

Lindenwood University

Digital Commons@Lindenwood University

Theses

Theses & Dissertations

5-1982

A Study on the Use of Music to Teach Locational Skills in Library Use to Third Grade Students

Nancy Karl

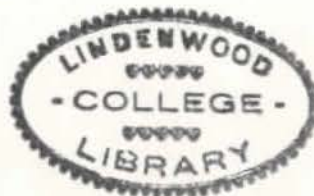
Follow this and additional works at: <https://digitalcommons.lindenwood.edu/theses>



Part of the Education Commons

A STUDY ON THE USE OF MUSIC
TO TEACH LOCATIONAL SKILLS IN LIBRARY USE
TO THIRD GRADE STUDENTS

BY
NANCY KARL



Submitted in partial fulfillment of the requirements
for the Master of Arts in Education degree
The Lindenwood Colleges
May, 1982

ABSTRACT

Karl, Nancy L., A Study on the Effectiveness of Using Music Activities to Teach Locational Skills in Library Use to Third Grade Students.

This study addresses the question: Will the use of music activities to teach locational skills in library use to third grade students be more effective in helping students to acquire and retain these skills than a more traditional multi-media approach?

Locational skills in this study include: alphabetical order, correct use of the card catalog, location of fiction and non-fiction books, recognition of different types of reference materials and their uses and the ten Dewey Decimal classifications.

The music activities include folksongs and original songs and coordinating activity worksheets. The multi-media approach uses sound filmstrips, charts and catalog cards and a lecture by the librarian.

The subjects in the study were sixty-seven caucasian, third grade students representative of half of the third grade students at a year-round suburban elementary school. As a random sample was not possible, the thirty-three boys and thirty-four girls were selected from existing classes. Sex and IQ were used as variables to correlate the two groups. Prior to any instruction, students were divided into experimental and control groups and given a pretest

on library skills: Gullette and Hatfield, Test of Library/ Study Skills Level 1, a reliable and valid diagnostic group test. Following their respective group instruction, students were given the same test again as a posttest.

The thirty-one students in the experimental group were given five hours of instruction with a music activities curriculum developed and taught by Nancy Karl. The control group of thirty-six students were given five hours of instruction with the multi-media method from the school librarian.

Results indicate no statistically significant difference in the two methods of instruction. An analysis of variance was done on the pretest and posttest scores of both groups with $p > .05$ level of significance. A t-test on comparison of pretest and posttest scores of each group showed that each group improved significantly due to their respective instruction. Differences in the two types of instruction were noted in the mean scores of the pretest and posttest. Girls showed greater improvement with the music activities approach, whereas boys showed greater improvement with the multi-media approach.

These results indicate that more research should be done in the field of library skill instruction in the elementary school. It is believed that music activities can be used effectively to teach content areas such as reading and locational skills. The curriculum used in this study is included in the appendix.

Table of Contents

Abstract	iii
Chapter One	1
Introduction	
Background	
Chapter Two	7
Review of Literature	
Chapter Three	18
Method	
Presentation of the Problem	
Conceptual Hypothesis & Definitions	
Limitations	
Subjects	
Materials	
Instruction	
Chapter Four	31
Results	
Hypotheses	
Tables	
Chapter Five	39
Discussion	
Summary	
Appendices	45
Library Skill Resources	
Communications	
Test of Library/Study Skills	
Curriculum	51
Curriculum Bibliography	90
References	91

CHAPTER ONE

Introduction

School librarians use a variety of methods to teach library skills. Some use skill books and charts to introduce the library to students. There are many filmstrip series on the market which are effective tools for teaching library skills because visual memory and auditory memory are combined to reinforce the skills taught. The library at Becky-David School uses A Young People's Tour of the Library, Quickwick: Your Library Guide, which is a series of five filmstrips and cassette tapes by Spoken Arts, Inc., New Rochelle, New York. (See Appendix for other library skill resources.)

An innovative method of introducing students to the library is the use of music to develop library skills. It is a truly unique method of teaching library skills and one this researcher finds to be most exciting and challenging. To my knowledge, very few persons have used this technique. Nancy Polette, a professor at Lindenwood Colleges who is also an author, a library specialist and workshop consultant, has written two programs using music:

Library Skills with Folk Music, 1979

Building Research Skills Thru Music
using music from the C.W. Mc Call
recording, "Black Bear Road" #M3G-5008

Mrs. Polette has written these activities for students in the fourth to eighth grades covering skills of location, acquisition, organization, recording and evaluation. Some activities have been successfully used with some third grade students. A cassette tape accompanies the Library Skills with Folk Music, recorded by Deana Langford.

Nancy Polette is also the author of Basic Library Skills (St. Louis: Milliken Publishing Co., 1971). The two transparency-duplicating books include a primary and intermediate level.

Mrs. Virginia Mealy, a school librarian, has written "The Dewey Decimal System Song" to the tune of "Supercalifragilisticexpialidocious" which she uses as a part of her library skill instruction for fourth grade students. She also uses many original games to motivate students and drill on library skills.

It is my belief that a school library can be an exciting place and an integral part of the total school program if students are motivated to use the media center and are knowledgeable in locating and using the resources available to them. The school media center should provide a stimulating, creative environment where students can enrich their learning experiences through a variety of resource materials.

This researcher intends to further develop the

idea of using music to introduce basic library skills to third grade students and to develop through listening activities an appreciation of the music which is a part of the nation's heritage. I have developed worksheets which correspond to the lyrics of folksongs and are used to introduce locational skills in library use. I feel that students can learn effectively by using music as a motivating factor to teach skills in using the library.

Background

Teachers and library media specialists are often frustrated at the negative attitude of students toward learning library skills. They are aware that instruction in library skills is not always assimilated and retained as well as some other subjects. In 1958, The School Library Association of California (Northern Section) stated the following reasons:

1. New vocabularies must be learned
2. The subject tends to be abstract and thus uninteresting to students who are not yet ready for abstract concepts.
3. The subject matter is considered to be dry and dull by students
4. Presentation of new material is at irregular intervals or is too widely spaced and is not always followed up
5. The teacher may not understand the points that the librarian has presented

to the students and hesitates to ask about them and so does not drill the students after the presentation has been made

6. Students often consider library instruction as too much talking and not enough action on their part.
(Introduction)

Thus an alternative method of teaching library skills seemed to be needed. In 1958, The Elementary Committee of The School Library Association of California under the chairmanship of Mrs. Betty Milligan compiled a collection of games and devices for teachers and librarians to use in teaching library skills. The purposes of the games were to inject some spirit of fun into library lessons to clarify the concept that had been introduced, and to help the student retain it.

Some twenty-one years later, in 1979, two Denver, Colorado library media specialists, Irene Bell and Jeanne Wieckert, compiled a book of seventy-four fully tested games that can be used to teach library skills through the strategy of game playing. Five major categories include:

1. Introducing students to the IMC
(Instructional Materials Center)
2. Explaining the logic and use of the card catalog
3. Teaching the structure and application of the Dewey Decimal Classification
4. Identifying reference books and their uses.

5. Demonstrating the functions and applications of basic audio visual hardware and software. (p.15)

Bell and Wieckert (1979) note that the games are actually used in the schools where the authors work. Their students were given the McGraw Hill Comprehensive Test of Basic Skills (BTRS) Level II, Form S. Results showed that after spending only twenty-five minutes per week working on skill activities, students scored considerably higher in reference skills than in reading skills. (p. 17)

The authors do not describe what kind of instruction took place before the use of educational games, but it is evident that students did retain information learned in this manner.

Margaret Tassia, Director of the Media Center at Elizabeth Jenkins School for Children in Millersville, Pa., (1974) and her staff have created games to increase knowledge about literature. Some of the games include:

1. "Bluebeard's Fantasy" based on the game of Old Maid and used to introduce fantasy characters.
2. "Author Game" based on the game of Authors and used to introduce children to authors who write for children.
3. Board games created for a particular book: Marguerite deAngeli's Door in the Wall, and Donut Trail based on an incident in Homer Price (Tassia 1974).

Using games to motivate students is an effective way to meet the needs of students and is

one method to actively involve students in the lesson.

Music is a vital part of daily living. Music helps young children to understand other people and their cultures and also supports and strengthens learning in the other areas brought in the unified experience. Bayless and Ramsey (1978) believe that young children have a right to have the opportunity for support and/or extension of content areas through the medium of music. Adults working with children can provide musical activities that will enhance other learning such as acquisition of language, listening skills, auditory discrimination and social understanding (p.vii).

There are many studies concerning the use of music in the language arts curriculum. Development of library skills is closely related to language arts skills, so it is believed that these studies can be applicable to this research study.

CHAPTER TWO

Review of Literature

An ERIC search done in June, 1981, using the combination of Music Activities, Library Skills Instruction and Elementary Education resulted in zero documents. The search mode was changed to Language Arts Instruction, Music Activities, Elementary Education and Interdisciplinary Approach with a result of twenty documents. Of these twenty sources, four applied to this research study. The rest of my review of literature centered around education journals and books. I found that most articles on library skills instruction applied to high school and undergraduate college students.

This review of literature reports on the uses and values of music in the language arts curriculum in the elementary school. Because of its great appeal for children, music can be an effective motivational aid to the teaching of reading, writing, and other areas of the language arts. As Dorothy McDonald (1975) states, "In many school experiences, music can add that important component, joy, to intellectual tasks" (p.872).

McDonald cites several research studies which indicated that: a purposive curriculum integrating music and reading resulted in significant increases in test scores in the Metropolitan Readiness Test and the Botel Test of Reading Achievement for a

group of slow learners ages six to eight. Achievements of Hungarian children receiving daily music instruction in the Kodaly Method were statistically superior to control groups in all subject areas as well as music. Isern (quoted in McDonald) reported on the influence of music on the instructional content in teaching mentally retarded children, and found that material which was sung was retained longer than that which was spoken (pp. 872 and 873).

McDonald also describes how the words in song lyrics have been used to promote visual reading skills, how the use of folksongs and ballads can develop listening skills, and how children's participation in the singing of repetitive refrains in folksongs can create increased attention to language.

If music can help in the development of language skills, it can also be used to develop skills in using the library. Library skills are closely related to reading skills and can be integrated into the daily curriculum. Alphabetizing skills, which are the key to using a library, are taught in every basal reading program.

The Grosse Pointe, Michigan, School System is an example of a successful and practical approach

to the teaching of library skills in grades K-6 that is integrated into the total curriculum. Minimal specific goals for each grade level are listed in the school system's social studies scope and sequence and there are connections to math and reading programs using the basic texts, Windchimes (Houghton Mifflin) and Mathematics in Our World (Addison-Wesley). (Dommers, 1980, p.68).

The apparent success of this library program lies in involvement of the classroom teacher to reinforce skills taught in the library through the use of activities such as dittos about library skills, book hunts, and a book search to locate book titles to correspond to every letter of the alphabet. These are some activities used by a teacher of a third/fourth grade split class.

A Performance Measurement form completed by the teacher measures the child's skills throughout the year and becomes a part of the child's Library Skills Cumulative Record.

Another interesting study by Howard Klink (1976) involved the use of contemporary music as an effective alternative method of teaching basic reading skills to a class of twelve children ranging in age from five to ten years with reading skills ranging from pre-primer through fourth grade level. Klink used a variety of music ranging from

contemporary and traditional folk music to the Beatles and Buffy St. Marie. He designed creative, exciting and challenging worksheets to correspond with the dittoed lyrics by ability levels according to vocabulary and subject content. The addition of the recorded music greatly increased the value of the lyric sheets.

Klink states that there are four ways in which the use of music increases the potential of a reading program:

1. Children respond to music, rhythm, images motion and excitement. All those elements are available as the child reads, but the depth of image, the relation of rhyme and sound to meaning, and the feeling of motion and rhythm all become more real and alive with the addition of musical sound.
2. Introduction to lyric sheets through music is an effective means of familiarizing a child with written material while increasing the sharpness of listening skills.
3. Music can be used as follow up to the written materials or by itself. When accompanied by directed questions and worksheets, it is an effective tool for developing comprehension skills.
4. The combination of following along the lyric sheets while the music is playing can effectively develop word recognition skills. The music simply provides an added dimension of word reinforcement.
(p. 401)

Klink found the Beatles collection to be the richest source of material. Other artists he used included Simon and Garfunkel, Steve Goodman, Carol

King, Buffy St. Marie and Peter, Paul and Mary. He lists a number of songs he found to be effective in teaching reading skills. (p.403)

Larrick (1971) reports that the pop/rock syndrome is a significant factor in understanding and guiding students from pleasure listening to poetry and reading. In our youth centered culture, the pop/rock syndrome screams out the importance of sound over sight and it shows that listening is the road to reading. It exacts an emotional commitment from young people, puts feeling above meaning, and invites each listener to sing from his own senses. (p. 190)

Karmen Worden (1980), a teacher in Fairfax, Virginia, uses music to integrate the scenes of puppet plays. Her students have learned to recognize and appreciate music as they match music to the prime characteristic of each puppet. Worden states that, "Besides unifying the puppet play,... music has a natural tendency to motivate most students." (p.82)

Sullivan (1979) reports on several research studies of using music to teach reading. "Wheeler and Wheeler (1952) found low positive correlations between language reading and music reading factors with higher correlations between music and intelligence." (p.5)

Sullivan (1979) reports that Ruth Zinar in an article entitled, "Reading Language and Reading Music: Is There a Connection?", reviewed the research of several early studies concerned with music/reading relationships....Zinar concluded that research correlations found between language reading and musicality test results ranged from low positive to high levels of significance. (Sullivan, p.5)

Sullivan concludes that current research findings do not support the use of music instruction for improving language reading attainment, but there does seem to be a positive correlation between factors of musical ability and language reading ability. She also feels that if one likes the music/reading approach it can be successfully utilized as part of the instructional program. (p.8)

Cardarelli (1979) has devised twenty-one activities that integrate music and language arts. He suggests making use of song lyrics for reading instruction such as: making word cards featuring the words of favorite songs, crossword puzzles in which the entries are song titles, and forming new sentences from words in favorite songs.

He describes several ways that musical recordings can be used to stimulate creative

thought and images for creative writing. He also suggests types of class discussions that might follow the playing of recordings.

Cardarelli (1979) states that "children and music belong together....Music can make school a nicer place. That reason alone would justify it being an integral part of our instructional day. But if we extend this and develop activities directly connected with music to assist in the teaching of reading and language arts, we capitalize on the interest of youngsters and make learning a pleasant undertaking." (p.3)

Taylor (1981) cites studies which use music as a tool for learning disabled children. Moyer [ED135134] used music activities to remediate difficulties in visual/motor and auditory skills as they related to language reading. She reports that great improvement was observed in students' auditory, motor, visual, and social development. Positive changes were noted in reading skills and in areas of sequencing, comprehension, scanning and mathematics (Taylor, 1981, p.366).

