

Tower Hamlets Schools Library Service

A Library and Information Skills Scheme of Work

Third edition March 2018



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Introduction

Children need to develop information skills to help them become self-motivated, independent learners with the confidence and skills to take ownership of their own learning. Such children are much more able to access the curriculum and will enjoy learning because they are able to decide for themselves what they need to know and have the ability to find out for themselves.

Information literacy can be used to describe the ability of a child to:

- decide what information is needed;
- be able to locate and select relevant resources to satisfy an information need from print and electronic sources;
- be discerning and evaluative about the information that is found;
- apply that discernment to inform their decision-making.

This process is as applicable to a five-year-old looking for a picture of Florence Nightingale as it is to an academic researching for their PhD. The process becomes more refined and sophisticated as children grow but essentially remains the same. Teaching children from an early stage to use and understand the process will increase their acquisition of research knowledge, thus allowing them to learn and apply information finding skills across the curriculum and develop a good level of information fluency. This, in turn, makes the transition to secondary school and accessing the secondary curriculum so much smoother.

Such information fluency and reading confidence also helps promotes reading for enjoyment in all genres. With this in mind a section of the scheme of work, looks at

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both fiction and non-fiction reading for pleasure and strategies for choosing a good book.

We seek to demonstrate that effective use of the library can help teachers deliver the curriculum and does not need separate time in the curriculum. We use examples from key topics, but also ones that bring in the global dimension and diversity issues.

Terminology

Library skills, study skills, information literacy, information fluency – are all terms that could be used and debates held on the definition of each of them. For the purpose of this scheme of work, we are using the phrase “library and information skills” to cover the stages outlined in the information skills framework below.

The Information Skills Framework

There are several information skills frameworks from which to work. We have chosen to use the this six-step model as a basis for our learning objectives:

Planning	<ul style="list-style-type: none">• What have I been asked to do?• What do I know already?• What do I want to find out?• Where could I find the information?
Locating and gathering	<ul style="list-style-type: none">• What sources are available?• Which ones should I use?• How shall I use them?
Selecting and Recording	<ul style="list-style-type: none">• What is relevant?• How do I know it is true and reliable?• How shall I keep a record?• How should I organise my information?
Checking Back	<ul style="list-style-type: none">• Have I done what I was asked to do?• Do I need to find out anything else?
Presenting information	<ul style="list-style-type: none">• What is the best way to present my information?• Do I have a choice?
Evaluating	<ul style="list-style-type: none">• What do I think of my finished work?• Would I do anything differently next time?

The learning objectives seek to introduce all of these stages at an early age and provide development and reinforcement as the children progress.

The checklist in the appendix analyses the skills children require to perform this process.

An Information Literacy Policy

A common approach to teaching information literacy is a real benefit to teaching and learning. All staff have a responsibility to teach and reinforce information skills in their teaching and by doing so, teachers help each other and create more effective learning for pupils.

To develop a common approach, teachers need to use a common language as suggested by the framework above, and pupils made aware of a coherent thread running through their lessons. Copies of the framework can be displayed in every classroom.

The School Library

To teach library and information skills, you need a well-managed and well-organised library. We recommend that schools employ a librarian for at least half a day a week to strategically manage the school library, supported by regular administrative assistance. For more information on running and managing primary school libraries, contact the Schools Library Service (020 7364 6428) or see www.primaryschoollibraryguidelines.org.uk.

So what is a well-organised library?

In brief, it has:

- a librarian
- a space of its own
- quality stock – regularly added to and weeded
- non-fiction organised by Dewey classification system
- fiction in alphabetical order
- clear bay signs and shelf labels
- a subject index on wall and in booklets
- computers
- regularly changed displays
- appropriate and good quality furniture and shelving.

Policy

To be effective, the school needs to develop a whole school information skills and library policy to ensure consistency of approach in how and when information and library skills are taught and when and how the library is used.

More information about forming a library policy in “Practical paperwork for Primary School Libraries” by Kay Harrison and Tricia Adams (SLA Guidelines, 2007)

The Scheme of Work

The scheme of work has three learning objectives per term for each year group. Each learning objective introduces an aspect of information literacy from the framework on page two. Some objectives can be introduced in one lesson, others require several to be adequately taught, but the key to success is teaching the objectives throughout all areas of the curriculum rather than as discrete lessons-

Ideally, lessons are taught in groups of 6 to 10 children. This gives children a better quality experience but also for the more practical reason that libraries tend to be not large enough to hold a whole class. Even when they do, the library might not have enough resources on the topic chosen as an example for all the class to access.

Classes that have regularly scheduled lessons in the library can reinforce the skills acquired as a result of these objectives by using them to research other topics being taught, thus enabling the transfer of skills from one area of learning to another.

Checklist of Skills Required

PLANNING

- Identifying and framing the questions
- Distinguishing between fact / non-fiction and fiction
- Understanding instructions
- Identifying prior knowledge
- Brainstorming
- Identifying key concepts
- Identifying possible sources of information: book-based and electronic
- Choosing relevant keywords
 - general - specific hierarchy of keywords
 - collective nouns and synonyms
 - terminology - subject, keyword, reference

LOCATING AND GATHERING: PRINT BASED SOURCES

- Understanding resource organisation in the library
 - orientation of shelves- left to right, bays
 - borrowing, sharing, caring for books
 - library layout: fiction, non-fiction, alphabetical and number order
 - library layout: other sections of the library
 - technical terminology (classification number, keyword, etc)
- Dewey Decimal Classification
 - subject indexes
 - catalogues (print based and/or electronic)
 - scanning the shelves / locating items
- Book Skills
 - purpose of different types of book (fiction, non-fiction, reference)
 - choosing an appropriate book
 - locating information within a book (index, contents, glossary, etc)
- Reading skills
 - reading with comprehension
 - skimming and scanning
 - cross-referencing
 - interpreting different types of text
 - checking sources
 - recognising bias
 - choosing relevant information
- Visual skills
 - understanding that pictures carry meaning
 - relating captions to illustrations
 - interpreting diagrams, graphs, maps
 - checking sources
 - recognising bias

LOCATING AND GATHERING: ELECTRONIC SOURCES

- Accessing sites
 - searching the internet, developing search strategies
- Choosing appropriate information sites

- Understanding and evaluating domain names, including country of origin
- understanding terminology – clickbait, data harvesting, echo chambers, malware etc
- researching who runs the site
- evaluating trustworthiness
- applying e-safety skills and procedures, security of site
- accessing sites with appropriate reading level
- understanding and evaluating apps
- understanding and choice of search terms and keywords

Accessing information

- on-line reading skills
- ability to double check/confirm the information
- recognising bias and misinformation
- recognising currency of information / date of publication
- differentiating between belief, opinion and fact

RECORDING INFORMATION

Writing skills

- Note taking, summarising and precisising
- Book reviews /evaluations
- Understanding plagiarism

Recording information visually and orally

- Drawing and sketching
- Graphs, charts, diagrams, maps
- Making recordings

IT Skills

- Using a range of programs for recording and presenting information (cf IT curriculum)
- Selecting and rejecting information
- Checking accuracy
- Noting and referencing sources

CHECKING BACK

- Prioritising
- Checking against original brief
- Checking sources for truth, accuracy and reliability

PRESENTING THE INFORMATION

- Organising information using introduction, headings, sub-headings and conclusions
- Showing awareness of the intended use of the information
- Selecting appropriate style and format; integrating written, oral and visual programmes.

EVALUATION

- Identifying how well the research answered the questions
- Identify if research raised more questions
- Identifying next steps in information finding
- Identifying strengths and weaknesses of the process

Learning Objectives

Year 1 Term One

- a. To revise use of appropriate reading behaviours e.g. to track text in the right order page by page, left to right, top to bottom, using illustrations to gain information.
- b. To use signs and labels to explore basic library organisation; understand books are organised, not random, and have a special place in the library. That shelves go from left to right and from bay to bay
- c. To know how to look after a book - e.g. turning pages carefully, returning a book to its 'home' with spine facing out if on a shelf or cover facing out if in a kinder box

Year 1 Term Two

- a. To begin to understand the difference between fiction and non-fiction areas in the library and the types of books available
- b. To begin to locate information by page numbers, e.g. using simple contents pages.
- c. To locate words by initial letters and alphabetical order, e.g. using simple indexes.

