

DOCUMENT RESUME

ED 114 082

IR 002 709

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 TITLE Instructional Program for Library/Media Centers.
 INSTITUTION Cheltenham Township School District, Elkins Park,
 Pa.
 PUB DATE 75.
 NOTE 49p.

EDRS PRICE MF-\$0.76 HC-\$1.95 Plus Postage
 DESCRIPTORS Audiovisual Aids; Books; Catalogs; Curriculum Guides;
 Elementary Secondary Education; *Instructional
 Materials Centers; Instructional Programs; *Library
 Instruction; Library Programs; *Library Skills;
 Pamphlets; Periodicals; Reference Materials; *School
 Libraries

IDENTIFIERS Pennsylvania (Cheltenham Township); Pennsylvania
 (Elkins Park)

ABSTRACT

The Cheltenham Township school district (Elkins Park, Pennsylvania) has compiled a guide for library instruction. Suggested learning objectives and activities are listed for each grade level K-9, while an elective mini-course is proposed for grades 10-12. Integration of library instruction with curriculum and classroom activities is emphasized at all levels. The library instruction plan is recapitulated in chart form with indications for each grade level as to when a topic should be presented, taught, and reviewed and expanded. Subjects include orientation, parts of books, audiovisual materials, alphabetizing, Dewey Decimal System, the card catalog, dictionaries, atlases and maps, research skills, periodicals, vertical files, reference works, and literature appreciation. A list of available lessons and a multimedia bibliography are appended.
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INSTRUCTIONAL PROGRAM
FOR
LIBRARY/MEDIA CENTERS

F.R.



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INSTRUCTIONAL PROGRAM
FOR
LIBRARY/MEDIA CENTERS

by

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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K-12 LIBRARY/IMC PROGRAM - 1974

Introduction

"To provide a planned, purposeful, and educationally significant program which will be appropriately integrated with the classroom teaching and learning program."

From School Library Philosophy and Policy Statement adopted May, 1974 by the Board of School Directors.

The K-12 program of Library Skill Objectives represents the achievement of the first half of the above statement. The program was developed with the help of all school librarians who reviewed the draft proposal. The program is a guideline to the skills which every student should acquire. The grade levels are suggested and should be adjusted to the needs of the student.

Library skills of necessity, are closely related to research skills and enrichment procedures in every subject area. Therefore, in the implementation of skill objectives it is imperative that close cooperation exist between the classroom teacher and the librarian. In order to achieve this goal, library staffing requirements and volunteer training programs should be geared to providing sufficient supportive personnel for the librarian.

At the elementary level the librarian will need to be available both to aid the classroom teacher and to undertake some teaching responsibilities. At the secondary level this will also be true and additionally if the recommendations are implemented, an elective mini-course in resources in major subject areas would require considerable planning and teaching time on the part of the librarian.

ELEMENTARY LIBRARY INSTRUCTION

Introduction

Elementary library instruction is designed to provide students with the skills to use library books and audio visual materials independently. These skills are tools for productive learning, effective thinking and intelligent action.

Since each student progresses at his own rate, grade levels are suggested and skills should be presented according to the needs of the individual student. A well balanced library instructional program for the elementary school requires careful planning by the librarian and the classroom teacher. Staffing of the library must be such that the librarian has mobility within the school to plan with teachers to coordinate classroom needs with library services.

Activities of the literature program, such as storytelling and reading aloud, help make the students aware of their literary heritage and the beauty of the language. Long after students can unlock the treasures of the printed page for themselves, they will profit from listening.

KINDERGARTEN

1. Student develops a feeling of familiarity with and enjoyment of the library and is aware of library routines.

- Defines library

- Identifies personnel

- Aware of the library as part of the school, a pleasant place

- Locates Easy sections, A/V materials and magazines

- Recognizes orderliness in books, furniture, A/V materials

- Aware materials must be check out of the library

2. Student begins to exhibit responsibility in the library

- Respect for others should include quiet, courteous behavior when entering or leaving.

- Respect for books and materials should include proper way

 - to open book, turn pages, importance of clean hands, safe

 - places to store materials, use of bookmarks, keeping books

 - dry, etc.

3. Student gains enjoyment and appreciation of literature through many opportunities to listen, read and speak.

- Exposed to storytelling

 - reading aloud

 - browsing

 - poetry

- Identifies illustrations

1st GRADE

1. Student develops a feeling of familiarity with and enjoyment of the library and is aware of library routines.
 - Defines library
 - Identifies personnel
 - Aware of the library as part of the school, a pleasant place
 - Locates Easy sections, A/V materials and magazines
 - Recognizes orderliness in books, furniture, A/V materials
 - Aware materials must be checked out of the library
 - Knows availability of public libraries

2. Student begins to exhibit responsibility in the library
 - Respects others by quiet, courteous behavior when entering or leaving.
 - Respects books and materials by properly opening books, turning pages, importance of clean hands, safe place to store materials, use of bookmarks, keeping books dry, etc.