Baxley [ED170992] reports that music appears to have been helpful as an aid to overcoming speech articulation problems. When music skills were taught concurrently with basic reading skills, first and second grade students became more

efficient in developing certain reading skills and improving auditory discrimination skills. (Taylor, 1981, p. 363)

Mann (1979) studied the effect of music and sound effects on the listening comprehension of fourth grade students. "It was hypothesized that there would be no significant difference in the listening comprehension scores of fourth grade students who listened to narrated stories with music and sound effects and those who listened to the same stories without music and sound effects." (p.20) Students were given a listening comprehension test immediately after listening and a recall test two weeks later. They scored significantly higher on both tests after listening to the version with music and sound effects.

Wright (1977) also believes that music is a motivational vehicle for teaching certain aspects of the language arts and should be used with more frequency in any program. In her extensive review of literature, Wright cites the articles of Norma Liva, Leslie Kandell, Linda Wendt and Janet Nash, Robert Volkmann and Gladys Uhl who support her statement that "listening, literature, non-verbal and oral communication, reading, creative writing, handwriting, spelling and grammar and usage can be coordinated with or taught through

music." (Wright, 1977, p. 4)

Wright cites the recent research in human consciousness that the brain is divided into two hemispheres described by Paul Brandwein and Robert Ornstein in their article, "The Duality of the Mind."

The right hemisphere controls intuitive thinking while the left controls sequential thinking. Music, art and dance are emphasized in the right and language and cognition in the left.

It is believed that both hemispheres must interact and complement each other. Further, content must be stressed which will utilize both hemispheres. It seems natural then that music should become an integral part of the language arts program in order to cause a complementary relationship between both types of thinking found in the brain. (Wright, 1977, p. 4)

Wright also cites classroom experiences to show how literature and music can be integrated. Poetry can be expressed through music as different moods suggest certain kinds of poems. Further, songs can lead to writing of original rhymes, riddles, tall tales or legends.

Contemporary topics such as death can be introduced through song. After learning "Go Tell Aunt Rhody", students discuss the mood and words. Then a follow-up book is read dealing with death, The Tenth Good Thing About Barney by Judith Viorst. (Wright, 1977, p. 9)

Wright concludes that:

Most of the recent literature dealing with music and the language arts emphasizes the use of music as a motivational tool within a language arts curriculum. It is shown that music encompasses many disciplines and can be used to introduce and reinforce certain basic language arts skills. Music possesses a natural appeal for children which will in effect stimulate a healthy environment for learning. (p. 11)

As the research shows, songs provide an unlimited source of material for teaching children, and the list of activities can be stretched as far as the imagination will go.

R. W. Hostrop (1973) reports that relatively few studies have been done to determine the effectiveness of radio and recordings in teaching factual information. Mixed research results favoring radio and use of recordings over conventional classroom procedures have been reported with respect to current events. Reid(1940), Rulon(1944) and Haugh(1952) found no significant differences in the effectiveness of reading or listening to the radio and/or recordings in acquiring information and shifting attitudes. On the other hand, Rothney and Hansen (1947) report greater effectiveness of the radio in acquiring information and Lowdermilk (1939) found that reading the script of the recording while listening was more effective than reading alone. (Hostrop, 1973, p.20)

Hostrop (1973) states:

Research results conclusively show that multi-media instructional techniques (by instructor or self) facilitate learning since the use of multi-media materials results in multi-sensory learning. Multi-sensory learning causes greater learner activity which psychologists have found not only enhances immediate learning but later recall. In short, the library-media center concept with its emphasis on a variety of realia, other multi-media materials, use of community resources, and activity rests upon a solid pedagogical foundation. (p. 48)

Practitioners in the field of education (of which librarians and teachers are members) demand knowledge of new techniques to facilitate learning. They must select learning materials which will be most appropriate to create a conducive learning environment. Planning for multi-media and its variegated uses is an imperative as we approach the twenty-first century. The use of music to teach factual information is but one form of multi-media to create a multi-sensory learning experience.

This research study on the use of music activities to teach locational skills in library use to third grade students will demonstrate yet another method of using music activities to teach content material. Due to the limited amount of research in library instruction techniques in the elementary school, it is felt that this study will make a positive contribution to the literature in the field.

CHAPTER THREE

METHOD

Presentation of the Problem

At the school in which this study was conducted, the librarian is responsible for teaching library skills to the students. She schedules story hours for kindergarten and first grade students during their half-hour library time each week. Formal teaching of library skills begins in the third grade. Five to six hours of instruction time is spent with each of eight third grade classes.

During their half-hour library period each week, students select books to check out for one week. Most students can remember how to use the card catalog to locate a book, but it appears that most students are not motivated to use the library to the fullest extent. Would a different approach to teaching the library skills motivate students to acquire the skills to make better use of the library?

Music enables the child to use the right side of his/her brain which involves creativity and the development of the aesthetic senses. When music is combined with a content area such as the acquisition of locational skills in library use, then the entire brain is at work, the whole child is involved and learning becomes more meaningful and enjoyable.

Dr. Barbara Clark (1979) supports this view in her statement regarding the need for interaction and inter-support between the brain hemispheres:

For example, trained musicians listen to music with both left and right brain. More nerve connections exist between the halves of the brain than from the brain to the rest of the body. To actualize the potential we possess, we must develop both types of function and intergrate our learning experiences. If we continue to focus all our attention on the rational, cognitive functions of our brain, we will paradoxically limit these very functions. Without the support of a well developed right hemisphere, such left brain growth will be inhibited. (p. 11)

Dr. Clark also emphasizes the importance of the coherence of brain function to optimize the learning experience. Different areas of the brain function at different rates of speed producing brain waves of differing frequency and velocity. When these differing rates are brought into coherence, the energy of the brain can be powerfully focused. Intergrating the brain hemispheres will enable the child to use his energy to grow and become all that he is capable of being. (p. 12)

This study attempts to motivate students to grow in their retention of knowledge of locational skills in library use and to enjoy themselves while learning. This study addresses the question: Will the use of music activities to teach locational skills in library use to third grade students be more effective than a traditional multi-media approach?

Conceptual Hypothesis

The use of music activities to teach locational skills to third grade students will be more effective in helping students to acquire and retain these skills than a traditional multi-media approach.

Conceptual Definitions

Locational skills include alphabetical order, correct use of the card catalog, location of fiction and non-fiction books, and recognition of different types of reference materials and their uses, and the ten Dewey Decimal classifications.

Music activities is the use of folksongs, contemporary and original music and coordinating activity worksheets to teach locational skills in library use.

Traditional multi-media approach is the use of sound filmstrips, charts and catalog cards in addition to a lecture by the media specialist to teach locational skills in library use.

Limitations

It should be noted that two different people taught the locational skills. The school librarian taught the skills to the control group using the traditional multi-media approach which she has found to be successful for her.

This researcher taught the locational skills to the experimental group using music activities which

she wrote for this pilot study.

Both instructors are experienced third grade teachers (the librarian is a former third grade teacher). Both instructors taught the method which they know best. Therefore, it is felt that the students did benefit from the use of two instructors and that test results will be reliable and valid.

Due to the year-round schedule of this school district, it was not possible to make random assignments of students to the two types of instruction.

These variables or factors are not being considered in this study:

- age
- socioeconomic factors
- influence of home
- prior library orientation

It is noted that this researcher had no control over the factor of vacation schedules in the year-round school which may have an effect on this study.

Subjects

The sixty-seven students in this study attend the same year-round elementary school in a semi-rural suburban school district. Becky-David Primary School is in the Francis Howell School District in St. Charles County, Missouri. The students represent two of the four cycles of third grade students.

The experimental group, hereafter called Group A, received locational skill instruction in library use with music activities. The thirty-one students represent two cycles or neighborhoods of students.

The control group, hereafter called Group B, received locational skill instruction in library use with a traditional multi-media approach. The thirty-six students represent the same two cycles as Group A.

Sex and IQ are used as intervening variables to correlate the two groups.

Table 1
Comparison of Mean IQ Scores
and Number of Students Per Group

	Group A Music			Group B Multi-media		
	#	Mean IQ	# Above Mean IQ *	#	Mean IQ	# Above Mean IQ *
Boys			10			6
	17	116	# Below Mean IQ 7	16	109	# Below Mean IQ 10
Girls			# Above Mean IQ 8			# Above Mean IQ 12
	14	114	# Below Mean IQ 6	20	119	# Below Mean IQ 8
Total Group	31	*115	31	36	*114	36

The mean IQ of the total group is 115. As Table 1 shows, there is a one point difference in the mean IQ score of Group A and Group B. The ratio of girls to boys is greater in Group B than in Group A, but the number of students at or above the mean IQ is the same in both groups. Thus it appears that the two groups are relatively equivalent in terms of sex and IQ.

The parents of the participants in this study were sent a letter stating the purpose of the study. The student and his/her parent signed a consent form in accordance with the rights of human subjects. The letter and consent form are in the appendix.

Prior to any instruction, all sixty-seven students were given a pretest on library skills: Test of Library/Study Skills, Level I, (Gullette and Hatfield, 1975). At least one week following the completion of their respective library skill instruction, each group was given the same Library Skills test to determine their recall of information which was presented to them.

The scores on the two sets of tests were compared using an analysis of variance to determine which method of instruction was most effective in the acquisition and retention of locational skills in library use.

Materials

The curriculum used to teach the experimental group was written by this researcher and includes activity sheets on the card catalog, fiction books, alphabetical order, and the ten Dewey Decimal classifications. The cassette tape which accompanies the curriculum includes four original songs and ten folk songs. The music was recorded by Susan Frick who also composed two of the original songs: "Two Hoots" and "Friends". The other two original songs, "Key to a Kingdom" and "Mr. Dewey", were written by Nancy Karl.

Each activity sheet is introduced by a song.

<u>Song</u>	<u>Skill</u>
"Two Hoots"	Fiction books: Location and alphabetical order.
"Key to a Kingdom"	Card Catalog: differences in three kinds of cards.
"Rock Island Line"	Author cards: alphabetical order.
"Mr. Dewey"	Introduction to the Dewey Decimal System
"Michael Row the Boat Shore"	100-199 Philosophy and Psychology 200-299 Religion
"John Henry"	300-399 Social Sciences Folktales

<u>Song</u>	<u>Skill</u>
"El Zapatero" and "Frere Jacques"	400-499 Language
"Mr. Froggie Went A-Courtin":	Subject Cards: Animals Fiction and Non-Fiction
"The Riddle Song"	500-599 Science
"The Car Song"	600-699 Technology
"Friends"	700-799 Fine Arts and Recreation - classify
	800-899 Literature - match call numbers
"This Land Is Your Land"	900-999 Travel, Geography, History-location
	000-099 Reference Books Use of encyclo- pedia, atlas dictionary, biographical dictionary.
"Yankee Doodle"	92 Biography - location and book report.

The song lyrics and the activity sheets are in the appendix. It is noted that the John Henry worksheet

and folksong are from Library Skills with Folk Music, (Polette, 1979). "The Car Song" is sung by Woody Guthrie from the album, Come For To Sing.

The materials used to teach the control group include Ideal charts on library skills, catalog cards selected by the school librarian, and sound filmstrips: "A Young People's Tour of the Library" by Spoken Arts, Inc.:

- a. Walter Meets Quickwick
- b. Quickwick's Special Tour
- c. Reading the Library Roadmap
- d. Melvil and His Decimal System
- e. Walter's Library Habit

Procedures

The following hypotheses were tested in this study:

1. There will be no significant difference in the scores on the pretest on Library Skills between students in Group A and students in Group B.
2. Students in Group A, the experimental group, will show improvement on the recall test on Library Skills.
3. Students in Group B, The Control group, will show improvement on the recall test on Library Skills.
4. Students in the experimental group will show

greater improvement on the recall test than students in the control group.

5. Students who have an IQ at or above the mean IQ will show greater improvement on the recall test than students who have an IQ below the mean IQ.

The thirty-one students in Group A received ten one-half hour skill lessons in library use each day for ten days. Each day the students listened to a song which introduced the activity or skill being taught. Lyric sheets were provided for the unfamiliar songs or lyrics were shown on an overhead transparency. After listening to the song once, students joined in singing the song. Some activity sheets required that the student fill in words as they were heard on the tape. Most of the activity sheets involved location of books in the library. Students were assigned a partner and worked in pairs to complete the activity sheet in the library. This was done in free time and during scheduled library periods.

Students also used catalog cards to learn the different types of cards. Each student was given three to five cards to alphabetize or to put in a given order.

Students in the experimental group were given five hours of study in learning locational skills in

library use. Three hours was instructional time and two hours was devoted to hands on activities. The time limit was set to correspond with the amount of time the school librarian spent with the control group. It is noted that more time is needed to teach this curriculum effectively. Students need more than one day to complete some of the activity pages.

At the end of the instruction, the students filled out an opinion survey to indicate their favorite songs and activities. These results will be reported later.

The thirty-six students in Group B received five hours of library instruction from the school librarian over a period of two to three weeks. She uses the following procedure:

1. Students view two sound filmstrips, "Walter Meets Quickwick" and "Quickwick's Special Tour". Librarian lectures on how filmstrips apply to the school library.
2. Students view three sound filmstrips: "Reading the Library Roadmap", Melvil and His Decimal System", and Walter's Library Habit." Librarian emphasizes differences in fiction and non-fiction books.
3. Students learn about the three types of catalog cards: subject, author and title. Each student is given five catalog cards to

arrange in order as directed by the librarian.

- a. Arrange cards by title, subject, author
 - b. Arrange cards alphabetically
 - c. Students then locate the five books on the library shelves
 - d. Correct location is checked by librarian or teacher.
4. Students reshelve books returned to the library. Students who experience difficulty do this with a partner. The librarian or teacher checks for correct placement.

The librarian spent a total of three hours in instruction and students spent two hours in using catalog cards, locating books and reshelving books. One week following the completion of this instruction, students were given a recall test on library skills.

Following the instruction of the experimental group, twenty of the students in the group went on vacation for three weeks. They took the recall test on Library Skills upon their return to school. The other eleven students in the experimental group are in a different cycle. These students were given the recall test one week following the end of the instruction. Of these eleven students, seven showed improvement on the recall test and four students showed no improvement. Seventeen of the twenty

students who took the recall test following the vacation break showed improvement on the test. Therefore, it is felt that the length of time between instruction and testing of these students did not affect their scores adversely.

