USING THE LIBRARY CATALOG

Course Name: Library
Unit/Theme: Using the Library Catalog

Time Frame: 2 Lessons
Grade Level: 2nd Grade

CONTENT AND SKILLS
Learning Objectives: ● Students will be able to search for books using the library catalog. ● Students will know about three types of searches: title, topic and author
Essential Questions (optional): ● How can the catalog help me locate books in the library?
Students I can statements . . . ● I can access the Follett Destiny catalog ● I can search the catalog by title, author and topic ● I can independently locate books in the library using the call number
How will you meet the needs of SWD and ENL students? ● I would review students' IEP plans to make any necessary accommodations. ● I can use the Lightspeed microphone system while teaching ● I can provide support in accessing and typing into the catalog as needed
Content Standards List all standards and how learners will meet the standard
AASL Standards Framework ● I. Inquire A. Think: Recalling prior and background knowledge as context for new meaning. ● IV. Curate A. Think: Determining the need to gather information. ● IV. Curate A. Think: Making critical choices about information sources to use. ● V. Explore C, Share: Expressing curiosity about a topic of personal interest or curricular relevance.
NYS Computer Science and Digital Fluency Standards List all standards and how learners will meet the standard
● 2-3.NSD.1- Describe and demonstrate several ways a computer program can receive data and instructions (input) and can present results (output). ● 2-3.NSD.2- Explain the function of software in computing systems, using descriptive/precise language. ● 2-3.NSD.3- Describe and attempt troubleshooting steps to solve a simple technology problem. ● 2-3.CT.2- Identify and describe data collection tools from everyday life. ● 2-3.IC.1- Identify and analyze how computing technology has changed the way people

live and work.

<table>
<tr><td align="center">CASEL COMPETENCIES and/or NYS SEL BENCHMARKS</td></tr>
<tr><td>New York State Social Emotional Learning Goal # 1: Young people develop a self-awareness that nurtures and affirms a strong sense of identity, informs decisions about their actions, and builds a sense of agency.
● 1B.1a. Describe one's likes, dislikes, needs, wants, strengths, challenges, and opinions.
● 1C.1a. Describe why learning is important in helping students achieve personal goals.</td></tr>
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<tr><td align="center">INSTRUCTIONAL PLAN
List the steps of the lesson, including instructions for the students.
<i>How will you make sure this lesson is culturally responsive?</i></td></tr>
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Lesson 1
- Explain to the students that we will be learning how to use a computer program called Destiny Discover to help us find books in the library. Briefly explain how computers/technology have helped using a library much easier than it was previously. Show a photo of a card catalog and tell the students how people found books in the "old days". Ask students to turn to another student to discuss what they think that might have looked like and how a library might have been different than how modern libraries function today. **2-3.IC.1, 2-3.CT.2**
- Write the words "Library Catalog" on the board and ask students to share what the words mean to them. Ask them to share their experiences using a catalog before. **2-3.CT.2**
- Have the words INPUT and OUTPUT prepared on large, laminated cards. Define INPUT and OUTPUT giving examples (pressing a key on a piano/a sound plays, lifting the handle on a faucet/water comes out, pressing B in Super Mario Bros/Mario throws a fireballs). Let students look around the library and find more examples of INPUT and OUTPUT. **2-3.NSD.1**
- Give each student a *Catalog Search Types* worksheet.
- Explain that there are three ways to search for books on the catalog: Title, Author and Topic. Go through each type, and ask students to write down examples of a title, author and topic that they might want to search for. Tell the students that the keywords we search is the INPUT and the information the catalog provides is the OUTPUT.
- On the Smartboard, model how to access Follett Destiny Discover via Classlink. Show the students how to access their profile and highlight some of the features.
- Model how to do a title search. Explain that the user needs to *input* a *keyword(s).* Explain that the computer does not think like a human brain, but they match what the user inputs. It is important to type the correct title, with the correct spelling. Show the students how to locate the call number, write it on a call number slip, and physically go to the shelf to find the book. The results that appear from your search is the *output*. **2-3.NSD.2**, **2-3.NSD.1**
- Repeat the steps for an author search.
- Repeat the steps for a topic search. Explain to the students that they may need to try different keywords, making sure that their keyword is not too broad, or to narrow. They may need to have perseverance in order to get the right keyword to help them find what they are looking for. **2-3.NSD.3**

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- At the end of the lesson, have the students walk around sharing with another student a title, author and keyword that they plan to look for during the next class.

Lesson 2
- As students come in, hand back their *Catalog Search Types* worksheet.
- Have students sit at a laptop and log in using their Classlink QR codes.
- Working together, help students navigate to Destiny Discover via classlink. Make sure all students have successfully logged into the catalog.
- Ask students to INPUT their title search, and write down the call number that appears (OUTPUT) on a call number slip. Ask students to look for the book on the shelf.
- Repeat steps for Author and Topic.
- At the end of the lesson, ask students to share how successful they were in using the catalog today on a scale of 1-5. (1 is lowest, they struggled, 5 is highest, they were able to find the books they were searching for.
- If there is time, ask students to share any problems they had, and invite the students to share suggestions for solutions. **2-3.NSD.3**

BACKGROUND OR PRIOR KNOWLEDGE

- Students need to know the 6 sections of the library, and the corresponding call numbers.
- Students need to be able to log into a laptop using their QR code.
- Students need a basic understanding on how books are arranged in the library (alphabetically, or numerically.)

INSTRUCTIONAL TECHNOLOGY INTEGRATION

- Smartboard for modeling
- Classlink, Destiny Discover Library Catalog
- Laptop for each student

MATERIALS / RESOURCES
Add additional resources needed for this lesson such as templates, images, videos, etc.

- *Catalog Search Types* worksheet
- INPUT and OUTPUT vocab cards
- Call number slips