

## Where's My Book? (Two-part lesson)

GRADE(S)	Primary
GOALS	Students will understand how picture book call numbers are constructed, and how call numbers assist in locating books on the shelves.
ESSENTIAL QUESTION	What would your call number be? Where would your book be?
STANDARD(S)	ELA 1, 2 Library Standards 1, 3
MATERIALS	Book Worksheet Pencils Shelf markers Sample books – Seuss or easily recognizable authors White board White board markers
DESCRIPTION	<p><b>Part 1:</b></p> <p>LMT asks students about favorite authors (Dr Seuss!!!!). Talk about a couple of authors students may have read (Book of the Month authors, Eric Carle, etc.)</p> <p>LMT goes over parts of books with the students – cover, title page, then points out the call number sticker on the spine. Write down title and author on the white board, followed by the spine label. Ask students what they think the letters on the spine label stand for. Follow up by asking the teacher (or yourself if no teacher is present) what their book would be, explaining that the students will be doing this momentarily. Teacher (or LMT) will come up with a title, ask students who the author would be, and ask students what the call number would be. Write all information down on the white board for students to see.</p> <p><b>Work Time:</b> Students will complete the worksheet, filling in the title, author, and call number of their own book. Complete one for the teacher's book as well. On completing the worksheet, students will find a book for book checkout. LMT will collect papers, and tell students that they'll be working with the papers next visit.</p> <p><b>Part 2:</b></p> <p><b>Preparation:</b> Attach sheets from part 1 to shelf markers, including teacher's.</p> <p>LMT reminds students about the previous lesson worksheets. Show</p>

	<p>students that they are now attached to shelf markers, and that they're going to find where their book would be in the library.</p> <p>LMT holds up sample book – asks for suggestions of ways that books could be organized in the library. Wait for student to suggest alphabetical order, then tell them that is correct. Ask students what letter the sample book starts with, and show students where that book will be placed. Next, take the teacher's book, and ask students about starting letter, and have them guide you through locating where the teacher's book would be located.</p> <p><b>Work Time:</b> Students will find the placement of their own book on the shelf. If your library isn't set up for this (or if this would be too complicated), set up a mock shelf for the students to place their markers in alphabetical order.</p> <p>Congratulate students on finding where their books would be, and remind them that they can use this to locate their favorite author's books in the future.</p>
ASSESSMENT	Students will be able to write the call number of their own book on a mock book, and locate where that book would be on the shelf.
<b>Learning Extensions:</b>	Remind students of this skill when locating books during checkout time, and reinforce when looking for books. Skills should also be transferable when learning non-fiction and biography sections of the library as well.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Your Book!

Imagine you wrote a book, and it was going to be in the library! Your book would need a Title, Your Name, and the Call Number. Fill in the Title, Author, and Call Number on the book!

