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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 Systém, 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. (LS).

INSTRUCTIONAL PROGRAM-¬ FOR LIBRARY/MEDIA CENTERS F.J. a D D Y H ERIC 2 . //

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INSTRUCTIONAL PROGRAM

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FOR J LIBRARY/MEDIA CENTERS

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by

Edith Schwarz William Morris

David Opatow

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TABLE OF CONTENTS

1	Introduction	Page	1
11	Elementary Library Instruction	Page	2
111.	Secondary Library Instruction	Page	· 1 6
IV.	A Graded Program of Library Instruction	Pag e	22
	List of Sample Lessons Available - Appendix B	Page	39
'VI.	Multi-Media Bibliography on Library Skills and Instruction - Appendix C	Page	40

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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 <u>School Library Philosophy and Policy Statement</u> 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 skill's which every student should acquire. The grade levels are suggested and should be adjusted to the heeds 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 récommendations 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

Blementary 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 <u>suggested</u> 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 treasurers 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.
 - **Defi**nes 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.

B

Exposed to storytelling reading aloud browsing poetry Identifies illustrations

1st GRADE Student develops a feeling of familiarity with and enjoyment of the 1. library and is aware of library routines. **D**efines 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 Student begins to exhibit responsibility in the library 2. 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. Student is able to apply circulation procedures 3. 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

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"

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



6.

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

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GRADE 2

Review and emphasize as needed:

LIBRARY ORIENTATION

LIBRARY CITIZENSHIP

LIBRARY PROCEDURES

L. 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 iction 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 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

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

7.

GRADE 3

Review and emphasize was 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.

, 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

1. 3

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.

3. Students begin to use card catalog

9.

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

Student can begin to use a variety of reference books effectively. Locates main library resources Begins independent word 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 folklor, myths to specific authors

GRADE 4

'Review and emphasize as needed:

LIBRARY ORIENTATION

LIBRARY CITIZENSHIP

LIBRARY PROCEDURES

 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, derrevations, 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_satalog

7. Student uses encyclopedias effectively.

Begins to compare encyclopedias, and date of publications. Aware if 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.

11

- 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

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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

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.

Vaderstands scale and makes scale drawings Locates places on maps by using location symbols Defines geographic terms Knows variety of information in indexes

Reads and translate's tables and graphs and charts-

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

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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

S'tudent 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 dibrary. 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 Thesautus.

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, dictionaires, encyclopedias and card catalog (word for word, letter by letter).

Student traces etymology of words, recognizes and uses accents and diacretical marks as well as syllabication.

8. Student recognizes specific advantages of books to Audio Visval and non-book materials.

9. Student lists all sources correctly in bibliographic form (includes Audio Visual and non-book sources).

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

20

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

Introduced to collective Biography Exposed to reading aloud story telling

browsing

SECONDARY LIBRARY INSTRUCTION

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 <u>suggested</u>, (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

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	B./	Student	knows ho	w to use the	e ficrofil	m readers	and other	A/V equip	ment.	
				Department)		•		```		

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V

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)

Sis

8th GRADE

19

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 Student knows how to use specialized reference books in English. Β. (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 41 Encyclopedia Britannica 5. Encyclopedia Americana Student knows how, to use specialized U. S. History Reference Materials. D. (Social Studies Department) 1. Dictionaries, one volume encyclopedias, historical atlases 2. Government Publications Pamphlet file 3. E. Publications, Trade Publications, and Association Publications. (Social Studies Department) Government Foreign Government, Embassies, etc. a. U. S. Government b. State and Local Government c. Trade Publications 2. Associations (NEA, National Rifle Association, Chamber of . 3. Commerce, etc.)

1. زينه

RIC

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.

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B. Student knows how to develop a research paper. (English and Social, Studies Departments)

5

- - 1) Book 2) Non-book
 - b. Use of
- 2. Note taking
- 3. Outlining
- C. Use of Pamphlet File (Advanced)

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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.

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 <u>suggested</u>, and the progression is from the simple to the more detailed.

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

T - Presented and Taught - (Specific skill comprehension)

R - Reviewed and Expanded - (Concept and skill)

Gr.

