to turn to the index and again ask them questions:

1. Where is it?
2. What does it tell you?
3. What order is used?
4. How is it different from the table of contents?
5. Choose a topic and find correct page(s)?

(see Appendix/for definitions)

Skill: Audiovisuals and equipment 4-6

Because of the nature of this skill one activity has been planned to cover Grades 4-6. See the pages following the last skill in Grade 6.

Skill: Card Catalog 4-7

Introduce the three types of catalog cards. Using the overhead projector or oversized cards to illustrate will be beneficial. Provide students with a sample copy and help them analyze the type of information which can be found on the cards. Using the sample cards provided have each table or group of children place the cards in alphabetical

order, as they would be found in the card catalog.

Skill: Classification 4-8

4-8-1. Prior to the class have ready a set of 3" x 5" cards each containing a Dewey Decimal Number. At this stage don't use decimal points and try to ensure that the corresponding book is on the shelf. Give each student a card and direct them to the non-fiction area and ask them to match the call number on the card with the one of the spine of the book on the shelf. When all books are found ask a student from each of the ten categories

000 - 999

to tell the name of the book they found. Have ready a chart with the 10 categories ready to display. Have students match their book with the correct category and try to explain why their book has a particular class number (chart of Dewey Decimal System in Appendix).

4-8-2. Students can have more fun discovering Dewey by doing the following questionnaire.

000	100	200	300	400
500	600	700	800	
	900			

Using the above numbers answer the following:

1. You can learn about hockey from this section _____
2. Meet new people in this section _____

3. Discover a new language while using this section _____
4. Books about poetry can be found here _____
5. Learn about animals in this section _____

Skill: Reference Books 4-9

To initiate student use of encyclopedias and other reference books set up an assignment with the teacher. For example the Grade IV Geography textbook Around our World will provide a starting point for a study of specific countries. Using the table of contents assign groups of students to different countries. Help the students make an outline of things to discover:

- Map of the country
- Official flag
- People
 - language they speak
 - clothes they wear
 - food they eat
 - work they do
- Capital and other major cities
- Population

Using reference books suitable for lower Elementary students* explain the importance of the Index. Recall the Index to a non-fiction book and what they learned there. As a group find a book about their assigned country and fill in the outline.

* If the library is used for primary and/or elementary and/or high school it would be wise to set aside a display of reference books designed especially for the group. This shortens the length of time to find a suitable book and eliminates frustration for the student.

Skill: Periodicals and Newspapers 4-10

To stimulate interest in using periodicals acquaint students with the type of material found in magazines - puzzles, games, riddles, stories, crafts. Have ready a duplicated copy of one of the puzzles or one you have designed (see Appendix) which they can complete in the library. Also use magazine foldouts (for example, animal posters from National Geographic World) to inform students about specific subject magazines. If the library has local and/or regional newspapers it should be sufficient to point out their location and discuss the terms local and regional.

CHAPTER III. GRADE V

Skill: Location of materials 5-1

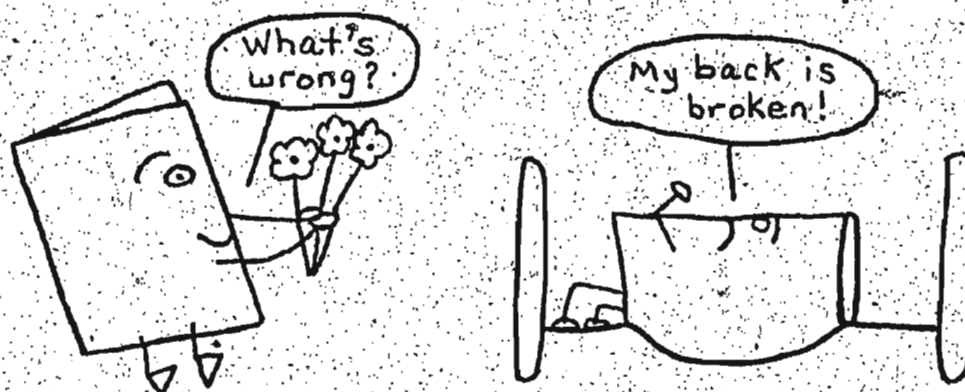
Students can become familiar with the shelving of fiction books through a game called "Alphabet Relay". Divide the class into at least three teams. Have ready a set of 3" x 5" cards each printed with an author's surname (one for each team member). In front of each team place another card face down. The object of the game is for students to place the cards in alphabetical order. The first team members on the signal "GO" advance to the table turn the card over and the author card which they were given. They have to decide whether the card in their hand goes before or after (alphabetically) the card on the table. The rest of the team follows, one by one. The team with the least amount of mistakes, wins.

With this in mind the students should be directed to the shelves where their books belong and told the importance of placing books on the shelves according to the author's last name. This activity can also be used in teaching alphabetical order in the card catalog. Sample cards showing authors, titles and subjects can be found in the Appendix.

Skill: Library Procedures 5-2

Engage students in an activity to create learning signs for primary students. That is, have students as individuals or in groups make posters reminding primary children (and themselves) about library rules and good rules for using books properly.

Example: Opening a new book.



(The Children's Book on how to use books and libraries. Mott and Baisden 1968, p. 23)

Skill: Books 5-3

Acquaint students with award-winning books. This can be done through displays and posters. Also, book talks and having students "rewrite" one of their favorite stories and read it to a primary class could initiate interest.

Skill: Care of materials 5-4

Prior to the library period the librarian and teacher should gather acetate sheets and markers* for the class. In conjunction with a class lesson (e.g. geography maps, mathematics graphs, grammar rules, music symbols) have students use information sources to supplement class work. From there, have them devise and design an overhead transparency to fit the lesson. Students will discover that transparencies, although not fragile, need special handling (no fingerprint smudges, ink smudges allowed). What they make can be used in class.