Year 1 Term Three

- a. To recognise that non-fiction books on similar themes can give different information and present similar information in different ways.
- b. To choose an appropriate book to satisfy needs using cover picture, title and blurb.
- c. To locate and use parts of text that give particular information, including labelled diagrams and charts, photographs, pictures and captions.

Year 2 Term One

- a. To use first-hand experience and simple information sources to answer questions.
- b. To use the library to locate a book: using initial letters to find a fiction text by author surname and numbers to find a book on a specific subject
- c. To be able to choose the most appropriate book from a limited selection by considering level of difficulty of the text.

Year 2 Term Two

- a. To understand how non-fiction books are arranged in subjects and labelled with a number (and a colour where used)
- b. To explore the variety of ways information is presented, including IT sources, e.g. text, illustrations, diagrams, charts, posters, DVDs, websites.
- c. To locate words and information, by using the initial letter in alphabetically ordered lists and texts.

Year 2 Term Three

- a. To be able to make appropriate reading choices in terms of level of difficulty, content, interest level, etc. using a range of strategies.
- b. To use key elements of non-fiction texts (contents, indexes, headings, sub-headings) to find information; make simple notes which can be used in subsequent writing.
- c. To pose questions prior to reading then skim-read title, contents page, illustrations, chapter headings and sub-headings to find specific sections in order to answer questions.

Year 3 Term One

- a. To revise the basic purpose and organisation of the fiction and non-fiction sections of the library by making comparisons, e.g. infant/junior libraries, class/school libraries; number/alphabetical order.
- b. To revise how to use the cover, title page, contents pages, indexes, page numbers to assess relevance and find information and use headings, sub-headings and captions to gain the main points or gist of a text.
- c. To compare the way information is presented in electronic and print-based sources

Year 3 Term Two

- a. To revise that the library catalogue/wall index tells you what is in the library and where to find it and to be able use alphabetical order - first and second letters - to find books.
- b. To understand the purpose of note-taking and be able to make notes for themselves and others; to identify and use key words, phrases or sentences; to make simple charts to capture key points.
- c. To choose appropriate words to use to search for books on an information topic using the school library computer.

Year 3 Term Three

- a. To understand the organisation of the non-fiction books in the library and to locate books using the classification scheme in the class or school library
- b. To understand the variety of sources which can be used to answer questions – first-hand experience, pictures, people, libraries, the internet - and to know which ones to use for a given task.
- c. To 'scan' indexes, contents, directories and internet search headings, etc. to locate information quickly and to know which ones are reliable sources.

Year 4 Term One

- a. To use the library to find a range of genre and forms, including plays, poetry, newspapers/magazines, historical fiction, anthologies.
- b. To understand that not all sources, including internet sources, give accurate information, that some sources offer belief and opinion rather than fact.

- c. To pick out key sentences/phrases that convey information from a specific section of text.

Year 4 Term Two

- a. To appraise a non-fiction book or website for its contents and usefulness by scanning headings, contents list, etc.
- b. To scan texts in print or webpages to locate key words or phrases, useful headings or key sentences and to use these as a tool for summarising text;.
- c. To be able to make notes from a variety of sources (including books, websites, blogs, social media) and present appropriately e.g. wall chart, labelled diagram, oral presentation, digital presentation.

Year 4 Term Three

- a. To understand that some subjects in the library have more than one classification number;
- b. To understand the value of choosing relevant key words when using a subject index, including using collective nouns and synonyms, e.g. birds for robin, fire for heat
- c. To understand that not everything written is truthful and to recognise bias in fiction, non-fiction and website sources by looking at what is written and also what is left out.

Year 5 Term One

- a. Revise the sections of the library, the classification scheme and the library catalogue;
- b. To investigate significant authors and ways of locating quality fiction, including using websites
- c. To use a range of texts for note-taking and to consider the different techniques of recording key information, e.g. producing a mind map, noting key points, diagrams, flow charts, listing cues for feedback.

Year 5 Term Two

- a. To locate information confidently and effectively by:
 - using the internet, checking domain names, checking site ownership
 - using contents, indexes, sections, headings
 - skimming to gain overall sense of text
 - scanning to locate specific information
 - close reading to aid understanding
 - text-marking
- b. To evaluate information critically by comparing how different sources treat the same information; relate this to identifying what is already known and what needs to be found out
- c. To understand the importance of (cross-) checking for truth and reliability, spotting spoof internet sites, misinformation and what it means to be net savvy.

Year 5 Term Three

- a. To be able to formulate questions on a particular subject and to locate and use a range of sources, print and electronic, to gain answers.
- b. To use notes to produce persuasive writing that puts a point of view, present the case to the class or group and evaluate its effectiveness.
- c. To understand what is fact and what is opinion and different types of truth.

Year 6 Term One

- a. To use a range of strategies to select books for reading for enjoyment and which extend choices.
- b. To use different search engines to locate information and evaluate results
- c. To evaluate the information provided by websites using the WWW technique

Year 6 Term Two

- a. To use the library classification system and catalogue to find a range of information sources on a chosen subject within the library stock
- b. To use the electronic information sources provided by Tower Hamlets Idea Stores and understand the difference between free resources and those paid for by subscription
- c. To understand how social media can be used as an information source and learn about echo chambers, clickbait and data harvesting

Year 6 Term Three

- a. To appraise text quickly and effectively using skills of skimming and scanning, retrieve information from it and evaluate its value.
- b. To use library skills and information retrieval skills to gather information in order to produce a piece of work in an appropriate style and form to suit purpose and audience.
- c. To understand referencing and copyright (including that of images) and avoid plagiarism

Lesson Plans

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Year 1	Term 1	Objective a	Locating/gathering
Learning Objective	To revise use of appropriate reading behaviours e.g. to track text in the right order page by page, left to right, top to bottom, using illustrations to gain information		
Background	Pupils should have already visited the library to choose a book for home or class reading before more formal lessons take place. Revision of previous learning. An opportunity to assess basic reading behaviour and confidence. The degree of focus on exceptions should depend on the needs of the group.		
Vocabulary	left to right, top, bottom, direction, exceptions		
Materials required / preparation	A selection of books. Big book and pointer. A variety of texts, including <ul style="list-style-type: none"> • a wordless book (e.g. <i>Window</i> by Jeannie Baker (available as a big book), <i>Footpath Flowers</i> by JonArno Lawson, <i>Moonlight</i> by Jan Ormerod, <i>Dog on a digger</i> by Kate Prendergast, <i>Animal Rescue</i> by Patrick George), • captions, • texts not in straight lines – e.g. books by Lauren Child • non-fiction text, • computer text, • number line etc. A toy character plus toy characters for each group or pair.		
Introduction <i>Sharing learning intentions, activating prior knowledge questions for discussion</i>	Question: How do we read a book? Dramatise our toy's lack of knowledge e.g. role play inappropriate reading behaviour – having the book upside down, reading from top to bottom, too close, too far away. What is he doing wrong? Let's help him. Do we always read like this?		
New learning or task <i>e.g. shared session, teacher demonstration, modelling, supported activity</i>	Explore different texts and how we read them <ul style="list-style-type: none"> • e.g. - wordless books to show that a story can be told by pictures going from left to right and that it wouldn't be the same if we started at the back of the book, • - books where the text is not in straight lines, captions, non-fiction text, simple computer text with links Clarify how most books are read but that there are exceptions. Using a pointer and big book, helped by the children, demonstrate to a toy character appropriate reading behaviour.		
Development / application <i>e.g. independent reading, paired reading, group work, activity</i>	Get the children to follow example of reading a book tracking text from left to right, to a toy character/animal or a friend. Pupils use role play, working in pairs or groups.		
Plenary	How do we read most book? Tell your partner. Reinforce key points. Are there any exceptions? Use the whiteboard to write them down		
Extension	Explore example books in other languages e.g. Arabic which go from right to left and starts from the back of the book.		