3. Student is able to apply circulation procedures
 - Selects a book carefully
 - Knows purpose of book card and due slip
 - Knows how to sign out card properly
 - Returns books on time
 - States home care of books

4. Student is able to sing or say alphabet and begins to know importance of alphabetizing.
 - Arranges letters in alphabetical order from left to right
 - Matches them to shelf letters

5. Student knows that E on book spine stands for "easier to read"

6. Student begins to identify parts of a book
 - Defines title, identifies title
 - Aware of page numbers and sequence in book
 - Relates contents to cover
 - Defines author
 - Defines illustrator
 - Defines spine, identifies spine label

7. Student is aware of what a dictionary is and begins to use picture dictionary

- 8. Student gains some enjoyment and appreciation of literature through many opportunities to listen, read and speak.
 - Exposed to storytelling
 - Reading aloud
 - Browsing
 - Identifies illustrations
 - Introduced to specific illustrators

GRADE 2

Review and emphasize as needed:

LIBRARY ORIENTATION

LIBRARY CITIZENSHIP

LIBRARY PROCEDURES

1. Student develops a feeling of familiarity with and enjoyment of the library and is familiar with library-routines.
 - Locates recreational and informational books
 - Locates non-book and A/V materials
 - Defines a community library
 - Demonstrates correct use of basic A/V equipment.

2. Student exhibits responsibility in the library toward other students and books and materials.

3. Student begins to identify parts of a book.
 - Identifies title page
 - States three or four main points of information on a title page
 - Identifies and defines publisher
 - Identifies and locates table of contents
 - Knows order of index
 - Defines and begins to use glossary

4. Student begins to learn arrangement in the library
 - Defines and locates Fiction
 - Defines and locates Non-fiction
 - Defines and locates E Fiction
 - Defines and locates E Non-fiction
 - Defines and locates Reference
 - Knows fiction is arranged in alphabetical order
 - Knows alphabetical arrangement of Fiction refers to first three letters of authors last name
 - Aware Non-Fiction books are arranged in numerical order
 - Recognizes Fiction and Non-fiction by call number
 - Defines and recognizes purpose of call number

5. Student arranges words alphabetically by 1st and 2nd letters.

6. Acquires some skill in finding words in an easy dictionary.
 - Locates spelling
 - Locates definitions

- 7. Student begins to use an easy encyclopedia.
 - Aware of kind of information in encyclopedia
 - Knows arrangement of encyclopedia
 - Selects proper volume by using alphabetical skills

- 8. Student selects and looks at/listens to filmstrips and other A/V materials on his own.
 - Knows location of A/V materials

- 9. Student gains enjoyment and appreciation of literature through many opportunities to listen, read and speak.
 - Knows what Caldecott Medal Award means
 - Introduced to "chapter books"
 - Introduced to poetry as a form

- 10. Student is aware of card catalog
 - Knows purpose
 - Aware of arrangement

GRADE 3

Review and emphasize as needed:

LIBRARY ORIENTATION

LIBRARY CITIZENSHIP

LIBRARY PROCEDURES

1. Student develops a feeling or familiarity with and enjoyment of the library and is familiar with library routines.
 - Knows care and handling of A/V materials and equipment
 - Returns books and materials to proper place

2. Student alphabetizes easily by 3, 4, 5 or more letters and by 2 or more words.

3. Student uses encyclopedia to locate information.
 - Identifies the type information found in an encyclopedia
 - Aware entries are noun words
 - States difference between encyclopedia and dictionary
 - States arrangement of encyclopedia by letter or combination of letters
 - Selects simply key words
 - Recognizes main heading and subheading
 - Defines skimming. Begins to use skimming.
 - Aware of cross references (see and see also)
 - Aware of other features of encyclopedia (maps, study guides, diagrams, charts, bibliographies)
 - Locates index in different encyclopedia

4. Student uses alphabet skills to find words in abridged dictionary.
 - Knows unabridged dictionary contains more information
 - Use guide words to locate entry words quickly

5. Student gains more knowledge on arrangement of books in the library.
 - Discusses groupings and types of groupings
 - Aware of need for arrangement
 - Arranges non-fiction books in numerical order
 - Aware each number means different subject
 - Locates specific fiction and non-fiction books on E shelf
 - Locates and defines reference
 - Becomes aware of the almanac, atlas, and Jr. Books of Authors
 - Locates and defines Biography
 - Distinguishes between collective and individual biography
 - Knows individual biography is shelved alphabetically within classification by biographee

6. Student can find and replace Fiction books.
 - States parts of a book
 - Uses table of contents and index effectively
 - Knows relationship of title page of book to title frame of filmstrip
7. Student knows school circulation procedures for book and non-book materials.
8. Students begin to use card catalog
 - Knows location of card catalog
 - Knows arrangement of card catalog
 - Uses guides in card catalog
 - Identifies a title, author and subject card
 - States whether card identifies book or A/V material
 - States what information is on a catalog card
 - Knows where call number is located
 - Knows authors last name comes first
9. Student can begin to use a variety of reference books effectively.
 - Locates main library resources
 - Begins independent work with card catalog.
 - Aware of types of materials available in school and public library.
10. Student gains enjoyment and appreciation of literature through many opportunities to listen, read and speak.
 - Introduced to folklore, myths to specific authors

