



2018-19 Library Curriculum Report

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Philosophy and Approach

The mission of the library program is to support students in their growth by developing an appreciation of literature and the skills to seek information. The goals that support the mission are:

- Promote and encourage students to be critical thinkers and effective users of information
- Support students as they become lifelong readers and learners
- Provide a supportive environment that is rich with learning materials — print, digital, and visual/tactile
- Collaborate across classrooms and disciplines in efforts to build connections and enrich the learning experience
- Reflect the mission of the Miquon School
- Connect with the physical environment and the community



This year, the library curriculum is centered around the essential question of “How do we use the library?” Much of our time together was spent getting to know each other as readers and as members of the Miquon community, and to acclimate ourselves and each other to the organization of the library collection.

The goals are to:

- Explore the role of libraries, stories, and information in our community and world. Foster appreciation of different types of books, book creators, and ways of sharing stories and information. Invite a variety of ways to connect to ourselves and each other through stories and the library as a space. Creating library culture that is inclusive, celebratory, and responsive to student and staff interests.
- Connect in-class and personal experiences with great books. Identify the qualities of great literature and credible information sources. Exposure and immersion to as many books, authors, genres as possible
- Inspiring and developing strong reading identities in students. Meeting kids where they are, but focusing more on their interests and inquiries, and less on their “just right” reading level. Support all readers, including those who struggle with reading or do not see themselves as typical or strong readers.

Inspired by Responsive Classroom practices and Miquon’s all-school year-long theme of Noticing and Wondering, the work in the first two months of school centered around developing competencies in navigating the library and using materials. The outcomes of this work are that students can:

- Locate books that appeal to their interests and information needs
- Check out a book independently (using new self-checkout system). This applies to students in third grade and up.
- Understand METIS - the new classification of the library collection
- Keep track of, take care of, and return checked-out library books
- Comfortably use materials and resources in the library

- Happily work with others during class time and lunch choice

METIS

Work continues in transforming the library collection from the Dewey Decimal System to METIS, a classification system created by librarians at a progressive elementary school in Manhattan, Ethical Culture Fieldston School. This system eliminates much of the confusion and complexity of the Dewey Decimal System. The structure is intentionally easier so that younger students can navigate with ease. Instead of long numeric codes with decimals, METIS is based on basic alphabetization, larger categories that drill down into smaller sub-categories, and the use of whole words in call numbers. It also relies on colorful bright picture labels to identify the categories.

Currently, the primary task in this project is finishing the recategorization of each book in our online catalog, which will ensure that students and staff can accurately locate books on the library shelves. Each item must be scanned, then the barcode is checked and METIS call number is added. The collection is at the same time being spot-weeded using the MUSTIE approach, commonly used in library collection management.

Reconsideration is given to materials which are:

- M= Misleading--factually inaccurate
- U= Ugly--worn beyond mending or rebinding
- S= Superseded--by a new edition or by a much better book on the subject
- T= Trivial--of no discernible literary or scientific merit
- I= Irrelevant to the needs and interests of the library's community
- E= Elsewhere--the material is easily obtainable from another library

Also in development is a document which will include up-to-date, comprehensive Library Guidelines and Procedures, which will outline the scope of the collection and clearly lay out procedures for weeding, reconsideration, donations, and processing.

NURSERY

Nursery students visit the library for weekly 30-minute classes. The library program for Nursery students follows a typical library storytime model of sharing songs and stories that often have a connecting theme, often building upon the class's current interests and classroom projects. Library class begins with a song or rhyme, always includes a specially selected book, and often includes an activity which extends our study to hands-on book, music and art exploration. The weekly routine of checking out (and then returning) books is being developed, and students are learning to navigate the library to find books they love.

Skills the Nursery Students are developing include the following:

How the Library Works: Understands the process and responsibilities of checking out a book, how to care for a library book, terms such as renew, check-out, catalog, etc.; Begins to navigate library to find books

Elements of Story: Understands characteristics of story; makes predictions and inferences; Identifies literary genres; Listens and comments thoughtfully and collaboratively; Understands roles of author and illustrator

Accessing and Using Information: Identifies the parts of a book and utilizes them to find information; Distinguishes fiction and non-fiction; Finds the "just right" books for information and pleasure

Here is a sample of the read-alouds the Nursery has enjoyed in library class this year:

- *Press Here* by Herve Tullet
- *The Gruffalo* by Julia Donaldson

- *A Letter for Leo* by Sergio Ruzzier
- *National Geographic Book of Animal Poetry*, edited by J. Patrick Lewis
- *Reading Makes You Feel Good* by Todd Parr
- *Emma and Julia Love Ballet* by Barbara McClintock
- *The Honeybee* by Isabelle Arsenault

KINDERGARTEN

Kindergarten students visit the library for weekly 40-minute classes. The library class routine involves sharing a song or rhyme, enjoying one or two stories, and then browsing and checking out books. The students have time after this to explore the library, share books with friends, or read quietly.