It is noted that this researcher had to work around several factors in setting up this study over which she had no control. Non-random assignment of students was necessary due to vacation schedules and cycles in the year-round school. It was also necessary to work around the schedule of the school librarian. The daily instruction schedule of the experimental group was necessary due to the conflicting vacation schedules of the two cycles of students involved.

It is felt that replication of this study in a traditional school environment with random assignment of students to groups would yield interesting results.

CHAPTER FOUR

Results

The results of this study indicate no statistically significant difference in music activities or a multi-media approach as a method of teaching locational skills in library use to third grade students.

Hypotheses

1. There will be no significant difference in the scores on the pretest on library skills between students in Group A, the experimental group, and students in Group B, the control group. A one way analysis of variance was done on the pretest scores of both groups. As shown in Table 2, the hypothesis of no difference is accepted.

Table 2

One Way Analysis of Variance
of Pretest Scores on Test of Library Skills

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Treatment	.87	1	.87	.0159*
Error	3562	65	54.80	
Total	3562.87	66		

* $p > .05$

2. Students in Group A, the experimental group, will show improvement on the posttest on library skills. As shown in Table 3, significant improvement is noted and the hypothesis is accepted.

3. Students in Group B, the control group, will show improvement on the posttest on library skills. The hypothesis is accepted based on the data in Table 3.

Table 3
Comparison of Pretest and Posttest Scores
of Experimental and Control Group

Group	<u>M</u>	<u>SD</u>	<u>MD</u>	<u>df</u>	<u>t</u>
A					
Music					
Pretest	21.64	6.64			
Posttest	24.64	7.47	3.10	30	4.29*
B					
Multi-media					
Pretest	21.41	7.99			
Posttest	25.58	6.94	4.17	35	5.74*

*p < .05

4. Students in the experimental group will show greater improvement on the recall test than students in the control group. A one-way analysis of variance on the posttest scores of the two groups indicates no significant difference as shown in Table 4. Thus the hypothesis is rejected. However, interesting differences in the two types of instruction were noted based on the sex of students. These differences will be discussed in chapter five.

Table 4
One-way Analysis of Variance
of Posttest Scores on Test of Library Skills

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Treatment	11.79	1	11.79	.2211*
Error	3360.68	65	51.70	
Total	3372.47	66		

* $p > .05$

In order to determine the effects of music activities on the acquisition and retention of locational skills as compared to a multi-media approach, a 2 X 2 analysis of variance was done based on the sex of the students. Necessity for equal numbers in cells was determined by randomly

deleting scores from the larger group. As Table 5 shows, there is no significant difference in the two methods of instruction.

Table 5

Analysis of Variance of Posttest Scores
Comparison of Music Activities Approach to
Multi-media Approach Based on Sex of Students

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Sex	144.1324	1	144.1324	2.9592*
Method	7.7794	1	7.7794	.1597*
Inter.	51.1912	1	51.1912	1.051 *
Sub Tot.	203.103	3		
Within	3117.18		48.7059	

* $p > .05$ with 1 and 64 df

Note n = 17

However, differences in the two types of instruction were noted in the mean scores of the pretest and recall test of Library/Study Skills. Girls showed greater improvement with the music activities approach, whereas boys showed greater improvement with the multi-media approach. (See Table 6).

Table 6
 Comparison of Mean Scores
 of Third Grade Students
 on Library Skills Tests

Group	Pretest	Recall Test	<u>MD</u>
A	<u>M</u>	<u>M</u>	
Music			
Boys	22.11	24.17	2.06
Girls	21.07	25.43	4.36
Total	21.64	24.74	3.10
B			
Multi-media			
Boys	17.43	23.00	5.57
Girls	24.60	27.65	3.05
Total	21.41	25.58	4.17

The interaction effects in Group A and the differences in Group B are further illustrated in Figure 1.

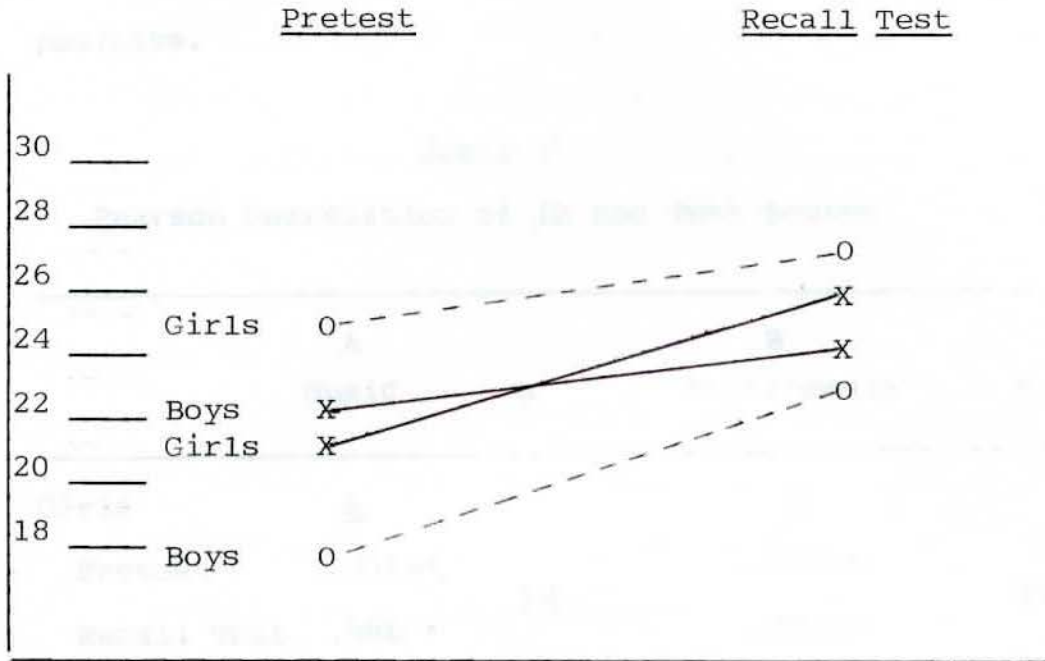


Figure 1. Interaction effects of mean scores of Group A and Group B on Test of Library/Study Skills.

O -----O = Group B

X _____X = Group A

Hypothesis # 5

Students who have an IQ at or above the mean IQ will show greater improvement on the recall test than students who have an IQ below the mean IQ.

Hypothesis five is accepted as predicted. As measured by the Pearson R , students in both groups with an IQ at or above the mean of 115 scored higher on the recall test than students with an IQ below the mean of 115. (See Table 7). Correlations of IQ and test scores range from low positive to high positive.

Table 7
Pearson Correlation of IQ and Test Scores

	A Music	<u>n</u>	B Multi-media	<u>n</u>
Girls	<u>R</u>		<u>R</u>	
Pretest	.7764*	14	.5794*	20
Recall Test	.586 *		.7713*	
Boys				
Pretest	.6148*	17	.5735*	16
Recall Test	.6028*		.6278*	
Total Group				
Recall Test	.5751*	31	.7275*	36
Above Mean IQ	.3337	18	.6765*	18
Below Mean IQ	.2263	13	.5186*	18

* $p < .05$

At the end of the last instruction period, the students in Group A were asked to fill out an opinionnaire. A summary of their answers follows:

1. Which songs did you enjoy learning?

Their favorites were, "Two Hoots", "Car Song", and "Key to a Kingdom".

2. Which activities helped you learn more about the library? Fifteen students preferred the non-fiction worksheets, ten liked working with the card catalog, and nine students listed the songs as a great help.

3. Who is your favorite author? Judy Blume received the most votes with Peter Spier coming in second. Other favorites mentioned were Walt Disney, Clyde Bulla, Russell Davis, Arnold, Lobel, Shel Silverstein, E.B. White, and Charlotte Zolotow.

4. Tales of a Fourth Grade Nothing, by Judy Blume is their favorite book.

5. What suggestions do you have to improve this way of learning about the library? Five students suggested more use of the card catalog. Other suggestions were to learn more songs and have a longer period of time. One student summed up the curriculum in one sentence, "It is fun." Learning about library skills can be fun if one uses a motivational approach such as this one.

CHAPTER FIVE

Discussion

Although the results of this study were not statistically significant, they are noteworthy of some discussion.

In the experimental group, 85.7% or twelve of the fourteen girls improved on the recall test as a result of the music activities instruction, whereas only 70.5% of the boys in the group showed improvement. Girls with IQs at or above the mean of 115 showed greater improvement in both groups than girls with IQs below the mean.

Boys with IQs below the mean of 115 showed the greatest improvement on the recall test in both groups. However, boys in the control group seemed to improve more with multi-media instruction. A total of 87.5% of the boys in the control group showed improvement, while only 55% of the girls in this group improved.

It is noted in Table 8 that nine girls out of twenty in the control group made no gain on the recall test. Of these nine girls, four girls scored below their predicted y score on both the pretest and the recall test as determined by their IQ. Five of these nine girls have IQs above the mean IQ of 115.

Table 8
Student Responses on
Tests of Library/Study Skills

Group	Pretest		Recall Test			
	Girls	Boys	Girls +	Girls -	Boys +	Boys -
Music						
Above 29	0	4	0	0	4	0
20 - 29	9	7	7	2	4	3
Below 20	<u>5</u>	<u>6</u>	<u>5</u>	<u>0</u>	<u>4</u>	<u>2</u>
	14	17	12 (85.7%)	2	12 (70.5%)	5
Multi-media						
Above 29	6	2	3	3	1	1
20 - 29	10	5	5	5	4	1
Below 20	<u>4</u>	<u>9</u>	<u>3</u>	<u>1</u>	<u>9</u>	<u>0</u>
	20	16	11 (55%)	9	14 (87.5%)	2

Note: n on test = 44

+ = Gain

- = No Gain

The results of this study indicate that more research should be done in the field of library skill instruction in the elementary school. The limited amount of research done in this area invites and encourages others to explore new ideas.

This study was limited in number and by the amount of time that could be spent in teaching the music activities. Five hours is definitely not enough time to teach the curriculum effectively. Students should have time to work in the library between each session so as to become thoroughly familiar with each section of the library. Students enjoyed singing their favorite songs over and over again and time should be allotted for that activity each day.

It is recommended that the song, "Mr. Dewey", be used with fourth grade students as it is quite long for third graders to learn. After students have learned the Dewey Decimal System, the song could be used as a method of reviewing the Dewey Decimal System, the song could be used as a method of reviewing the Dewey classification system.

Studies on the sex differences in boys and girls did not include tests involving music and/or library skills. Landsberger (1981) in her study on sex differences in factors related to early school achievement tested the following hypotheses:

- 1) Boys and girls have an even start at school entrance, but boys performance and adjustment decline relative to girls by the end of third grade.
- 2) Boys do not attach themselves to school and school tasks with positive effects as much as girls.
- 3) The factors related to achievement at the end of third grade are different for the sexes as are the relationships of third grade achievement to kindergarten entrance variables. (Abstract)

Her subjects were 300 caucasian boys and girls who were tested at entrance to kindergarten in 1970 and at the end of third grade in 1974. Measurements included tests of cognitive ability, social-emotional variables and achievement, as well as educational advantage of the home environment.

Analysis of the data indicated each of the hypotheses were supported to some extent. There were indications of an even start and of a decline in some measurements of boys relative to girls in achievement and adjustment. For girls, both affective and cognitive measures at the end of third grade were positively correlated with achievement. Since music is in the affective domain, my findings that girls showed greater improvement with music activities in

the acquisition of locational skills than with the multi-media approach is corroborated by the Landsberger study.

In the Landsberger study, boys cognitive measures and achievement were correlated at the end of third grade. The boys' third grade achievement showed many positive correlations with kindergaten entrance variables. The boys in my study showed greater improvement with a multi-media approach in which the learning was visually oriented.

Although it is generally thought that girls have an advantage in their verbal abilities, during the period from preschool to early adolescence, the sexes are similar in their verbal abilities. At about age eleven, the sexes begin to diverge with female superiority increasing through high school and possibly beyond. Girls score higher on tests involving receptive and productive language analogies, creative writing and comprehension of difficult written material. (Maccoby, 1974, p. 351)

Boys excel in visual-spatial ability in adolescent and adulthood but not in childhood. The male advantage on spatial tests increases through the high school years. (Maccoby, p.351)

On verbal tests of creative ability, no sex differences are found in the preschool and earliest school years, but from about age seven girls show an

advantage in a majority of studies. (Maccoby, 1974, pp. 113)

This researcher suggests that girls are more verbal at age eight and nine and respond to new ideas such as using music to teach certain locational skills more assertively and actively than do boys who are more visually oriented.

This researcher concurs with earlier research cited in the review of literature that if one likes the music activity approach, it can be used effectively to teach content areas such as reading and locational skills in library use.

A tape recording of the music used in this study is available and may be reproduced with the permission of the author.

APPENDIX I

LIBRARY SKILL RESOURCES

Wagner, Ruth and Vera M. Peck. Library Skills.
 Spring, T. S. Washburn and Cooper, Inc.
 Minneapolis, Minn. 1964.

Grades: Junior and Primary Grades - "Children
 Acquainted with the Library"

Book One - Fourth grade level - 74 pages

Book Two - Fifth grade level - 74 pages

APPENDICES

Appendix 1 Library Skill Resources

Appendix 2 Communications

Appendix 3 Test of Library/Study Skills

Appendix 4 Level 1 Key to a Kingdom Curriculum

Level 1 and Kingdom Bible

Wagner, Ruth, 1978. A supplementary volume for

of exercises with illustrations and subject matter
 that appeals to young readers.

Kingdom Bible, Volume 1, Book 1, Lesson 1

Book 1 - Primary level

Book 2 - Fourth grade level

Library Skills Course: A Study Book for

Will Henry, Ed. 1964. 1964. 1964.
 Grade Level: 4th

A six-part self-study series for the young
 reader. Library characters introduce the reader to
 all aspects of the library of skills.

Wagner, Ruth, 1964. 1964. 1964. 1964.
 A Study Book for

Study of the Bible. This book has identified and

teaching students have been employed for their own.

Including student exercise sheets, multiple-choice tests

and answer keys. Three levels cover all aspects of

library skills and most basic study skills for

grades one to six and emphasize individual and

learning.

APPENDIX 1

LIBRARY SKILL RESOURCES

Margaret Beck and Vera M. Pace, Denison Library Skills Series. T. S. Denison and Company, Inc. Minneapolis, Minn. 1966.

Kindergarten and Primary Grades - "Getting Acquainted with the Library".