GRADE 4

Review and emphasize as needed:

LIBRARY ORIENTATION

LIBRARY CITIZENSHIP

LIBRARY PROCEDURES

1. Student develops a feeling or familiarity with and enjoyment of the library and is familiar with library routines.
 - Knows care and handling of A/V materials and equipment
 - Returns books and materials to proper place
2. Student can alphabetize by 5 or more letters.
3. Student states and defines parts of the books
 - Knows title page, title, author, illustrations, place of publication, publisher, date of publication, editor, translator, verso, copyright date
4. Student uses dictionary effectively.
 - Aware of kinds of information about words given (spelling, pronunciation, abbreviations, derivations, proper names, definitions, illustrations, synonyms, antonyms, English usage and parts of speech)
5. Student gains understanding of decimals in order to use Dewey Decimal numbers.
6. Student uses card catalog to find entries by title, author or subject.
 - Aware of filing rules (people, abbreviations, etc.)
 - Knows and uses cross reference cards
 - Can locate books in subject areas by using call numbers in card catalog
7. Student uses encyclopedias effectively.
 - Begins to compare encyclopedias, and date of publications.
 - Aware of arrangement of real people vs. fictional
 - Knows what an annual is
8. Defines an Atlas, aware of scale on a map.
 - Begins to use table of contents and location symbols on maps

9. Student makes a floor plan of library and blocks in location of all materials.
10. Student is aware that story collections (SC) are shelved alphabetically by author.
11. Student defines and locates vertical file.
Knows arrangement of vertical file
Locates pictures and pamphlets in vertical file
12. Student begins to skim, take logical notes and keep written records of his research.
Defines a bibliography
Writes a bibliography for a book by one author and/or an encyclopedia
Takes notes by selecting main points and subpoints
Uses own words or "quotes"
13. Students gain enjoyment and appreciation of literature through many opportunities to listen, read and speak.
Introduced to Newbery Awards
Introduced to Literature on Audio Visual Materials
Introduced to Plays
Introduced to Short Stories

GRADE 5

Review and emphasize as needed:

LIBRARY ORIENTATION

LIBRARY CITIZENSHIP

LIBRARY PROCEDURES

1. Student keeps records of his research.
 - Knows how to make bibliographic record of book.
 - Knows how to make bibliographic record of a magazine article
 - Knows how to make bibliographic record of Audio Visual materials
 - Knows how to make simple bibliographic lists

2. Student takes notes and then makes outlines.
 - Groups information into topics and subtopics
 - Orders information from general to specific
 - Makes simple skeleton outlines (topic)
 - Makes simple sentence outlines
 - Arranges topics in chronological order if appropriate
 - Aware of placement of supporting facts and opinions

3. Atlas.
 - Understands scale and makes scale drawings
 - Locates places on maps by using location symbols
 - Defines geographic terms
 - Knows variety of information in indexes
 - Reads and translates tables and graphs and charts

4. Student defines and locates appendix, footnotes, frontispiece, dedication, preface, forward, introduction, acknowledgements and list of illustrations..

5. Student begins to understand the development of a book.
 - Familiar with terms clay tablet, manuscript, papyrus, and general history of books
 - Aware of how a book today is made.
 - Can create own book

6. Student uses card catalog independently.
 - Uses cards to find Audio Visual and non-book materials
 - Arranges words and names in proper order as referred in filing (Mac, Mc, Mr., Mister, Mrs.)
 - Interprets fully information on catalog card

7. Student uses unabridged dictionary effectively.
Uses dictionary for crossword puzzles
8. Student knows usefulness of encyclopedia in gathering materials for research project.
Uses index to greater extent to find specific information
Uses more than one set to gather information
9. Student begins to use a variety of reference materials.
Aware of biographical and geographical dictionaries, almanacs, annuals
Aware of additional encyclopedias, and reference sources in community library
10. Student gains enjoyment and appreciation of literature through many opportunities to listen, read and speak
Introduced to poetry
Exposed to reading aloud
story telling
browsing

GRADE 6

Review and emphasize as needed:

LIBRARY ORIENTATION

LIBRARY CITIZENSHIP

LIBRARY PROCEDURES

PRACTICE OF 5th GRADE SKILLS

1. Student begins to develop an approach to research.
 - Locates total book, non-book and Audio Visual Materials
 - Selects sufficiently limiting topic
 - Selects resources, uses
 - Takes notes and outline, make bibliography
2. Student is aware of indexes in the library.
 - Aware of National Geographic Index
 - Aware of Poetry Index
3. Student begins to use Abridged/ Readers Guide.
 - Knows how fast books are obsolete
 - Knows current sources of information
 - Knows how to read entry, abbreviations, headings, and subheadings
 - Locates information by and about people
 - Locates information on specific subjects
4. Student is aware of Thesaurus.
5. Student is aware of Bartlett's and other book of quotations.
 - Knows how to locate by author
 - Knows how to locate by words of quote
6. Student is aware of different kinds of alphabetizing used in phone books, dictionaries, encyclopedias and card catalog (word for word, letter by letter).
7. Student traces etymology of words, recognizes and uses accents and diacritical marks as well as syllabication.
8. Student recognizes specific advantages of books to Audio Visual and non-book materials.
9. Student lists all sources correctly in bibliographic form (includes Audio Visual and non-book sources).

