



UNDERSTANDING THE LIBRARY!

Subject Matter: Library Usage and Literacy, Language Arts – Literature

Grade Levels: 3-4

Time Allotment: Six 30-minute class sessions

Master Teacher: Mary Groves

Overview

Learning about the library can be intimidating for small children. As children experience new places and activities, they become less timid and more willing to use the facilities. This lesson provides students with an understanding of the purpose of a library and how information is categorized.

Learning Objectives

Students will be able to:

- Understand the purpose of the library.
- Recognize fiction and nonfiction.
- Alphabetize books by author's last name.

Oregon Standards Available at:

<http://www.ode.state.or.us/cifs>

English - Reading

- Locate information and clarify meaning by using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams and/or tables.

Media Components

Video

Check the link at <http://www.opb.org/edmedia/trs/> to find access to the video(s) from unitedstreaming™ referenced in this lesson plan.

- “Information Please! Your Library in Action” (16:00)

Web

- **The Dewey Decimal Story**

This site includes the story of the Dewey Decimal System and demonstrates how the system helps us find our own answers to questions by categorizing information.

<http://www.oclc.org/dewey/about/ddctour/ddc1.html>

- **Interactive Matching Exercise on Dewey Decimal System**

This site provides students with a hands-on activity to check their understanding of the Dewey Decimal System.

<http://mte.anacortes.k12.wa.us/library/fourth/Dewey2.htm>

- **“Do the Dewey” Web Site**

This Web site coordinates several other sites into one instruction site to form a well-balanced introduction to the Dewey Decimal System and nonfiction classification. This site includes an introduction to the Dewey number classification, a game, a rubric and a worksheet.

<http://www.gi.esu10.k12.ne.us/Technology/T.I.E./Clark/Dewey%20WebQuest/DotheDewey!.html>

- **Instructions on How to Play “Ooey Dewey”**

The action game, “Ooey Dewey,” can be used to review Dewey Decimal understanding.

<http://www.gigglepotz.com/dewey.htm>

- **An Interactive Game on Dewey Classification Review**

This site provides three levels of interactive questions on the Dewey Decimal System and how information is organized.

<http://www.ccsd.edu/bardonia/LearningGames/LibrarySkills/>

- **A Searchable Database of Web Sites by Dewey Decimal Classification**

<http://www.webrary.org/ref/weblinksmenu.html>

Materials

Per Class:

- Selected books from the nonfiction section of the library (at least 3 books from each section for a total of 30 books)
- Lined paper representing spine labels
- A big, deep trash can or bucket
- 30 or more old golf balls or Styrofoam balls with names of nonfiction books written on them (Be sure to have enough balls in the bucket to make seeking a specific name very difficult.)
- A device for timing students

- One set of bookends
- Different colored paper cut into 10 pie shapes to be re-assembled into a multi-colored wheel of the Dewey Decimal System in Introductory Activity

Per Group:

- Access to computer with Internet activities
- At least one book from each Dewey Decimal Classification group
- Handouts copied from the <http://www.gi.esu10.k12.ne.us/Technology/T.I.E./Clark/DeweyWebQuest/DotheDewey!.html> Web site (See bottom of the Web page for the Activity Handout.)

Per Student:

- Pencils
- Access to computer with Internet activities
- Smiley-face stickies

Prep for Teachers

This lesson is best taught in a library as students will acquire a much better understanding of this lesson if they visualize all of the books in a library.

Prior to teaching this lesson, bookmark all of the Web sites used in the lesson on each computer in your classroom.

Download the video onto the computer you will use to project the video. Be certain each computer in the classroom has a copy of the free Windows Media Player installed (some clips aren't available for use with QuickTime Player). Also download Macromedia Flash Player.

In addition, download the Activity Handout available at the bottom of the <http://www.gi.esu10.k12.ne.us/Technology/T.I.E./Clark/DeweyWebQuest/DotheDewey!.html> Web site.

When using media, provide students with a **Focus for Media Interaction**, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites or other multimedia elements.

Introductory Activity

Step 1: Explain to the students that they are going to play a game - the bucket game. Tell the students that the bucket contains golf balls with the names of books written on them. The student's job is to find the golf ball with the name of a specific book on it. (Example: Find the

ball that has the book title What to Name the Cat on it.) Explain to students that the balls in the bucket represent different books on different subjects. Give examples of books that are from differing Dewey Classifications (i.e. Cars and How They Go by Johanna Cole located in the 600s and Sacagawea, American Pathfinder by Flora Warren Seymour in the 900s). Assign each student a book that they should be seeking in the bucket. Time the students and expect the students to have a hard time finding their books. Ask the students who participated what they were feeling during the experience. Explain to students that there are many books in the library and, without some kind of organized method of finding a book, it would be as frustrating as finding the book in the bucket.

Step 2: Explain to students that they are going to watch a video clip of a young man who needs to go to the library. As a **Focus for Media Interaction**, have the class predict why Mark is afraid to go to the library and list the reasons on the whiteboard or poster board. **Play** the video, “Information Please! Your Library in Action” (16:00). **Stop** the clip at 02:30 and review students’ predictions about why they think Mark is afraid of the library, refocusing the discussion on how many books the library contains and the need for a method to find information.

Step 3: Explain to the students that they are going to learn about a system that a gentleman, Mr. Melvil Dewey, created to aid in the search for books on a specific subject. The classification system is called the Dewey Decimal System or DDS. Have students log on to the Internet and open <http://www.oclc.org/dewey/about/ddctour/ddc1.html>. Have students select the first tab entitled, “What is the problem that DDC solves?” As a **Focus for Media Interaction**, students will identify two problems that Mr. Dewey’s system solved and they will record these on paper. As students progress through the site, have them record how the problem was solved. Direct students to progress through the site until they reach the second tab on the left: “How does the DDC organize the world’s knowledge?” In the third frame, students can “dial” a DDC category and it will explain what that category contains. Students should record all of the main categories and the material each covers on their pie-shaped pieces of paper. Using this information, students should create a wheel with multicolored paper and the various spokes representing the 10 divisions of the Dewey Decimal System.

