Third Grade Library Skills and Literature

Lesson 1: Orientation

Preparation: Book to read

Review: Library rules, Care of Books, Check out, Shelf markers, Title, Author, Illustrator, Five-finger rule

Tell about what we will learn this year in the library--use of the online catalog, Caldecott Award and Illustrations.

Story: Newest Caldecott Award Winner

Lesson 2: Review Parts of the Library, Fiction sections

Preparation: Overhead projector

Review: Spine label, Diagram of the library (Easy Fiction, Fiction, order by author), Library Rap (fiction)

Review parts of a book: spine/spine label, call #, dust cover jacket.

Story: New Caldecott Honor book

Lesson 3: Review Parts of the Library, Nonfiction, Reference

Preparation: Overhead, continue class’s diagram, Show Dewey 100’s

Review: Diagram of the library (Nonfiction, Reference), Library Rap (nonfiction added)

Story: Caldecott

Lesson 4: Review Periodicals (subscription, issue, articles)

Review: Show the various magazines and newspapers to which we subscribe. Have students repeat vocabulary. Add this strand to the Diagram of the Library.

Story: Possibly from a magazine
Lesson 5: Review Parts of a Book

**Preparation:** Have pile of nonfiction books on each table (as in second grade lesson). Have overhead samples of important pages.

**Review:** As you put up each page, have students give name. Point out parts of page and how they are used. Have students find these pages in the book.

**Monitor.**

**Story:** Caldecott

Lesson 6: Spine Label Game (E, F) - Review (assessment)

**Preparation:** Have E, F spine label cards. Have slips of paper and pencils at the tables. Remind teachers you will doing this. Have envelope marked with teacher’s name, date and activity.

**Lesson:** See 2nd grade lesson

Lesson 7: Review Dewey Decimal System (100’s)

**Preparation:** See lesson in 2nd grade curriculum

Lesson 8: Dewey Decimal System (10’s)

**Preparation:** Overheads of breakdown of 500’s

**Lesson:** Melville Dewey wanted to keep like subjects together. In the 500’s we have natural science (as we find it in nature -man hasn’t touched it). Each of the 10’s is a different area of natural science. Show overhead and discuss each one.

Using the next overhead, show how the 590’s (animals) are further broken down. Each type of animal gets its own number and the books about those animals will be together on the shelf.

Finally, talk about numerical order, that it is done the same way we do alphabetical order, but use numbers. Let the students know it is actually easier, because unlike the 26 letters of the alphabet, there are only 10 numerals. We move place by place. If the first number is the same, we go to the second
number, then the third; just as we do alphabetically. Let them know that the
decimal point is there only to give us more numbers for subjects. It isn’t like math
where it is a fraction. So, pretend the decimal isn’t there and keep going in
numerical order. The decimal helps in breaking up big numbers.

Using the last overhead, have students help you put the list of numbers in order.
Make any points (such as there is really a “0” at the end of the shorter numbers)
as you go. Students will get the hang of it.

**Lesson 9: Ordering Dewey Numbers (Assessment)**

**Preparation:** Set of large cards with various Dewey numbers (have a few close
together or have different authors). Have one large set per table. Let teacher
know you will need their help with this activity.

**Lesson:** Brief review of how numbers are put together numerically. Remind them
that spine labels in the nonfiction section also have the author’s last name, and if
the number is exactly the same, we then put the author’s in order (they
understand this from the fiction section).

**Rules of the game:** Each table is a team, so make sure that they have pretty
much the same number of students at each table (in my library it is 4). Have
students count off 1-4 at each table. Each person will get a turn to handle the
cards at their table. Person #1 will be the only one to touch the cards in the first
game. The team will help that person to get them in order from left to right. Once
the team agrees its ready, they hold up their hands. An adult checks. Once the
cards are in order, Person #1 mixes the cards up and places them back in the
middle of the table

.When all the tables are ready, the team moves clockwise to the next table. Call
out, “Move! Person #2!” That person now is in charge of the cards with the help
of the teammates. Remember, the cards stay put and the children move from
table to table. Continue to play until time runs out, or the teams have done every
table.

**Lesson 10: Spine Label Game (E, F, NF) - Assessment**

**Preparation:** Have E, F spine label cards, add NF cards to that. Have papers
and pencils as with previous game. Remind teachers you will doing this. Have
envelope marked with teacher’s name, date and activity.

**Lesson:** Explain we will be adding the Nonfiction cards. Remind students that
the shelves are marked above them with the first and last books on that shelf.
Have teacher do E and F sections, give her nonfiction cards to give out. You will give out E and F cards. Play until last card is called. Collect slips of paper and give to teacher in envelope marked with name, date and activity. Teacher may give a grade.

