

It Works for Me!

Sharing Session for Teaching Library & Information Literacy Skills K-6

Kansas Library Conference
April 10, 2008

<http://libraryshare.pbwiki.com>



LibraryShare: Stellar lessons for teaching library and information literacy skills

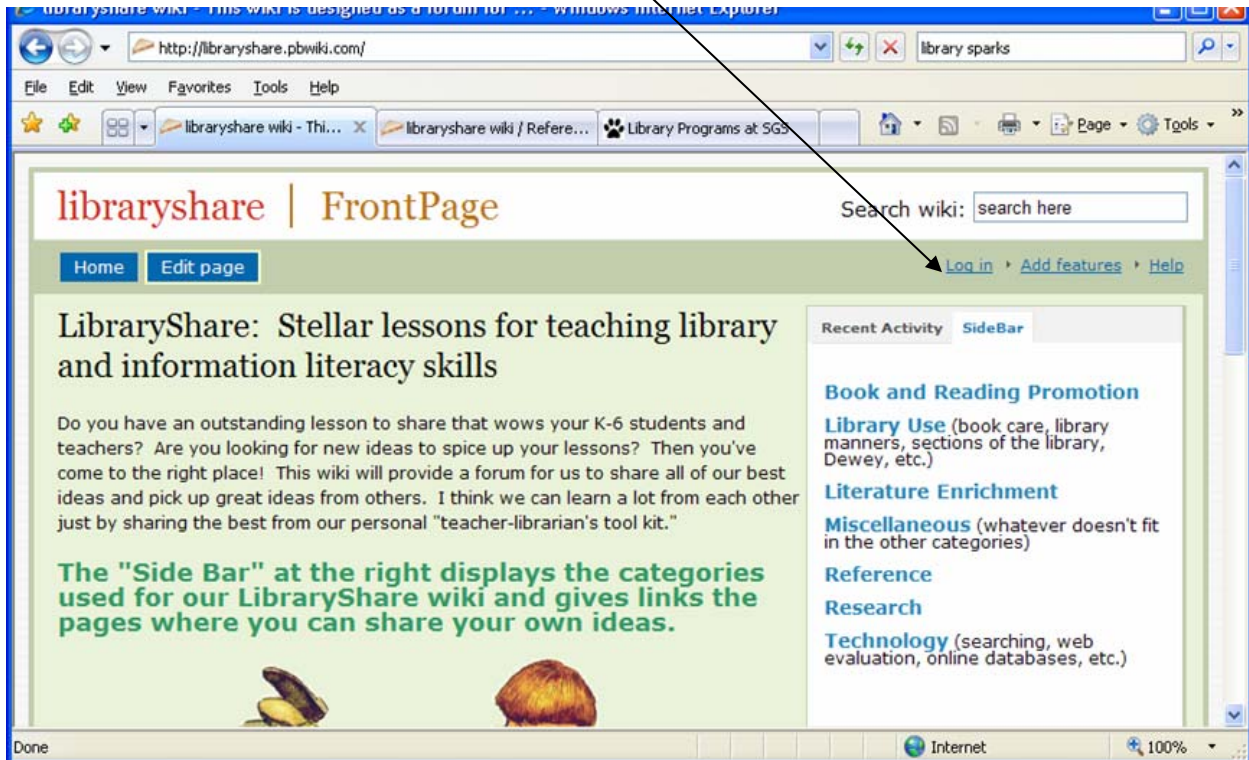
Topics covered:

- Book & Reading Promotion
- Library Use (library manners, sections of library, book care, Dewey, etc.)
- Literature Enrichment
- Reference
- Research
- Technology