* Use markers which are not waterproof (mistakes can be removed and cause less waste)

Skill: Parts of a book 5-5

Using the overhead projector or large charts list the parts of a book students should be familiar with. Have ready enough books so students can work in pairs. It would be advisable to use books with a glossary, appendix, bibliography and foreword. All books need not have everything. Ask students to look through the table of contents to see what additions their books contain. Turn to that specific page (or pages) and using context clues discover what the term(s) mean.

Have ready an overhead transparency or large chart giving definitions to sum up the lesson (see Appendix for definitions).

Skill: Audiovisuals and equipment 5-6

Because of the nature of this skill, one activity has been planned to cover Grades 4-6. See the pages following the last skill in Grade 6.

Skill: Card Catalog 5-7

Before library class starts place on the students tables card catalog drawers. At the front of each drawer place a card with a specific subject written on it. Have students go through the drawer to find the subject and record the following:

1. How many books on their subject are in the library.
2. What is the most current book? What year was it published?
3. Which book has the most pages? How many pages?
4. Do any of the cards tell you to look under another subject (SEE-ALSO) or to look under a more specific subject (SEE).

Skill: Classification 5-8

Having been introduced to the Dewey Decimal System in Grades 3-4 the student will have some knowledge of the purpose of the system and how to locate books. Extend this knowledge by instigating the following activities.

5-8-1. Dewey Numbers in the Correct Order

192	946	680	910	899
637	320	220	090	
—	—	—	—	—
—	—	—	—	—

5-8-2. Make a game of reading the shelves. Let each child select a shelf or section to check. Purposefully disarrange each shelf beforehand by inserting one or two books from another section. Let pupils locate the books that are out of place and raise their hands to be checked when they think their sections are in order.

Skill: Reference Books 5-9

Students at this level should become familiar with some special reference books available in the library. They include an atlas, gazeteer, almanac, biographical dictionary and dictionary thesaurus. All libraries may not have every one of the above so choose the activity or activities below which will allow your students to become familiar with what you have available.

5-9-1. Atlas: Browse through an atlas to discover the kind of information contained in it. Using the index find the answers to the following questions:

1. On what page is there a map of Newfoundland and Labrador? _____

2. Is there a special symbol used to show you the capital of the province? _____. If so, draw the symbol here. _____

3. List some of the other information given on the page _____

5-9-2. Gazetteer: Have a look through the gazetteer made available to you. Answer these questions:

1. What is the purpose of a gazetteer? _____

2. What order is used in the gazetteer? _____

3. Find the province of Newfoundland. What is the population figure given? _____

4. What are the guide words on the top of the page on which you found Nfld.? _____

5-9-3. Almanac: Use the index of your almanac to find the answer to as many of these questions as you can.

1. The population of Canada _____

2. Amount of nickel mined in Canada in latest year of almanac _____

3. Size (in square miles) of the United States _____

4. The capital city of Japan _____

5. The winner of the most recent World Series in Baseball _____

5-9-4. Biographical dictionary. Look up one of the following people and answer the questions below:

Robert Kennedy, Samuel Clemens, John A. MacDonald
or Michaelangelo

1. When was the person born? _____
2. Where was he born? _____
3. What was the person's profession? _____
4. Name one of their life's accomplishments _____

5-9-5. Dictionary Thesaurus: 1) What is the purpose of a thesaurus?

2) Look up the word "establish". How many synonyms are provided? _____

List them.

Do not neglect to tell students that certain special reference books exist even though they are not in your library. If there is a public library in the community the students may find them there if they are aware they exist.

Skill: Periodicals and magazines 5-10

Have ready copies of current events periodicals and magazines. Have students ascertain the function of the newspaper or magazine which they have. For example, the newspaper The Globe and Mail Report on Business function would be to give business people an overview of the business world. Whereas, the newspaper The Evening Telegram, deals

a great deal with the Newfoundland situation. Have students compare the coverage of certain events. Questions to ask:

1. Which article treats the subject in greater length?
2. Does the article deal with facts or opinions?

CHAPTER IV. GRADE VI

Skill: Location of materials 6-1

If your library has a great deal of non-print materials allow students the time to become familiar with it. If the Dewey Decimal System is not used for shelving explain your procedures and reasoning. As groups, see if they can devise another classification system.

Skill: Library Procedures 6-2

Grade six students are at a good age for library prefects. Set up a rotation system of prefects within class. Make a list of duties students would perform when they are on duty.

They could include:

1. filling in date due cards
2. reading shelves and helping replace materials properly.
3. tidying displays, paperback racks and periodicals stand.

Skill: Books 6-3

Book talks could become a popular part of each library period, as well as panel discussions on specific book titles (this is especially true of the award winning and honorary books). Not only does this arouse interest in

other students but it allows the students to clarify ideas and impressions the book created. From these discussions ask students to write a brief annotation of the book. These can be kept on file or displayed for other students use.

These activities can be carried out for non-fiction as well as fiction material. Have students select books to supplement a topic being discussed in class. From their readings create a project to display in the classroom and/or library.

Skill: Care of materials 6-4

Have available during library time a selection of audio-visual materials (some in good repair, others in need of repair). Tell the children to check through the kits, records, filmstrips, etc., to ensure filmstrips are rolled properly, records and sleeves are unscathed, cassettes are in good repair. Provide mending tape for small jobs.

This can also be carried out on the print materials. Have elementary students check through primary section to repair items.

Skill: Parts of a book 6-5

To ensure that students continue to be aware of the parts of a book and continue to use them, place reminders in the library. A sample poster can be found in the Appendix and was suggested by Mott and Baisden (1968).

Skill: Audiovisuals and equipment 6-6

Because of the nature of this skill one activity has been planned to cover Grades 4-6. See the pages following the last skill in Grades 4-6.

Skill: Card Catalog 6-7

To ensure that students understand fully all the information on a catalog card, distribute sample cards to students and analyze and discuss them. Include in those passed out several cards containing cross references (see and see-also). Students having these cards are asked to stand and read to the class what is on the card. Have students try and explain the purpose of these cross references. If time allows get them to go to the card catalog and locate cross references on subject cards.