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Year 1	Term 1	Objective b (first part)	Locating/gathering
Learning Objective	To use signs and labels to explore basic library organisation; understand books are organised, not random, and have a special place in the library...		
Background	<i>The children have been exploring signs and labels in literacy lessons.</i>		
Vocabulary	library, labels, organised, book, shelf, bay, kinder box, fiction, stories, information, non-fiction, picture book etc.		
Materials required / preparation	<p>Blue tack or masking tape.</p> <p>Labels (and matching cards) of 4 or 5 items in the library, e.g. book, table, chair, computer, bay, shelf, kinder box, spinner, picture book, cushion (if existing signs also include “stories” “information” then use these as well)</p> <p>Before start of lesson, place 4 or 5 labels around the library. Extra labels are made to give to pupils. (note – if running this session several times for small groups, you will need time to remove labels before the arrival of the next group)</p>		
<p>Introduction</p> <p><i>Sharing learning intentions, activating prior knowledge, questions for discussion</i></p>	<p>Investigate the library – explore the different parts and see how it is organised. Look at which sign and labels there are.</p> <p>Questions: Where are we? How do we know we are in a library? What different things can we find in the library?</p> <p>What is a label? What do we do with them?</p> <p>Group discussion on what we can find in a library e.g. books, shelves, chairs, etc.</p> <p>Teacher lists items or sticks appropriate label on board.</p>		
<p>New learning or task</p> <p><i>e.g. shared session, teacher demonstration, modelling, supported activity</i></p>	<p>In pairs, give the children a card that has a matching label in the library. Ask them to find the label that matches their card.</p> <p>Read library labels with pupils – practise as flash cards.</p> <p>Demonstrate placing one or two labels in library. e.g. shelf, chair.</p>		
<p>Development / application.</p> <p><i>e.g. independent reading, paired reading, group work, activity</i></p>	<p>Give each pair or group a set of labels. Pupils use these to label the library.</p>		
Plenary	<p>Recap on the purpose of a library and what we found in the library. What did we find in the library?</p> <p>Revise reading the labels around library and begin to consider what each part is for.</p>		
Extension	<p>Draw a picture of the library.</p> <p>Compare the library with the classroom – What things are similar? Is there anything different?</p>		

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Year 1	Term 1	Objective b (second part)	Locating/gathering
Learning Objective To understand that shelves go from left to right.		
Background	<i>Children are familiar with reading text from left to right. They have begun to discover the parts of the library and what they are used for.</i>		
Vocabulary	library, bay, organised, left to right, start, finish		
Materials required / preparation	A big book and a pointer. Some large paper arrows.		
Introduction <i>Sharing learning intentions, activating prior knowledge, questions for discussion</i>	Revise left to right by playing left to right games. Revise reading a page of a big book left to right, top to bottom and reading from page to page. Questions: Where are we? What do we find in the library? What do we use a library for? (Use talk partners.) Share learning intention.		
New learning or task <i>e.g. shared session, teacher demonstration, modelling, supported activity</i>	Explore what a library bay is. Demonstrate, using the library shelves, that library shelves and bays go from left to right, the same as words on pages and pages in books. At the end of a line (shelf) we go down to the next line and when we reach the end of all the lines (bay) then turn over (go to next bay).		
Development / application <i>e.g. independent reading, paired reading, group work, activity</i>	Children physically move their fingers along shelves – left to right, down to the next row, etc. Children stick arrows in the correct place to show movement along shelves from left to right. Play “Stop! Where next?” game e.g. on to next shelf, on to another bay.		
Plenary	Recap on the purpose of a library and how shelves and bays are organised.		
Extension	Compare parts of library (bays) with parts of the classroom and their use.		

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Year 1	Term 1	Objective c	Getting started
Learning Objective	To know how to look after a book - e.g. turning pages carefully, returning a book to its 'home' with spine facing out if on a shelf or cover facing out if in a kinder box		
Background	Home reading has been set up. Book browsing is an activity in class.		
Vocabulary	damage, care of books, sharing, home, spine		
Materials required / preparation	Range of damaged and withdrawn books Old book lying on floor Card to make place markers, coloured pencils, crayons List of library rules, preferably illustrated Flipchart		
Introduction <i>Sharing learning intentions, activating prior knowledge, questions for discussion</i>	Remind children that library books are for everyone to share. Share Objective - We are going to learn how to look after a book properly. What's wrong in the room? - discuss/dramatise (e.g. a book on the floor)		
New learning or task <i>e.g. shared session, teacher demonstration, modelling, supported activity</i>	Group discussion: ask ways in which books get damaged. (If time write them down on a flipchart or draw.) Demonstrate using pupils how a book can get damaged by either treading on it or not turning the corner of a page appropriately (at the corner) or fighting over one book. . Follow up by asking how these could have been prevented. Explain that 'Every Book Has A Home'. Inform children that books need to go back to their home so that they stay safe (draw on pupils' own experiences) and people can find them again. Discuss/show what the 'spine' of the book is. Demonstrate quickly taking a book from a shelf, putting in a place marker card, reading it correctly (e.g. turning the pages carefully) and returning it to the shelf correctly, using the marker as a guide. Let children show the class how to do this. Praise appropriate turning of pages and returning books spine out.		
Development / application <i>e.g. independent reading, paired reading, group work, activity</i>	Get children to take a book from the shelves, put in a marker, read it, and then replace the book where they found it.		
Plenary	Ask the children what they have learnt about taking care of books. Show the class books that have been previously damaged by various means such as water damage, food spillage, pages ripped by siblings and pets and again ask for preventative measures - such as not reading in the bath or keeping books in bags when it's raining, putting books in drawers or on shelves.		
Extension	Decorate a card place marker. More able groups could write an appropriate sentence. Create a poster on the care of books.		

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Year 1	Term 2	Objective a	Locating / gathering
Learning Objective	To begin to understand the difference between fiction and non-fiction areas in the library and the types of books available		
Background	Children will be familiar with the library as a part of their school, they will be aware of the librarian/adults who organise the shelves and looks after the books. Two sessions: - separating fiction and non-fiction and discussing the differences, - separating fiction and non-fiction and putting them in the correct library area.		
Vocabulary	untrue, story, true, facts, fiction, non-fiction, made up, make believe, fairy tales		
Materials required / preparation	Library with fiction and non-fiction areas. A selection of fiction and non-fiction books on similar themes for each pair of children. Cards with "Fiction" and "Non-Fiction" written on.		
Introduction <i>Activating prior knowledge</i> <i>Sharing learning intentions</i> <i>Questions for discussion</i>	Ask the children about stories they know. What are the different words for "story"? (Fiction? Picture book? Make-Believe? Fairy tales?) Do the same thing with an information book on a topic the children are familiar with. What different words are there? (Non-fiction? Information? True? Fact?)		
New learning or task – e.g. shared session, teacher demonstrations, modelling, activity	Using a fiction and a non-fiction big books with a similar theme (e.g. <i>Life cycle of a chicken/ Rosie's walk</i>), discuss the similarities between the books (contain pictures, writing, read right to left), and the differences (fact books have content pages and indexes, you can read just one page to get a fact, you read stories from start to finish....) Demonstrate selecting a book and placing it next to the appropriate card (fiction or non-fiction). Discuss reasons for choice.		
Development / application e.g. independent reading, paired reading, group work	Ask pairs of children to divide up the selection of books and put them on the labels "fiction" and "non-fiction" that you have laid on the table. Discuss the difference and ask the children to explain their choices		
Plenary	What different types of books are there in the library? What are fiction books? What are non-fiction books? Discuss/demonstrate which area the fiction/non-fiction come from in the library. In pairs children put the books in the correct area. They read the library labels. Because of the different uses of books they are kept in different places in the library so that we will be able to find the type of book we are looking for faster. Where are the story books are in the library? (get everyone to point) Where are the information books are? (again get everyone to point)		
Extension	1. Play 'Find the book' game. (Children are given a card (fiction/non-fiction) and have to find a book on library shelves. They explain why it is fiction or non-fiction). 2. Children place labels in appropriate areas of library.		