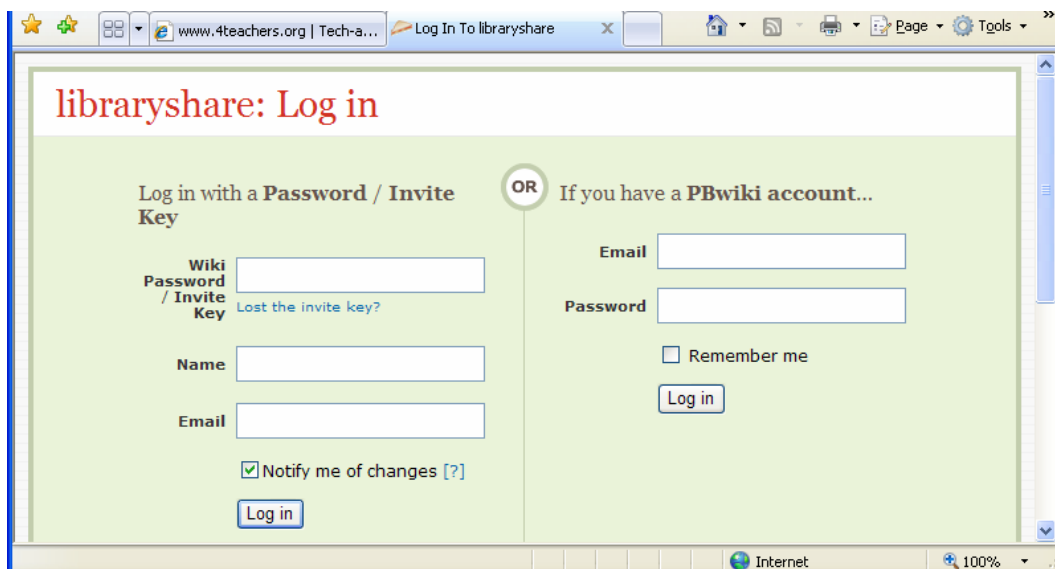
Amy Brownlee
K-12 Library Media Specialist
Sterling USD #376 -- Sterling, KS
brownleea@usd376.com

Directions for adding to the LibraryShare wiki

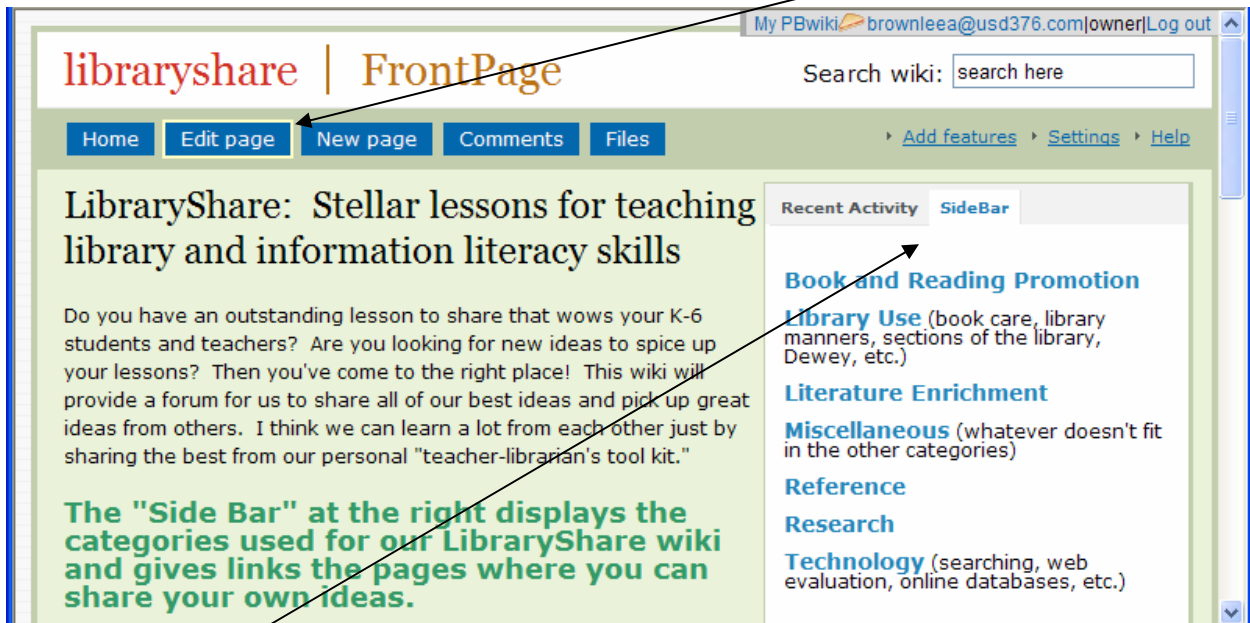
1. Go to <http://libraryshare.pbwiki.com>
2. Click on the log in button at the top right.



