

Learning Experience

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LE Title: Judging Books by Their Covers	Author: Hilda C. Moses, Library Media Spec.
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LEARNING CONTEXT

Purpose or Focus of Experience

The purpose of this Learning Experience is to have Sixth Grade students use the varied skills and techniques needed to read and examine a pre-selected, non-fiction book for the purpose of evaluation and recommendation to other students.

A second focus of this Learning Experience requires students to access their knowledge of previous grade level curriculum to make a logical recommendation to fellow students.

The third purpose of this Learning Experience is to create an opportunity for each Sixth Grade student to take pride in creating a final product, that will become a lasting, and useful contribution to the Elementary Library Media Center.

An additional focus of this Learning Experience is to provide a unique challenge to use technology, artistic elements and appropriate designs independently, to create an item which will be used by others, and subject to the critical judgment of peers.

Connection to Standards

ELA Standard 1: Students will read and write for information and understanding. As readers, students will collect data, facts, and ideas, discover relationships, concepts and generalizations; and use knowledge generated from written texts. As writers, they will use written language that follows the accepted conventions of the English language to interpret, and transmit information.

ELA Standard 3: Students will read and write for critical analysis and evaluation. As readers, students will analyze experiences, ideas, information and issues presented by others using a variety of established criteria. As writers, they will use written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments.

ARTS Standard 2: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

MST Standard 5: Students will apply technological knowledge and skills to design, and evaluate products to satisfy human and environmental needs.

Information Literacy Standards

Information Literacy Standard 1: The student who is information literate evaluates information critically and competently.

Independent Learning Standard 4: The student who is an independent learner is information literate and pursues information related to personal interest.

Social Responsibility Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Information Skills Learner Outcomes

#6 Recognize the parts of a book and their functions

#13 Differentiate between fiction and non-fiction books

#15 Locate books on the shelves by call numbers

#20 Locate and use simple dictionaries, thesauri and encyclopedias

#25 Be able to take simple notes

#27 Select appropriate resources for reference information

#40 Analyze and synthesize the information gathered from {*an assigned non-fiction print source*}

Essential Questions

How can a student help to extend the use of some unattractive books in an elementary library media center?

How does the appearance of a library book effect its use by elementary students?

How is reading for evaluation different from reading for entertainment or comprehension?

How can technology be incorporated into the design of an attractive useful product for the library media center?

Content Knowledge: Declarative, Procedural

Declarative Knowledge

Students will know that elementary students often do “judge a book by its cover”

Students will understand that their final product will be a contribution that will benefit others.

Students will know that their work will carry their signature and be on display for peers and staff to observe and critique.

Students will understand that much of the work is to be done independently, but help is available, if needed.

Students know that their final product must be handed in on time, to be included in the end of the year display.

Students know that they must follow directions to create an acceptable book jacket and an unacceptable one will be done over, until satisfactory.

Students understand that this product is not subject to a letter or number grade.

Students know that they will use prior knowledge from a variety of curriculum areas to complete their project.

Procedural Knowledge

Students will read and examine the pre-selected non-fiction book.

Students will evaluate specific features of the assigned book.

Students will form opinions about the usefulness and value of the book for student research.

Students will identify the type of illustrations included in the book and indicate the value and importance of them.

Students will write their findings in the form of a short summary and an age-appropriate recommendation to other students.

Students will gather materials and follow procedures outlined to start their book jacket.

Students will design a book jacket independently, according to directions received in library media center class.

Students will select appropriate technology techniques and artistic designs to create an attractive new book jacket.

Students will submit rough draft of summary and recommendation to library media specialist or language arts teacher for correction or revision.

Students will prepare their book jacket by the date due.

PROCEDURE

(Chronologically ordered description of all teacher & student activities and interactions.)

To prepare for this Learning Experience as a collaborative project the Library Media Specialist will meet with appropriate staff members to discuss division of responsibilities, well in advance of the presentation to Sixth Graders. The LMS will select specific books from the collection that contain valuable information, but are unattractive on the outside. The Language Arts teacher will review the techniques of writing summaries and share the editing of rough drafts with the LMS. The Art instructor will review some of the elements of design and use of color in commercial book jackets provided by the LMS. The technology instructor will review any technology skills needed and provide assistance during class work time or individually, as needed.

Sixth graders would be given an introductory lesson about, “Judging books by their covers” This would be done by showing examples of books from the collection and discussing individual reactions to the unattractive book. The idea can be extended to include the idea of “marketing” to younger children, etc.

Class discussion would continue with a description of the project planned. Emphasis would be on the lasting contribution this finished product will provide and the independent nature of the assignment, both requiring the maturity and responsibility that Sixth Graders are capable of.