Skill: Classification 6-8

Several activities can be performed to allow students time to demonstrate their knowledge of what types of materials are found under the Dewey Categories.

6-8-1. Have students examine books on the shelves in each of the ten main divisions. Ask them to find a book which interests them in each area. Write down the exact call number and title.

Example 973.1 Discovery of America

<u>Dewey Decimal Number</u>	<u>Title</u>
000 - 099	
100 - 199	
200 - 299	
300 - 399	
400 - 499	
500 - 599	
600 - 699	
700 - 799	
800 - 899	
900 - 999	

6-8-2. Students should now show some familiarity with materials or subjects under different class numbers. Ask them to choose a favorite area and make posters using pictures of the subjects (e.g. dogs, horses, cats, human body, airplanes, farming, etc. under the 600 category). These can be displayed around the library to help younger students learn the system.

Skill: Reference Books 6-9

A display of available special reference books should be set up. They could include:

1. Atlas
2. Gazetteer

3. Language Dictionary
4. Biographical Dictionary
5. Almanac
6. Special Subject Encyclopedias
(Popular Science, Encyclopedia of the Animal Kingdom)

In most cases once the students are made aware of the book they can surmise from the title what the book could be concerned with (e.g. Webster's Biographical Dictionary).

Have ready a series of questions to give the students to find the answers. Sample questions:

1. What is the population of the Fiji Islands?
2. Who was the Prime Minister of Canada in 1927?
3. What is the meaning of the word philanthropist?

Once the students have answered these questions have them prepare a bibliography of sources used (sample in Appendix).

Skill: Periodicals and Newspapers 6-10

Have students turn to the editorial page of the newspapers provided. Discuss the terms EDITOR and EDITORIAL. Read parts of the article to the student and have them decide if it is fact and/or opinion expressed.

Skill: Vertical File 6-11

The location of and a definition of what the Vertical File is would be a first step for beginners. Some may remember

where it is from a previous library tour. Distribute vertical file folders to groups of students and allow them time to look through the materials. When finished ask students to replace the files (alphabetically) and stress the importance of keeping the material in the folder.

Skill: Audiovisuals and equipment
Overall activity for Grades 4-6
(4-6, 5-6, 6-6)

The only way students can become proficient and confident with these materials is to allow them a chance to use hardware and software. Start early in the school term using filmstrips, slides, tapes and records.

If time permits allow students to watch projectors and other materials being set up and explain the procedure. Also, each time a program is to be shown choose 3-4 students and give them an opportunity to help.

Their responsibilities would be:

1. Position the screen (if it's portable)
2. Insert filmstrips, slide trays or tapes
3. Put on records - (correct side, band, speed)
4. Turn on machinery - focus, volume, tone control
5. Disconnect cords, cool bulbs, rewind return materials to correct place.

Each week rotate group until everyone has had some practical experience.

Appendix A. Materials to be used with activities

Materials to be used with activities

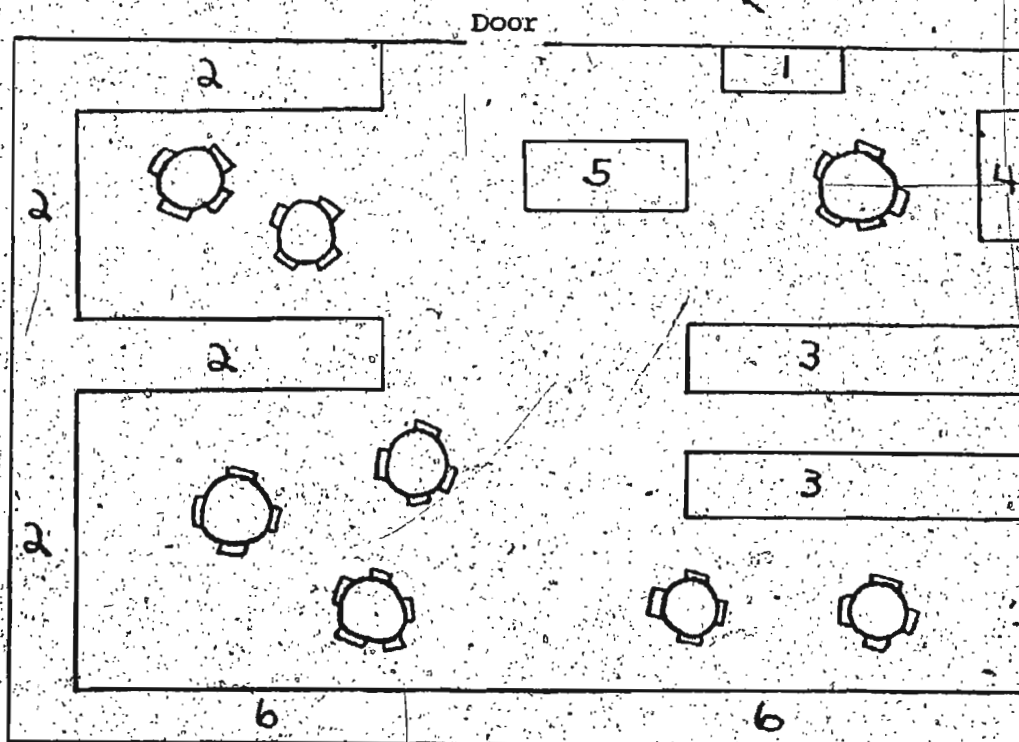
	Page
1. A Library Map - Grade 4-1.....	87
2. Alphabet Relay - Grade 5-1.....	88
3. Biographical Sketch - Grade 4-3.....	89
4. Leading the Parade (Newbery Award Winners) Grade 5-3..	91
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A LIBRARY MAP - GRADE 4-1

Here is a map of a school library. The key below tells you what's contained in the library. Match the numbers on the map with the words in the Key.

Key

1. card catalog
2. fiction
3. non-fiction
4. magazines
5. circulation desk
6. reference



Your library is probably not arranged this way. Draw a picture map of it and make a Key.