Book One - Fourth grade Level - Card Catalog

Book Two - Fifth grade Level - Dewey Decimal System

Book Three - Sixth grade Level - Using Reference Materials

Series includes books, audio cassettes, spirit master workbooks and student workbooks designed to meet the wide range of abilities found in most elementary classes.

Claire Murray, Library and Reference Skills. Bowmar Noble, 1978. A supplementary series for grade levels 3-8. A humorous approach and variety of exercises with illustrations and subject matter that appeals to young readers.

Jane Sholensky, Getting to Know the Library. Scholastic Book Co., 1976.

Book A - Primary Level

Book B - Upper primary, lower intermediate Level

Library Media Center: A Disney Study Skills Program. Walt Disney Educational Media, 1978. Grade Level 3-8

A six-part multi-media series in which the well known Disney characters introduce elementary students to all aspects of the library or media center.

Margrabe, Mary M. The "Now" Library Media Center: A Stations Approach. Acropolis Books, 1975.

Ninety-six Media skills have been identified and teaching stations have been designed for each one, including student exercise sheets, evaluative tests and answer keys. Three levels cover all aspects of library skills and most basic study skills for grades one to six and emphasize individualized teaching.

September 28, 1981

Dear Parents,

Your child's class has been selected to be part of a study on the effects of using music to teach library skills. This research study is being done as part of the requirement for a Master of Education degree at The Lindenwood Colleges in St. Charles, Missouri.

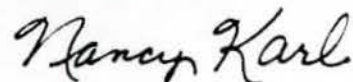
The class will receive ten half-hour lessons on library skills with each lesson introduced by a fun musical activity. The instruction will be done by Mrs. Karl, who wrote and developed the activities. Students will be given a pre-test on library skills before any instruction is given. Following the completion of the instruction, the same test will be given to determine the recall of learning that took place and the effects of the music activities.

The data collected from the tests will be used to determine the significance of this type of library skills instruction. The children will remain anonymous. The test scores will be used for information purposes only and will not affect your child's grades in any way.

Your child's class will also receive the regular library skills instruction from Mrs. Landreth, the school librarian, following the completion of this study.

It is possible that the results of this study may be published at a later date. Therefore, it is necessary for you and your child to sign the enclosed consent form. Please sign and return at your earliest convenience. Thank you for your cooperation. I hope that this will be a fun and interesting experience for your child.

Sincerely,



Mrs. Nancy Karl

September 28, 1981

Dear Parents,

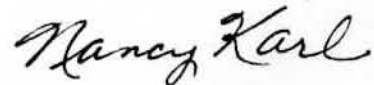
Your child's class has been selected to be part of a study on the effects of using music to teach library skills. This research study is being done as part of the requirement for a Master of Education degree at The Lindenwood Colleges in St. Charles, Missouri.

Students will be given a pre-test on library skills before they receive library skills instruction from Mrs. Landreth, the school librarian. Following the completion of the instruction, the same test will be given to determine the recall of learning that took place. The test scores will be used for information purposes only and will not affect your child's grades in any way. The children will remain anonymous.

The data collected from the tests will be used to determine the significance of two different methods of library skills instruction.

It is possible that the results of this study may be published at a later date. Therefore, it is necessary for you and your child to sign the enclosed consent form. Please sign and return at your earliest convenience. Thank you for your cooperation.

Sincerely,



Mrs. Nancy Karl

FRANCIS HOWELL SCHOOL DISTRICT

Address - 3500 S. ...

Dr. William T. ...

CONSENT FORM

Assistant Superintendent

I hereby consent for my child whose signature appears below to take part in the research study on the use of music to teach library skills conducted by Nancy Karl. I understand that my child will be given two tests on library skills, one before and one after instruction. I am aware that the test scores will be used to determine the significance of the study but will not affect my child's grades and that my child will remain anonymous.

I also grant permission to Nancy Karl to use the test scores as a part of her research study. I understand that publication of the data is a possibility in the future.

... I am assuming you are in the process of conducting your experimental instruction at this time. Usually, a study would be approved in advance but in this situation time at central office. This apparently was not been possible in this case. Should you need a document of formal approval from the school district, please contact me before this letter is sent. This is a study of library skills in third grade students through the use of musical activities as well as through the use of traditional methods. The intent of this research is to provide the school district with information...

Child signature

Parent signature

Signature
Rich Schappert
Rich Schappert

I do not want my child to participate in this study.
(Please explain reason.)

FRANCIS HOWELL SCHOOL DISTRICT

Route 2 • St. Charles, MO 63301 • (314) 441-0088 (314) 447-1133

Dr. William T. Rebores
Superintendent**Assistant Superintendents**Jim D. Grimes
CurriculumWayne E. Oetting
BusinessDr. Roger E. Russell
PersonnelDr. Richard G. Schuppan
Planning, Research and Evaluation**Administrative Assistants**Hugh A. Kinney
Special EducationJohn R. Oldani
Secondary EducationDr. Patty Williamson
Community Relations

October 6, 1981

Ms. Nancy Karl
Becky-David Primary

Dear Ms. Karl

Mr. Grimes forwarded your request to conduct research to me. I'm assuming you are in the process of conducting your experimental instruction at this time. Normally, a study would be approved in advance but in this transition time at central office, this apparently has not been possible in this case. Should you need a document of formal approval from the school district for your files, please receive this letter as such. Your study on the effects of teaching library skills to third grade students through the use of musical activities is well-designed and worthwhile. Your letter of notification to parents and the permission form are appropriate.

Best wishes to you and your study. Please send me a copy of your research paper. Thank you.

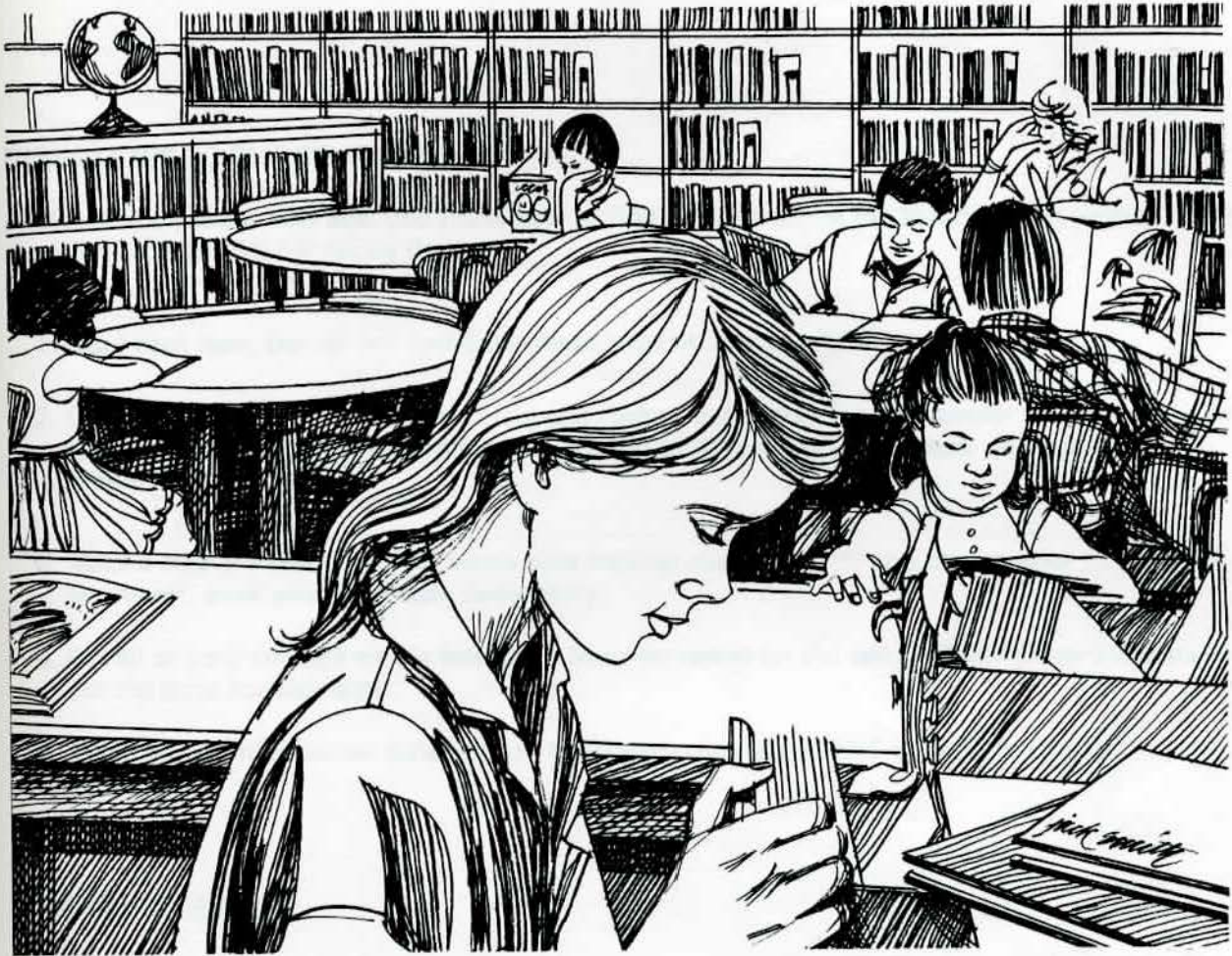
Sincerely



Dick Schuppan

DS/dmb

cc: Miss Wilma Cole



TEST OF
LIBRARY/STUDY SKILLS

LEVEL I

By
Irene Gullette
Frances Hatfield



LEVEL I



TEST OF
LIBRARY STUDY SKILLS
LEVEL I

Copyright © 1975, by Irene Gullette and Frances Hatfield

Published by the Larlin Corporation, P. O. Box 1523, Marietta, Georgia 30061

All rights reserved. No part of this work may be reproduced or transmitted in any form, by any means, electronic or mechanical, including photocopying and recording, or by any storage or retrieval system, without the permission in writing from the publisher.



DIRECTIONS TO THE STUDENT

This test will show how well you know how to find information in the library/media center. There are a few general rules for taking the test:

1. Read each item, but do not spend too much time on any one item.
2. Choose the answer you think is correct and darken the bubble for that answer on your card. Be sure to fill in the bubble that has the same letter as the answer you choose. Mark only one answer for each item.
3. Make a HEAVY mark. Do not waste time making neat marks. If you change your mind about an answer, erase your first mark completely.
4. Put all of your answers on the test card. Make no marks on the test booklet. Other students will use the same booklet later.
5. Fill in all the information called for on the answer card and PRINT your name clearly.

EXAMPLE QUESTION

There are 44 questions in this test. Following each question there are five suggested answers. Read each question, then look at the suggested answers and decide which is correct. Blacken the correct letter bubble on the test card.

Sample question:

The best thing to use for a bookmark is

- A. a piece of thin paper
- B. a pencil
- C. a ruler
- D. a turned down page
- E. all of these.

TEST ANSWER CARD											
NAME Robert Miller					DATE 9 MO / 2 DA / - YR						
SCHOOL Fairview					CARD# 1 2 3						
1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The correct answer is a "a piece of thin paper", which is lettered "A". If this question had been on the test you would have blackened the bubble marked "A".

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

LEVEL I

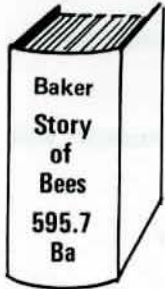
1. What must you do to borrow a book from your school library?

- A. Talk to the librarian
- B. Use the card catalog
- C. Read a page of the book
- D. Get your teacher's permission
- E. Sign your name to the book card.

2. To find a book in the library go first to

- F. the loan desk
- G. the card catalog
- H. the librarian
- J. the library aide
- K. the book shelves.

3. In which section of the library will you look to find this book?



- A. Easy
- B. Reference
- C. Non-Fiction
- D. Biography
- E. Fiction.

4. Of the fiction books with the following titles and authors, which one will come first on the library shelves?

- F. Haywood, *Eddie and Gardenia*
- G. Hamilton, *Zeely*
- H. Hays, *Easter Fires*
- J. Mayne, *The Glass Ball*
- K. Miles, *Nobody's Cat*.

5. What mark is usually on the spine of easy-to-read books?

- A. E-R
- B. F
- C. B
- D. E
- E. R.

6. Books of fiction are usually arranged on library shelves

- F. alphabetically by the author's last name
- G. alphabetically by the book title
- H. alphabetically by the subject of the book
- J. alphabetically by the publisher
- K. none of these.

Use this drawing to answer questions 7 and 8.



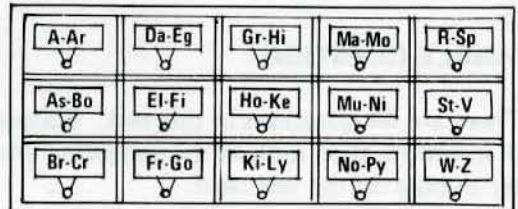
7. Which book is shelved out of place?

- A. Snow, *A Bird Book*
- B. Snow, *Robins*
- C. Hart, *Wild Flowers*
- D. Worth, *Trees*
- E. Arnold, *Owls*.

8. Where would a book with the number 582 be placed on this shelf? Sa

- F. Before all of these books
- G. Between 582 and 582
Ha Wo
- H. Between 598 and 598
Sn Ar
- J. In another section of the library
- K. After all of these books.

Use this drawing of catalog card drawers to answer questions 9, 10 and 11.



9. In which drawer will you find a book about goldfish?

- A. Gr-Hi
- B. No-Py
- C. Ki-Ly
- D. EI-Fi
- E. Fr-Go.

10. In which drawer will you find a title card for the book, *Rain and Wind* by King?

- F. Ki-Ly
- G. Br-Cr
- H. Ho-Ke
- J. R-Sp
- K. W-Z.

11. In which drawer will you find books by the author, Helen Earle?

- A. Da-Eg
- B. Gr-Hi
- C. R-Sp
- D. St-V
- E. As-Bo.

12. Cards are arranged in the card catalog alphabetically by
- F. the call number of the book
 - G. the title of the book
 - H. the author of the book
 - J. the subject of the book
 - K. the top line of the catalog card.