To build enthusiasm for the coming project the students are shown examples of book jackets in our collection, that were done by students several years ago, without the use of technology. This is followed by a much improved book jacket example done by the LMS using Word Art, Clip Art and some original drawings.

At the next Library Media Class, the project is assigned and pre-selected books are distributed. (These have been selected with individual interests in mind whenever possible.) Printed sheets of directions are given out (see attached) After reading through the directions silently, students may ask questions and various points are clarified, or emphasized. Students begin to gather their materials for the book jacket according to directions and get a digital picture taken of their book. The LMS goes over the section “YOUR BOOK JACKET MUST INCLUDE” making sure students understand there are some parts left for the LMS to do when the final copy is handed in. The “must include list” is to be used as a rubric. The project will not be accepted if it does not meet the qualifications listed. Other examples can be shown to the class if necessary, or ideas on chart paper could be available. When students leave the Library Media Center they should have a direction sheet, paper correctly sized for the book jacket, and the assigned book checked out to them. Due date is keyed to time needed by LMS to actually prepare books for end of year display. (This task includes the following: barcode tags are repositioned, a new call tag is made and the new student jacket is put in a clear plastic protective jacket and applied to book)

A hallway display is made of all finished books with their new jackets, next to a “before” digital photo, and an explanation of the project for viewers.

The LMS concludes the project with an article written for the district newsletter that goes to each home in the district.

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

Careful attention is given by the Library Media Specialist, to the selection of each book used in this project. First, each book must be in need of some repair or improvement, yet, still of value in the collection. Next, books are matched to the individual student’s interests and reading ability as much as possible.

A suitable display area should be available or created for the final products to be seen by the student body.

Adequate space and available computers should be easily accessible to students throughout the time they are working on this project.

TIME REQUIRED

One introductory lesson of about 30minutes to create interest and enthusiasm for the project.

Second lesson (LE described above) 30-40 min.

Independent reading and note-taking 30-50 min.

Independent writing of summary and recommendation 30-50 min. Editing-15 min.

Jacket design and computer enhancement 60 min.

RESOURCES

Books in need of repair and new jackets (60-65 were needed for this lesson)

Paper cut to size for each new book jacket

Samples of a completed book and book jacket

Microsoft Publisher for printing pictures

Digital camera and computer disks

Call tags and typewriter or computer generated labels

Display shelves in hallway or other public area of the school

Computers for student use

ASSESSMENT PLAN

(Include samples of rubrics, checklists, etc.)

Student work on the book jacket is assessed informally using the requirements listed on the sheet of directions under the heading “YOUR BOOK JACKET MUST INCLUDE” (see attached sheet)

If student work is unacceptable, they are asked to correct or improve whatever is needed, until it is acceptable, No marks are given for this project.

STUDENT WORK

(Include samples of student work showing different levels of performance.)

Sample books with their new jackets will be displayed and “before” photos will be available.

REFLECTION

Sixth graders have been selected to do this project at year's end, for several reasons. First, it is the time of year that the collection is weeded and books that are not in good condition, are discarded or repaired. Also, this project provides sixth graders with a sense of pride in their accomplishment and encourages generosity.

The collaborative aspect of this Learning Experience can vary with the amount of time and effort each staff member is willing to contribute. It can be accomplished by the LMS alone, but requires a large investment of time and energy.

Changes could be made to this Learning Experience by limiting the number of students involved,

Selection of books can be simplified, by focusing on a narrow subject.

_____ 6th Grade Book Jacket Project: **Due June ----**

Name _____	Class _____
Title _____	
Author _____	Call Number _____

- Fill in the information above (ask your librarian for help, if needed)
- Have the library assistant take a digital photo of your book with the information above.
- Get 2 pieces of paper cut that fit your book.
- Fit paper to book like a jacket.
- Trim the ends if they are too long
- Mark the spine of the book with two parallel straight lines, to divide the front cover from the back.
- Start to plan your book design. You will use a glue stick to attach any parts that are done on the computer or copier

YOUR BOOK JACKET MUST INCLUDE

On the back cover: Summary (*Final edited typed copy*)

Recommendation (*Final typed edited copy*)

Your Name and Class

Date: June 2---

Space for Barcode (*Applied by library staff*)

Some small colorful designs or a border

On the spine: Title of the book, (*typed to fit*)

Space for Call No. (*Applied by library staff*)

On the front: Title

Author's Full Name

Your own colorful, , attractive, creative design !

COMPLETE THE PROJECT ON YOUR OWN
QUESTIONS OR NEED HELP? SEE librarian–ANYTIME

TURN IN YOUR FINISHED BOOK JACKET,
ON, OR BEFORE, JUNE ---TH
TO MAKE SURE IT IS INCLUDED IN THE HALL DISPLAY