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Year 1	Term 2	Objective b	Locating / gathering
Learning Objective	To begin to locate information by page numbers e.g. using contents pages		
Background	Children will be familiar with fiction and non-fiction books		
Vocabulary	information, contents page, fact, fiction, non-fiction, number order, page numbers		
Materials required / preparation	Non-fiction Big Book with clear contents page. Several basic non-fiction texts or Big Books – on a topic currently being taught. Sets of cards containing keywords that appear in the contents pages of the shared text and the group texts.		
Introduction <i>Activating prior knowledge Sharing learning intentions Questions for discussion</i>	Explore how we use numbers to organise information. (1 st floor / 2 nd floor, classroom numbers, year groups, house numbers). The pages of a book are numbered too. Why?		
New learning or task – e.g. <i>shared session, teacher demonstrations, modelling, activity</i>	Locate the contents page in the big book- what does this page tell you? Focus on key word and key number. Present several non-fiction texts. Notice how all the contents pages are located in similar places in each book. Ask a relevant question (e.g. Where does it tell us about cats?) Find the answer. (Model scanning a contents page for the keyword (cat) that is on one of the cards, finding the keyword and match to the card. Note the page number and turn to the right page. Read together and discuss the answer). Children repeat task, using another question and key word, supported by the teacher.		
Development/application. <i>e.g. independent reading, paired reading, group work</i>	With the children in pairs, share out books and word cards. Using a similar question stem (Where does it....?) ask them to find word card, find the content pages, write down the page number and find the page. (Draw a picture or write down a fact on a piece of paper if appropriate). Repeat with other word cards.		
Plenary	Choose pupils to show others what they did. Why are pages numbered? How did the contents page help us?		
Extension	Show how, if there is no contents page in a book, that they can browse though a book and look at pictures to find the right page. More able children can be given more challenging keywords.		

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Year 1	Term 2	Objective c	Locating / gathering
Learning Objective	To locate words by initial letters and alphabetical order, e.g. using simple indexes.		
Background	Children will have discovered contents pages in the previous lesson and have basic knowledge of the alphabet		
Vocabulary	alphabetical order, before, after, next, last, index, information, facts		
Materials required / preparation	Selection of items labelled with initial letter (e.g. large cardboard G hung round the neck of toy giraffe), large poster of the alphabet. Big Book with contents and index. Key question related to topic. Selection of books on a relevant topic		
Introduction <i>Sharing learning intentions, Activating prior knowledge</i> <i>Q for discussion</i>	Recap alphabetical order. Ask the children to place the selection of items in alphabetical order, using a letter label on the item.		
New learning or task – e.g. <i>shared session, teacher demonstrations, modelling, activity</i>	Share a key question related to their class topic. Choose a keyword that is too specific to be listed on the contents page, for example “clouds”. Ask a volunteer to look it up in the contents page of the shared text. It’s not there so ask them look at the back and find the index. Point out that there are many more words listed here. How are they arranged? Ask ‘Who knows their alphabet really well?’ Get two pupils to look through the list for the word and find the right page.		
Development . application. e.g. <i>independent reading, paired reading, group work</i>	Share out the books and discuss what we might want to look up. Write words on cards. Ask each pair to choose a card and look up the chosen word in their index. Note the page number, find the right page and read the sentence with the key word in. Repeat with other words related to this or another key question. Different pairs could try different words.		
Plenary	How did we find our information? Where is the index of a book? What order is the index in? Why would we use an index?		
Extension	1. Pupils use index for own simple research. 2. Construct your own hoop index: place number cards in a series of hoops 1 to 10 (<i>these relate to page numbers</i>) . Place 5 or 6 items in each hoop stair, Ask pupils to write the names of the items each on an individual card with the hoop number next to the object name on the right hand side. Then take all up all the cards and arrange in alphabetical order, top to bottom. Each name will have its hoop number next to it so they have made a simple index and can locate an names object in its hoop (<i>page</i>).		

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A Library and Information Skills Scheme of Work: 3rd edition March 2018

Year 1	Term 3	Objective a	Locating / gathering
Learning Objective	To recognise that non-fiction books on similar themes can give different information and present similar information in different ways.		
Background			
Vocabulary	non-fiction, information, presentation		
Materials required / preparation	<p>Range of books on the same subject but differing presentation methods i.e. pictures, labelled diagrams, facts etc.</p> <p>Compose some simple questions that the children can find the answers to in a selected group of books.</p>		
Introduction / Activating prior knowledge Sharing learning intentions Questions for discussion	<p>Remind that non-fiction books give us factual information.</p> <p>Books on the same subject will still give different information. All books are different! i.e. all books on eagles may tell you it is a bird but not all will tell you its breeding habits, wing span etc.</p>		
New learning or task – e.g. shared session, teacher demonstrations, modelling, activity	<p>Show the children the different types of information they can get from a book.</p> <p>Point out that, while one book may have facts in sentences on a particular subject, it may also have a picture/diagram which gives information as well.</p> <p>Explain that, even if there is no written information, the picture itself tells us about a subject. If we are looking at a picture of a parrot we can find out what colour the parrot is, how many claws it has, etc.</p>		
Development . application. e.g. independent reading, paired reading, group work	Give the children a pre-selected book each and ask them to find out the answer to the questions from the writing and from the illustration.		
Plenary	<p>Recap that books can give different information on the same subject.</p> <p>Information can be presented in different ways and there are many ways that we learn about a subject. Now we know to not only read the words on a page but to also look at the pictures to see if they tell us anything else about the subject.</p>		
Extension	Write out different facts found from 2 or more books on the same subject.		

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Year 1	Term 3	Objective b	Locating / gathering
Learning Objective	To choose an appropriate book to satisfy needs using cover picture, title and blurb.		
Background			
Vocabulary	book cover, title, blurb		
Materials required / preparation	Selection of books at an appropriate level and on different subjects.		
Introduction / <i>Activating prior knowledge</i> <i>Sharing learning intentions</i> <i>Questions for discussion</i>	Introduce the idea that we use books to find information or to answer questions, so it is important to choose the right book when looking for information on a specific subject or about a specific theme.		
New learning or task – e.g. <i>shared session, teacher demonstrations, modelling, activity</i>	<p>Point out the different areas of a book that we use to tell what it is about i.e. the cover, title and blurb.</p> <p>Have a selection of books on different topics on a table,, ask the children as a group which book they would look at if they wanted information on animals/plants/bodies etc.</p> <p>Model with them the process of selection. Look at the picture on the cover. Does it have an animal on it? What is the title? Does it suggest that it might be about animals? Does the blurb give us any clues?</p> <p>Have some fiction as well as non-fiction available on the same subject and point out the different types of information that can be found in both.</p>		
Development. application. e.g. <i>independent reading, paired reading, group work</i>	<p>Divide the class into small groups and give them a specific subject to look for and a selection of books of which one or two will have appropriate information.</p> <p>Get them to write out a fact that they learn or draw a picture they find.</p>		
Plenary	<p>Ask the class how they can tell what a book might be about. Where do they look for clues?</p> <p>Highlight that different books have different information and it is important to choose a book that will have the information that we need and now we have the tools to be able to assess each book for its appropriateness.</p>		
Extension	More able children can write more facts i.e. their top 3 interesting things they have found out.		