13. Which of the following would come first in the card catalog?

- A. *The Boy and the Frog*
- B. *A Boy's Book About Dogs*
- C. *Dogs*
- D. *Frogs*
- E. *I Like Dogs.*

14. Of the following authors, whose name will come first in the card catalog?

- F. Flack, *Ask Mr. Bear*
- G. Gag, *ABC Bunny*
- H. Flora, *Sherwood Walks Home*
- J. Gay, *What's Your Name?*
- K. Freeman, *Fly High, Fly Low.*

15. Which of the following book titles will come first in the card catalog?

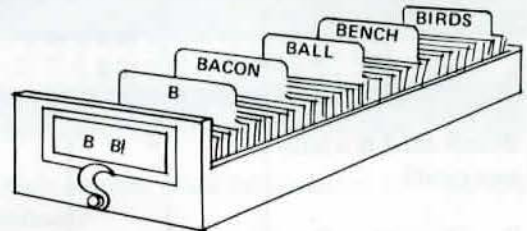
- A. *The Bear Party*
- B. *Bearcat*
- C. *The Call of the Wild*
- D. *Bats and Balls*
- E. *Boats on the River.*

next question →

16. Where is the call number of a book usually found?

- F. On the title card only
- G. On the author card only
- H. On the subject card only
- J. On the guide card only
- K. On the author, subject and title cards.

Use this drawing to answer questions 17 and 18.



17. Where would you look to find a book title, *Baseball is Fun*?

- A. Before the guide card B
- B. Before the guide card BIRDS
- C. Before the guide card BALL
- D. Between the guide cards BALL and BENCH
- E. Between the guide cards BACON and BALL.

18. Where would you look to find a book about bears?

- F. Between the guide cards B and BACON
- G. Between the guide cards BENCH and BIRDS
- H. Before the guide card BENCH
- J. Before the guide card BIRDS
- K. In some other catalog drawer.

Use this catalog card* to answer questions 19, 20, 21, 22 and 23.

599 **Goudey, Alice E**
 Go Here come the bears! Illus. by Garry MacKenzie. Scribner
 1954
 93p illus

In the course of a simple plot, the author describes the habits and habitats of the American bear families — the grizzly, polar, and brown and black bear. The illustrations show bears at work, at play and in danger.

1. Bears I. Title

B 5-795
 LJ Cards Inc © 1965



E; 599
 P—i

19. What is the title of this book?

- A. *American Bears*
- B. *Here Come The Bears*
- C. *Bears*
- D. *The Brown Bear*
- E. *All About Bears.*

20. What is the call number of the book?

- F. 93p. J. B5-795
- G. E-599 K. 599
- H. 1954 Go

21. When was this book published?

- A. 1965 D. 1955
- B. 5-795 E. date not given.
- C. 1954

Next question

22. Who wrote this book?

- F. Garry MacKenzie
- G. Alice E. Goudey
- H. Mr. Scribner
- J. A Bear Hunter
- K. The Illustrator.

23. In which section of the library will you find this book?

- A. Fiction
- B. Biography
- C. Reference
- D. Easy Section
- E. Non-Fiction.

LEVEL I

Use these cards* to answer questions 24, 25 and 26.

24. Which card is a title card?

- F. 1 H. 3
G. 2 J. 4

25. Which card is an author card?

- A. 1 C. 3
B. 2 D. 4

26. Which card is a subject card?

- F. 1 H. 3
G. 2 J. 4

* CCC cards reprinted with the permission of Josten's Library Services Division.

599 Goudey, Alice E
Go Here come the bears! Illustrated by Garry MacKenzie. Scribner 1954

1

BEARS

599 Goudey, Alice E
Go Here come the bears! Illustrated by Garry MacKenzie. Scribner 1954

2

Here come the bears!

599 Goudey, Alice E
Go Here come the bears! Illustrated by 1954

3

599 Goudey, Alice E
Go Here come the bears!

4

DATE DUE	BORROWER'S NAME	ROOM NUMBER

27. What information on the catalog card will be of most help in locating the book on the library shelves?

- A. The author of the book
B. The title of the book
C. The call number of the book
D. The publication date
E. None of these.

28. Where would you look to find the meaning of the word, *Author*?

- F. In an atlas
G. In a dictionary
H. In the card catalog
J. In the encyclopedia
K. In an almanac.

29. Where would you look to find the correct spelling of a word?

- A. In the index of a book
B. In a glossary
C. In a spelling book
D. In a dictionary
E. In a handbook.

30. In which of the following would you most likely find how to correctly pronounce the word, *Hurricane*?

- F. A dictionary
G. A spelling book
H. An encyclopedia
J. An atlas
K. A card catalog.

31. If the guide words on a dictionary page are *Rap* and *Rate*, which of the following words would be on the same page?

- A. Ran D. Rating
B. Ratio E. None of these.
C. Rare

32. Guide words are used in

- F. textbooks
G. easy books and fiction
H. encyclopedias and dictionaries
J. magazines
K. all of these.

33. Which of the following words will come first in the dictionary?

- A. Crank D. Creek
B. Cradle E. Crafty.
C. Creak

34. Which of the following items would you expect to find in the encyclopedia?

- F. The capitol of Indiana
G. How to spell *water*
H. The meaning of the word *author*
J. A list of books in your library
K. None of these.

Use this table of contents * to answer questions 35 and 36.

1	A Boy of the Wampanoag Tribe . . .	7
2	How Yellow Feather Got His Name .	13
3	Yellow Feather and the Bear	16
4	The White Captives	27
5	The English Come to Patuxet . . .	35
6	Friends and Neighbors	49
7	Thanksgiving Day	57
8	Trouble With Plymouth.	63
9	A Dream of Friendship Fades . . .	73

35. On which page would you learn about Thanksgiving Day?

A. page 7	D. page 63
B. page 16	E. page 57.
C. page 49	

36. Which chapter is likely to tell something about a bear?

F. Chapter 1	J. Chapter 16
G. Chapter 3	K. Chapter 35.
H. Chapter 6	

*Table of contents is reproduced by permission of Garrard Publishing Co.

Use this index ** to answer questions 37 and 38.

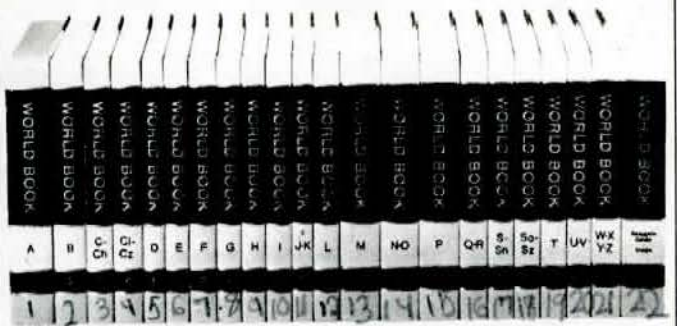
- factory workers, 23-24
- farmers, 21
- firemen, 30, 32
- fishermen, 21
- forests, products from, 21

- garbage collectors, 32
- governments, payment by, 32;
- money to, 32
- governors, 32

37. On which page would you find information about money?
- | | |
|------------|-------------|
| A. page 23 | D. page 32 |
| B. page 30 | E. page 37. |
| C. page 31 | |
38. What do pages 30 and 32 tell about?
- F. forests
 - G. farmers
 - H. governors
 - J. firemen
 - K. firemen and farmers.

**Index is reproduced by permission of Parents' Magazine Press.

Use this picture *** to answer questions 39 through 44.



39. Which volume gives information on how to play football?
- | | |
|-------------|---------------|
| A. Volume 2 | D. Volume 10 |
| B. Volume 7 | E. Volume 15. |
| C. Volume 9 | |
40. Which volume will likely have a picture of the state bird of Kentucky?
- | | |
|--------------|---------------|
| F. Volume 2 | J. Volume 15 |
| G. Volume 7 | K. Volume 17. |
| H. Volume 11 | |
41. Which volume will give you the most information about George Washington Carver?
- | | |
|--------------|--------------|
| A. Volume 8 | D. Volume 21 |
| B. Volume 11 | E. Volume 3. |
| C. Volume 15 | |
42. In which volume would you most likely find the length of the Ohio River?
- | | |
|--------------|--------------|
| F. Volume 21 | J. Volume 14 |
| G. Volume 16 | K. Volume 4. |
| H. Volume 12 | |
43. A map showing the chief cities of Japan would likely be found in
- | | |
|--------------|--------------|
| A. Volume 14 | D. Volume 11 |
| B. Volume 4 | E. Volume 6. |
| C. Volume 17 | |
44. In which volume would you expect to find the farm products of Norway?
- | | |
|--------------|---------------|
| F. Volume 14 | J. Volume 21 |
| G. Volume 3 | K. Volume 17. |
| H. Volume 15 | |

***Photograph of *The World Book Encyclopedia* is reproduced by permission of Field Enterprises Educational Corporation.

Introduction

The many activities and skills in this book...

Appendix 4

of the subject is reflected in a... Total 100 pages...

occupations. Many... activities...

KEY TO A KINGDOM

Library Use... Curriculum...

CURRICULUM

call of the key... to the...

Music Activities

To Teach Locational Skills in Library Use

To Teach Locational Skills in Library Use

To Third Grade Students

To Third Grade Students

activities... and...

activities... and...

activities... and...

by

Nancy Karl

activities... and...

activities... and...

activities... and...

activities... and...

activities... and...

activities... and...

activities... and...

activities... and...

activities... and...

activities... and...

activities... and...

activities... and...

activities... and...

activities... and...

activities... and...

activities... and...

Introduction

The many collections and studies of American folk songs can leave little doubt that the history and growth of the nation is reflected in song. There are songs for various phases of the expanding frontier and for many occupations. Songs reflect the tensions of the Revolutionary War period and later of the War of 1812. Songs tell of the Westward Movement from the building of the Erie Canal to the gold rush of 1849. The major American rivers and mountain ranges, the major cities and the agricultural areas are all celebrated in song. There are sailor songs, railroader and lumberjack songs, miner and cowboy songs. (Clarke, 1963).

Folksongs are a part of our heritage and can be used as a motivational activity to introduce children to the treasury of books in the library. Listening skills are also developed as children listen to a folk song and respond to it. The responses in turn serve as the basis for follow-up skill activities in learning certain library skills.

Library skills (with emphasis on locational skills) are usually taught by school librarians who use books and charts to introduce the library to students. There are many filmstrip series on the market which are an effective tool for teaching library skills because visual memory and auditory memory are combined to reinforce the skills taught.

It is my purpose to develop the idea of using folk

songs and some songs written for this unit to introduce third grade students to basic skills in library use. Students listen to a song and then respond by singing the song and finally complete a follow-up skill activity and/or worksheet.

This curriculum includes the following skills in library use:

Fiction books - location and alphabetical order.

Card Catalog - kinds of cards and how to use them.

Introduction to the Dewey Decimal System - location of materials in each of the ten classifications.

Reference Books - dictionary, encyclopedia, atlas, biographical dictionary.

The folk songs are from the third grade music book, Making Music Your Own and from other folk song records and books which I felt would be meaningful to third grade students. Four original songs written especially for this curriculum complete the music selections.

With the exception of the John Henry folk song and activity sheet (Library Skills with Folk Music, 1979), all the activity sheets were developed by this researcher. I wrote two of the songs, "Key to a Kingdom" and "Mr. Dewey." "Two Hoots" and "Friends" were written by Susan Frick. All the songs were recorded on tape by Susan Frick with the following exceptions: "The Car Song" (Woody Guthrie, Come For To Sing) and "John Henry" (Deana Langford, 1979).

This curriculum may be used with intermediate students.

KEY TO A KINGDOM

I have a key to a kingdom for you and me.

I have a key to adventure and mystery.

I have a key to science and history

So come with me to the library.

I have a key to a kingdom for you and me.

I have a key to language and mythology.

I have a key to fine arts and technology

So come with me to the library.

I have a key to a kingdom for you to see.

I have a key to folklore and poetry.

I have the key to unlock these mysteries,

So come with me to the library.

So many books are stored in the library,

How can I learn to use this magic key?

The card catalogue is the key you need,

To find the books in the library.

Let's find out how to use this magic key.

Three kinds of cards help to solve this mystery.

They tell you where you will find the book you need,

And all you need to know is the A-B- C's.

We have a key to a kingdom, for you and me.

We have a key to adventure and mystery.

We have a key to science and history,

So come with us to the library.

Words and music by
Nancy Karl c 1982

WHERE DO I BELONG?

Books live at a certain address in the library and should return to their right address just as you return home after a visit with a friend. Just as an address has a number and a street, so non-fiction books have a number and a letter or letters as ⁵⁹⁰W or ⁵⁹⁰Was. This is called the call number and is found on the spine of every book in the library. The letters under the number show the first letter or letters of the author's last name. The number tells you what class the book is assigned to in the library. In order to find a book easily, you must return a book to the right class in alphabetical order.

HOW CAN I FIND THE BOOK I WANT?

The card catalog is the directory for finding books. Suppose you want to find a book about about dinosaurs. Since the card catalog is arranged in alphabetical order, you will look in the D drawer under DINOSAURS. Here is one of the cards you would find:

Call
Number

568	
McG	DINOSAURS
	McGowen, Tom
	Dinosaurs and other prehistoric animals
	by Tom McGowen; illus.by Rod Ruth.
	Chicago : Rand McNally, c1972.
	110p.: illus. (some col.)
	1. Dinosaurs
	I. Title

THREE KINDS OF CARDS

Name each kind of card -- author, title, or subject.

<p>568 McG</p> <p>→</p> <p>How many pages? →</p> <p>Underline the illustrator. ></p>	<p>DINOSAURS</p> <p>McGowen, Tom</p> <p>Dinosaurs and Other Prehistoric Animals / by Tom McGowen ; illus. by Rod Ruth. -- Chicago : Rand McNally, c1972. 110 p. : ill. (some col.) ; cm.</p> <p>1. <u>Dinosaurs.</u> I. <u>Title.</u></p>
---	--

<p>E K.</p> <p>Kraus, Robert.</p> <p>Pip Squeak, mouse in the shining armor [by] Robert Kraus and Richard Oldden. Windmill Books [c1971].</p> <p>1 v. (unpaged) illus.</p> <p>When the seven knights in shining armor who live in the castle on the hill are captured by the Dreadful Dragon, their rescue is accomplished by the brave little mouse, Pip Squeak.</p> <p>1. Mice—Stories. 2. Dragons—Stories. I. Title.</p>	<p>Name the publisher.</p> <p>_____</p> <p>_____</p> <p>←</p>
--	---

<p>X L</p> <p>531 BRA</p> <p>Gravity Is A Mystery</p> <p>Branley, Franklyn M.</p> <p>Gravity is a mystery. Illustrated by Don Madden. Crowell © 1970</p> <p>33p. col. illus. Let's Read and Find Out Science Book</p> <p>Written for the young reader, the author presents basic information about gravity.</p> <p>1. Gravitation I. Title " Series</p> <p>531.5</p>
--

Kind of card _____

Underline the author.

There were two owls in a hollow tree,
One was wise and the other free,
They sang together through the night,
A dum, dum, fiddle-dee-dee.