10. Student is aware of 10 divisions of Dewey Decimal System and understands purpose.

11. Student gains enjoyment and appreciation of literature through many opportunities to listen, read and speak.

Introduced to collective Biography

Exposed to reading aloud
story telling
browsing

Introduction

Library skill instruction at the Junior High School level is designed to review skills taught earlier and to introduce new reference sources. Since reference sources are utilized at each grade level in several subject areas, implementation requires careful planning by the librarian and the classroom teacher.

To illustrate the applicability of library skills to subject area, grade levels are suggested, (likewise sources listed under various topics give representative titles but are not all inclusive). These skills should be varied according to the needs of the student and the curriculum.

Since skill instruction is integrated with subject instruction, library orientation should not be longer than one or two class periods for 7th and 10th grades. Orientation and review at the 8th, 9th, and 11th and 12th grades should be determined based on needs of the classroom teacher.

7th GRADE

- I. Student knows all preceding library skills (K-6).
- A. Orientation: Arrangement of library, statement of library policies. Location and operation of A/V equipment, and student responsibility in the library.
- B. Student uses the card catalog on an independent basis for location of needed print and non-print resources.
1. Have knowledge of different catalog cards: author, title, subject, see reference, etc.
 2. Have knowledge of location of "call number" on catalog cards.
 3. Have knowledge of the Dewey Decimal, or numerical sequence of library resources organization within the library.
- C. Student uses a general encyclopedia effectively (World Book, Comptons, etc.)
- Use of:
1. Indexes
 2. Cross References etc.
- D. Student knows and is able to use the Pamphlet File.
- E. Student knows and is able to use general and special language dictionaries.
- F. Student knows basic biographical reference sources.

II. Skills present at the 7th grade level.

- A. Student knows how to use periodical and newspaper indexes, (Social Studies Department) and knows the various forms of periodicals, i.e., hardbound, paperbound, and microform.

General

1. Reader's Guide to Periodical Literature.
2. New York Times Index.
3. Biography Index.

Specialized

1. National Geographic Index
2. American Heritage Index
3. Audubon Index
4. Vital Speeches Index

- B. Student knows how to use the microfilm readers and other A/V equipment. (Social Studies Department)

C. Student knows how to use specialized reference books in the specific subject areas, i.e., Social Studies Department.

1. Geographical References: Atlases, Gazetteer, Maps, Dictionaries
2. Statistical References: Almanacs, Yearbooks, Statesman's Yearbook
3. Biographical References: Biographical Dictionaries, etc.
4. Historical References: Dictionaires, Atlases, Encyclopedias
5. Handbooks

Student understands and knows how to use the "analytical" and "see reference" cards in the Card Catalog file. (Social Studies Department or English Department)

8th GRADE

- A. Student knows how to use specialized indexes. (English Department)
1. Short Story Index, Play Index, Book Review Index, Grangers Index to Poetry, Book Review Digest
 2. Advanced use of Reader's Guide to Periodical Literature
- B. Student knows how to use specialized reference books in English. (English Department)
1. Quotation books, Dictionaries of authors, Thesauruses, specialized word books, such as, Rhyming Dictionaries, synonym dictionaries, etymologies and Literature Hand Books, Readers Encyclopedia, Mythology of all races.
- C. Student knows how to use advanced and specialized encyclopedias. (Various Departments)
1. McGraw-Hill Encyclopedia of Science and Technology
 2. Encyclopedia of the Social Sciences
 3. Mythology of all races
 4. Encyclopedia Britannica
 5. Encyclopedia Americana
- D. Student knows how to use specialized U. S. History Reference Materials. (Social Studies Department)
1. Dictionaries, one volume encyclopedias, historical atlases
 2. Government Publications
 3. Pamphlet file
- E. Publications, Trade Publications, and Association Publications. (Social Studies Department)
1. Government
 - a. Foreign Government, Embassies, etc.
 - b. U. S. Government
 - c. State and Local Government
 2. Trade Publications
 3. Associations (NEA, National Rifle Association, Chamber of Commerce, etc.)