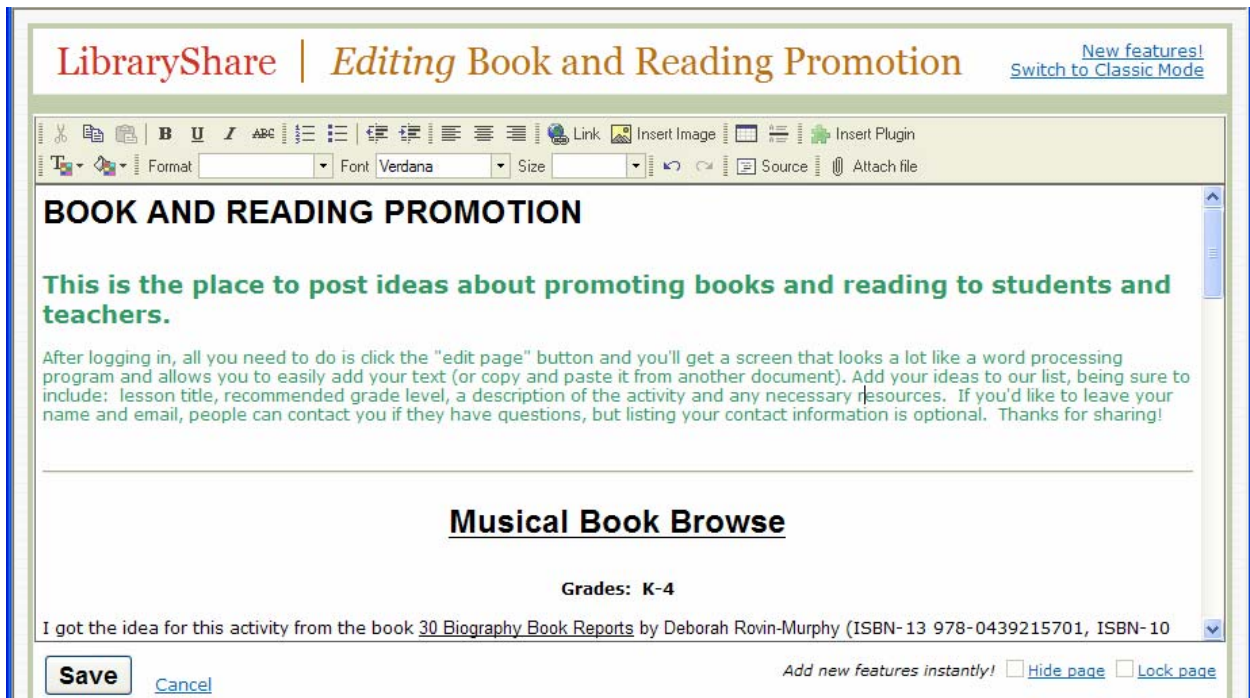
3. If you already have a pbwiki account, you can log in on the right side. If not, complete the left side. The invite key is **shareit**. Type in your name and email address. There is a checkbox in front of “Notify me of changes.” If you check it, you’ll get an email every time someone makes a change to the wiki. If you don’t want to be notified, simply uncheck the box (you can modify your settings later if you change your mind about this). Click the “log in” button.