When morning came the wise one knew,
It's time to sleep, for owls that's true,
But the other owl decided to roam,
So through the sky he flew.

CHORUS

Two hoots for hey, Two hoots for ho!
Two together, friends or foe.

The owl he flew through the blue, blue sky,
And soon he was joined by a talking fly,
The fly said, "Owl, you should not be here,
Night's your time to fly!"

They flew on and on to a magic land,
Talking trees and flowing sand,
Peppermint sticks fell from the sky,
They thought it was quite grand.

CHORUS

They saw a man with a donkey's ear,
"Strange," they thought, but have no fear,
Stranger still, this land became,
"Let's get out of here!"

They flew right home and said good-bye,
The owl went to sleep and so did the fly.
Night time came and the wise owl knew
His friend would have to lie.

CHORUS

FICTION

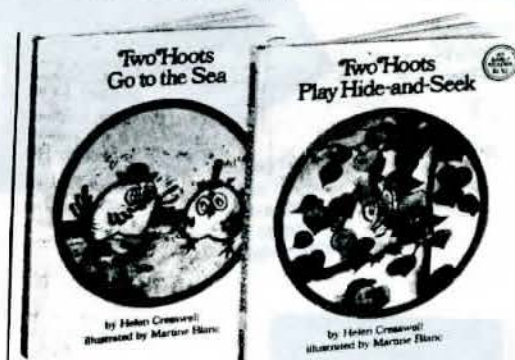
Words and music by
Susan Frick
c 1982

FICTION BOOKS

Fiction books are labeled F or Fic for fiction and also have the first letter or letters of the author's last name. Books are arranged in alphabetical order by the author's last name on the shelf. Books written by the same author are shelved alphabetically by the title, letter by letter, word by word.

Easy-to-read fiction is labeled E with the first letters of the author's last name. They are located in the E is for Everybody section of the library.

These Two Hoots books are written by the same author, Helen Cresswell. The call letters for both books are E Cr



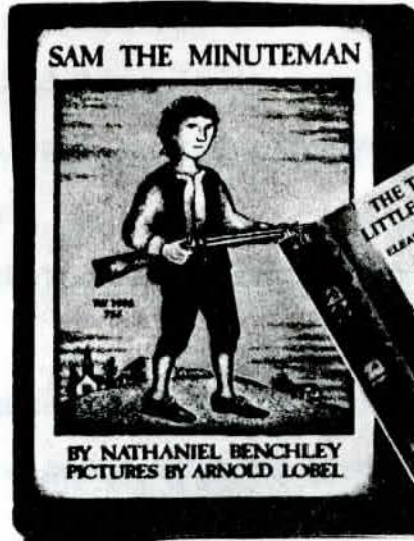
Arrange the following books by Helen Cresswell in the order you would find them listed in the card catalog and arranged on the shelf. Put a number beside each title to show the right order:

- _____ 1. Two Hoots, by Cresswell, Helen
- _____ 2. Two Hoots in the Snow, by Cresswell, Helen
- _____ 3. Two Hoots and the King, by Cresswell, Helen
- _____ 4. Two Hoots Play Hide-and-Seek, by Cresswell, Helen
- _____ 5. Two Hoots and the Big Bad Bird, by Cresswell, Helen
- _____ 6. Two Hoots Go to the Sea, by Cresswell, Helen

FICTION BOOKS are stories to be read for enjoyment. Fiction can be realistic or fantasy. Historical fiction is a made up story based on events in history.



F
Wh



64 pages
Easy-to-read
historical
fiction

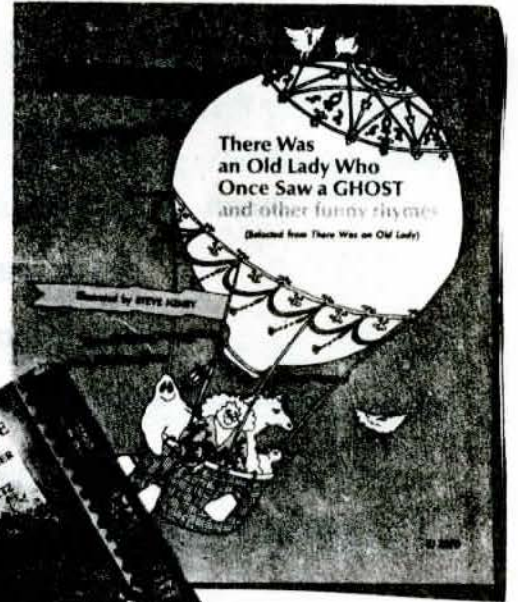
F
B

THE TINY
LITTLE HOUSE

ELEANOR CLYMER
Illustrated by
INGRID PETZ

F
Cl

64 pages
A tiny book
with a story
big on heart.
Cookie's recipe included.



48 pages
Funny rhymes
and pictures

F
Fe

Can you answer these questions?

- Which book is written by Eleanor Clymer?

- Which 64 page book is historical fiction?

Title

Author

- Which book is illustrated by the author?

- Which book tells about the friendship between a pig and a spider?

- Which book has 48 pages?



What the Witch Left

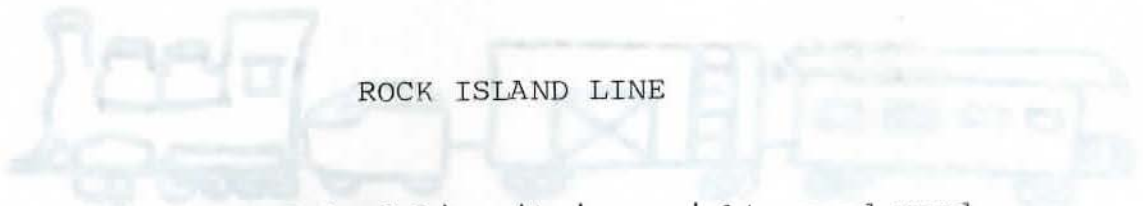
by Ruth Chew Illustrated by the author
Scholastic original

Type: Fiction/fantasy 128 pages

F
Ch

Arrange the books in the order you would find them on the Fiction shelves.

Use the letters under the books.



ROCK ISLAND LINE

I say the Rock Island Line it is a mighty good road,
 The Rock Island Line it is the road to ride.
 The Rock Island Line it is a mighty good road.
 Well, if you want to ride it, you got to ride it like
 you're flyin'.
 Get your ticket at the station on the Rock Island Line.

I may be right and I may be wrong,
 I know you're gonna miss me when I'm gone.

CHORUS

A, B, C, double X, Y, Z.
 Cat's in the cupboard but he can't see me.

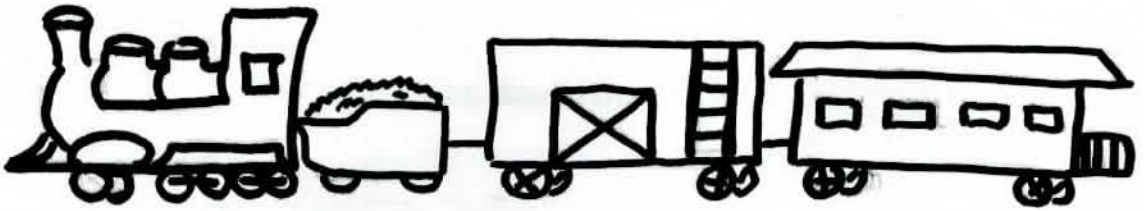
CHORUS

Jesus died to save our sins
 Glory be to God, we're gonna need Him again

CHORUS

I'm gonna ride this railroad line,
 Till I get a guy (girl) that'll be mine.

CHORUS



ROCK ISLAND LINE

The ROCK ISLAND LINE train of authors is ready for boarding. Get your tickets at the station and travel down this mighty good road to good reading. Climb aboard the "A" car and meet Lloyd Alexander. The card catalog will tell you the name of a book that he wrote. Write it on the line beside his name. Then travel on to meet the other authors on this Alphabet Train of Authors.

Alexander, Lloyd _____
 Blume, Judy _____
 Carle, Eric _____
 De Paola, Tomie _____
 Emberley, Ed _____
 Fleischman, Sid _____
 Gans, Roma _____
 Holl, Adelaide _____
 Isadora, Rachel _____
 Janosch, _____
 Kraus, Robert _____
 Lobel, Arnold _____
 Miles, Miska _____
 Nagy, Gill _____

Go on to next page

All Aboard!

O'Connor, Vincent _____

Parish, Peggy _____

Quackenbush, Robert _____

Raskin, Ellen _____

Spier, Peter _____

Taylor, Mark _____

Ungerer, Tomi _____

Viorst, Judith _____

Williams, Margery, _____

X Free Ride! _____

Yolen, Jane _____

Zolotow, Charlotte _____

HOORAY! YOU MADE IT

Choose one of these new book friends to read.

Be a storyteller and share it with the class - or-

Make a creative book report.

DEWEY DECIMAL SYSTEM

MR. DEWEY, MR. DEWEY

Mr. Dewey, Mr. Dewey, we need a little help
To find non-fiction books upon the shelf,
It's all so confusing you must agree,
Please tell me what these numbers mean.

Mr. Dewey said, "Children, now let me see,
A pre-historic man I'll pretend to be,
I'll ask ten questions 'bout the world around me,
To help tell you what these numbers mean."

First, the pre-historic man asked, "Who am I?"
The one hundred books will explain why
People think and act the way they do
Philosophy, psychology and ethics, too.

Then the pre-historic man asked, "Who made me?"
The Bible and religious books will hold the key.
Don't forget the magic of mythology
That's what the 200 numbers mean.

Then he asked, "Who's the man in the very next cave?"
The 300 books social science relate
Economics, law and education,
Customs and the folk tales of many nations.

"Now I wonder if the man can understand me?"
The 400 books are the language key,
From English dictionaries to foreign language books,
Communicate with others by taking a look.

"Oh, what makes things happen in the world around me?"
The 500 science books will help to teach me.
Mathematics, dinosaurs, astronomy,
All about the earth from "a" to "z".

"How can I control nature?" asks the pre-historic man.
Build a house, cook a meal, and farm the land.
Medicine, business, and technology
That's what the 600 numbers mean.

"Now, I want to know how I can enjoy my spare time?"
Drawing, painting, singing are all just fine.
Architecture, sculpture, photography,
But sports and recreation books are for me.

"What are the stories of man's thoughts and deeds?"
Fables, plays and poetry we can read,
Stories of the classics and plays by Shakespeare,
The 800 section called literature.

"Now how can I record what man has done?"
In the 900 section you've just begun,
To read about travel and geography,
The history of the world and biography.

"How can I store all these facts?", asked the pre-historic
man. The reference book section will give you a hand.
Newspapers, magazines, encyclopedias,
Almanacs and essays and even rare books.

Mr. Dewey, Mr. Dewey, we appreciate your help,
Now we can find the books upon the shelves,
The Dewey Decimal system is the key we need
To the non-fiction books in the library.

Words and music by

Nancy Karl c 1982

100 THE DEWEY DECIMAL SYSTEM

In 1876, a librarian named Melvil Dewey developed a way to classify all the books in his library. Dewey chose ten main groups by imagining that he was a prehistoric man and asking questions about himself and the world around him.

The ten groups are as follows:

- 100 - 199 Who Am I?
PHILOSOPHY AND PSYCHOLOGY
Man thinks about himself.
- 200 - 299 Who Made Me?
RELIGION
Man thinks about God.
- 300 - 399 Who is the man in the next cave?
SOCIAL SCIENCES
Man thinks about other people.
- 400 - 499 How can I make that man understand me?
LANGUAGE
Man learns to use words and to communicate.
- 500 - 599 What makes things happen in the world around me?
SCIENCE
Man learns about the forces of nature.
- 600 - 699 How can I control nature?
APPLIED SCIENCE AND USEFUL ARTS - TECHNOLOGY
Man makes more things and more comforts for himself.
- 700 - 799 How can I enjoy my spare time?
FINE ARTS & RECREATION
Painting, music, dancing, sports and games.
- 800 - 899 What are the stories of man's great thoughts and deeds?
LITERATURE
Man becomes a storyteller. He creates fables, stories, poetry, novels and plays.
- 900 - 999 How can I record what man has done?
BIOGRAPHY, GEOGRAPHY & HISTORY
Man writes about people, places and events.
- 000 - 099 How can I store facts?
GENERAL WORKS
All reference books, encyclopedias and almanacs and bibliographies (books about books)
(Beech, 1968, pp.14&15)

100's & 200's

MICHAEL ROW THE BOAT ASHORE

Michael row the boat ashore, alleluia
Michael row the boat ashore, alleluia.
Michael's boat is a music boat, alleluia
Michael's boat is a music boat, alleluia.
Sister helped to turn the sail, alleluia
Sister helped to turn the sail, alleluia.
Jordan's River is chilly and cold, alleluia
Kills the body but not the soul, alleluia.
Jordan's River is deep and wide, alleluia
Milk and honey on the other side, alleluia.
Gabriel blow the trumpet horn, alleluia
Blow the trumpet loud and long, alleluia.
Brother lend a helping hand, alleluia
Brother lend a helping hand, alleluia.
Michael's boat is a gospel boat, alleluia
Michael's boat is a gospel boat, alleluia.
Michael row the boat ashore, alleluia
Michael row the boat ashore, alleluia.

Making Music Your Own, Book Three, p. 81

Activity

Write incomplete sentences or phrases from the song on the chalkboard. Ask students to listen to the song and then fill in the blanks with the correct words.

100 - 199 PHILOSOPHY AND PSYCHOLOGY

Who Am I?

Books in the 100's help us to learn about ourselves.

Why do we feel happy or sad? How does our mind work?

Find four books in the 100's that might answer these questions. The call number and the author's name are given. Write the title of the book on the line.

150

G Goldensen, _____

150

H Hall, _____

152

V Vasiliu, _____

152.4

H Hazen, _____

* * * * *

200 - 299 RELIGION

Who Made Me?

Books in the 200's relate to the bible and mythology.

Find the author of the following books. Titles and call numbers are given. Use the card catalog or locate the books on the shelf.

