

Library Skills Program

Year 2 – Term 2, 1999

Aims

1. To practice the new skill of finding the Dewey number using the Dewey index and locating the books on the shelves.
2. To introduce the idea of planning and deciding what we want to know before beginning.
3. To introduce the idea of collecting, selecting and organising information.
4. To prevent plagiarism from the beginning of the research experience.
5. To lay the foundation for the introduction of mind mapping in Term 3 by asking for information to be recorded in picture form.
6. To begin to establish the routine procedure of recording the source of the information.

Strategy

1. We will discuss the class focus on food followed by a consideration of other important aspects of life. These will be “brain stormed” and each suggesting recorded onto a separate piece of paper. These will then be grouped in categories by moving the papers into piles. Each pile will be given a heading which will serve as a label for the boxes used by the children to post the information they record.
For example, different children may suggest ballet, swimming, horse riding, playing the piano and Little Athletics. The five sheets of paper would then be collected together and stapled beneath the heading 'ACTIVITIES'.

2. Slips will be prepared requiring the children to identify the main heading, record their interesting fact in symbolic form and acknowledge their source.

I will model using pictures to record information, inviting suggestions from the girls.

3. The girls will be reminded of the Dewey index and the use of the marker cards. They will then decide what they would like to find out about and start finding books.

4. At the end of each session the girls will gather to share the information they have found, explain its relevance, how they recorded it in pictures, and end by posting the slips into the correct box.
5. When enough information has been gathered the class will form groups with each group writing a paragraph about one of the subjects. Collectively the paragraphs will form a report on what is important in our lives.

Worksamples

3 Dewey identifying slips

Year 2 – Term 3, 1999

In term 2 we consolidated all the children had learnt about Dewey numbers and locating information, and then went on to develop a structured plan, and to record information using pictures. This has laid the foundation for the introduction of mind maps.

Aims

1. To establish understanding of the organisation of mind maps and the hierarchy of information within them.
2. To begin to develop individual shorthand symbols for frequently repeated information.
3. To encourage the use of colour and humour.
4. To tackle the common problems with spatial organisation of mind maps.

Strategy

1. We will discuss the various aspects of life at St Catherine's, record them on a large sheet of paper, organise the suggestions in groups using highlighter, and, finally, give them headings.
2. The main structure of a mind map will be explained using an existing mind map as a model.
3. Using the headings created by the grouping of our suggestions, we will then create our "Life at St Catherine's" map together. (The children will each have a piece of A4 paper to create their own mind map while I make a large one.) Care will be taken to emphasise the hierarchy and branching of subheadings from main headings.

4. When our collective mind map is complete we will discuss the children's lives and, following the same process as before, suggest possible main headings for the children to use in the creation of individual maps of their lives.
5. The completed maps will be shared with the group.
6. If time permits the children will use their knowledge of Dewey numbers to locate books about a subject of class interest, and use mind maps to record information.