4. Then you will come to the wiki home page again, but this time you will have editing privileges.



5. Use the SideBar on the right to see the categories for lessons and activities. Browse through any you're interested in. If you'd like to add an idea or make a comment in a particular category, simply click the "edit page" button and you'll get a screen similar to a word processing document. Scroll through the page and place your cursor wherever you'd like to add information. Type in and format your text (or you can cut and paste it from another document) and click save (bottom left). You have just contributed to our LibraryShare wiki! Thanks!



BOOK AND READING PROMOTION

Musical Book Browse

Grades: K-4

I got the idea for this activity from the book 30 Biography Book Reports by Deborah Rovin-Murphy (ISBN-13 978-0439215701, ISBN-10 0439215706) and adapted it to fit my situation. I first used it when our library received a grant for new books and I wanted a fun way to introduce and promote the books to students. The basic idea is that chairs are lined up around a table "musical chairs" style, but there are always enough chairs for everyone and no one ever gets "out." Since I have large rectangular tables in my library, I pushed two together and lined up the chairs around the table facing out. On the table, I put two books behind each chair. (You could also line up the chairs and put the books on or under the chairs.) I began by booktalking a few of the new books. Then I played music and had the students walk slowly around the chairs. When the music stopped, I told the students to sit in the chair nearest to them, pick up the books behind that chair, and silently browse through the books. After giving them 30-60 seconds to browse, I asked them to close their books, neatly stack them on the table behind their chair, and stand. Then I began the music again. At the end of class, I gave students about 5 minutes to look at any book they wanted. This was a highly successful and fun way to introduce students to new books.

School-wide reading challenge

Grades: K-6

Our reading challenge focused on biographies, but you could do it on any genre or even have a general reading challenge. To promote our new biography books (in addition to our current collection of biographies), the library issued a challenge: Could the students of Sterling Grade School read 500 biographies in 3 weeks? We called the program "Cozy up with a good biography," and the prize for reaching the goal was an all-school pajama day (great prize because it's fun and free!). Older classes buddied with younger classes to read the biographies (Kindy and 4th, 1st and 6th, 2nd and 5th, 3rd with college reading buddies). We kept a thermometer in the library to track students' progress. We asked teachers to tally the number of biographies read in their classroom and email the numbers to me each Friday. The student response was amazing! Our kids doubled the goal, reading 1,003 biographies in three! Wow!

Our 6th grade teachers had a great, simple idea to track the biographies read by their students. They cut out a big stack of stars from different colored construction paper using the school's die cut machine. Then every time the 6th graders read a biography, they got a star, wrote the name of the person the book was about, and stuck the star to their locker. It was a fun, easy way to keep track of the biographies read, and it was very impressive looking down the hallway!

School-wide themes

Grades: K-6

For the past few years, our school used school-wide themes that incorporated library skills, p.e., art, music and our week-long Read Across America celebration. Our themes included Lewis and Clark, the Mississippi River, and the Hero's Trail (biographies and local heroes). You can find details at my teacher website:

<http://www.usd376.com/hs/staff/brownleea/resources/themes.htm>

LIBRARY USE

Forgetful Freida library rules **Grades: K-1**

I wanted a fun way to help my first graders review their library manners and things they need to remember when they come to the library to check out a book. I have the kids sit in the storytime area and begin by telling them, "I have a special friend who is coming to visit us during library skills today. Her name is Freida, but everyone calls her Forgetful Freida because she is a really nice person, but she forgets things all the time. She loves to come to the library, but she has a problem because she always forgets the library rules. I told her I have a class of first graders who are really smart about library rules. When Freida comes today, if you see her forgetting a library rule, would you raise your hand, and if she calls on you, you can gently remind her what library rule she's breaking. Would you guys help her out?" The kids are always very willing to help her. Then I read a story about the library – one of my favorites to use is Stella Louella's Runaway Book by Lisa Campbell Ernst. Throughout the story I pause to look at my watch and look around the library saying, "No, I don't see Freida yet. I hope she doesn't forget to come."