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Year 1	Term 3	Objective c	Locating / gathering
Learning Objective	To locate and use parts of text that give particular information, including labelled diagrams and charts, photographs, pictures and captions.		
Background			
Vocabulary	labels, diagrams, charts, captions, photographs, pictures		
Materials required / preparation	Selection of simple books and big books with diagrams, charts and captions to pictures eg. ' <i>Carlo Likes Reading</i> ' by Jessica Spanyol, the ' <i>Start Up</i> ' series and ' <i>I Know That!</i> ' series. Also, big books for the same.		
Introduction / <i>Activating prior knowledge</i> <i>Sharing learning intentions</i> <i>Questions for discussion</i>	Discuss how the page of a book is made up of different types of information: the writing, the pictures, diagrams, captions. All of these give slightly different but generally linked information to give more detail/explanation on a subject.		
New learning or task – e.g. <i>shared session, teacher demonstrations, modelling, activity</i>	<p>Use a big book to model the differences in information presentation. For example, a big book about the body is good for looking at labels</p> <p>Ask the children to read out the labels on the page while pointing to the area on their own body. Explain that, because the labels point to a specific area, we know exactly what the words are referring to.</p> <p>Move on to '<i>Carlo Likes Reading</i> or another book with labels'. Explain that it is the same principle - the labels give names to the different objects for easier understanding.</p>		
Development. application. e.g. <i>independent reading, paired reading, group work</i>	Ask the children to find 3-5 labelled objects to write down i.e. List 3 objects in the kitchen/bathroom or write down 3 things that are on a car.		
Plenary	Recap that information can be found in a book in various places i.e. by looking at the captions, labels and diagrams and that to get a more detailed picture of a subject it is good to look at all of these sources. Suggest that we all learn and remember things in different ways and, while one child may remember the parts of the human body by having them written in a sentence, another may remember them better if she sees them on a labelled diagram. Sometimes it is better to present information visually.		
Extension	More able children can add more items to their lists or be given more complicated questions to look at within the book i.e. What animals does Carlo find in the park?		

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Year 2	Term 1	Objective a	Locating / gathering
Learning Objective	To use first-hand experience and simple information sources to answer questions.		
Background	This is based on a KS1 study into Victorian household items. A similar procedure could be used for other topics related to cross curricular work.		
Vocabulary	questions, information sources, first hand experience		
Materials required / preparation	Flip chart Activity cards/sheets with pictures of modern day kitchen appliances on one half and a space for information (picture, writing) on the other half. Books with pictures of Victorian kitchens and artefacts. Actual artefacts if possible. A collection of modern kitchen appliances.		
Introduction <i>Sharing learning intentions, activating prior knowledge, questions for discussion</i>	In this lesson we are going to consider what we already know, decide what questions we want to find the answers to, and then discover the answers. Ask the children to talk to their talk partners for one minute about the sorts of things they would find in their kitchens at home. On the flip chart write up a list of items that they suggest.		
New learning or task <i>e.g. shared session, teacher demonstration, modelling, supported activity</i>	Allow five minutes for the children to browse through the books Display a picture of a Victorian kitchen. Discuss what life might have been like in Victorian times – did they have electricity, how did they boil water, etc, and whether the items in our list might have been different. Choose one kitchen item and find the Victorian equivalent in the picture. Brainstorm the type of questions that might be asked. (e.g. What did an iron look like in Victorian times? What was it used for? Who used it? What was it made of? How was it different? How was it powered?) Pupils discuss possible answers in pairs/groups. Write two or three sentences. Discuss the value of drawing an illustration.		
Development / application. <i>e.g. independent reading, paired reading, group work, activity</i>	Give pairs an activity card and ask them to look in the books for a picture of the Victorian equivalent. (Here actual artefacts could be used.) Ask pupils to use what they already know and some key questions to record on the activity card information about their Victorian appliance. (Question prompts could be available for some groups.)		
Plenary	What did we know already about kitchen equipment? What have we found out about Victorian kitchen equipment? Remind the children that when you want to find out information, you have to stop and think what you already know about and what you want to find out before looking for the answers.		
Extension	Comparing further appliances. Generalise about the difference between modern and Victorian kitchens.		

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Year 2	Term 1	Objective b: part 1	Locating / gathering
Learning Objective	To use the library to locate a book: using initial letters to find a fiction text.		
Background	Picture books or younger fiction books in the library need to be arranged in alphabetical order. Children need to be familiar with alphabetical order and to have already discussed the difference between fiction and non-fiction and where they are in the library.		
Vocabulary	fiction, author, initial letter, alphabetical order		
Materials required / preparation	Cards with children's own names on. A range of picture books where the author's name is clearly written on the front cover. Ensure you select a diverse range of authors and authors whose names begin with different letters. Cards with individual letters on with space to write an author and title.		
Introduction Sharing learning intentions, activating prior knowledge, questions for discussion	Discuss what we know of the library already. Where are the story books? What other words are there for "story"? How are the stories organised? Point out the shelves and explore how the books are labelled and arranged.		
New learning or task e.g. shared session, teacher demonstration, modelling, supported activity	Children write their own surnames on cards or given cards with their names already on. Quickly revise initial letter of children's own surnames. Ask pupils to imagine they are authors. Choose 6 to 8 children whose surnames begin with different letters and ask them to arrange themselves in alphabetical order Allocate a book from your selection of books to each child. Get them to identify the first letter of the author and give them the appropriate letter card. Children arrange themselves in alphabetical order according to their book. Ask them to place the books on a shelf in the correct order. Play 'Find the book' game. (Who can find 'Dogger' by Shirley Hughes? What helped you find it so quickly?)		
Development / application e.g. independent reading, paired reading, group work, activity	Give each pair a card or cards with book title and author written on. Ask them to find the book. Children can use their browser cards to replace the books they have found correctly.		
Plenary	Why are books arranged in alphabetical order? How did you know where to put your book back? Discuss why it is important to put a book back correctly.		
Extension	Repeat the activity but this time use the first and second letter of the author's surname.		

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Year 2	Term 1	Objective b: part 2	Locating / gathering
Learning Objective	To use the library to locate a book on a specific subject. (see also Y2T2a)		
Background	Children need to have already discussed the difference between fiction and non-fiction and where they are in the library. This continues the practice of giving each child a place marker (see Y1T1) to leave on a shelf to mark the place they take a book from so that they can put it back in the same place.		
Vocabulary	non-fiction, index		
Materials required / preparation	Cards with some easy subjects written on – flowers, toys, insects. Choose subjects the children are interested in or are relevant to the current curriculum and that appear on the wall index in the library. You can colour code the cards to match the colours used in the library colour coding system if you wish. Place markers – see above		
Introduction Sharing learning intentions, activating prior knowledge, questions for discussion	Talk to your partner for 1 minute about the arrangement of the books in the library. Who can explain how the books are arranged?		
New learning or task e.g. shared session, teacher demonstration, modelling, supported activity	Take a card with a subject on and model the process of looking up a subject on the wall index and finding out the number and colour. Go to shelves and indicate the bay signs and shelf labels that you use to find a book with that number. Explore the way the library shelves go down a bay and then up to the next bay. Ask a child to choose a card and do the same thing for the rest of the class.		
Development / application e.g. independent reading, paired reading, group work, activity	Hand out cards with subjects on and ask children to do the same thing. (Use their place marker to mark the spot that they take the book from.) Ask children to write down one piece of information about the subject on their card / or draw a picture of the subject. If you have used browser cards, ask the children to put the book back in its correct place.		
Plenary	Share some of the information that pupils have found. What do you need to do to find a book on a subject?		
Extension	Children can repeat the exercise by thinking of a subject they want to find out about for themselves, looking for the number and colour in the wall index, writing it down and finding a book. Children unable to recognise numbers can identify the books using the colour coding.		

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Year 2	Term 1	Objective c : part 1	Locating / gathering
Learning Objective	To be able to choose the most appropriate book from a limited selection.		
Background	The aim of this lesson is to increase children's ability to choose a book that interests them and to begin to consider criteria for choice.		
Vocabulary	appropriate, blurb		
Materials required / preparation	<p>Selection of books of various kinds: easy, difficult, pictures, no pictures, different topics/authors, big, little, tatty, new, cartoons, technical, etc.</p> <p>Larger selection of attractive and "appropriate books".</p> <p>Laminated strips printed with the options listed below</p>		
Introduction <i>Sharing learning intentions, activating prior knowledge, questions for discussion</i>	<p>Lay out the first selection of books on tables and explain that we are going to look at why we like particular books.</p> <p>Some pupils come out and choose a book they like.</p> <p>Why did you choose that book?</p>		
New learning or task <i>e.g. shared session, teacher demonstration, modelling, supported activity</i>	<p>Brainstorm or use talk partners: How can you choose a book? Look through the laminated strips and discuss</p> <p>For example:</p> <ul style="list-style-type: none"> • By its cover, size or state • Reading the blurb on the back cover • Reading the first sentence in the book • Reading a paragraph from somewhere in the book • Finding the next in a series you know and like • I like the illustrations • Hearing a recommendation from a friend or a librarian • It's about a subject you are interested in • Something you have been learning about in school • Remembering a TV programme or film you enjoyed recently and looking for the book of the same title • Looking for a book by the same author as another book you have enjoyed • Looking at posters and displays in the school or library • Wanting to read a book a teacher has read aloud to us 		
Development / application <i>e.g. independent reading, paired reading, group work, activity</i>	<p>Add the second selection of books to the table and ask the children to choose a book and tell their friend why they chose it.</p> <p>Ask children to make a list of the things they look at when they choose a book</p>		
Plenary	<p>Ask children what they have learnt today, and remind them that everybody's choice of a good book is different, and that even their own choice of what is a good book might be different on different days. That is it OK to want to read a book with lots of difficult words one day and to choose an "easier" book another day. What's good is to enjoy looking at or reading the book chosen.</p>		
Extension	<p>More able children should be expected to make a longer list</p> <p>Children can borrow/read the book they have chosen if they wish, and time needs to be allowed for them to choose another if they decide they don't like what they have chosen.</p>		