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4. Arrangement of librar								Ň					
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c. Safe place to		P	Т	Т	R	R	R	R	1	1			
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}	3.	Non-Book (magazines, pamphlets,		·		_		5		·	ļ	1	ŀ
. •	. `	realia, pictures, etc.) Miscellaneous		Т	P T	T R	T R	R R	·R R		}		
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II. UNDE	RSTANDI	NC PARTS OF A BOOK	1							1]	ſ	1
Α.	Book as	a whole	Р	Т	T	R	R	R	1	1			ŀ
,	1.	Title	1	1			ſ	l	•				
	2.	Author . Illustrator	1	1	1					1	1	1 -	1
.	3. 4.	Cover (hard, paperback)		1	1	I		1.		1	1		1
	5.	Body, text	1		1		ļ	·	1	.	I	ŀ	
	6.	Page number and sequence		1		l		ľ		 -			
В.	Title P	800 -	ł			Ι.		ľ		R	1	Ĺ	1
.	1.	Title of book		P	Т	R	R	R	R	1		â	I
•	2.	Half title		Р	ŢТ	R	R	R	٠R	<u> </u> .	l	l	
	3.	Name of author	1	P	T	R	R	R	R R	1	ł		
•	4. 5.	Illustrator Place of publication		^r	T	R P	R T	R R	R	ł		·	[
	· J. 6.	Publishing House		P	Т	R	·R	R	R	l		1	I .
•	7.	Date of publication			1	P	Т	R	R	l	1	1 .	
	· 8.	Editor		-		P P	T T	R R	R R	·	1	{	
•.	9.	Translator				^r		K	ĸ			1	1
c.	Back of	title page - Verso		.	·	P	Т	R	R	R	R		
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•	2. 3.	Dates of revisions and editions Library of Congress card number	1		1				1			1	
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D.		f contents 4	e S	P	Т	R	R	R	R	R	ŀ	·	
•	1.	List of chapters/stories	 ~	1		.	1		!		ł		
	2. 3.	Page numbers Order of appearance in book	· 1	† .		1					1	1 .	
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, E.	Index		1.		· ·	1.	.	1	1	R	1	1	
- 1	1.	Most useful part of book to locat specific information quickly	e	P	T.	R	R	' R	R				
. .	· 2.	Alphabetical subject list of								1	ŀ		
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<i>n</i> 1	3.	Sub-topics	1 ^	·		T	R	R	R	1	ſ	1	
•	4.	-, meanings				T	R	R	R	1	/ /		
P.	Glossar	У	ł		Т	"R	R	R	R	R		ŀ]
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K. Ap	1. Ad	ditional infor	mation which	ch the					P.	T	ĸ	ĸ	ĸ		.	
• • • • •		author believe	s important	t		. ч						·				
L. Bi	bliograp	hy ferences made	by suthor	to				Р _. ,	Т	R	R					
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M. De	velopmen	t of Book story (clay ta	blet. papy	rús.				P	P	T	R					
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	2. Bo	ok today (how	made) (ľ							
I. UNDERS	STANDING	AUDIO-VISUAL N	ATERIALS			, 										
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A 174	ilmstrips	-			ł	ſ	P	T	T	R	R	R				
A. []	1. Fi	ames, size, to	otal number		ι.	-		: .n						ł		
• •	2. T	sprockets, cap tle frame, re	lations to	title							F					
•	3. So	page of a boo bund accompanie	ment, recor	d or				ł								
		tape cassette signals	, audible/i	naudibl	e				-				~			í.
	4. F	Limstrip proje care, rules c	ctor, previ	lewor,	ŀ											
	5. WI	hen to use a f	ilmstrip											ł		
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Β.	Filmloops 1. Cassette sound loop		.	ľ.	K	ן ה	л ,		N			
	2. Single concept		1		Å							
	3. Filmloop projector - care, rules				1			1			Ì	ŀ
'	of operation 4. When to use a filmloop			· `		. .		ł				
>	4. Math to 600 & Farmabop			1		1		1	I _			
C.	Slides		P	T	R	R	R	R	R		· ·	
	 2 x 2 transparencies Slide projector - care, rules of 	[ľ	ļ	
	operation		1	1	1	ł	l				l	
	3. When to use slides	ļ	1		1	ŀ	1	ľ.				