**Lesson 11: Caldecott Award/Illustrations**

**Preparation:** Enjoying Illustrations, Several Caldecott Winners

**Lesson:** Explain that this year we will be looking at illustrations, mediums of art, Illustrators and specifically the Caldecott Award. Explain who qualifies to win, process of selection, etc.

Introduce Chris Van Allsburg *The Stranger*

**END TRIMESTER / CONFERENCE**

**Lesson 12: Caldecott**
- Van Allsburg *Garden of Adul Gazazi*

**Lesson 13: Caldecott**
- Van Allsburg *Sweetest Fig*

**Lesson 14: Caldecott**
- Van Allsburg *Polar Express*

**CHRISTMAS VACATION**

**Lesson 15: Review Areas of Library/Parts of a Book**

**Lesson 16: Introduce the Online Catalog**

**Preparation:** Telephone book, overhead of online catalog menu.

**Lesson:** Using the phone book as an example, ask students how they might use this book to find a friend’s phone number. What name do we look up? Many students understand the use of the white pages, and that we use the last name alphabetically. Now ask how they might find the name of an Italian restaurant if they didn’t know its name. There will be students who understand the yellow pages, but bring all students to realize that we group like businesses together. Help the student to understand that the yellow pages and white pages are two different ways to find the same information. Illicit from them what they want to know in their search of the phone book (a phone number).
Now you can tie this into the library catalog. The online library catalog gives us several ways to get to the same information—to find a book. We can find it by the TITLE, the AUTHOR or the SUBJECT (we’ll cover keyword later). What we want to end up with is the location of the book. In the computer, it is called a “call number.” Our phone book can help us remember that--Call Number. The Call Number is the same as the spine label on the book. When we match the two, we can find the book on the shelf.

Let the students know that in the next few weeks we will be learning some simple rules to help us know when to use a title, author or subject search. We will not spend a lot of time on the program, because it is pretty easy to understand (This becomes more so as students have more and more access to computers.) Our emphasis is in making sure that the students are being successful in picking their searches.

During check out, invite students to explore the online library program, but only AFTER they have checked out their books. They are not to use the online library catalog to find books until they have passed our unit. That way I know they won’t be learning bad habits. I am aware that there are some students who already know how to do this, but I want to make sure they understand each search fully.

**Story:** Caldecott if time.

### Lesson 17: Title Search

**Preparation:** Overhead of the online library catalog menu.

**Lesson:** We will learn some simple rules for each of our search strategies. We will begin with TITLE. You use title when you know exactly the name of the book you are looking for, and you are searching for one thing only. The computer will be looking for the books in alphabetical order, so it is very important that you know the first word of the title and how to spell it (yes, spelling counts!)

So the first rule for Title is FIRST WORD. You must know that and type it correctly. Now we have 3 exceptions to that rule. These are three little words called articles that come for nouns. Those words are A, AN and THE. We use these little words a lot and there are many book titles that begin with them. If we had them as the first word, there would be so many titles to look at that we would have to use the second word to find our title. So to save us time, the computer does not use those three words and skips to the second word. You don’t even have to type in those three words when they are the first word. But if you do type it in, remember, the computer will skip to the second word.

So if the first word is A, AN or THE, then we go to the second word. To help you
remember what those three words are, I have an easy way to remember. I call it my 1-2-3 Rule.

1- A has 1 letter
2- AN has 2 letters
3- THE has 3 letters

(Repeat ) See if students can do it without help and overhead off. I find students never forget this part of the rule!

Our rule for what we type for a TITLE search:

FIRST WORD

exceptions:
1- A
2- AN
3- THE

then we use the
SECOND WORD

(Repeat several times.)

Lesson 18: Author Search

Review: Rule for title search.

Lesson: We use an author search when we want to find out if a library has books by an author. The search will get us a list of all the books by that author in Hucrest Library. It will not tell us all the books the author has written.

We know that our fiction is in order by the author, and what name of the author do we use?(Last name). So that is our very simple rule for author. LAST NAME. That is what I type on the line to do my search. I can't tell you how many times a student tells me that I don’t have any books by Beverly Cleary. Of course, I know there are Lots of books by her. I know what they did wrong in the search--do you? Yep, they typed Beverly in first!
If we want to have the first name, we must put a comma between the last name and the first.

Using John Michael and Michael John, show how a comma makes the difference in what is the person’s real name. They will need to put a comma after the last name if they want to add the first. Again, spelling counts!
Lesson 19: Subject Search

Review: Title search rule, Author rule.