ALPHABET RELAY - GRADE 5-1

3 teams

Authors		Titles	
Card 1	Angle	Card 1	Ben and me
Card 2	Brake	Card 2	Book about giants
Card 3	Morey	Card 3	Dinosaur story
Card 4	Mowat	Card 4	King of the wind
Card 5	Swift	Card 5	Owls in the family
Card 6	Young	Card 6	Robinson Crusoe

Subjects	
Card 1	BASEBALL
Card 2	BIRD-HOUSES
Card 3	DOGS
Card 4	FARMING
Card 5	LUMBERING
Card 6	RABBITS

BIOGRAPHICAL SKETCH - GRADE 4-3

Beatrix Potter

Beatrix was born in London, England in 1866. Her parents were very wealthy and kept a close watch on her. She had very few playmates and her days were very lonely. To help fill her time she wrote and sketched and kept a large collection of pets. She first started to sketch and write stories when her governess' little boy became ill and Beatrix wanted to help amuse him.

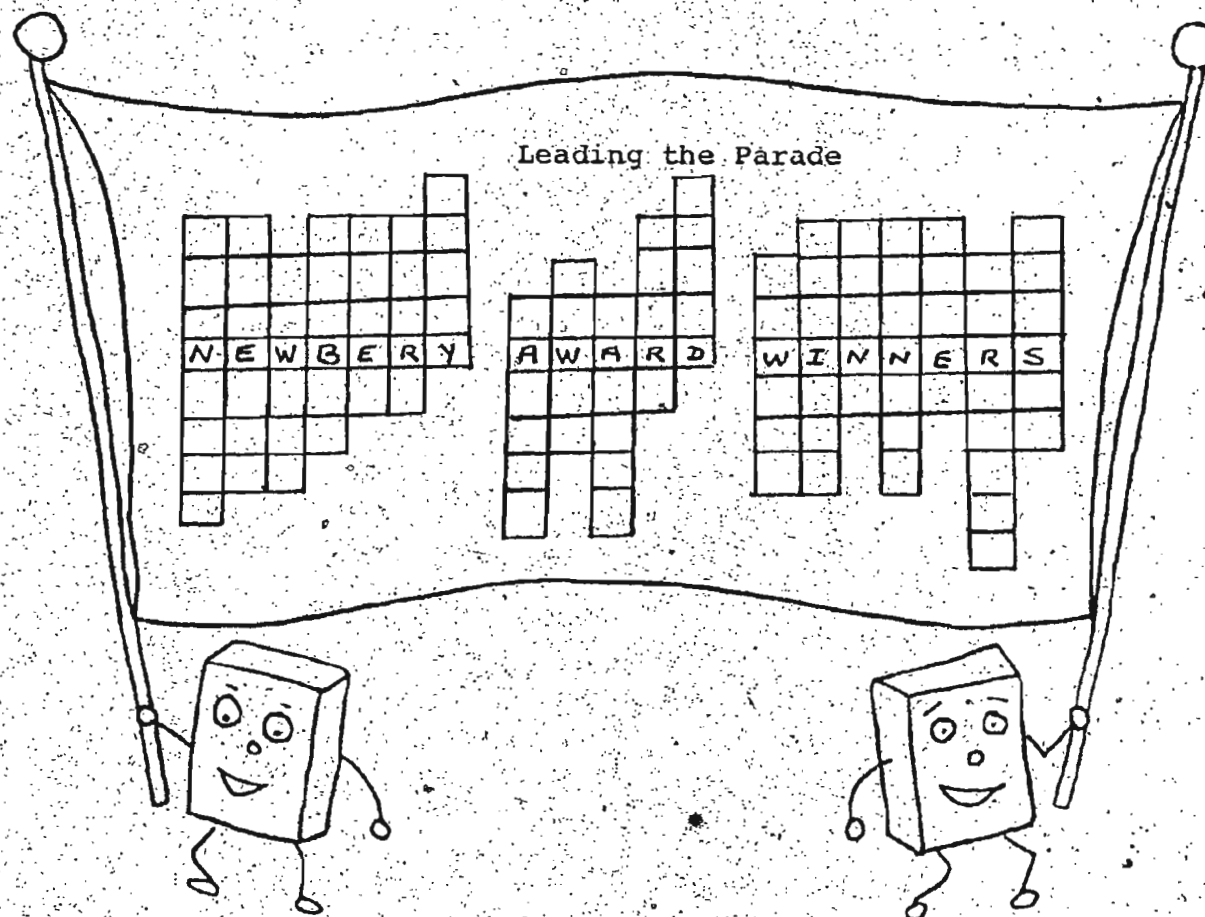
The first story ever published belonging to Beatrix was The Tale of Peter Rabbit. From there her writing career blossomed, as did her interest in animals and farm life. She purchased her first farm after the death of her fiance Norman Warne, and buried herself in her work. As she became a better farmer she bought a second piece of land. The lawyer who advised her eventually became her husband and as time passed she found more opportunities to write. When she died in 1943 she owned 4000 acres of land which she gave to the National Trust to preserve. Not only is Beatrix Potter remembered for her delightful stories but she also ensured the protection of one of the loveliest parts of England - the Lake District.

Some of Beatrix Potter's publications include:

1. The Tale of Peter Rabbit (1903)

2. The Tale of Mrs. Tiggy Winkle (1905)
3. The Tale of Benjamin Bunny (1932)
4. The Tale of Jemima Puddle Duck (1936)
5. The Tale of the Flopsy Bunnies (1937)

*Taken from "Beatrix Potter - author, artist and farmer."
Instructor, 1962, 82, p. 61.



LEADING THE PARADE - 5-3

Who wrote the book?