9th GRADE

- A. Student knows how to use specialized reference materials in science.
(Science Department)
1. Science and mathematical dictionaries, science handbooks,, encyclopedias, Who's Who, etc.
- B. Student knows how to develop a research paper. (English and Social Studies Departments)
1. Bibliographies
 - a. Preparation of
 - 1) Book
 - 2) Non-book
 - b. Use of
 2. Note taking
 3. Outlining
- C. Use of Pamphlet File (Advanced)
1. Materials in pamphlet file

LIBRARY INSTRUCTION ON SENIOR HIGH LEVEL

(10-12)

At this level the student will be working on a more independent basis. All library skills learned at earlier grade levels should be reinforced and refined on an independent basis. Student on this level should know how to locate materials, and how to use many of the reference sources. Students should learn to fully utilize reference sources within specific areas of study.

To this end, it is recommended an elective mini-course (6-9 weeks) be offered to students dealing with the following areas:

- A. Resources in the Social Sciences - Print and Non-print
- B. Resources in Science and Technology - Print and Non-print
- C. Resources in Humanities - Print and Non-print

The course would be planned by the department and the librarian.

A GRADED PROGRAM OF LIBRARY INSTRUCTION

Appendix A

The following sequence of activities is designed to correlate with the various curriculum areas to provide a logical program of instruction through the grades.

Grade levels are suggested, and the progression is from the simple to the more detailed.

P - Presented only - (General concept, location, availability)

T - Presented and Taught - (Specific skill comprehension)

R - Reviewed and Expanded - (Concept and skill)

**E. Location of materials in the Library -
IMC**

1. Books (fiction, non-fiction, primary, and reference)
2. AV (hardware and software)
3. Non-Book (magazines, pamphlets, realia, pictures, etc.)
4. Miscellaneous

II. UNDERSTANDING PARTS OF A BOOK

A. Book as a whole

1. Title
2. Author
3. Illustrator
4. Cover (hard, paperback)
5. Body, text
6. Page number and sequence

B. Title Page

1. Title of book
2. Half title
3. Name of author
4. Illustrator
5. Place of publication
6. Publishing House
7. Date of publication
8. Editor
9. Translator

C. Back of title page - Verso

1. Copyright date
2. Dates of revisions and editions
3. Library of Congress card number

D. Table of contents

1. List of chapters/stories
2. Page numbers
3. Order of appearance in book

E. Index

1. Most useful part of book to locate specific information quickly
2. Alphabetical subject list of topics in book
3. Sub-topics
4. -, meanings

F. Glossary

G. Lists of maps, illustrations, plates

H. Dedication and acknowledgements

	K	1	2	3	4	5	6	7	8	9	10	12
E. Location of materials in the Library - IMC								T	R	R	T	
1. Books (fiction, non-fiction, primary, and reference)	P	T	T	R	R	R	R					
2. AV (hardware and software)		P	T	T	R	R	R					
3. Non-Book (magazines, pamphlets, realia, pictures, etc.)			P	T	T	R	R					
4. Miscellaneous	P	T	T	R	R	R	R					
A. Book as a whole	P	T	T	R	R	R						
1. Title												
2. Author												
3. Illustrator												
4. Cover (hard, paperback)												
5. Body, text												
6. Page number and sequence												
B. Title Page								R				
1. Title of book	P	T		R	R	R	R					
2. Half title	P	T		R	R	R	R					
3. Name of author	P	T		R	R	R	R					
4. Illustrator	P	T		R	R	R	R					
5. Place of publication				P	T	R	R					
6. Publishing House	P	T		R	R	R	R					
7. Date of publication				P	T	R	R					
8. Editor				P	T	R	R					
9. Translator				P	T	R	R					
C. Back of title page - Verso				P	T	R	R	R	R			
1. Copyright date												
2. Dates of revisions and editions												
3. Library of Congress card number												
D. Table of contents		P	T	R	R	R	R	R				
1. List of chapters/stories												
2. Page numbers												
3. Order of appearance in book												
E. Index								R				
1. Most useful part of book to locate specific information quickly	P	T		R	R	R	R					
2. Alphabetical subject list of topics in book	P	T		R	R	R	R					
3. Sub-topics				T	R	R	R					
4. -, meanings				T	R	R	R					
F. Glossary			T	R	R	R	R	R				
G. Lists of maps, illustrations, plates					P	T	R	R				
H. Dedication and acknowledgements					P	T	R	R				

	K	1	2	3	4	5	6	7	8	9	10-12
I. Introduction - Preface - Foreword					P	T	R	R			
1. Author's viewpoint											
2. Summary of contents											
J. Body or text of book				P	P	T	R				
1. Chapter headings											
2. Sub-heads											
3. Chapter summaries											
4. Footnotes									T	T	R
a. Located at bottom of page or elsewhere											
b. Keyed by asterisks, etc.											
5. Running headings											
6. Illustrations, frontispiece											
K. Appendix					P	T	R	R	R	R	R
1. Additional information which the author believes important											
L. Bibliography				P	T	R	R				
1. References made by author to other books											
2. Located in a special section or as part of each chapter											
M. Development of Book				P	P	T	R				
1. History (clay tablet, papyrus, horn book, etc.)											
2. Book today (how made)											
<u>I. UNDERSTANDING AUDIO-VISUAL MATERIALS</u>											
List of AV Materials available in the Cheltenham School District is kept in the Library - IMC.											
A. Filmstrips			P	T	T	R	R	R			
1. Frames, size, total number, sprockets, captions											
2. Title frame, relations to title page of a book											
3. Sound accompaniment, record or tape cassette, audible/inaudible signals											
4. Filmstrip projector, previewer, care, rules of operation											
5. When to use a filmstrip											