Learning Activities

Activity 1

Step 1: Divide students into groups of two or three. Have students log onto the Internet and open [http://www.gi.esu10.k12.ne.us/Technology/T.I.E./Clark/Dewey WebQuest/DotheDewey!.html](http://www.gi.esu10.k12.ne.us/Technology/T.I.E./Clark/Dewey%20WebQuest/DotheDewey!.html). As a **Focus for Media Interaction**, students will answer the four questions on the Web page about Melvil Dewey. Students will access information for the questions by using the “eye” icon. Upon completion of the questions, use this Web site to review with the students the categories that the Dewey Decimal System created.

Step 2: Students should remain in groups of two or three, and you should distribute a copy of the activity page located at the bottom of http://www.gi.esu10.k12.ne.us/Technology/T.I.E./Clark/Dewey_WebQuest/DotheDewey!.html to each group. Distribute a set of books that includes a book from each Dewey Decimal Classification to each student group. Explain to the groups that their job is to decide which classification number would be correct for their books. Make it clear to the students that each book needs to be classified individually. This can be a timed event, but under normal circumstances most groups complete this in approximately five minutes. When all groups have completed this activity, ask students to talk among themselves and decide on the answer to the following question as a group: “In your group, what was the most difficult book to classify and why?” Give the students a few minutes to confer and develop their answers. Each group must choose one spokesperson. The spokesperson should explain their group’s response to the question while another student shows the book to the remainder of the class.

Activity 2

Step 1: **Play** the video, “Information Please! Your Library in Action” (16:00). **Begin** where you paused the video at 02:30 and **stop** the video at 05:30. As a **Focus for Media Interaction**, ask students to identify how many activities were happening in the library and record these on paper. Instruct students to create new groups, and each group of students must combine their lists into one and write the combined list on the board.

Step 2: Have students log on to the Internet and open <http://mte.anacortes.k12.wa.us/library/fourth/Dewey2.htm>. As a **Focus for Media Interaction**, students will use the pull-down list (down arrow) to select the best choice on the Dewey Classification by subject area. Upon completion of all of the questions, have students check their scores by using the check button at the bottom of the page.

Activity 3

Step 1: Have students log on to the Internet and open <http://www.mtsu.edu/~vvesper/dewey.html> **#What** and scroll down until they reach the question, “What is a call number?” As a **Focus for Media Interaction**, students will determine the call number for a book on butterflies.

Step 2: Using the books previously gathered for group use, demonstrate for students the three-digit call number on the back of each book. Also, show the students how the call number is used to put the book in its proper place on the library shelf. Using the book, point to the label on the spine that identifies the book’s classification. Discuss the title of the book in relation to the subject and how these pieces of information aid in finding information. Using two bookends and three books, show where the book you are holding would be placed on the shelf by using the call number.

Step 3: Students will demonstrate their understanding of the Dewey Decimal Classification System and call numbers by playing the game, “Ooey Dewey.” Instructions for the game are

located at <http://www.gigglepotz.com/dewey.htm>. Using a whiteboard, put down the initials or last names of each student. When you call out the number of a Dewey Classification, students must find that section of the library, pull a book from the shelf, and identify the call number, author's name and the name of the book. As students do this successfully, they get two points. There should be no winners or losers in this game and all students receive small smiley-face stickies for their clothing after the game is completed.

Activity 4

Step 1: Have students log on to the Internet and open <http://www.thrall.org/dewey/levels.htm>. As a **Focus for Media Interaction**, ask each student to complete the three levels in the interactive quiz.

Step 2: Divide students into teams of two once again and have students log on to the Internet and open <http://www.quia.com/fc/298906.html>. As a **Focus for Media Interaction**, ask your students to complete the flash card (non-java) exercise. Each member of the team should take turns identifying the correct Dewey Decimal number or category. Have students use the flip button to verify their answers.

Culminating Activity

Play the video, "Information Please! Your Library in Action" (16:00). **Begin** at 13:22 and **play** it until the end. As a **Focus for Media Interaction**, students will identify their favorite section of the Dewey Decimal Classification System and write an essay on how this information will help them find information in the library.

Cross-Curricular Extensions

Technology

- Have students log on to the Internet and open <http://www.webrary.org/ref/weblinksmenu.html>. As a **Focus for Media Interaction**, have students find the TV Guide Online to determine what show will be on at 11 p.m. tonight on Channel 6 (or the channel of your choice).

Library Skills

- Have students log on to the Internet and open http://edweb.tusd.k12.az.us/ekowalczyk/Launchpad/dewey_decimal_links_to_the_world.htm. As a **Focus for Media Interaction**, students choose one of the links and describe one topic that is covered by the Dewey Decimal number and draw a picture depicting the topic. (Example: 000-099 is Generalities - mysteries, trivia, news, encyclopedias, reference and computer science. A student might choose Area 51 and depict a flying saucer in their picture.)

Science

- Students must find and research a list of books that can be used as a scientific reference for information comparing the lion and the tiger. Students should list the books by title, author and Dewey Decimal number. Students should identify three books on each animal and create a PowerPoint presentation on methods of organizing information from the library for a research unit.

Community Connections

- Invite the local public librarian to come and discuss with students the importance of being able to find information.
- Take a field trip to a local library and participate in an information search.
- Take a field trip to the library and have students apply for a library card.
- Have a local library patron come into the class and tell students about the impact the library has had on their life.