TitleAuthor**Bible Stories**

220.9

P Boys and Girls of the Bible, _____

221.95

D David and Goliath, _____

222

S A Basket in the Reeds, _____

291

Key The Days of the Week, _____

JOHN HENRY

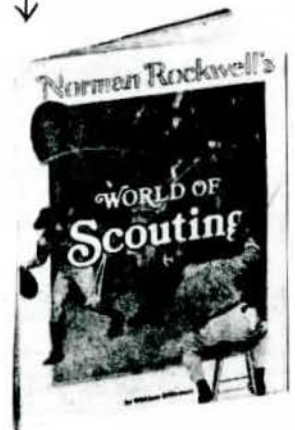
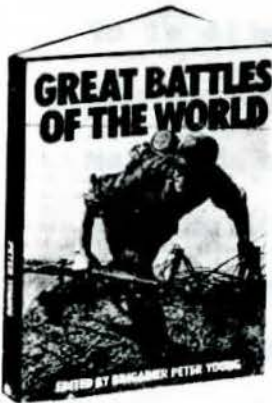
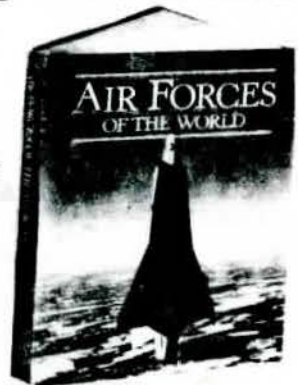
The legendary race between John Henry, a steel driving champion, and a steam drill is told in the Ballad of John Henry. Listen to the ballad - complete the puzzle below.



1. J _ _ _ _ steel driver's first name
2. _ O _ _ _ drilled through this substance
3. H _ _ _ _ held the hammer
4. N _ _ _ _ number of feet the steam drill drilled
5. H _ _ _ _ _ _ used to pound steel into rock
6. _ _ _ _ _ E _ _ _ number of feet John Henry drilled
7. _ _ _ N _ _ _ _ place where race began
8. _ _ _ _ R _ _ hammered so hard, this was broken
9. _ _ _ _ _ Y name which has become a legend

300 - 399 SOCIAL SCIENCE

The 300's are a treasure of information which includes communication, government, transportation, education as well as customs and folklore. Casey Jones is looking for Paul Bunyan but has to hunt for book treasures in order to find him. Help him by writing a call number by each book pictured here. Use the titles of books in the library below as clues.



Clues

398.2
G Grimm's Fairy Tales

394.2
Bak The Christmas Book

369.43
B Story of the Boy Scouts

398.22
D Paul Bunyan and His Blue Ox

358.4
L The Story of the Air Force

355
G Soldiers and Sailors



FRERE JACQUES

Frere Jacques, Frere Jacques
 Dor mez vous, dor mez vous?
 Son nez les matines, son nez les matines
 Din din don, Din din don.
 Are you sleeping, are you sleeping
 Brother John, brother John
 Morning bells are ringing, morning bells are ringing
 Ding, ding dong, ding ding dong.

EL ZAPATERO (THE SHOEMAKER)

Yo le dije a un zapatero, Que me hicie rau nos zapatos,
 Con el piquito redondo Comom lo tienen so patos.
 Mal haya el zapatero, Como me engano!
 Me hizo los zapatos, Y el piquito no!
 Once I went to see a cobbler
 And I told the nice old fellow
 Kindly make me shoes with round toes
 Like a duck's bill but not yellow.
 And when the shoes were ready
 What do you suppose?
 The mean old man had made me shoes with pointed toes!

Making Music Your Own, Book Three

Frere Jacques p.33
 El Zapatero p. 126

How can I make that man understand me?

People from Mexico lived in California long before settlers came in covered wagons. El Zapatero (The Shoemaker) is a song that was sung in those early days. Listen to it first in Spanish and then in English. Can you put the missing words in the blank spaces?

Once I went to see a _____ and I told the nice old _____, kindly make me _____ with round _____ like a duck's bill but not _____. And when the shoes were _____, what do you suppose? The _____ old _____ had made me _____ with _____ toes.

*	*	*	*	*	*	*	*	*	*
	fellow			ready			cobbler		
*	toes			yellow			shoes		*
	man			mean			pointed		
*	*	*	*	*	*	*	*	*	*

Books in the 400's help you to communicate with others. There are dictionaries and foreign language books in this section. Below are the call numbers for some of the books in the 400's. Locate the books by the call number. Write the author's name -- last name first -- and the title of the book. The first one is done for you.

	<u>Author</u>	<u>Title</u>
400		
F	Frasconi, Antonio	See Again, Say Again
422		
E		
423		
Sch		
425		
L		
468.3		
J		

MISTER FROGGIE WENT A-COURTING

Mr. Frog went courting and he did ride, Mm-mm, Mm-mm.
 Mr. Frog went courting and he did ride,
 Sword and pistol by his side. Mm-mm, Mm-mm.

He said, "Miss Mouse are you within?" Mm-mm, Mm-mm.
 He said, "Miss Mouse are you within?"
 "Oh yes, kind sir, I'll say it again." Mm-mm, Mm-mm.

He took Miss Mouse upon his knee, Mm-mm, Mm-mm.
 He took Miss Mouse upon his knee
 And he said, "Miss Mouse, will you marry me?" Mm-mm, Mm-mm.

Oh, where will the wedding supper be? Mm-mm, Mm-mm.
 Where will the wedding supper be?
 Way down yonder in a hollow tree. Mm-mm, Mm-mm.

Now Mr. Frog looks best in green, Mm-mm, Mm-mm.
 Now Mr. Frog looks best in green
 Have Miss Mouse look like a queen, Mm-mm, Mm-mm.

The first came in was a little white moth, Mm-mm, Mm-mm.
 The first came in was a little white moth,
 He climbed up the tablecloth, Mm-mm, Mm-mm.

The next came in was a bumblebee, Mm-mm, Mm-mm.
 The next came in was a bumblebee,
 Playing a fiddle on his knee. Mm-mm, Mm-mm.

The next came in was a little flea, Mm-mm, Mm-mm.
 The next came in was a little flea,
 Did the jig with the bumblebee. Mm-mm, Mm-mm.

The next came in was a pesky old fly. Mm-mm, Mm-mm.
 The next came in was a pesky old fly,
 He ate up the wedding pie. Mm-mm, Mm-mm.

continued

The next came in was a little red ant, Mm-mm, Mm-mm.
The next came in was a little red ant,
Brought Miss Mouse a little plant. Mm-mm, Mm-mm.


The next came in was a fluffy, little chick. Mm-mm, Mm-mm.
The next came in was a fluffy, little chick,
He ate the lunch, it made him sick. Mm-mm, Mm-mm.

The next came in was an old tom cat, Mm-mm, Mm-mm.
The next came in was an old tom cat,
He swallowed Miss Mouse as fast as a rat. Mm-mm, Mm-mm.

Then Gentleman Frog swam over the lake. Mm-mm, Mm-mm.
Gentleman Frog swam over the lake,
He got swallowed by a big, fat snake. Mm-mm, Mm-mm.

There's bread and cheese upon the shelf, Mm-mm, Mm-mm.
There's bread and cheese upon the shelf,
Want any more, you'll sing it yourself! Mm-mm, Mm-mm.

Making Music Your Own, Book Two



MISTER FROGGIE WENT A COURTIN'

Mister Froggie went a courtin' and he did ride. Hmm, Hmmm.
 Mister Froggie went a courtin' and he did ride,
 Sword and pistol by his side, Hmmm, Hmmm
 Listen carefully for the animals named in the song. Fill in
 the blanks when you hear the name:

f r _ _	_ _ t
m o _ _ e	c h _ _ k
m _ _ h	c _ _
b _ _ b l e _ _ _	r _ _
f _ _ a	s _ _ _ e
f _ _	

Verse 3: Mr. Frog said, "Miss Mouse will you _____ me?"

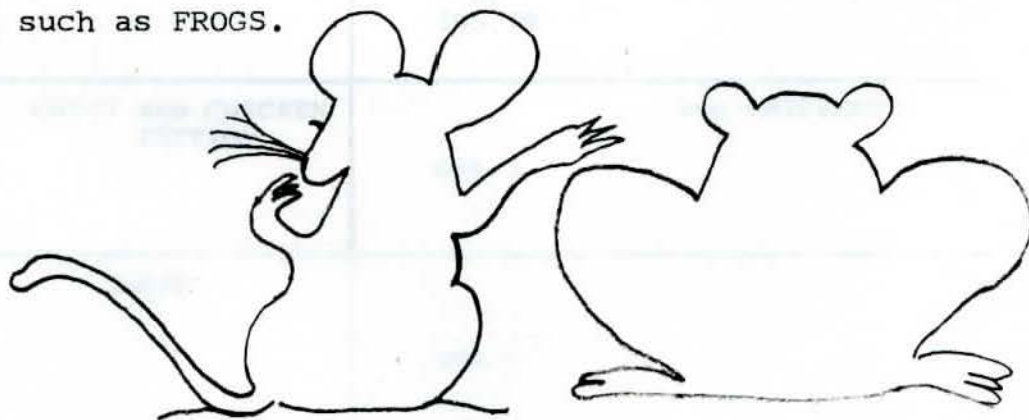
Verse 4: The wedding supper will be in a _____.

Verse 5: Mr. Frog was dressed in _____, and Miss Mouse
 looked like a _____.

Verse 14: There's _____ and _____ upon the
 shelf, If you want anymore you can sing it yourself.

* * * * *

Animal books are found in two classes on the library shelf:
 wild animals in the 590's and pets and farm animals in 636.
 Use the card catalog to find fiction and non-fiction books
 about the animals named in the song above. What kind of card
 will you use: subject, author or title? You know the subject.
 Remember the first line of a subject is written in capital
 letters, such as FROGS.



ANIMAL ADVENTURES

Use subject cards in the card catalog to find at least one fiction and non-fiction book about each animal in "Mr. Froggie Went A Courtin'." Subject cards have all capital letters such as MOTHS. The frog is done for you.

Call Letter	FICTION BOOKS	Call Number	NON-FICTION BOOKS
E L	Frog and Toad Together Title	597 Tur	Frogs and Toads Title
	MOUSE see MICE		
F Kr		599.3 L	
E K		599 M	
	MOTHS		
E Mo		595.7	
	BUMBLEBEE		see BEES
F Sc		595.7	
	FLY		see FLIES
E M		595.77	
	ANT		
F Goo		595.7 or 595.79	
	CHICK see CHICKEN FICTION		see CHICKENS
E M		636.5	
	SNAKE		
F Moo		598.1	

'500's

THE RIDDLE SONG

I gave my love a cherry that had no stone,
I gave my love a chicken that had no bone,
I gave my love a ring that had no end,
I gave my love a baby with no cryin'.

How can there be a cherry that has no stone?
How can there be a chicken that has no bone?
How can there be a ring that has no end?
How can there be a baby with no cryin'?

A cherry when it's bloomin', it has no stone,
A chicken when it's pippin', it has no bone,
A ring when it's rollin', it has no end,
A baby when it's sleepin', makes no cryin'.

Seeger, Ruth Crawford, American Folk Songs for Children.



THE RIDDLE SONG

Listen to this old Kentucky folk song and see if you can solve the riddles.

When does a cherry have no stone? _____

When does a chicken have no bone? _____

When does a ring have no end? _____

When is a baby not crying? _____

* * * * *

500-599 Science

What makes things happen in the world around me?

Books in the 500's help man to learn about mathematics, astronomy, chemistry, weather, plants, animals of all kinds and the sea. Below are the call numbers for some of the many books in the SCIENCES. Some books have titles and some have the author given. Write in the missing information and solve the riddle, "What book is this?"

500.207

Wyl Wyler, Rose _____

510

A Adler, Irving _____

523

F _____, Fun With Astronomy

568

Pri Pringle, Laurence _____

580

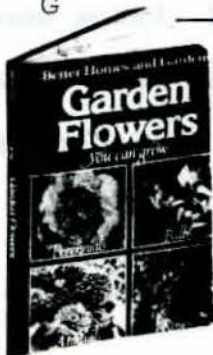
Pat _____, Growing Plants

597

Tur Turner, Edward & Clive, _____

594

G _____, Houses From the Sea



700's & 800's

FRIENDS

I have so many friends, all upon my street

We all play together, that's kind of neat.

We all have different interests and games we like to play,

Joey has a sandbox and lots of modeling clay.

Mary lives just down the street, she takes piano lessons,

But when it comes to painting, the best is Susie Wesson.

Picture taking can be fun, photography they call it,

Eric's always taking shots, pictures for our wallet.

Terry's poems are rhymes and things, usually in a verse.

Carol likes to write us plays, and then we rehearse.

Tom has got a tree house, we spend a lot of time,

Building extra rooms and things, when we can find a dime.

But most of all, we all like sports, skateboards and baseball.

We play together everyday, until our mothers call.

I have so many friends, all upon my street,

We all play together, that's kind of neat.

Words and music by Susan Frick

c 1982

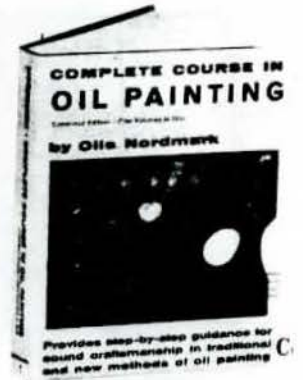
How can I enjoy my spare time?



Architecture
720



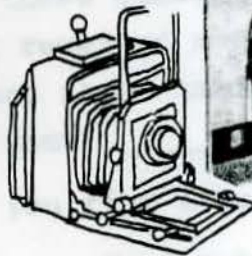
728



Painting
750



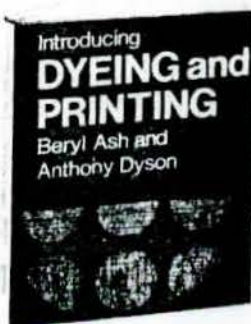
Drawing
740



Photography
770



Hobbies
745.5



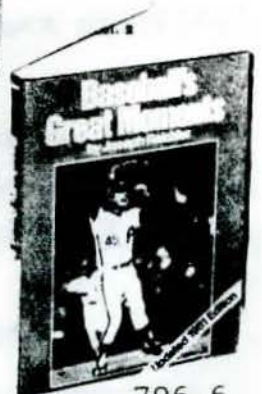
Printing
760



Music
780



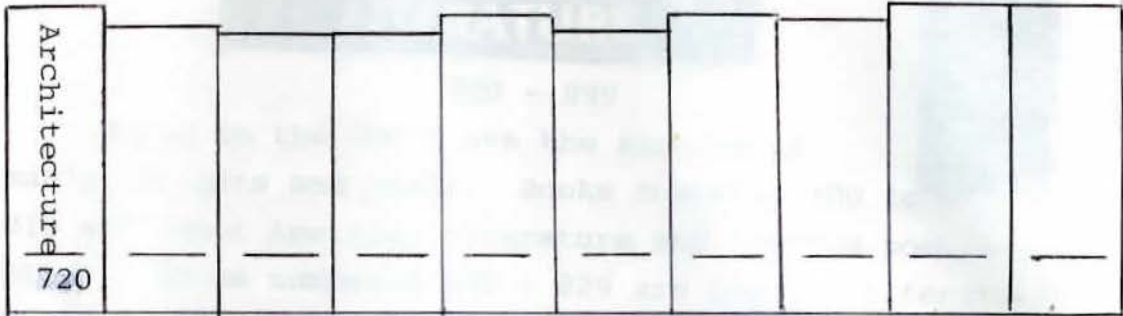
793



Recreation

796.6

700-799 FINE ARTS AND RECREATION



Using the pictures of the 700 books on the previous page do the following:

1. Write the call number of each book under the line on each book above. Be sure to put them in the proper order on the shelf.
2. Write the classification of each book on the spine of the book. The first one is done for you.