B. Filmloops

1. Cassette sound loop
2. Single concept
3. Filmloop projector - care, rules of operation
4. When to use a filmloop

C. Slides

1. 2 x 2 transparencies
2. Slide projector - care, rules of operation
3. When to use slides

D. Films (16mm, 8mm)

1. Physical aspects
2. Historical aspects, film as an art form
3. Techniques - montages, flashbacks, fades, background music
4. Film sources - Intermediate Unit, public libraries
5. Film projector - care, rules of operation
6. When to use films

E. Microforms

1. Size reduction, relation to printed material
2. Microfilm
3. Microfiche
4. Microform readers and reader/printers - care, rules of operation
5. When to use microforms

F. Tape recordings

1. Reel to reel
2. Cassette
3. Tape recorders - care, rules of operation

G. Disc recordings (Records)

1. Physical characteristics RPM 16, 33-1/3, 45, 78
2. Content, spoken arts, music
3. Record players - care, rules of operation

H. Radio and TV

1. VTR units available through Library IMC
2. TV production capabilities Cedarbrook and High School.

	K	1	2	3	4	5	6	7	8	9	10	11	12
B. Filmloops		P	T	R	R	R	R	R					
1. Cassette sound loop													
2. Single concept													
3. Filmloop projector - care, rules of operation													
4. When to use a filmloop													
C. Slides		P	T	R	R	R	R	R					
1. 2 x 2 transparencies													
2. Slide projector - care, rules of operation													
3. When to use slides													
D. Films (16mm, 8mm)				P	T	R	R	R	R	R	R	R	R
1. Physical aspects													
2. Historical aspects, film as an art form													
3. Techniques - montages, flashbacks, fades, background music													
4. Film sources - Intermediate Unit, public libraries													
5. Film projector - care, rules of operation													
6. When to use films													
E. Microforms									T	R	R	R	R
1. Size reduction, relation to printed material													
2. Microfilm													
3. Microfiche													
4. Microform readers and reader/printers - care, rules of operation													
5. When to use microforms													
F. Tape recordings	P	T	R	R	R	R	R	R	R	R	R	R	R
1. Reel to reel													
2. Cassette													
3. Tape recorders - care, rules of operation													
G. Disc recordings (Records)	P	P	T	R	R	R	R	R	R	R			
1. Physical characteristics RPM 16, 33-1/3, 45, 78													
2. Content, spoken arts, music													
3. Record players - care, rules of operation													
H. Radio and TV				P	P	R	R	R	R	R	R	R	R
1. VTR units available through Library IMC													
2. TV production capabilities Cedarbrook and High School.													

	K	1	2	3	4	5	6	7	8	9	12
c. Main headings				T	T	R	R				
1) Sub-heading											
2) Skimming											
d. Key words				T	T	R	R				
e. Cross reference				T	T	R	R	R			
1) "see"											
2) "see also"											
f. Guide words				T	T	R	R				
g. Index				T	T	R	R				
1) Volume number or letter											
2) Ready information Index											
3) Page section location (a, b, c, d)											
h. Types of encyclopedias				T	R	R	R	R			
i. Annuals					T	T	R	R			
j. Arrangement of people											
k. Illustrative material											
l. Statistical information											
2. Qualifications of a good encyclopedia											
a. Arrangement					P	T	T	T	R	R	
1) Information should be easily and quickly located											
a) Cross references and index											
b) Paging of inserted material											
b. Authority					P	R	R	R			
1) Authors of articles to be recognized specialists in their fields											
2) Reliable of publication											
c. Recency of publication				P	P	T	R	R			
1) Yearbooks, etc.											
2) Editions											
3) Inserts											
d. Maps, illustrations, bibliographies - all to be accurate and complete				P	P	T	R	R			

II. RESOURCES OUTSIDE THE SCHOOL LIBRARY

- A. Public Library
- B. State Libraries
- C. University Libraries
- D. Special Libraries
- E. Embassies, and Foreign Governments
- F. Chambers of Commerce
- G. Trade and Industrial Companies
- H. Government Sources
 - 1. U. S. Printing Office
 - 2. Departments of U. S.
 - 3. State and Local Offices
- I. Associations