At the end of the story, I say, "Gosh, Freida was supposed to be here by now. I'm going to just step out into the hall and look and see if she maybe just forgot where the library is. You all sit here quietly and I'll be right back." I step out into the hall where I have stashed a bag with my "disguise" in it. I put on a large flowered muumuu, a stocking hat, big-rimmed glasses, and fuzzy slippers and am transformed in to "Forgetful Freida."

Then I poke my head into the library, introduce myself as Forgetful Freida, and ask the kids if they've seen my friend Mrs. Brownlee. Of course they say that Mrs. Brownlee went to look for Freida. I ask the kids to help me remember library rules and to raise their hand if they see me forgetting a library rule.

Rules I break: 1. Using a quiet voice in the library. 2. Returning a book to the circulation desk rather than just laying it on a table or shelf. 3. Don't shove books to the back of the shelf. 4. Don't pull out a book, look at it, then lay it on top of the shelf. Use a shelf marker! 5. After using a shelf marker and looking at a book and deciding you don't want it, put it back correctly (I put it in with the pages facing out rather than the spine, and I also put it in upside down).

The kids have great fun correcting me. This lesson holds everyone's attention, and they even gasp when I grab books off the shelf, open them, say "Nah!" and toss the book on top of the book case. After I've done 2 or 3 of these, every child's hand is in the air. It's so much fun!

At the end of these antics, I look at my watch, say I have to leave, and ask them to say hi to Mrs. Brownlee for me. I go into the hall, take off my "disguise," and come back in as myself, sadly explaining that I couldn't find my friend. When they tell me Freida has been there, I have them tell a little about the rules she forgot. This is one of the most fun lessons of the year.

Dewey skit **Grades: 3-5**

I use this lesson with 4th graders every year. I like this skit because it's a fun way to get kids to understand why we need the Dewey Decimal System and what it does for us. I assign kids to act out "The Mess of the Mixed-Up Books" from the book Library Celebrations by Cindy Dingwall, ISBN 1-27950-027-7, pages 38-39. I make enough copies of the script for everyone to follow along, and we discuss as we go. The kids always ask if we can do it again and switch parts. The skit tells the story of a library in the 1800s that sorted books by color or size and how hard it was to help patrons find what they needed. It really shows the need for a classification system.

Call number strips

Grades: 3-6

I usually use this lesson with 4th graders. I have laminated strips of construction paper. Each strip represents a book on the shelf of the library and lists the book's title, author, and call number. I give each student (or a pair of students) 8-10 strips and ask them to imagine that each strip is a book in the library. The books have gotten all mixed up and I need them to put the books back in order on the shelves. We talk about how the books are arranged, what to do if the authors are the same, etc. (I have several examples with the same author but different book titles.) I have students raise their hands when finished putting their strips in order so I can check them. If they need to make corrections, I let them know. If they are correct, I have them pick up their strips, mix them up, and trade with someone else who is also finished. When everyone has done at least one set correctly, I let the kids begin combining their strips to put 20 in order, 30 in order, etc. They think it is great fun to put a large number in order. This year, I had a class that wanted to put all 100 strips in order. At the end of class, they said, "We don't want to leave yet. Can we ask our teacher if we can stay?" The teacher granted them 15 extra minutes to finish their task, and it made my WEEK to have kids ask to stay in the library to put book strips in order. ☺

Call number scavenger hunt

Grades 4-6

I'm sure most of you do call number scavenger hunts where students are given book titles and call numbers and must find the book on the shelves. I do this with 4th grade, and we spend several weeks discussing the sections of the library and how they're arranged, the anatomy of a call number, how shelves go left to right, top to bottom, etc. On the day of the scavenger hunt, I pair kids up and give them a list of books to find. I ask students to take with them a pencil and shelf marker. When they find the book, they are to use the shelf marker, pull the book from the shelf, and then their worksheet asks them to list the first three words on a specific page (such as page 16), so they write down the first three words on the listed page, then carefully put the book back exactly where it goes and not pushing it to the back of the shelf so it's hard to find or leaving it hanging out in the aisle where it's too easy for the next group to find. If students finish early, they beg for more books to find, so I have some "bonus" books ready for them. Kids always love this day and ask to do it again. I have found that they do a good job of putting the books back in the correct spot, and listing the first three words makes it easy for me to check if they've found the correct book, but I don't have a lot of shelving to do at the end of the lesson.