Skills the Kindergarten Students are developing include the following:

How the Library Works: Understands the process and responsibilities of checking out a book, how to care for a library book, terms such as renew, check-out, catalog, etc.; Begins to navigate library to find books

Elements of Story: Understands characteristics of story; makes predictions and inferences; Identifies literary genres; Listens and comments thoughtfully and collaboratively; Understands roles of author and illustrator

Accessing and Using Information: Identifies the parts of a book and utilizes them to find information; Distinguishes fiction and non-fiction; Finds the “just right” books for information and pleasure

Here is a sample of the stories the Kindergarten has enjoyed in library class this year:

- *Grandma’s Purse* by Vanessa Brantley-Newton
- *Bee-Bim Bop!* By Linda Sue Park
- *Anansi and the Talking Melon* by Eric A. Kimmel
- *The Wall in the Middle of the Book* by Jon Agee
- *National Geographic Book of Animal Poetry* edited by J. Patrick Lewis
- *King and Kayla and the Case of the Missing Dog Treats* by Dori Hillestad Butler
- *The Honeybee* by Isabelle Arsenault
- *How This Book Was Made* by Mac Barnett

1 / 2 GRADE

The students in first and second grade visit the library once a week for 45-minute sessions. The routine of library class is fairly consistent, always including a read-aloud and discussion, frequently extension activities such as Parts of a Book Bingo or book tasting, and time to browse, check books out, and read books with friends. Students are learning to successfully navigate the library using the METIS organization system. They enjoy recommending books to classmates and frequently help each other in finding great books.



In the winter, students embarked upon an in-depth review of the Theodor Seuss Geisel Award for beginning readers, which helped them to identify the features of a great book: readable text, engaging and supportive illustrations, and thoughtful page design. In the spring, we explored the genre of poetry, in which students created a variety of poems, including a celebration of Poem In Your Pocket Day. We also explored new fiction and non-fiction books by diverse

authors via read-alouds, book tastings and writing book recommendation. We finished out the year with a fun honey tasting, in which students thoughtfully described and compared three varieties then voted on their favorites.

Skills the First and Second Grade Students are developing include the following:

How the Library Works: Understands the process and responsibilities of checking out a book; Identifies how books are organized in the library, using call number and METIS; Understands terms such as renew, check-out, catalog, etc.

Elements of Story: Understands characteristics of story; makes predictions and inferences, identifies literary genres; listens and comments thoughtfully and collaboratively; understands roles of author and illustrator

Accessing and Using Information: Utilizes parts of a book to find information; Distinguishes fiction and non-fiction; Finds the “just right” books for information and pleasure

Here is a sample of the stories the First and Second Grade has enjoyed in library class this year:

- *Giraffe Problems* by Jory John
- *The Talking Eggs* by Robert D. San Souci
- *Mango, Abuela and Me* by Meg Medina
- *Fox the Tiger* by Corey Tabor
- *National Geographic Book of Animal Poetry* edited by J. Patrick Lewis
- *Fox and Chick: The Quiet Boat Ride and Other Stories* by Sergio Ruzzier
- *How This Book Was Made* by Mac Barnett

3 / 4 GRADE

Third and fourth graders visit the library once a week for 45-minute classes. Library class includes read-alouds of fiction, non-fiction, poetry and other literature genres, discussions, extension activities such as Book Award Bingo and book tastings, and time to check out books and read independently or with friends.

Skills the Third and Fourth Grade Students are developing include the following.

How the Library Works: Understanding terms such as renew, check-out, database; locating books using online catalog and organizational structure of the METIS system

Elements of Story: Understands characteristics of story; makes predictions and inferences, identifies literary genres; listens and comments thoughtfully and collaboratively; understands roles of author and illustrator

Accessing and Using Information: Utilizes parts of a book to find information; Finds the “just right” books for pleasure and appropriate resources for research; Formulates research questions and gathers information from credible resources; Evaluates sources for credibility, relevance, currency and accuracy

It was important that we begin the year discussing what it means to be a reader. Each of us is different in this regard, and approaches reading in a unique manner. We talked about our specific interests, studied the parts of a book and embarked upon an in-depth review of the Theodor Seuss Geisel Award. In the spring, we enjoyed a unit on poetry, in which students created haiku, acrostics, and other types of poetry and celebrated



Poem in Your Pocket Day. We also explored new fiction and non-fiction books by diverse authors via read-alouds, book tastings and writing book recommendation. We finished out the year with a fun honey tasting, in which students thoughtfully described and compared three varieties then voted on their favorite.