Lesson: We use subject when we don’t know the author or the title, but we want a book about a certain subject. We know that the nonfiction section is in order by the subject. But did you realize that all books have a subject, even fiction ones. Can you have a fiction story about a dog? Sure. When I think of subjects, I often hear the word “about”. Students will say to me, ”Mrs. Brown, I want a book about....” Whatever you would put on that line is a subject. Could it be a person? Continue to give and illicit examples of subjects saying “a book about....”

Most of the time when you do a research project you will use a subject search, because you don’t know the title or the author, you just know that you need a book about something. So this gives me my rule to remember for subject:

A BOOK ABOUT (make it rhythmic: uh book uh-bout). When you hear yourself saying that, then you know you have a subject search. Have students repeat, “a book about.”

Lesson 20: Catalog Search Rules, Review (assessment) / Call slips

Preparation: set out set of colored Subject, Author and Title cards at each seat. Students are to leave them alone until game. Overhead of questions.

Review: Title, author and subject search rules.

Lesson: Have overhead questions. Tell students they are to hold up the card that shows what kind of search they would use to find the book for each question. Because cards are colored the same, you can tell at a glance if kids are getting it (those that don’t can be successful by seeing what others put it, so they still learn something). Be sure to explain after each one why that was the right answer.

Show students a call slip, explain how it is filled out. Show where they are kept. Let them know that if the book is out, that call slip can become a hold slip by putting their library number on it and giving it to me.

Lesson 21: Library Catalog - Directed Search
Preparation: Make sure you have use of the computer lab for class times well in advance. Arrange to have teachers bring classes there. Let teachers know you will need their help. Make sure lab is up and running and ready to go. Have a call slip and pencils at each computer. Students are to put their names on the back of the call slip. Have and envelop with a call slip with the correct information of the book you are doing glued on the front. Teacher may use this for a grade.

Lesson: Using a projector, have students watch first what you do and then have them follow. Do several searches showing all the scroll bars, buttons, etc. Students are to follow along. Learning with you the ins and outs. Teacher is to monitor and help those having problems.

Finish by having students fill out a call slip for the same book you picked out and glued on the envelope. When students are done, show them how to close out of their search. Collect call slips and go to library for check out.

Lesson 22: Library Catalog - Self-directed search / Find book (assessment)

Preparation: same as last lesson. Make sure you and teacher have felt tip pens

Lesson: Student may do their own search. They must pick a book that is in the library and can find on the shelf (not one they have with them!!) Student must do a search, find a book, fill out the call slip and show the call slip and the search to the teacher. Then they are to close their search. Teacher marks completed call slip with a check. When 10 students are ready to go to the library, leave teacher (or librarian --decide in advance) with the rest and have students then find the book on the shelf (or if it’s not there, where it should be!) Student gets a check on the call slip. Two check marks are a passing grade! Students may then check out.

END OF TRIMESTER / CONFERENCES

Lesson 23: Online Catalog - Keyword Search

Preparation: Overhead of catalog menu.

Lesson: Explain that a keyword search is not the best search, and should only be used when you can’t find a book any other way. It takes the databases of title, and of author and of subject and puts them together. It also adds the words in the annotation. Using the word “snow” show how this could become a very long list. But if you can’t remember the exact title and you know that one of the words of the title is “snow” then a keyword search is the one you will want to try.
Explain that they need to type in one word or a two word phrase only (save power searches for intermediate skills)

**Lesson 24: Online Catalog - Open searches**

**Review:** Go over search rules, remind them of keyword. Point out that it is the first button and if they press return instead of clicking on one of the search buttons, it will automatically do a keyword search.

**Story:** Read a short story and leave time for a longer check out so students can use the online catalog.

**SPRING BREAK**

Rest of the year, do Caldecott’s and Reviews of lessons.

**ILLUSTRATIONS/CALDECOTT LESSONS**

Use of color &/black and white
- Van Allsburg  Garden of Abdul Gasazi
- Van Allsburg  Sweetest Fig

Color
- Van Allsburg  The Stranger
- Van Allsburg  Bad Day at Riverbend

Wordless books
- Zoom
- Weisner’s books

**MEDIUM OF ART**

Collage books
- Collage  751.4 DEV
- Grandfather  E BAK
- Snapshots from the Wedding  ESOT
- THE SNOWY DAY  E KEA

Collage Book
- Smoky Night  (E BUN)
The Paper Crane (E BAN)
Make paper crane.

Watercolor
   Read: A Chair for My Mother (E WIL)

Colored Pencil
   Song and DanceMan
   Airmail to the Moon

Oil
   King Bidgoo’s in the Bathtub (Wood)