LITERATURE ENRICHMENT

Poetry Scavenger Hunt

Grades 3-6

I love doing this activity with kids because it opens their eyes to the fact that poetry can be really fun! I do it with 5th graders and begin by pulling a variety of poetry books from the library shelves and displaying them on library tables. I divide the kids into groups of 3-4 students each and give each group a poetry scavenger hunt page. Each page lists a variety of categories, and I ask students to find the best poem they can for each category. Some categories: funny, sports, school, nature, rhyming. When they find a good poem, I have them list the poem, book title, author, and page number (simple bibliography skills at work here!) so they can find it again later. At the next class session, I give them more time to complete their scavenger hunt. Then I let each group pick 2 of their favorite poems to read aloud and share. I give them time to practice reading them aloud, and we arrange the room so that all chairs face the "teacher stool" in the middle. The kids love getting to sit on the "teacher stool" to read the poem. It is lots of fun to hear what they pick, and after this lesson they want to check out the poetry books.

Puppet Unit

Grades: K-2

I do a puppet unit with my 1st graders each year. We kick it off with stick puppets I download from Jan Brett's website and use with the book The Mitten. I made a large mitten from white posterboard and taped a file folder on the back to form a pocket where all the animal puppets can sit.

I let the students know we're starting a puppet unit and that I'll be telling different stories and asking them to be my "story helpers" by acting out the story with puppets. I let them know that not everyone will be a helper today, but I will keep track on of who has helped on my class list and make sure that everyone gets a turn. We talk about how to hold the puppets so everyone can see, I model how to move the puppet into the mitten, and we also talk about how important the audience is and how to be a good audience member. The students absolutely love this! The next week, I give each student a mitten and a page with the animals from the story on it, and the kids create their own mini-puppets. When they're finished, we sing the story together and act it out. The song we used is from "Music: The Mitten and Music" by Betty Keefe, SLMAM March 2007, pages 11-12. (It took two 30-minute class periods for everyone to finish making their mitten and animals.)

I also have some finger puppet stories of classic fairy tales (Three Billy Goats Gruff, Jack and the Beanstalk, etc.) that we use in following weeks to make sure everyone gets to be a story helper. Towards the end of the school year, I set up "puppet centers," and they were a huge success. I had a variety of puppets from hand puppets to animals puppets set out at four stations in the library (Oriental Trading is a great source for free puppets). I divided the class into four groups. I showed the puppets at each station, told them my expectations for behavior, and allowed them time to play at each center. This activity was a favorite!

This year, I also want to try letting them make their own puppets. I haven't decided yet whether I'll do sock puppets, paper bag puppets, etc., but I thought that might be a fun addition to the unit.

CD-Rom Games **Grades: 1-5**

I bought "Library Lollapalooza" and "I Love Books," a couple of CD-Roms that feature library/reading-related games that run on PowerPoint, and have enjoyed using them with students. The games are exactly the kind of thing I'd make on my own...if I had enough spare time! Topics include: Dewey, Dr. Seuss, notable children's books, nursery rhymes, Caldecott Awards, basic library use, etc. They're a great activity to use before holidays, during assessment testing, or just for fun. I've been using individual marker boards ("slates") during the games and they've been working well. Sometimes I have each student answer on their own with their own marker board and keep a tally of questions they get right. Other times I divide them into teams and have them answer on one "team" marker board. That way every student is engaged in every question, so I like that. For more information or to purchase the CDs, go to <http://librarygames.net/>. School Library Journal reviewed "Library Lollapalooza" (<http://www.schoollibraryjournal.com/article/CA6455687.html?industryid=47072> scroll down, second from the bottom).