Here is a sample of the stories the Third and Fourth Grade has enjoyed in library class this year:

- *Dreamers* by Yuyi Morales
- *Jingle Dancer* by Cynthia Leitich Smith
- *Seeing Into Tomorrow* by Richard Wright
- *Game Changers: The Story of Venus and Serena Williams* by Lisa Cline-Ransome
- *Jabberwocky* by Lewis Carroll, illustrated by Christopher Myers
- *The Incorrigible Children of Ashton Place* by Maryrose Wood

5 / 6 GRADE

Fifth and Sixth Graders visit the library once or twice a week for 45-minute classes. Additional class visits are added on an as-requested basis to supplement research projects, independent reading time, and teacher requests.

Skills the Fifth and Sixth Grade Students are developing include the following.

How the Library Works: Understanding terms such as renew, check-out, database; locating books using online catalog and organizational structure of the METIS system

Elements of Story: Understands characteristics of story; makes predictions and inferences, identifies literary genres

Accessing and Using Information: Utilizes parts of a book to find information; Finds the “just right” books for pleasure and appropriate resources for research; Formulates research questions and gathers information from credible resources; Evaluates sources for credibility, relevance, currency and accuracy

It was important that we begin the year discussing what it means to be a reader. Each of us is different in this regard, and approaches reading in a unique manner. We talked about our specific interests, studied the parts of a book and embarked upon an in-depth review of the Theodor Seuss Geisel Award for beginning readers, which has deepened their reading experiences with their first/second grade buddies. We also explored new fiction and non-fiction books by diverse authors via read-alouds, book tastings and writing book recommendation.

The students also have time to browse and check books out each week. I promote books to them by giving book talks, putting recommended books out for browsing, doing read-alouds, and encouraging students to join the 5th and 6th grade book club.

Some favorite activities we have shared in library class include:

- Marking Banned Books Week by examining cases where books have been challenged for controversial content, leading to an engaging discussion of freedom of speech and expression
- METIS Scavenger Hunt, in which students practiced navigating the library organization system
- Writing scary stories using a variety of setting and character prompts
- Poetry Month unit, including exploration of alliteration, portmanteau, and focused work on Edgar Allan



Poe and Juan Felipe Herrera

- Honey Tasting, in which students thoughtfully described and compared three varieties then voted on their favorite.
- Chapter Book Read Alouds from *The Season of Styx Malone* by Kekla Magoon, *Aru Shah and the End of Time* by Roshani Chokshi, and others

Book Club

The fifth and sixth grade book club is a fun and rewarding experience for everyone who participates. We met for an hour once a month to have lunch and discuss a book. This is a voluntary activity and the participation varies from month to month. Our Language Arts and Learning Support Coordinators Jen Curyto and Rossana Zapf and I helped to facilitate, although the students don't need much to generate and sustain great conversations about books. We usually run out of time! This is a safe and positive space to learn from one another and test out theories and interpretations of a story.

This year we read and discussed:

You Go First by Erin Entrada Kelly

Wishtree by Katherine Applegate

Merci Suarez Changes Gears by Meg Medina

One Crazy Summer by Rita Williams-Garcia

Minicourses & Choice Time

Minicourses are an excellent opportunity to build relationships with students and interact with them in new settings and ways. In the winter, Art Teacher Nicole Batchelor and I offered a Zine Minicourse to students in fifth and sixth grades. The students' creations were amazing, hand-drawn mini-magazines that really reflected the students' funny, thoughtful, creative personalities. This spring, Rachel Elin-Santine and I are supporting a group of ten sixth graders in the design and construction of the annual Miquon Yearbook.

Throughout the year, the library was open to students before morning meeting and during lunch choice. The library offers a relatively quiet, calm space for students to unwind, read, draw, and connect with friends. A small contingent of fifth and sixth graders come to the library during this time to assist in library tasks, giving them a leadership role and an investment in their library.

Conclusion

This year has been such a joy - getting to know Miquon's students and staff, exploring the library's collection, and sharing great books together. The library's collection is getting in shape and students and staff alike are learning more about how to navigate the shelves. I truly look forward to seeing the students again in the fall and to seeing them grow into confident, curious readers.

Over the summer, don't forget to read! Visit your local library to participate in their summer reading program and check out some books, including those on the summer reading lists I sent home with the students. Read with your children, let them see you reading, and talk together about what you're reading. The lists are also located [here](#).

Have a wonderful summer, and happy reading!