'n	Films (16mm, 8mm)			l	P	T	R	R	R	R	R	R
<i>.</i>	1. Physical aspects	1	ſ	1				ľ				1
	2. Historical aspects, film as an		1		1		"		ŀ			
	art form 3. Techniques - montages, flashbacks,				1				Ι.	. ·		
	fades, background music ²	1		4	1 · .			1	`			
	4. Film sources - Intermediate Unit,	1				.			1.		• ·	
,	public libraries 5. Film projector - care, rules of	1			3					.		
•	operation		1	1 *					 .	ł	1	
•	6. When to use films	άų.				1		[
X	Microforms	ŀ		Y					Т	R	R	R
£	1. Size reduction, relation to			1.				· ·	1	·	ŀ	
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1	2. Microfilm 3. Microfiche			1		· .	ł	0				1
	4. Microform readers and reader/	1	1									ļ
	printers - care, rules of				1	1		1				
×. *	(operation 5. When to use microforms			.					r.	· ·		1
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·F.	Tape recordings	P	T	R	R	R	R	R	.R	R	R	R
	1. Reel to reel 2. Cassette			ŀ		ο,	4		-			
	3. Tape recorders - care, rules of		ŀ	ľ		ŀ	1			·		
•	operation				·I	•				1		
<u> </u>	Disc recordings (Records)	P	P	Т	R	R	R	R	R	R		ľ
U .	1. Physical characteristics RPM 16,									·	0	
•	33-1/3, 45, 78				1	1.	1		· ·		-	·
	2. Content, spoken arts, music 3. Record players - care, rules of	ł			1.							1
	operation				1		· ·		F			1
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Η.	Radio and TV 1. VTR units available through		ŧ									<u>ן</u>
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	2. TV production capabilities	1.	₹,				ſ					1
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	.1.	Other AV materials available in the Library IMC	P	P	T	R	R	R	R	R	R	R	R
		1. Photographs	-			– •						-	[
		2. Transparencies		۰		1 - 1				•			
•		3. Realia		İ	· 1						-		
•	J.	Arrangement of AV and Non-Book	P	P	P	Т	R	R	R	R ·	R	· R	R
		1. Dewey Decimal			Į			ſ		-			
	•	2. Accession numbers		1. A.									ŀľ
	•	3. Subject			1								
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V .	ALP	HABETICAL ARRANGEMENT		<u>ו</u> יין	1				Ì				
	A.	Knowing the A B C's - essential skill for								•			
	п.	bibrary reference work			·	ř		1		ŀ	1		
	· .	1. Arrangement of words in	l		1						I		
		alphabetical order by first letter	P	T	R	R	R	R	R	ł		I .	
		2. Arrangement of words by second		1	 	-			.	{ ·	l	 `	
		and third letters .		P	Т	R	R	R	R		ł		
-	•	3. Arrangement of words by fourth,	ł		·P	T	Т	R	R	I.			
	-	fifth, or more letters 4. Arrangement of words and names in			l ^{.r}	1	1	л	Ĩ,	e.			
		proper order required in filing	Į		P	Т	Т	R	R				
	_		1.14					P	Т	R	R	1	-
	В.	Types of alphabetizing 1. Letter by letter*			ſ			.					,
		2. Word by word	1.1	1	1	ł			1	·			
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	C.	Alphabetical shelving of books 1. Primary fiction marked E	P	Т	Т	R	R	R	R	R	R	1	
-		2. Fiction	 	Ţ P	T	R T	R	R	R	, ¹			
		3. Story collections marked SC		P	T	T	R	R	R	1	.		
	'	 Individual Biography Mon-Fiction (alphabetical within 	e		P	T	T	R	R	. 4	, ,	1	
		5. Mon-Fiction (alphabetical within classification)		P	T	Т	R	፞ጽ	R	ľ		ļ	
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	****	TH DECTMAL CUCTEM OF CLASSIFICATION	1			-	1	ŀ		Ę.		1	۱. I
V	DEV	VEY DECIMAL SYSTEM OF CLASSIFICATION	1	.)	14						
	A.	Groupings			/	P	T	Ŕ	R	R			
		1. Type of groupings	ŧ								1	1	
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B. Non-Fict:	Lon divided into ten large subject											
areas					P	Т	R	R	R			