REFERENCE

Pilot's Log **Grades: 4-6**

This allows students a chance to learn their "library wings" and learn to navigate the information skies by completing six tasks (six units of study) in library skills classes. The Pilot's Log is a page folded into a booklet that lists each of the six skills students must master. As we go through the year and complete each unit, students can stamp their pilot's log to show successful mastery of the skills. I am using this with my fourth graders, and they absolutely love it. I'm still teaching the same things I did before, but they are very excited about earning the stamps on their log so they can earn their "library wings" and attend the party they will earn. I got this idea from the book Stretchy Library Lessons: More Library Skills by Pat Miller, pages 26-32, ISBN 1-932146-42-3. I just changed a couple of the units to fit with what I teach. This is my first year to try it. One challenge is that in the past, if a student was gone during a library skills lesson, I never had them make it up. With the Pilot's Log, I will have to have a "make-up day" to let those kids make up the missed lessons. For our party, I'm planning to have a little ceremony and have some paper or sticker "wings" to pin/stick on each student. Then I thought I'd dress as a flight attendant, offer them a small beverage and snack, and watch a short movie (just like on a plane).

The units I used. . . Stage One: Can distinguish between fiction, nonfiction, picture book, biography, and reference books and knows their location in the library. Stage Two: Can correctly use a dictionary for a variety of purposes. Stage Three: Can use reference books to solve problems and find information. Stage Four: Can use the OPAC to find library materials through title, author, subject, and series searches. Stage Five: Can

select the correct Dewey category (hundreds group) for a book based on its content. Stage Six: Can locate a book on the shelf by its call number.

Reference Mystery

Grades: 5-8

This mystery is an extremely fun way to have kids practice identifying an information need and using print and online reference sources. The mystery is from the article "The Mystery of the Bloody Beagle" by Sharron Cohen from the Oct. 2007 issue of *Library Sparks* magazine, pages 17-21 (I love this magazine, by the way—it's awesome!).

There are four "suspects" in the mystery, so I divided my class of 5th graders into four teams and had each team investigate the story of one suspect. This next part is key: first, I required them to read the suspect information aloud together and identify the information need by underlining the facts that needed to be looked up in a reference source (I let them know that they were NOT to use Google). I found if I was not firm about requiring that, I had kids blindly browsing through encyclopedias with no real clue what they were looking for. I had each team complete a profile on their suspect and then had everyone share the information with the entire group. Then I let each team confer and see if they could solve the mystery. It was lots of fun, and it was excellent practice in identifying the information need and using reference sources. We spent two 40-minute class periods on this.

RESEARCH

Biography Mobiles

Grades: 3-5

This is a fun way to have students work with biographies and create a cool visual project to show what they learned. This lesson is adapted from *30 Biography Book Reports* by Deborah Rovin-Murphy, ISBN-13 978-0439215701, ISBN-10 0439215706. I used it with 3rd graders, and we started off using simple biography books from our library shelves, but they could also use encyclopedias, World Book Online, SIRS, etc. I pulled our biographies at a 2nd/3rd grade reading level that would be short enough for the kids to read in one sitting and let them choose their research topic from those choices. I asked each student to read the biography and take notes on the most important things about this person's life, including what they're famous for, and how that could be visually represented by a picture or symbol (we did an example together to model the process). Then we used a coat hanger to create a biography mobile featuring the person's name and three main things about the person. The kids worked hard and did a great job visually representing the accomplishments of each famous person. We proudly displayed our mobiles by hanging them from the blinds in the library.

Create a postage stamp

Grades: 5-8

This creative biography project would work for any curricular area. We called it "Stamp on History." After researching a famous person, students design a proposal for a postage stamp in that person's honor. They create artwork for the stamp and write a persuasive piece explaining why that person deserves to be honored with a stamp.