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Year 2	Term 1	Objective c: part 2	Locating / gathering
Learning Objective	To be able to choose the most appropriate book from a limited selection by considering the level of difficulty of the text.		
Background	The aim of this lesson is to increase children's ability to choose a book that interests them at an appropriate level. Be aware of Daniel Pennac's "rights of the reader"		
Vocabulary	appropriate		
Materials required / preparation	Books of various kinds. Ensure the selection of books includes books at simple, appropriate and difficult reading levels. Also books that take interest level into account.		
Introduction <i>Sharing learning intentions, activating prior knowledge, questions for discussion</i>	Lay out the first selection of books on tables and explain that we are going to look at why we like particular books As revision from last session talk to your partner: How can you choose a book?		
New learning or task <i>e.g. shared session, teacher demonstration, modelling, supported activity</i>	<p>How do we know if a book is going to be good to read?</p> <p>Select two contrasting texts (e.g. very hard and reasonable level for group). Share parts of texts with children.</p> <p>Share 'The five finger test' with the children:</p> <p>How many words could we read – how many did we not understand?</p> <ul style="list-style-type: none"> • If we understand all the words on the page, or if there is only one word we don't understand, then we can probably read the whole book quite easily. • If there are two words on the page we don't understand, we might need to look some words up, but we will still be able to read the book. • If there are three words we don't understand, it might be a challenge to read the book • If there are four more words we don't understand, we might want to consider choosing another book as our main reading book. <p>Add the second selection of books to the table and ask the children to choose a book, read the first sentence and tell their talk partner how many words on the first page they could read.</p> <p>Ask them to choose a second book and do the same thing.</p>		
Development / application <i>e.g. independent reading, paired reading, group work, activity</i>	Pupils choose a book and read it to a friend. Adults check appropriateness of choices.		
Plenary	<p>Pupils share books they have chosen with the group.</p> <p>Ask children why they enjoyed their book and how they found a book they could read.</p> <p>Remind them that everybody's choice of a good book is different, and that even their own choice of what is a good book might be different on different days. That is it OK to want to read a book with lots of difficult words one day and to choose an "easier" book another day. What's good is to enjoy looking at or reading the book chosen.</p> <p>Allow children to borrow books they have chosen</p>		
Extension	The session can be concluded with a story read aloud by the teacher		

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Year 2	Term 2	Objective a: part 1	Locating / gathering
Learning Objective		To understand how non-fiction books are arranged in subjects and labelled with a number (and a colour, where used) (see also Y2T1b part 2)	
Background		The children have already had practice in locating non-fiction books in the library but need to gain an awareness of the significance of arranging books according to subjects and the number system.	
Vocabulary		non-fiction, subject, number order	
Materials required / preparation		Selection of books (6) from the <u>same subject area</u> (e.g. pets). Cards with the subject, classification number and colour on.	
Introduction <i>Activating prior knowledge</i> <i>Sharing learning intentions</i> <i>Questions for discussion</i>		Recall how and where non-fiction books are located. Recap on how we use numbers to order and locate things e.g. floors in school, houses in a road. A number line or set of numbers could be used.	
New learning or task – e.g. <i>shared session, teacher demonstrations, modelling, activity</i>		Select children to hold the books taken in random order for the rest of the group to view. Read titles. Ask children what they think their book is about. What do you notice about (the colour) and number – ignore decimals. Discuss further what the books might be about. Agree on the overall subject area (e.g. pets). Discuss why they have the same colour and number. Pupils find books on the library shelves with the same colour and number. What are they about? Where would we put our books back? – every book has a home.	
Development / application e.g. <i>independent reading, paired reading, group work</i>		Using a card, pupils in pairs find 3 books about the subject and record their titles. They repeat this with another card.	
Plenary		Ask children if they have noticed anything about the numbers/colours given to the selected books – e.g. all the books with the green labels are about living things, books on similar themes are kept together. Remind children of the importance of putting books back in the correct place – the frustrations of not being able to find a book rather than just keeping the library tidy. Demonstrate putting set(s) of books back on shelves.	
Extension		Use Resource Sheet 1.	

Year 2 2a
Resource Sheet 1

Finding non-fiction books

My subject is _____

Use the wall index to find where books on this subject are kept:

Number _____

Colour _____

I have found a book on this subject: -

Title

Author

Does it have a contents page? Yes / No

Does it have an index? Yes / No

Name

Class

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<i>Year 2</i>	Term 2	Objective a: part 2	Locating/gathering
Learning Objective	To understand how non-fiction books are arranged in subjects and labelled with a number (and a colour where used)		
Background	The children have already had practice in locating non-fiction books in the library but need to gain an awareness of the significance of the number system and the importance of keeping non-fiction in numerical order.		
Vocabulary	non-fiction, subject, number order		
Materials required / preparation	Selection of books (6) from <u>different subject areas</u> . Choose books with simpler numbers. A4 cards with the classification number on (no decimals). Copies of Resource Sheet 2.		
Introduction <i>Activating prior knowledge</i> <i>Sharing learning intentions</i> <i>Questions for discussion</i>	Recall how and where non-fiction books are located. Recap on how we use numbers to order and locate things e.g. floors in school, houses in a road. A number line or set of numbers could be used.		
New learning or task – <i>e.g. shared session,</i> <i>teacher demonstrations,</i> <i>modelling, activity</i>	Select children to hold the books taken in random order for the rest of the group to view. Read titles. Ask children what they think their book is about. Ask them (the colour of the label) and number – ignore decimals. Hand out number cards so that the classification number is easily visible. Work with the children to arrange themselves in number order. What do you notice about the numbers? What do you notice about the colours? Play 'Find the Book' game (use either a colour and/or a number card). Hand out the second selection of books. Let children reorder the books/children into the number order.		
Development / application e.g. independent reading, paired reading, group work	Complete Resource Sheet 2		
Plenary	What would happen if the books were in the wrong place? (Remind children of the importance of correct order – the frustrations of not being able to find a book rather than just keeping the library tidy).		
Extension	Ask children to order the books on the shelving trolley into the correct sequence – to assist the Yr 6 library assistants!		