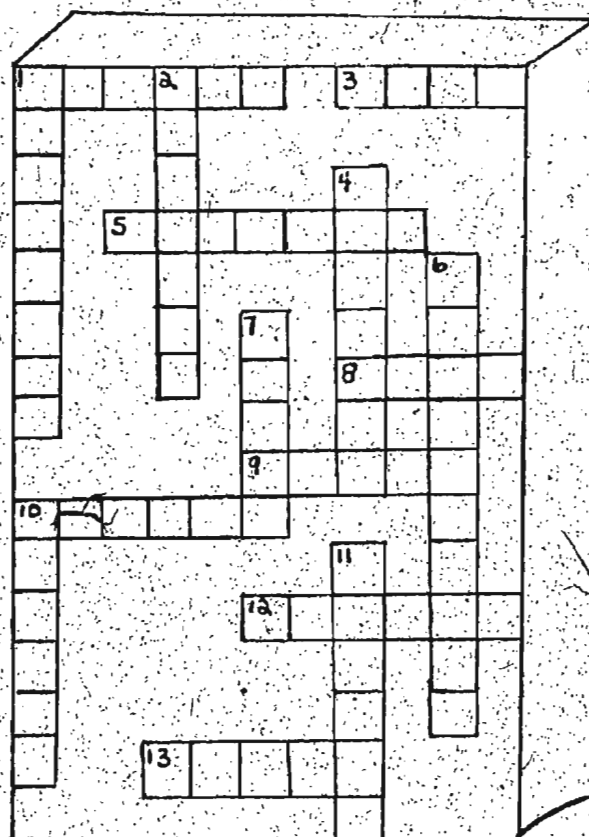
N - Door in the Wall
 E - Gay Neck
 W - Rabbit Hill
 B - Johnny Tremain
 E - Amos Fortune
 R - Secret of the Andes
 Y - Trumpeter of Krakow

A - Carry on, Mr. Bowditch
 W - Young Fu of the Upper
 Yangtze
 A - Miss Hickory
 R - King of the Wind
 D - Hitty

W - Roller Skates
 I - It's like this, Cat
 N - Caddie Woodlawn
 N - Dobry
 E - The Dark Frigate
 R - Shen of the Sea
 S - Strawberry Girl

(Beck and Pace, 1965, p. 105)

NEWBERY AWARD WINNERS - 5-3



Across

1. White Stag
3. The Story of Mankind, by Van
5. The Voyages of Dr. Dolittle
8. Adam of the Road
9. Ginger Pye
10. Roller Skates
12. Call it Courage
13. Island of the Blue Dolphins

Down

1. Miracles on Maple Hill
2. Matchlock Gun
4. Thimble Summer
6. The Cat Who Went to Heaven
7. Waterless Mountain
10. The Bronze Bow and Witch of Blackbird Pond
11. A Wrinkle in Time

(Beck and Pace, 1965, p. 106)

ANSWERS FOR LEADING THE PARADE - 5-3

DE <u>A</u> NGELI	L <u>A</u> THAM	S <u>A</u> WYER
MUK <u>E</u> RJI	LE <u>W</u> IS	NE <u>V</u> ILLE
L <u>A</u> WSON	BA <u>I</u> LEY	BR <u>I</u> NK
FOR <u>B</u> ES	HE <u>N</u> RY	SH <u>A</u> NNON
Y <u>A</u> TES	FI <u>E</u> LD	HA <u>W</u> ES
CL <u>A</u> RK		CH <u>R</u> ISM <u>A</u> NS
KE <u>L</u> LY		LE <u>N</u> SKI

ANSWERS NEWBERY AWARD WINNERS PUZZLE

Across	Down
1. Seredy	1. Sorensen
3. Loon	2. Edmonds
5. Lofting	4. Enright
8. Gray	6. Coatsworth
9. Estes	7. Armer
10. Sawyer	10. Speare
12. Sperry	11. Lengle
13. O'Dell	

PARTS OF A BOOK - GRADE 4-5 and 5-5

Definitions

Table of Contents - a listing of chapter titles or sections contained in a book - found at the front.

Index - an alphabetical list of subjects in a book giving references to pages containing information.

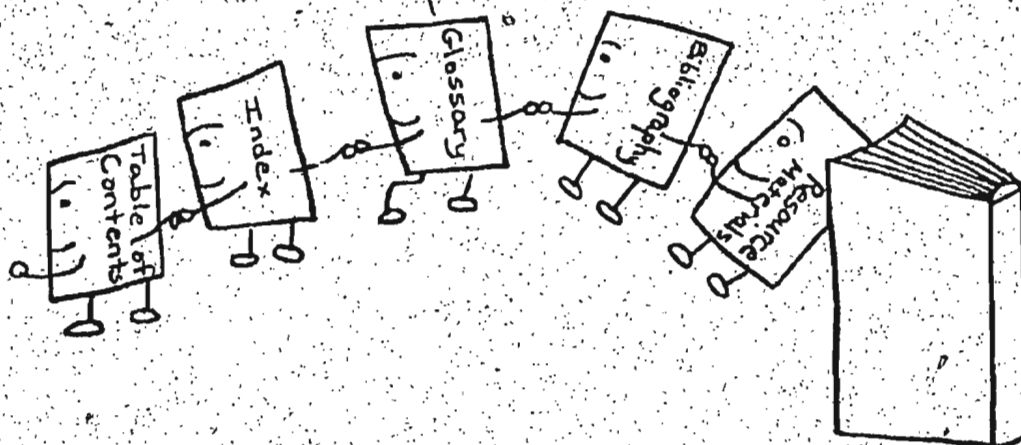
Glossary - a listing of definitions of special terms in a book.

Appendix - section of a book containing supportive materials.

Foreword - preliminary introduction to a book.

Bibliography - a list of books, articles, etc. about a particular subject or person, or by a certain author.

Parts of a book Grade 6-5



I am useful

(p. 148 Mott & Baisden, 1968)

DEFINITIONS

Table of contents - a listing of chapter titles or sections contained in a book - found at front of book.

Index - an alphabetical list of subjects in a book giving references to pages containing information.

Glossary - a listing of definitions of special terms in a book.

Bibliography - a list of books, articles, etc., about a particular subject or person, or by a certain author.

Resource materials - a supplementary listing of available materials about a certain subject usually found at the back of the book.