	Cen large areas subdivided				•					·	· · · · ·	11
, ≛ • .	according to subject matter	I									,	
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	contained therein		1	. I					,	i.		ĺ
	Each division has key number	1	Į					1			, o	Ŀ
· 3. /	Arranged numerically on the							1		1	•	İ.
	shelves	÷]			-		1				İ.
	Arranged alphabetically by author		ł			•				í -	·	ł
	vithin a single classification		. .					l				Ĺ
5.	Individual biography labeled "B".		ł		2.4		•					İ.
1	arranged alphabetically by		۱ ۱						i i	ľ		Ĺ
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. 6. (Collective biography		1	i .	4	1	1	.	ľ	1		ļ.
	Reference in special area			[Ì		1	1				
	Primary non-fiction "labeled E	ł	ľ]					l			Ľ
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C. The ten	divisions (with key numbers)				· P	P	R	R	R			ł
	099 - General works		1	ł	ļ, *	! * '	`	`	[ľ
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	199 - Philosophy, psychology	1	ł		[ł		Į –	[1		
	299 - Religion mythology	1	ł	ł	. .		ļ		[ł	L
	399 - Social Science			1		· .				·	ľ,	1
	499 - Language		Γ	i i	·				l		ŀ /	1
	599 - Science].					Į –		I	1		
÷600-	699 - Useful Arts (Applied Science	4		· ·			Į		1			ł.
700-	799 - Fine Arts	1		1		1		.		Ľ	1	
▲ 800-	899 - Literature	ł		1	· ·			1		1	1	
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D. Fiction					ł	1			1 .	1		ł
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•	by author	P	T		R	R	R	R	R	R		Į
	Primary fiction marked E	P	ŢŹ	R	R		1			12		
· 3.	Story collections marked SG-		ł	P	Т	R	R	R	, R	R		
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VI. CARD CATALOG	•				1		1	1	1	ľ •	1	
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A. Alphabet	ical card index to library	1	1	1	1	•	1	1	1	1	1	
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B. Main typ	es of cards		1.	P	Т	Т.	R	R	R	R	R	ł
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4.	Cross reference	1.	1	1	1	1	1	1 .	1	1 .	1 :	I
	a. "see"		1	1	1.	1	1	1	1	1		
	b. "see also"		1	- 42,	1 ·	1	1	1		1	1	
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6.	Identification of other types of	ľ	ŀ		1	1	1	1	1	1	I .	
	material: AV, maps, vertical	1		-	ł	1.	1	1			1	ļ
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	C. Call number (address) - l. Upper left-hand corner of ca a. Classification numbe		•	Р	Ť	Т	`R	R	, R	R	R	- R	
	b. Author letter				P	T	T	R	R	R			
,	 D. Arrangement of card catalog drawers 1. Outside to be a second sec	· · · -			۲ ٤	, ,	-	K N				• • •	
• .	a. Abbreviations b. Real/unreal people	•		U ^D									
VII.	THE DICTIONARY (To supplement classroom	units)		Ĺ				-					•
•	A. Unabridged dictionary	1	•		P	Р	Т	Т	Т	R [®] ,	R	R	
н -	B. Abridged dictionary	·	Р -	P	Р	Т	Т.	R	R	-			
	C. Arrangement 1. Guide words 2. Definitions 3. Special sections of feature	5		P	P	Р	Т	Т	Т	R			ð
	D. Kinds of information about word's (r to both abridged and unabridged dictionaries)	elere							-				、 •
	1. Spelling - simple words, co words, plurals, and	mpound				Р	T	R	R	R	R		
	capitalization 2. Pronunciation - accent and diacritical marks 3. Abbreviation		8			P P P	Т , Т	'R R	R R	R R	R R		
	 4. Derivation 5. Proper names - persons, leg 6. Definition 7. Illustrations 	;end			P	P P P	T P T T	T P T R	T T R R	T R R R	R R R R		
5	8. Synonyms - Antonyms 9. English usage - gen gally a colloquial, obsolete	Iccep peo	1 1	•		· .	P P	T	R R	R	R		·