Year 2 2a
Resource Sheet 2

Name

Class

List the 6 books

Title	Number

Put them in order

<input data-bbox="209 1787 288 1827" type="text"/>	<input data-bbox="400 1787 480 1827" type="text"/>	<input data-bbox="576 1787 655 1827" type="text"/>	<input data-bbox="767 1787 863 1827" type="text"/>	<input data-bbox="959 1787 1054 1827" type="text"/>	<input data-bbox="1166 1787 1246 1827" type="text"/>

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Year 2	Term 2	Objective b	Presenting information
Learning Objective	To explore the variety of ways information is presented, including IT sources e.g. illustrations, diagrams, charts, websites		
Background	This lesson is planned to complement a Year 2 science topic of life cycles. A topic relevant to the class should be chosen. The lesson could be spread over more than one session providing a wider experience of the different resources, including IT.		
Vocabulary	diagram, illustration, caption		
Materials required / preparation	Selection of resources showing the life cycle of a frog. For example: Fiction – <i>The tadpole’s promise</i> by Jeanne Willis Narrative non-fiction – <i>Growing frogs</i> by Vivian French Non-fiction – <i>Life cycle of a frog</i> by Angela Royston DVD– <i>See how they grow</i> – Pond animals Poster – <i>Life cycle of a frog</i> Photographs – Class set Visit to pond to investigate frogspawn if possible Website - www.kiddyhouse.com/Themes/frogs/lifecycle.html		
Introduction: <i>Sharing learning intentions</i> <i>Activating prior knowledge</i> <i>Questions for discussion</i>	Discuss how the class can find out about life cycles (look up the term in the wall subject index, think of broader terms – nature, animals, plants, science – and look in the contents page or index, use a library catalogue to search for “life cycles” as a keyword). Review what the children already know about the development of the frogspawn. Decide what questions the children want to find the answers to during this lesson. Record 1 or 2 key questions.		
New learning or task <i>e.g. shared session, teacher demonstration, modelling</i>	Examine one of the selected resources – how successfully does it answer the questions? List the ways the information is presented e.g. text, diagrams, captions, photographs. Consider how successful it answered the question.		
Development / application. <i>e.g. independent reading, paired reading, group work</i>	In pairs look at a particular resource on the subject e.g. set of pictures, poster, DVD, web-site, book. Note answers to questions. Consider how successful it answered the question. If time another resource could be used to answer the same questions.		
Plenary	Review and record the range of resources and highlight the different ways of presenting information. Discuss the relative merits of different formats. Discuss what would be the most effective way of introducing the life cycle? (the impact of visual representation of the subject whether in a book or poster; the importance of pictures/diagrams /captions for understanding; the memorable quality of the life cycle as presented in a fiction book; the additional information gained by the moving image in the video? For what topics will a moving image have most impact? the lack of additional information/impact of the website in the given example).		
Extension	Create a presentation (e.g. power point, diagram) to show life cycle of a frog to be made into a resource for the library.		

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Year 2	Term 2	Objective c	Locating / gathering
Learning Objective	To locate words and information, by using the initial letter in alphabetically ordered lists and texts.		
Background	Children will already have encountered alphabetical order in the library context in the alphabetical order of fiction titles. In this lesson they will consider other examples of alphabetical order and its significance for locating books and information. This lesson can be repeated for glossaries and indexes		
Vocabulary	alphabetical, definition, dictionary		
Materials required / preparation	A set of dictionaries. Word cards relevant to class work. A Big Dictionary A range of books with alphabetical order (index, glossaries, dictionary, encyclopaedias.		
Introduction: Sharing learning intentions Activating prior knowledge Questions for discussion	Brainstorm use of alphabetical order used in the library e.g. fiction order, index. Refer to examples displayed. Discuss the purposes of a dictionary. Quick revision activity for finding a letter quickly using alphabetical order. (Use alphabetical order chart or line)		
New learning or task e.g. shared session, teacher demonstration, modelling	Use a big book to model using a dictionary to look up the meaning of a word – model use of the initial letter. Demonstrate using heading, strategies of skimming and scanning for initial letter, etc. Shared read definition. Repeat with extra pupil help.		
Development / application. e.g. independent reading, paired reading, group work	In pairs ask the children to look up the meaning of two or three words. Specify words to be looked up – word cards can be used. Pupils note definition on cards or whiteboard.		
Plenary	Review the definitions found and strategies used. Discuss value of alphabetical order.		
Extension	Investigate further examples of alphabetical order texts. Explore what each is used for and record findings. e.g. Give children a range of books to look at in pairs and ask them to find examples of alphabetical order within the book. The selection of books should have indexes and glossaries or alphabetical arrangement dictionaries, encyclopaedias etc. How is the alphabetical order useful?		

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Year 2	Term 3	Objective a	Locating / gathering
Learning Objective	To be able to make appropriate choices (in terms of level of difficulty, content, interest level, etc.) using a range of strategies.		
Background	To be able to find the fiction section appropriate to reading age		
Vocabulary	Blurb, author, book cover, genre		
Materials required / preparation	Collection of fiction books with a varying degree of difficulty		
Introduction / <i>Activating prior knowledge</i> <i>Sharing learning intentions</i> <i>Questions for discussion</i>	<p>Being able to locate where the books most suitable for the children are if the fiction is divided into picture books and older fiction.</p> <p>Learning intention is to be able to choose an appropriate book for the reader.</p> <p>Question: How do I decide if a book is right for me?</p>		
New learning or task – <i>e.g. shared session, teacher demonstrations, modelling, activity</i>	<p>Discussion on how we find the right book. There will be many answers but need to introduce the concepts of:</p> <ol style="list-style-type: none"> a. looking at covers b. reading the blurb c. reading the back cover d. trying to read the first line of the book e. picking a book because of its genre or author f. flick through the book looking at pictures and text g. conduct the five-finger test <p>Exercise: tables of books of varying difficulties. Using the above techniques find out which books would be most suitable for the individual child.</p>		
Extension, development . application. <i>e.g. independent reading, paired reading, group work</i>			
Plenary	<p>The children to relate how they found a book that they liked and show it to the rest of the class.</p> <p>Inform children that they should find a book that is right for them and not be pressured into choosing something too difficult.</p>		

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Year 2	Term 3	Objective b	Locating / gathering Recording information
Learning Objective	To use key elements of non-fiction texts (contents, indexes, headings, sub-headings) to find information; make simple notes, to use in subsequent writing.		
Background	Familiarity with non-fiction texts		
Vocabulary	Fiction, Non-fiction, Contents, Index, Glossary, Headings		
Materials required / preparation	Big books for demonstration, Cut-outs of vocabulary words. A selection of non-fiction books with a contents, index, glossary and headings.		
Introduction / <i>Activating prior knowledge</i> <i>Sharing learning intentions</i> <i>Questions for discussion</i>	<p>Revisit the differences between fiction and non-fiction.</p> <p>Learning intention is to investigate the parts of a non-fiction book and discover their uses</p> <p>Questions: How can we tell the difference between fiction and non-fiction books? How do we find what we are looking for in a non-fiction book?</p>		
New learning or task – <i>e.g. shared session, teacher demonstrations, modelling, activity</i>	<p>Look at the contents, index, glossary and heading in a big book non-fiction text and discuss where these are located in a book and what the purpose is of each. Discuss why these aren't in picture books or fiction. Non-fiction books are made up of various different sections.</p> <p>In groups, the children are given large cut-outs of the words <i>Contents, Index, Headings</i> and <i>Glossary</i> and are asked to put them in the right place in a selection of non-fiction books.</p>		
Extension, development . application. <i>e.g. independent reading, paired reading, group work</i>	See accompanying worksheets as examples for reinforcing knowledge of contents and index.		
Plenary	Question and answer session on contents, index, glossary, headings to confirm understanding of their function and place in the book.		

Inside the book

1. Where can you find the **contents** page in a **non-fiction** book?

- A. Back B. Front C. There is not a contents page

2. Where can you find the **contents** page in a **fiction** book?

- A. Back B. Front C. There is not a contents page

3. The **contents** page is in which order?

- A. Alphabetical B. Page number C. It's not in order

4. Where can you find the **index** page in a book?

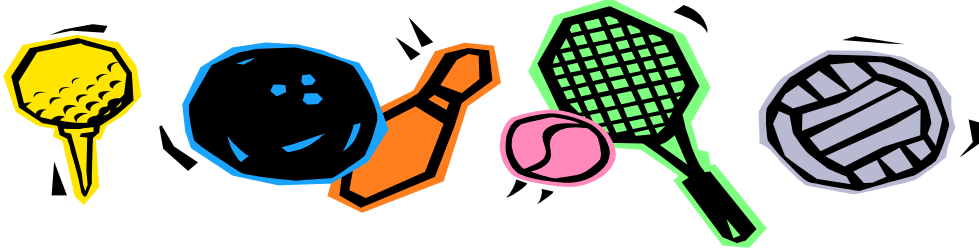
- A. Back B. Front C. On the spine

5. The **index** page is in which order?

- A. Alphabetical B. Page number. C. It's not in order

6. What is the **glossary**?

- A. It tells you when the book was written
B. It tells you what certain words mean
C. It's the barcode on the back of the book



CONTENTS

1.	Keeping fit	4
2.	Sports clothes	9
3.	Golf	12
4.	Football	15
5.	Cricket	21
6.	Ice hockey	26
7.	Famous people	30
8.	Glossary	40
9.	Index	44

1. On which page is the information about cricket?
2. What sport can we find on page 15?
3. How many chapters are there?
4. On which page is the index?
5. Which is the longest chapter?
6. If you wanted some information on being healthy, which page would you go to?