We used this activity to celebrate Women's History Month and asked students to choose a woman to research. We invited our local postmaster to be a guest speaker and talk about the process a proposal goes through to become a real stamp. She also brought some neat examples from her personal stamp collection as well as some posters we got to keep for the library. We had our postmaster "judge" the students' proposals and choose one to become a stamp. For a prize for first place, we scanned the student's artwork and used an online service that turns photos and artwork into a sheet of actual postage stamps. We carefully explained that the student's stamps would not be available for purchase at the post office, but that the stamps we purchased could be used to mail an actual letter.

Research Riddles

Grades: 4-8

This project is a great way to have students present biographical research in a fun, creative way that discourages plagiarism. The project easily works across the curriculum through choice of the research subject: musicians, artists, scientists, explorers, authors, etc. I've used it for grades 5-8 to research authors. Clues to the riddle are written in first person. For example: "I was born on August 17, 1967." I had students write out their clues and then arrange them so that general clues are first and detailed clues more likely to give away the answer are last. I asked them to be creative and to include clues about the books, stories or poems that author has written. For Charles Dickens, for example, a clue might say, "I love to *carols* at *Christmas* time," which would be a clue for the book he wrote called A Christmas Carol. Students can hand write their finished riddle on a template, or they can type it. At the bottom of their page, I had my students center the answer to the riddle. We cut out rectangular pieces of construction paper large enough to cover the answer and taped them on one side to create a "lift the flap" feature. When the riddles are displayed, people can read the riddle, then lift the flap to see the correct answer. It would also be fun to display the riddles and have a contest to see if students can correctly identify the person described. Answers could be revealed at the end of the contest. The idea for this project came from an NCTE publication called *Ideas Plus*, Book 17, p. 40-41, submitted by Christine Christensen.

TECHNOLOGY

Court case web evaluation

Grades: 5-8

I combined resources from lessons printed in two library magazines to create a 3-session unit on web evaluation for fifth graders. For session one, we studied the anatomy of a URL and domains and discussed how we could use domain information to help us determine potential bias and credibility of a site. I used a student reproducible called "Understanding the URL Address" from the December 2005 issue of Library Sparks, page 20 (from the article "How to Analyze Online Sources" by Karen Larsen, pages 17-23). For session two, we did a great role play activity from "Who's the Judge? Evaluating Internet Sites" by Barbara Antis from the May 2006 issue of School Library Media Activity Monthly, pages 11-14. This lesson teaches kids the importance of determining credibility and bias of a web site. After the role playing exercise, we moved on to evaluating an actual web site. I used the Website Evaluation Guide from the same May 2006 issue of SLMAM, page 13, and demonstrated how to evaluate a website based on the guide. We went through the entire process together using the guide and by putting a website up on the projector so everyone could see it. We looked at the bogus site "Ban DHMO: Dihydrogen Monoxide!" <http://descy.50megs.com/descy/webcred/webcred/dhmo.html>. Many of the students were stunned when they found out it was a bogus site. We talked about how anyone can put information on the web and how important it is for us to evaluate information instead of blindly believing it, how the web is different than a book that goes through an editing process, etc. For session three of this lesson, I partnered kids up and assigned them each a website to evaluation using the guide from SLMAM. This three-session unit was effective for my fifth graders in teaching the importance of evaluating credibility and other assets of a website.

Kan-Ed Education Desktop Orientation

Grades: 3-8

To introduce the features of Kan-Ed Education Desktop, I presented orientation lessons to grades 3-8. For younger students, I introduced the concept of a periodical database like SIRS, and I also introduced World Book Online. I also walked them through NetTrekker. For older students, I taught them to use the Backpack feature, which many of them use to move files between school and home. On the wiki, I attached the handout I gave the elementary students in PDF and rtf (feel free to customize it for your school if you'd like). Of course students can now access the databases without passwords through IP recognition at <http://skyways.lib.ks.us/kansas/KSL/> and there's a great list of all the databases with descriptions at <http://www2.kumc.edu/SLK/resource.asp?myses=4731748&cuid=ksuc&cusrvr=muses> with a great section at the top left labeled "Best for Kids."