	10." Parts of speech 11. Foreign words - phrases 12. Quotations			1			P P P	P P P	T T T	R R R	R R R		
	E. Thesaurus	5					P	Т	. T	R	-		
	 Synonyms/antonyms Selected words/concepts In other words 								a				
	4. Roget's Thesaurus	•				<							
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VILI.	ATLAS AND MAP SKILLS			ر ا						Ģ		
	A. Table of Contents	· · ·	17	i.	Р	Р	Т	Т	a R	R	R	
	B. Indexes		· .			P (Т	Т	Ŕ	, R	R	
4	1. General		•	· · ·								
	 World comparisons Geographic terms 								ĺ			
	" 4. Population index					P .					•	
•	5. Products, etc.	.	· .					h .	Хн			
5	C. Location symbols on maps (graphing)				Р	Р	т	Т Ч	R	R	R	
× •.	D. Types of maps				Т	Т	Т	R	R	Ŗ	R	
	l. Political 2. Physical	1.		1								l
	3. Rainfall		•									
	4. Population density, etc.						•	ŀ				
т. ₁ ,	E. Scale of distance				Р	Р	т	Т	R	R	R	
	F. Tables, charts and graphs	-			Р	P	Т	т	∼ R	$\left \right\rangle _{\mathbf{R}}$	R	
	r. iabies, charts and graphs	•			ſ	· ·				ĸ	ĸ	
IX,	RESEARCH SKILLS	· ·										
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\$	A. Literature search methodology										1	ĺ
	B. Note taking and making an outlyine (To			0	•							
	<pre>supplement curriculum requirements)</pre>		'		т	Т	Ţ	R	R	R	R	ł
,	2. Note taking				1	T	T	R	R	R		
•	 a. Main ideas b. Important sub-topics 		{			•.					•	
•	c. Use own words or "quote"						ļ			·.	· .	
	3. Recording of bibliographic information	· · .		•		Т	Т	R	'R	R		
•	4. Outlining		ŀ			P.	T	Ť	R	R		
	a. Grouping main topics b. Order						.			<u>р</u>		
	l) General to specific											
	2) Chronological order c, Subtopics											
	d. Skeleton outlines (topic)	т. 1 р.			•							ŀ
•	e. Sentence outlines f. Supporting facts and					1.	ŀ					
· .	opinions					4	*U		<u>ين</u>		*	-
	g. Reconstruct paragraph	· ,•									•	
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C. Making a Bibliography (To supplement curriculum requirements)							1				
1. Definition			1		Р	Т	Т	Т	R	R	R
a. List of all references,	-	1		Į				1 .	, A		
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3. Sources of bibliographic	ľ		16							· ·	
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b. Special [®] reference books, encyclopedias, etc.	1	ŀ				1			ł		
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d. Vertical file - clippings,			l l			1	1			[
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dia a	 C. Type of Indexes 1. General a. Reader's Guide, etc. 2. Special a. National Geographic, etc. 	•	a •		•	P * P	P P	T	Ţ	T T	R R	•
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	E. Circulation procedures			Р	Т	T	R	R	- ., R	R	R	
67	F. Back issues in both school and public library	•	· · ·			P	Р	Т	Т	R	R	
XI.	USE OF VERTICAL FILE	、	ļ `	2	1							
•	A. Source for recent, up to-date material; standard for selection of this material				P	P	P	Т	T	R	R	
	B. Types of material: clippings, picutres, pamphlets, maps, etc.			•	P ·	P	Р	Т	Ţ	Ŗ	R	
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XII.	REFERENCE (Teachers and Librarians may wish to add to this list)								l .	•		
	A. The encyclopedia 1. General characteristics a. Contains general informatio and facts	i.		P	- T	T	R	R			. *.	
1	 Words listed are noun Persons, places, things, events, *ideas 	s										
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## LIST OF SAMPLE LESSONS AVAILABLE