IV. LITERATURE APPRECIATION AND ENJOYMENT

- A. Introduction of various types of literature (to correlate with curriculum requirements)
 - 1. Poetry
 - a. Rhymes, jingles, etc.
 - b. Humorous poems
 - c. Lyrics
 - d. Narrative poetry
 - e. Dramatic poetry
 - f. Ballads
 - g. Sonnets
 - 2. The Short Story
 - 3. Myths, legends, and folklore
 - 4. The Novel
 - 5. Biography,
 - 6. The Essay
 - 7. Other forms of literature as met in curriculum such as plays
- B. Other Types of Literature
 - 1. Mystery and detective stories
 - 2. Science fiction?Fantasy
 - 3. Adventure stories
 - 4. Animal stories
 - 5. Historical fiction
 - 6. Family stories
 - 7. Humorous stories
 - 8. Hero tales

	K	1	2	3	4	5	6	7	8	9	10	12
A. Public Library	P	P	P	P	P	P	P	P	P	P		
B. State Libraries								P	P	P		
C. University Libraries								P	P	P	T	
D. Special Libraries								P	P	P	P	
E. Embassies, and Foreign Governments					P	P	P	P	P	T	T	
F. Chambers of Commerce					P	P	P	P	P	T	T	
G. Trade and Industrial Companies								P	P	T	T	
H. Government Sources								P	P	T	T	
1. U. S. Printing Office												
2. Departments of U. S.					P	P	P					
3. State and Local Offices												
I. Associations								P	P	T	T	
A. Introduction of various types of literature (to correlate with curriculum requirements)												
1. Poetry												
a. Rhymes, jingles, etc.	P	P	R	R	R							
b. Humorous poems	P	P	P	P	T	T	R	R	R			
c. Lyrics			P	P	T	R	R	R	R			
d. Narrative poetry						P	T	R	R			
e. Dramatic poetry						P	T	R	R			
f. Ballads							P	P	T	R		
g. Sonnets							P	P	T	R		
2. The Short Story				P	P	P	P	T	T	R		
3. Myths, legends, and folklore		P	P	P	T	T	T	T	T	T	T	
4. The Novel								P	P	P	T	
5. Biography,			P	P	T	R	R	R	R	R	R	
6. The Essay								P	T	R	R	
7. Other forms of literature as met in curriculum such as plays												
B. Other Types of Literature	P	P	P	P	P	P	P					
1. Mystery and detective stories												
2. Science fiction?Fantasy												
3. Adventure stories												
4. Animal stories												
5. Historical fiction												
6. Family stories												
7. Humorous stories												
8. Hero tales												

LIST OF SAMPLE LESSONS AVAILABLE

Appendix B

1. Alphabetizing - Self-paced lap* - Grades 2 and 3
2. Alphabetizing - Self-paced lap* - Grades 3 and 4
3. Arrangement in Library - Self-paced lap* - Grades 2 to 5
4. Card Catalog - Self-paced lap* - Grades 3 to 6
5. Encyclopedia - Self-paced lap* - Grades 3 to 6
6. 7th Grade Library Skills Pre-test
7. Reader's Guide - Grade 7 to 8
8. Seven steps to success in writing Research Paper
9. Reading Aloud to Children Program

*lap - Learning Activity Packet.

MULTI-MEDIA BIBLIOGRAPHY ON LIBRARY SKILLS AND INSTRUCTION

APPENDIX C

Books:

- Barr, J. Miss Terry at the Library. Whitman, 1962
- Bartlett, S. Books, A Book to Begin On. Holt, 1968
- Bartlett, S. Libraries, A Book to Begin. Holt, 1964
- Batchelor, J. Communication from Cave Writing to Television. Harcourt, 1953
- Beck, Margaret V. A Guidebook for Introducing Library Skills to Kindergarten and Primary Grades. Denison, 1967
- Beck, Margaret V. A Guidebook for Teaching Library Skills. Denison, 1965
- Book One: Using the Card Catalog
- Book Two: Using the Dewey Decimal System
- Book Three: Using Reference Materials
- Book Four: Using the School Library
(Student workbooks are available)
- Berner, Elsa R. Integrating Library Instruction with Classroom Teaching at Plainview Junior High School. ALA, 1958
- Bongiorno, M. How Can I Find Out. Children's Press, 1963
- Bonsall, C. Tell Me Some More. Harper, 1961
- Boyd, J. Books, Libraries and You. Scribner, 1965
- Bradley, D. The Newspaper: Its Place in a Democracy. Von Nostrand, 1965
- Buekheimer, N. Let's Go to the Library. Putnam, 1957
- Buehr, W. Sending the Word. Putnam, 1959
- Byrne, Sr., A. L. Library Science Series. Americana Corporation, 1971
(eight student workbooks--2 to 7)
- Cleary, F. D. Discovering Books and Libraries. H. W. Wilson, 1966
- Cook, Margaret. The New Library Key. Wilson, 1963
- Cooke, D. How Books are Made. Dodd, 1963
- Daly, M. Patrick Visits the Library. Dodd, 1961
- Davies, Ruth Ann. School Library, a Force for Educational Excellence. Bowker, 1966
- Delaney, Jack. New School Librarian. Shoe String Press, 1968
- Dougherty, J. Andy and the Lion. Viking, 1938
- Dean, E. Printing: Tool of Freedom. Prentice Hall, 1964
- Downs, Robert B. How to Do Library Research. University of Illinois Press, 1966
- Duvaisin, R. Petunia. Knopf, 1950
- Epstein, S. The First Book of Printing. Watts
- Feigenbaum, L. This is a Newspaper. Follett, 1965
- Field Enterprises Educational Co. The Encyclopedia: A Resource for Creative Teaching and Independent Learning. Field Enterprises Educational Corporation, 1968
A report of a workshop sponsored by Trinity University,
The University of Texas and Field Enterprises Educational Corporation.
- Fisher, L. The Printers. Watts, 1965
- Foster, G. Communication: From Primitive Tom-Toms to Telestar. Criterion, 1965
- Foster, J. Pages, Pictures and Print: A Book in the Making. Harcourt
- Greene, C. I Want to be a Librarian. Children's Press, 1960
- Harshaw, R. What Book is That. Macmillan, 1948
- Hogben, L. Wonderful World of Communication. Doubleday, 1959
- Hurd, E. Johnny Lion's Book. Harper, 1965