Title page - the page near the front of the book on which is given the author, title, edition (if other than the first) publisher with place and date.

Appendix - a section at the end of a book containing supporting materials.

Preface - section at the beginning of a book which states the author's purpose for writing the book.

REFERENCE BOOKS FOR ELEMENTARY SCHOOLS*

1. Canadian Oxford Atlas of the World
2. Dictionary of Canadian English, the Beginning Dictionary and the Intermediate Dictionary
3. Encyclopedia Canadiana
4. Goodes World Atlas
5. Jr. Book of Authors and More Junior Authors
6. Jr. Britannica
7. Merit Student Encyclopedia
8. New Book of Knowledge
9. Websters New World Dictionary
10. World Almanac and Book of Facts
11. World Book

*Recommended by The Canadian Library Association: Basic Book list for Canadian Schools, Elementary Division Grades 1-6, 1968.

HOW TO CONSTRUCT A BIBLIOGRAPHY

Books

Author

Title (underlined)

Publisher

Date

1. Moore, Tom. Goodbye momma. Newfoundland: Breakwater Books, 1976.

Encyclopedias

Author (if given)

Title of article (in quotation marks)

Name of encyclopedia (underlined)

Edition (year)

Volume

Pages

1. "Balloon - The First Aircraft of Man", Compton's Pictured Encyclopedia. 1964, vol. 2. pp. 24-32.
2. Piccard, Don. "Balloon", The World Book Encyclopedia: 1964, vol. 2. pp. 39-44.

Magazines

Author

Pages

Title of article (in quotation marks)

Date

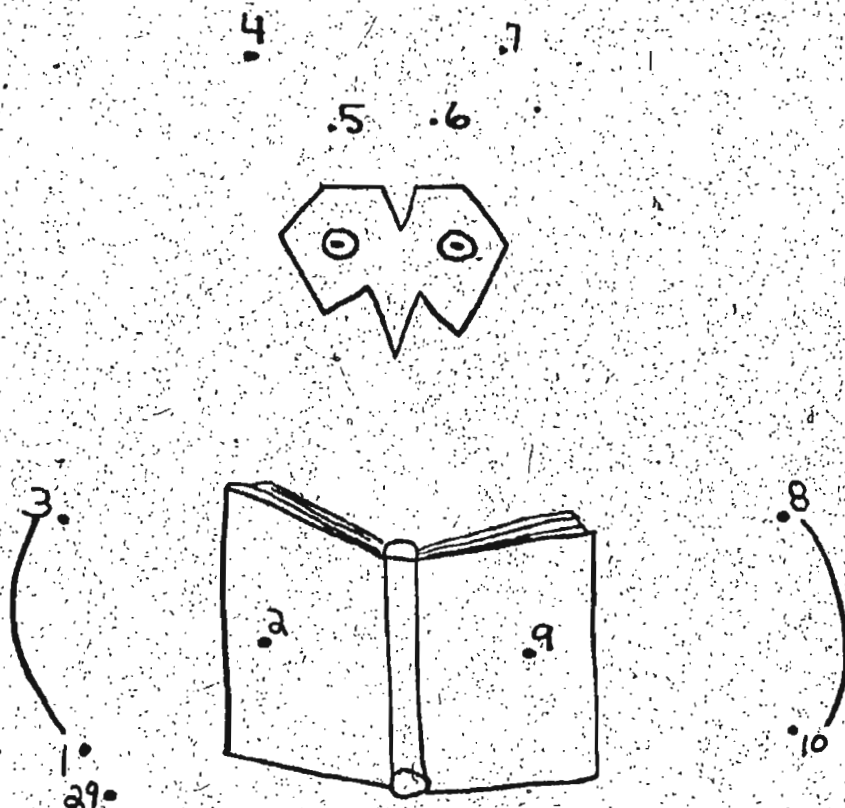
Name of magazine (underlined)

Volume: number.

1. Lewis, C. "Year of the Child", Time. 69:6 pp. 49-51 Nov. 3, 1978.

MAGAZINE PUZZLE - CONNECT THE DOTS - 4-10

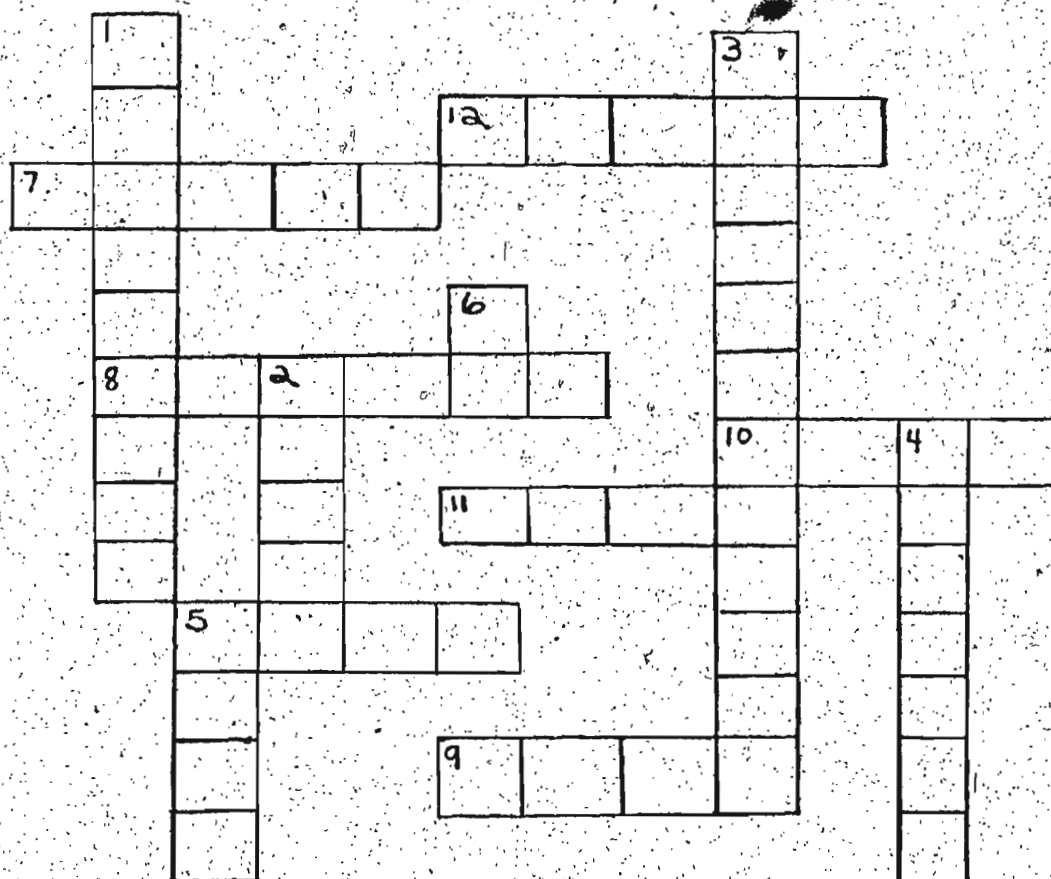
Who likes to read?