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## Appendix B

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·1.	Alphabetizing - Self-paced lap* - Grades 2 and 3
2.,	Alphabetizing - Self-paced lap* - Grades 3 and 4
3.	Arrangment 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
	'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

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APPENDIX C 4

Books:	
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	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
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Bradley, D.	The Newspaper: Its Place in a Democracy. Von Nostrand, 1965
Buckheimer, N.	Let's Go to the Library. Putnam, 1957
Buehr, W.	Sending the Word. Putnam, 1959
Byrne, Sr., A. L.	
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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 Ana	
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
<b>د</b> .	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,
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• .	Corporation.
Fisher, L.	The Printers. Watts, 1965
Foster, G.	Communication: From Primitive Tom-Toms to Telestar. Criterin, 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
Hoghen, L.	Wonderful World of Communication. Doubleday, 1959
Hurd, E.	Johnny Lion's Book. Harper, 1965

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Books: (Continued)

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,	Lehmann, Haupt	Life of the Book. Abelard, 1957
	Lexau, J.	Olaf Reads. Deal
	Matt, C.	Children's Book on How to Use Books and Libraries. Scribner, 1961
	Matt, Ç.	Children's Library Lesson Book. Scribner, Revised Edition (Workbook)
	McCormick, Mona	Who, What, When, Where, How, Why Made Easy: A Guide to the Practical Use of Reference Books: With Helpful Hints for the Perplexed Student. Quadrangle Books, 1971
•		Children's Book on How to Use Books and Libraries. Scribner, .1961
	Palovie, Lora and Goodman, Elizabeth	The Elementary School Library in Action. Parker Publishing Company, Inc., 1968
	Rosoff, Martin	The Library in Migh School Teaching. Wilson, 1961
	Sauer, J. L.	Mike's House. Viking, 1954
	School Library	
	Assn. of Calif.	Library Skills: Teaching Library Use Through Games and
	Shankman, Florence	₽° q
	Kranyik, Robert	How to Teach References and Research Skills. New York
	`	Teachers Practical Press, 1964
,	•	(Prentice-Hall Education Series)
	Shor, P.	Library and You. Prentice-Hall, 1964
	Sim <b>o</b> n, I.	The Story of Printing. Harvey House, 1965
	Taylor, M.	Libraries are for Children. Fordham, 1965
	Toser, Marie A.	Library Manual. Wilson, 1964
'	Whitney, D.	First Book of Facts and How to Find Them. Watts, 1966
	Wilson	How to Use the Readers' Guide to Periodical Literature and
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	Xerox Education Publications	Weekly Reader Study Skills Series. Xerox, Education Publications
		Library Skills (four books) (3 to 6)
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	Zimmerman, M. T.	Using the Library. Merrill, 1960
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## Audio Visual Materials:

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	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
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	Using Your Library .	Spirit Masters
Jim Handy	Handwritten Books	Filmstrips
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Milliken Publishing Co.	Basic Library Skills (4 to 6)	12 Transparencies
		24 Duplicating Pages
· · ·	Basic Dictionary Skills (3 to 6)	- 12 Transparencies
• •	Defense Meele and Study Skills	24 Duplicating Pages 12 Transparencies
•	Reference Tools and Study Skills \ (5 to 8) -	24 Duplicating Pages
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Montgomery County	Beginning Responsibility: . Books	Films
	and Their Care	
	Finding Information	<b>x</b>
	How to Read Biographic	•
	Know Your Library You'll Find it in the Library	3
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Visual Materials, Inc.	Using the Dictionary Using Your Library Using the Encyclopedia and Other Reference Books	Teacher T <b>r</b> anspare Workbook Each Title has 12 Color Trans- parencies 14 Duplicator Sh
Warren Schloat	An Introduction to the Library Library Materials, Card Catalog, Reference, Readers' Guide Library's Role in Science and Social	4 Filmstrips, 4 Records or Casset 2 Filmstrips
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