Audio Visual Materials:

ALA	Use Your Library for Better Grades and Fun Too.	Filmstrip
Colonial Films Inc.	Using the Library.	4 Transparencies
Compton	How to Use the Encyclopedia.	Filmstrip
DCA	Using the Library.	10 Transparencies
Educational Services	Media for Moppets.	6 Sound Filmstrips
Encyclopedia Britannica Educational Corp.	Your Library: A World of Books The Card Catalog The Classification of Books Using the Dictionary Using the Encyclopedia Using Special Reference Books	6 Filmstrips
Eye Gate	Library Research Tools Introduction to the Library The Book The Card Catalog Dictionaries Encyclopedias Selected Reference Sources I: General Selected Reference Sources II: Specific Periodical References and Indices The Research Paper: Preliminary Stages The Research Paper: Bibliography and Footnotes	10 Filmstrips and Vicalog*
Eye Gate	Library Services Introduction to the Card Catalog Explaining the Dewey Decimal System Classification The Parts of a Book Using Reference Materials	4 Filmstrips and Vicalog*
	*Vicalog - A large Catalog Card with Overlays	
Eye Gate	Using the Library	10 Transparencies
Field Enterprises	Look-it-up Skills with a Dictionary Look-it-up Skills with an Encyclopedia	12 Transparencies and 3 Booklets
Films, Inc.	Using the Library Series The Card Catalog The Classification of Books Using the Dictionary Your Library Using Special Reference Books	Filmstrips

Audio Visual Materials: (Continued)

F. A. Owens	Library Posters	
General Analine & Film Corporation	Library Science Project-Aid Transparencies	Overlays
Ideal School Supply Co.	Library Skills	18 Transparencies, Worksheet masters and 18 Charts
Instructor Publications	Using Your Library Using Your Library	32 Posters Spirit Masters
Jim Handy	Handwritten Books History of Printed Books How Books are Made Our Alphabet The Story of Numerals The Story of Paper	Filmstrips
McGraw	Library Tools Series Using Books Dewey Decimal System The Card Catalog The Dictionary, Part I The Dictionary, Part II The Encyclopedia	6 Filmstrips
Milliken Publishing Co.	Basic Library Skills (4 to 6) Basic Dictionary Skills (3 to 6) Reference Tools and Study Skills (5 to 8)	12 Transparencies 24 Duplicating Pages 12 Transparencies 24 Duplicating Pages 12 Transparencies 24 Duplicating Pages
Montgomery County	Beginning Responsibility: Books and Their Care Finding Information How to Read Biographic Know Your Library You'll Find it in the Library Magic Book and Story of a Book	Films
SVE	Using the Elementary School Library Exploring the Library Getting to Know Books What's in the Dictionary How to Use the Card Catalog How to Use the Encyclopedia Skills in Gathering Facts	6 Sound Filmstrips

Audio Visual Materials: (Continued)

SVE	The New Book Your Dictionary and How to Use It The Librarian	Filmstrips
3M	Library Science	Transparencies
3M	How to Find a Book in a Library Card Catalog Dewey Decimal System, #1 and #2	Cassette Tapes
<u>Troll Associates</u>	Looking Up Facts and Information A Visit to the Library Using Reference Materials Looking Up Facts and Information Using Reference Materials	Filmstrips
<u>Visual Materials, Inc.</u>	Using the Dictionary Using Your Library Using the Encyclopedia and Other Reference Books	Teacher Transparencies Workbook Each Title has 12 Color Transparencies 14 Duplicator Sheets
<u>Warren Schloat</u>	An Introduction to the Library Library Materials, Card Catalog, Reference, Readers' Guide Library's Role in Science and Social Studies Assignment	4 Filmstrips, 4 Records or Cassette 2 Filmstrips Filmstrips with Records or Cassette