28. 20 19. 11
 27. 21 18. 12
 26. 22 17. 13
 25. 24 23. 16. 15. 14

GRADES 5 and 6

Crossword Puzzle of Library Knowledge*



*Taken from Games for use in Library Instruction in the Elementary School by Brenda Taylor Moriarty, East Tennessee State University, 1970.

CLUES

Down

1. A book written about the life of a person who really lived _____.
2. There are _____ kinds of cards in the card catalog (a number).
3. The cards in the card catalog are in _____ order.
4. You would look in the card catalog for the _____ card if you only knew what a book was written about.
5. The kind of catalog card depends on what is written on the top _____ of the card.
6. Do all books have a Table of Contents?

Across

5. The call number is found on the top _____ corner of the catalog card.
7. The _____ protects the pages of a book.
8. The _____ card has the name of the person who wrote the book on the top line.
9. The _____ number can be found both on the catalog card and spine of the book.
10. _____ books are not hard to read and have many pictures.
11. The author's _____ name is always written first on the catalog card.
12. The _____ card has the name of the book on the top line.

PREVIOUSLY COPYRIGHTED MATERIAL,
LEAVES 40 AND 41, IN APPENDIX A,
NOT MICROFILMED.

"A STORY ABOUT THE DEWEY DECIMAL SYSTEM OF CLASSIFICATION"
from
SCHOOL LIBRARY JOURNAL, FEBRUARY, 1961;
COPYRIGHT R.R. BOWKER CO., 1961, NEW YORK, N.Y.

Appendix B: Skills continuum for Grade 4, 5, and 6 as
taken from the Department of Education,
Newfoundland and Labrador 1977.

SKILLSGRADE 4

4-1. LOCATION OF MATERIALS

1. Finds all materials in the library/media center and draws a map of their location. Learns that story collections are in SC. Continues playing material location games.

4-2. LIBRARY PROCEDURES

2. Learns to shelve books properly. Learns to check out, and be responsible for filmstrip viewer and cassette player if library allows. Visits public library frequently and is familiar with their procedures.

4-3. BOOKS

3. Constructs a picture based on ideas found in a story. Reinforces and extends reading skills. Reads classic fairy tales and tells them effectively. Listens to humorous poetry and story poems. Becomes familiar with Newbery and Canadian awards and a few titles. Selects material appropriate to reading level. Produces a short dramatization of a favorite book.

4-4. CARE OF MATERIALS

4. Reviews care of books and AV materials.

4-5. PARTS OF A BOOK

5. Uses table of contents and index.

4-6. AUDIOVISUALS AND EQUIPMENT

6. Learns to use slide projector. Records on tapes, and plays them back. Learns to use simple camera for slides and prints. Utilizes favorite forms of audiovisuals with pleasure. Makes charts, maps and diorama. Uses most equipment.

4-7. CARD CATALOGUE

7. Uses card catalogue to find filmstrips, recordings, etc. as well as books. Continues reinforcement of skills introduced in 3rd grade. Begins to use card catalogue in public library. Can identify classification number, publisher, copyright date and number of pages on catalogue card.

4-8. CLASSIFICATION

8. Completes lessons on Dewey numbers used for identification and classification by subject. Is able to use Dewey numbers to find a book on the shelf (learns numbers go from left to right.) Recognizes need for organization of many materials.

4-9. REFERENCE BOOKS

9. Learns to use guidewords, subheadings, and indexes in encyclopedias. Uses more than one set of encyclopedias. Using the card catalogue and encyclopedias, can make a bibliography on a favorite subject. Studies dictionary information in detail, learning about words (spelling, pronunciation, definitions).

4-10. PERIODICALS AND NEWSPAPERS

10. Introduced to local and regional newspapers. Introduced to magazines dealing with specific subject areas. Becomes familiar with Subject Index to Children's Magazines.

4-11. VERTICAL FILE (PAMPHLETS, ETC.)

11.

SKILLS

5-1. LOCATION OF MATERIALS

5-2. LIBRARY PROCEDURES

5-3. BOOKS

5-4. CARE OF MATERIALS

5-5. PARTS OF A BOOK

5-6. AUDIOVISUALS AND EQUIPMENT

5-7. CARD CATALOGUE

GRADE 5

1. Makes independent use of the library/media center, locating materials with the card catalogue. Can shelve books and materials properly. Visits public library.

2. Becomes familiar with procedures to help in the library/media center and follows rules.

3. Selects materials for personal interest. Studies history of the book. Becomes familiar with "manuscript, print, signature." Creates a book for primary students. Helps select books for displays. Reinforces and extends reading skills.

4. Demonstrates careful handling of transparencies.

5. Learns to use appendix and glossary. Uses table of contents and index effectively. Continues to study parts of a book: title, author, illustrator, publisher, copyright, date, edition, table of contents, foreword, appendix, glossary, bibliography.

6. Can utilize sound filmstrip projector. Applies photography skills. Creates a picture book or tape for younger children. Finds public library audiovisuals.