* * * * *

Can you answer these questions about the 700 books?

1. Suppose you received a new camera for your birthday. To learn more about taking pictures, which call number should you use? _____
2. Where will you find a book about ice skating? _____
3. Where would you find a book about learning to draw? _____
4. What kind of books are in the 750's? _____
5. Where would you look to find a book about folk songs?

6. Where will you look to find a book about block printing?

Most children enjoy books in the 790's because they are about sports, games and other kinds of recreation. Find two books in the 790's that interest you. Write the call number, the author and the title of each book.

Call Number

Author

Title

LITERATURE

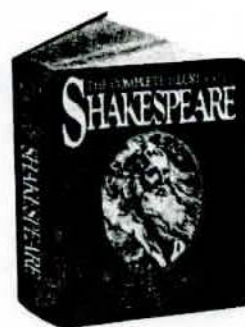
800 - 899

Books in the 800's are the stories of man's thoughts and deeds. Books numbered 800 to 819 are about American literature and include poetry and plays. Books numbered 820 - 829 are English literature. Books of literature in many foreign languages complete the 800's.

Match the call numbers to each of the following books:

- | | |
|--------------|---|
| 808.1
Cos | <u>Tales From Shakespeare</u>
Lamb, Mary and Charles |
| 808.8
Col | <u>Diary of a Warrior King</u>
Moffitt, Frederich |
| 811
F | <u>How to Read and Write Poetry</u>
Cosman, Anna |
| 811
S | <u>Special Plays for Special Days</u>
Hark, M. and McQueen |
| 812
H | <u>The Magic Umbrella</u>
Colwell, Eileen |
| 822.3
L | <u>Where the Sidewalk Ends</u>
Silverstein, Shel |
| 873
C | <u>Listen, Rabbit</u>
Fisher, Aileen |
| 883
M | <u>The Aeneid for Boys and Girls</u>
Church, Alfred J. |

Write the call numbers for the above books in the order you would find them on the library shelves. _____



900's & Reference Books

THIS LAND IS YOUR LAND

This land is your land, this land is my land
 From California to the New York island.
 From the Redwood Forest to the Gulf Stream waters,
 This land was made for you and me.

As I was walking that ribbon of highway,
 I saw above me that endless skyway ,
 I saw below me that fertile valley,
 This land was made for you and me. CHORUS

I roamed and rambled and I followed my footsteps,
 To the sparkling sands of the diamond deserts,
 And all around me a voice was sounding
 This land was made for you and me. CHORUS

When the sun comes shining and I was strolling,
 And the wheatfields waving and the dust clouds rolling,
 As the fog was lifting, a voice was chanting
 This land was made for you and me. CHORUS.

Making Music Your Own, Book Three, pp. 62 & 63.

92 Biography

YANKEE DOODLE

Father and I went down to camp along with Captain Goodin',
 And there we saw the men and boys as thick as hasty puddin'.
 Yankee Doodle, keep it up, Yankee Doodle dandy,
 Mind the music and the step and with the girls be handy.
 And there we saw a thousand men as rich as Squire David,
 And what they wasted every day, I wish it could be saved.
 CHORUS

And therewas Captain Washington upon a slapping stallion,
 A-giving orders to his men; I guess therewas a million.
 CHORUS

Making Music Your Own, Book Three, pp. 102 & 103.

900 - 999 BIOGRAPHY, TRAVEL, GEOGRAPHY, HISTORY

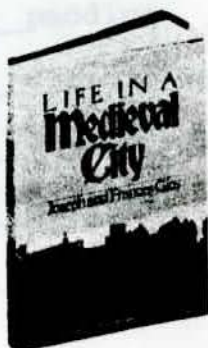
Books in this class are records of things man has done since the beginning of recorded history.

Books in the 920's are called Collective Biographies because they are about a group of famous people like Presidents or Indian Chiefs



920

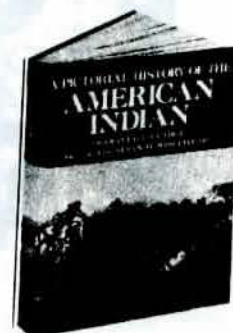
Books in the 930's are all about Ancient History. War books are found in 940.4



Write the call number for each of these books on the line under the book.



U. S. History books begin in the 970's. Each state has its own call number. Can you find the call number for a book about New York? What is the call number for your state?



Indian books are found in 970.8 in our library.



Books about cowboys and the West begin in 978.

In the library, locate three books that interest you. Write the call number, the title and the author of each book on the back of this paper. Choose books from the 900 section.

92 BIOGRAPHY

Yankee Doodle was one of the marching songs for the Yankee troops in the Revolutionary War. The drummer boy set the beat for the marching soldiers with the rhythm of his drum. Captain George Washington was the leader of the troops. Listen to the song to find out how many men he led. Circle the correct word. Put an X by each word as you hear it in the song.

- ___ stallion
 ___ pudding
 ___ Captain Goodin'
 ___ Squire David
 ___ million
 ___ thousand



George Washington was later elected the first president of the United States. Many books have been written about him.

All books about George Washington are shelved together under 92.

W

A book about a person's life is called a biography. A biography is arranged on the shelf in alphabetical order by the subject's last name.

Sometimes famous people write their own life story. A book written by a person about himself is called an autobiography.



Find at least two books about George Washington in the 92 section of the library. Write the call number, the author's last name and the title.

Call Number

1. Author _____
 Title _____
2. Author _____
 Title _____

000 - 099 GENERAL WORKS - REFERENCE BOOKS

How Can I Store Facts?

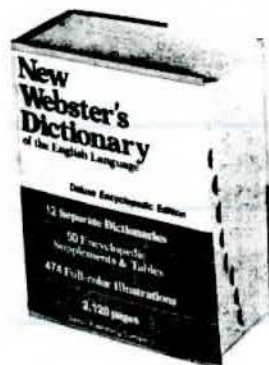
The books you find here are always used in the library. They are never checked out to go home.



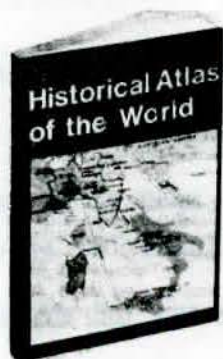
An encyclopedia tells about many different subjects and is helpful in your first search for information. It gives a general discussion of many subjects that are arranged in alphabetical order. A set of encyclopedias has many volumes and an index to help you locate the subject you want.



A biographical dictionary contains the names of many famous people. The names are listed in alphabetical order by the last name of the person and brief facts are given about each person.



The dictionary tells you the spelling, pronunciation and the meaning of words. It can also help you to find synonyms and antonyms of words.



An Atlas is a book of maps. It gives facts and data about the geography of a state or a country.

Use these reference books to answer the questions on the next page.

THIS LAND IS YOUR LAND

Listen to this song about our country. Fill in the blanks with the missing words as you hear them.

This land is your land, this land is my land from _____
to the _____ island; From the _____ forest
to the Gulf Stream _____; This land was made for you and me.
Second Verse: Where did I roam and ramble? _____ mountains _____ deserts
Third Verse: Where would you find wheatfields waving and dustclouds blowing?
California _____ Kansas _____ Florida _____

* * * * *

Reference Books help us learn facts about our country and many other things. Write the name of the Reference Book that you would use to find the answers to the following questions.

encyclopedia atlas dictionary biographical dictionary

1. Who was John F. Kennedy? _____
2. What does the word "hopper" mean? _____
3. What is the capital of Alaska? _____
4. What river flows through the Grand Canyon in Arizona? _____
5. Who was Nat King Cole? _____
6. What is the state flower of Missouri? _____
7. What does the word extinguish mean? _____
8. How many miles is it from Orlando, Florida to Miami, Florida? _____
9. What is a synonym for the word deplete? _____
10. Who was Marilyn Monroe? _____

RESEARCH PROJECT

Choose a state in our nation to learn about. Find these facts about the state using reference books and the card catalog to find books about the state.

 Name of State

The capital city is _____.

The state flower is _____.

The state bird is _____.

The state motto is _____.

The current population is _____.

The area in square miles is _____.

The important industries of this state are :

_____,
 _____,
 _____.

The agricultural products produced by this state are:

 _____.

_____ became a state in the year _____.

It is sometimes called " _____ " .
 nickname

Tell five interesting things about this state.

1. _____

2. _____

3. _____

4. _____

5. _____

WHAT'S YOUR OPINION?

1. Which songs did you enjoy learning?

Choose from the list at the right

and write your choices on the lines.

- * TWO HOOTS
- * KEY TO A KINGDOM
- * ROCK ISLAND LINE
- * MR. DEWEY
- * MICHAEL ROW THE
- * BOAT ASHORE
- * JOHN HENRY
- * EL ZAPATERO
- * FRERES JACQUES
- * THE RIDDLE SONG
- * FROGGIE WENT A
- * COURTIN'
- * CAR SONG
- * FRIENDS
- * YANKEE DOODLE
- * THIS LAND IS
- * YOUR LAND

2. Which activities helped you learn more about the library?

3. Who is your favorite author? _____

4. Write the title of your favorite book.

4. What suggestions do you have to improve this way of learning about the library? _____

THANK YOU FOR HELPING ME! YOU ARE SUPER STUDENTS!

CURRICULUM BIBLIOGRAPHY

Books

- Beech, L. Through library doors. New York: Scholastic Magazines and Book Services, 1968.
- Clarke, K., Clarke, M. Introducing folklore. New York: Holt Rinehart & Winston, Inc., 1963.
- Landeck, B. Making music your own. Park Ridge, Illinois: Silver Burdett Company, 1971.
- Langstaff, N., Langstaff, J. Jim along Josie, a collection of folk songs & singing games for young children. New York: Harcourt Brace Jonanovich, Inc., 1970.
- Mott, C. The children's book on how to use books and libraries. New York: Charles Scribner's Sons, 1961.
- Polette, N. Building research skills thru music.
- Polette, N. Library skills with folk music. O'Fallon, Mo.: Book Lures Inc., 1979.
- Polette, N. On your own in the library.
- Seeger, R.C. American folk songs for children. Garden City, New York: Doubleday & Co., 1948.

Records and Tapes

- Come for to sing. Pathways of Sound/ POS1033.
- Langford, D. Library skills with folk music. O'Fallon, Mo.: Book Lures Inc., 1979.
- Merrill Staton children's voices. Making music your own, Book 3 & Book 2. Park Ridge, Ill.: Silver Burdett Co., 1971. 75 283
- Seeger, P. American game and activity songs for children. Folkways Records album # FC7674. New York: 1962.
- Tape used in study recorded by Susan Frick, St. Louis, Mo.: unpublished 1982.

References

- Bayless, K. & Ramsey, M. Music: a way of life for the young child. St. Louis, Mo.: The C.V. Mosby Co., 1978.
- Bell, I. & Wieckert, J. Basic media skills through games. Littleton, Colo.: Libraries Unlimited, 1979.
- Berlant, S. & Franklin, E. The 4th R - research: a bibliography of professional teaching resources. Sacramento County Office of Education: Educational Media Center, 1979.
- Carderelli, A. Twenty-one ways to use music in teaching the language arts. Guide prepared at Indiana State University, Evansville: 1979. ERIC Document Reproduction Service ED 176 268.
- Clark, B. Amazing possibilities ahead. Growing up gifted. Columbus, Ohio: Charles E. Merrill, 1979.
- Clarke, K. & M. Introducing folklore. New York: Holt Rinehart and Winston, Inc. 1963.
- Dommers, J. Celebrate the library. Early Years, 1980, 10 (8), 68-70.
- Edwards, A. L. Experimental design in psychological research. New York: Holt Rinehart & Winston, 1960.
- Gulette, I. & Hatfield, F. Test of Library/Study Skills, Level 1. Marietta, Georgia: Larlin Corp., 1975.
- Hostrop, R. W. Education inside the library-media center. Hamden, Connecticut: Linnet Books, 1973.
- Klink, H. Words and music. Language Arts, April, 1976, 53 (4), 401-403.
- Landsberger, B.H. Sex differences in factors related to early school achievement. February, 1981, Report-research 30p. (Abstract). ERIC Document Reproduction Service, ED 197 839.
- Larrick, N. Pop/rock lyrics, poetry, reading. Journal of Reading, December, 1971, 15 (3), 184-190.
- Maccoby, E.E. & Jacklin, C.N. The psychology of sex differences. Stanford, Calif.: Stanford University Press, 1974.

References

(continued)

- Mann, R.E. The effect of music and sound effects on the listening comprehension of fourth grade students. Paper presented at the annual convention of the Association for Educational Communications and Technology, New Orleans, La.: March, 1979. ERIC Document Reproduction Service ED 172 738.
- McDonald, D. Music and reading readiness. Language Arts, September, 1975, 52, 872-876.
- Polette, N. Library skills with folksongs. O'Fallon, Missouri: Book Lures, Inc., 1979.
- The School Library Association of California (Northern Section). Library skills: teaching library use through games and devices. San Francisco, Calif.: Fearon Publishers, 1958.
- Sullivan, E.P. Using music to teach reading: state of the art review. Paper presented at the annual meeting of the National Reading Conference. San Antonio, Texas: Nov. 29 - Dec. 1, 1979. ERIC Document Reproduction Service, ED 184 109.
- Tassia, M. Director of the Media Center, Elizabeth Jenkins School for Children, Millersville State College, Millersville, Pennsylvania, 1974
- Taylor, G. Music in language arts instruction. Language Arts, March, 1981, 58, 363-367.
- Worden, K. Puppets: a key to music. Teacher, January, 1980, 97 (4), 80-82.
- Wright, S.G. Music: a vehicle for teaching certain aspects of the elementary language arts. Paper presented at the annual meeting of the National Council of Teachers of English. New York: November, 1977. ERIC Document Reproduction Service, ED 150 599
- Zinar, R. Reading language and reading music: is there a connection? Music Educators Journal, March, 1976.