7. Knows rules of library filing. Can use appropriate catalogue to locate audio-visual materials. Can identify all bibliographic information on a catalogue card. Works independently, using card catalogue. Can use a "see" and "see also" reference.

5-8. CLASSIFICATION

8. Understands purpose of Dewey Decimal System. Uses Dewey Decimal System to locate books.

5-9. REFERENCE BOOKS

9. Begins to use atlas, gazeteer, almanac, biographical dictionary and dictionary thesaurus. Becomes familiar with 2 more encyclopedias, their arrangement and indexes: eg. Comptons, New Book of Knowledge. Reviews use of junior encyclopedias. Makes a bibliography for a report, using audio-visuals, books and 2 encyclopedias. Can use encyclopedia cross references, recognizes in a standard dictionary: syllables, accent marks, number of definitions, parts of speech, synonyms, antonyms.

5-10. PERIODICALS AND NEWSPAPERS

10. Uses newspapers for current events. Discovers value of magazines as recreational activity. Utilizes Subject Index to Children's Magazines when searching for specific information on favorite subject.

11. VERTICAL FILE
(PAMPHLETS, ETC.)

SKILLSGRADE 6

6-1. LOCATION OF MATERIALS

1. Becomes able to shelve non-print materials accurately. Knows the location of all book materials in the library. Visits junior high library/media center on a field trip.

6-2. LIBRARY MATERIALS

2. Knows all school library/media center procedures, and observes rules. Assists others in following procedures. Learns to work effectively as a student library/media center assistant.

6-3. BOOKS

3. Learns to read for information. Illustrates and tells a story to primary grades. Can write a brief annotation of a book. Uses library/media center resources in a creative project. Participates in panel discussions on books. Is active in small group discussion about single titles.

6-4. CARE OF MATERIALS

4. Demonstrates careful handling of available print and non-print materials.

6-5. PARTS OF A BOOK

5. Continues to use parts of a book, particularly appendix, glossary and index.

6-6. AUDIOVISUALS AND EQUIPMENT

6. Makes a simple slide tape presentation. Learns to use charts, globes, large maps, and can illustrate reports with them. Uses many sources independently, including filmstrips, tapes and recordings.

6-7. CARD CATALOGUE

7. Uses card catalogue independently, utilizing cross references. Interprets fully all information on catalogue cards. Locates and uses card catalogue in public library.

6-8. CLASSIFICATION

8. Demonstrates a knowledge of what types of materials are found under each of the 10 divisions of Dewey Decimal System.

6-9. REFERENCE BOOKS

9. Chooses a reference book which is (the best source for specific information: atlas, almanac, dictionary, encyclopedia, biographical dictionary, thesaurus, book of quotations and yearbook. Continues effective growth in use of encyclopedia. Uses standard dictionary for reinforcement of pronunciation, spelling, definitions, etc.

6-10. PERIODICALS AND NEWSPAPERS

10. Learns to recognize editorials in newspapers, and to compare regular news reporting. Utilizes Subject Index to Children's Magazines, and uses two magazines for a social studies report.

6-11. VERTICAL FILE
(PAMPHLETS, ETC.)

11. Learns to utilize vertical file, if available.

Appendix C: Suggested list of supplementary materials

Suggested list of supplementary materials

If a school or system could afford to buy specialized materials there are several different types available. Those listed below were chosen from several reputable selection aids:

1. Westinghouse Learning Corporation. Learning Directory. New York: 1972.
2. National Information Center for Education Media (NICEM). Index to Educational Overhead Transparencies. volumes I and II. California: University of Southern California, 1977.
3. NICEM. Index to Educational Films. volumes I and II. California: University of Southern California, 1977.

Realizing that there are financial problems, included are several items which can be borrowed for an allotted time period. Addresses for the various distributors mentioned are given proceeding the list. The code HR - highly recommended and R - recommended is used.

16mm Films

*Discovering the library. 11 min., Coronet Films, 1970. (HR)

Libraries are for sharing. 11 min., Perennial Education, 1962. (HR)

Library adventure. 13 min., Newbacker-Vetter Film Productions, 1956. (HR)

*The library--a place for discovery. 17 min., Encyclopedia Britannica Educational Corporation, 1966. (HR)

*Discovering the library. 12 min., 1974. (HR)

*Libraries are kid stuff. 15 min., 1974. (HR)

*Finding information. 11 min., 1975. (R)

*Choosing books to read. 14 min., 1973. (HR)

*Know your library. 11 min., 1955. (R)

*Treasure in books. 11 min., 1958. (R)

*Mr. Sheppard and Mr. Milne. 29 min., 1974. (R)

Filmstrips

Library skills--a series (6 filmstrips). BFA Educational Media, 1971. (R)

Locating books in the library. Pacific Productions, 1969. (R)

The card catalog. Eye Gate, 1970. (R)

Dictionaries. Eye Gate, 1970. (R)

*Available from the Department of Education Instructional Materials Division, St. John's, Newfoundland.

Encyclopedias. Eye Gate, 1970. (R)

Using books. McGraw-Hill, 1968. (R)

What to ask, how and where to find the answers, parts 1 and 2. Society for Visual Education, 1963. (R)

The card catalog. Library Filmstrip Centre, 1964. (R)

Dewey Decimal System. McGraw-Hill, n.d. (R)

Kits

Resource Centre. (80 slides, book, manual and filmstrip). National Film Board, 1971. (R)

Basic library skills. Milliken, n.d. (R)

Search. An interaction unit introducing skills. Interact, 1971. (HR)

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Elizabethtown, Pennsylvania 17022

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Educators Supplies Limited
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London, Ontario

Department of Education
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Pleasantville, St. John's, Newfoundland

Encyclopedia Britannica Educational Corporation
2 Bloor Street, West
Toronto, Ontario

Eye-Gate House, Incorporated
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GAF Corporation Reprographic Products
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Ideal School Supplies Company
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Interact Company
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Scholastic Book Services
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