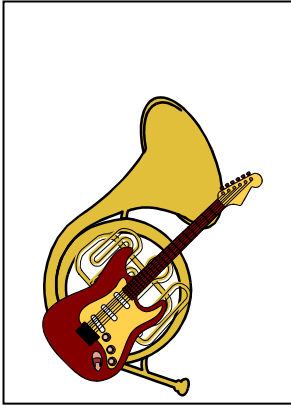
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Year 2	Term 3	Objective c	Planning
Learning Objective	To pose questions prior to reading then skim-read title, contents page, illustrations, chapter headings and sub-headings to find specific sections in order to answer questions		
Background	Knowledge of fiction and non-fiction books and what each encompasses		
Vocabulary	contents, headings, illustrations, index		
Materials required / preparation	A selection of books, mostly non-fiction. Non-fiction big book		
Introduction / <i>Activating prior knowledge</i> <i>Sharing learning intentions</i> <i>Questions for discussion</i>	<p>Reminder of the sections of a non-fiction book.</p> <p>Learning intention is to be able to guess what a book is about without reading the book but by looking at various parts of the book.</p>		
New learning or task – e.g. <i>shared session, teacher demonstrations, modelling, activity</i>	<p>Show a series of increasingly difficult big books for group discussion. Get the children to identify just from the front cover what the book may be about by using <i>title</i> and <i>pictures</i>. When this is less obvious, open up the book and take a quick look at the <i>contents, headings</i> or <i>illustrations</i> to determine the topic of the book. You could look at the <i>index</i> as well, if you wish.</p> <p>Detective game - children look for clues in a book to decide what the book was about and gather certain information. See example sheets.</p> <p>This exercise can be repeated in small groups using primarily non-fiction books.</p>		
Extension, development . application. e.g. <i>independent reading, paired reading, group work</i>	Give a child a harder book above the expected reading ability and get them to show that by using the same techniques they can still speculate what the topic of the book is.		
Plenary	Recap that, even though it may not be obvious what a book is about, simple steps show this can be determined		

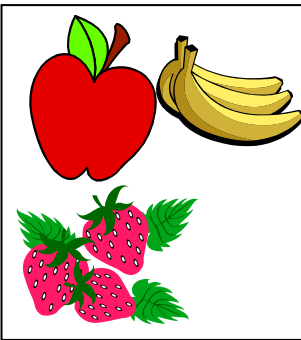
Name.....Class.....

DETECTIVE...PART 1

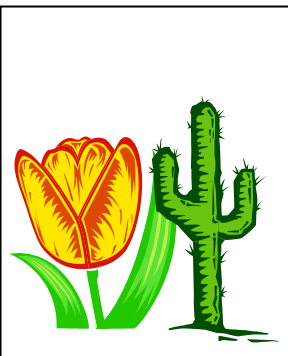
Just by looking at the pictures, write down the subjects you think the book could be about.



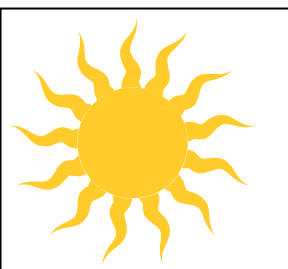
SUBJECT:



SUBJECT:



SUBJECT:



SUBJECT:

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Name.....Class.....

Detective 2: Looking at the indexes, write down what you think the subject of the book is?

INDEX

Cloud	14
Ice	19
Rain	7
Snow	15
Sunshine	4
Wind	10

SUBJECT

INDEX

Cotton	16
Glass	8
Paper	10
Rubber	4
Silk	6
Wool	14

SUBJECT

INDEX

Bangladesh	11
Canada	25
China	9
Egypt	7
England	16
France	20
India	4

SUBJECT

INDEX

Arms	12
Ears	10
Eyes	20
Feet	4
Hands	8
Head	16
Legs	14

SUBJECT

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Year 3	Term 1	Objective a	Locating / gathering
Learning Objective	<p>To explore how the library is organised into fiction and non-fiction sections.</p> <p><i>(To revise the basic purpose and organisation of the fiction and non-fiction sections of the library by making comparisons, eg infant/ junior libraries; class/ school libraries; number/ alphabetical order)</i></p>		
Background	<p>Further lessons will be needed to cover this objective. This lesson will need to be adapted for non-fiction libraries. Children need to have some ideas about the difference between fiction and non-fiction (Y1T2). Keep this session focussed on the difference between fiction and non-fiction, broad subject areas and alphabetical order</p>		
Vocabulary	<p>fiction, non-fiction, alphabetical order, numerical order, reference, bay, Dewey Decimal System</p>		
Materials required / preparation	<p>A simple, unlabelled plan of the library showing shelves, tables, computer.</p> <p>A selection of fiction and non-fiction books, including reference and poetry.</p>		
Introduction <i>Activating prior knowledge, sharing learning intentions, questions for discussion</i>	<p>Ask the children if they have been to the library before and why they went.</p> <p>Have to hand a selection of fiction and non-fiction books. Read from one and ask children to say whether it is fiction or non-fiction. Compare, say, Harry Potter with a biography of Florence Nightingale.</p> <p>Briefly discuss the difference between fiction and non-fiction.</p>		
New learning or task <i>e.g. shared session, teacher demonstrations, modelling, supported activity</i>	<p>Play the 'Which is it' game and sort into two piles (fiction, non-fiction).</p> <p>Use these piles to explore where the books come from in the library. Point out the spine labels on each book – letters for fiction, numbers for non-fiction. Highlight fiction and non-fiction shelves, including the poetry and reference sections, if you have them.</p> <p>Show an enlarged blank plan of the library and mark together where the group is sitting.</p> <p>Demonstrate labelling or marking one set of shelves fiction and one non-fiction.</p>		
Development / application <i>e.g. independent reading, paired reading, group work, activity</i>	<p>Put children into pairs. Give each pair a blank plan of the library. The task is to mark on the plan the shelves that contain fiction and non-fiction, the poetry and reference sections. Also, they could mark the computers and tables.</p>		
Plenary	<p>Gather the children together and discuss findings and ask what they have learnt about fiction and non-fiction areas of the library.</p>		
Extension	<p>A group of less able could have a whole lesson on the difference between fiction and non-fiction.</p> <p>More able children can label the non-fiction by broad subject area as well</p> <p>OR The library plan should be blown up to A3 size and the teacher should work through this together as a group.</p>		

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Year 3	Term 1	Objective b	Locating / gathering
Learning Objective	To revise how to use the cover, title page, contents pages, indexes, page numbers to assess relevance and find information and use headings, sub-headings and captions to gain the main points or gist of a text.		
Background	<p>Class will already have looked at indexes, contents pages and glossaries (Y2T3b). A short revision session could involve children answering questions about an index page (Resource Sheet1).</p> <p>This is a lesson for a group of children as you need copies of the same or very similar books for each pair. It is important for the children to be able to handle the books and that they relate to work being covered in the curriculum.</p>		
Vocabulary	index, contents, glossary, alphabetical order, headings, sub-headings		
Materials required / preparation	<p>Books on the topic you wish to research - at least one book between two children.</p> <p>Questions on what to find out from the book</p> <p>Big book with good index to use for modelling</p> <p>Blank cards on which to write 3 questions related to the topic.</p>		
Introduction <i>Activating prior knowledge, sharing learning intentions, questions for discussion</i>	<p>Discuss what we might want to look up in the context of the chosen subject. Together formulate 3 questions – first orally, then write them down. Alternatively, have questions to answer already prepared. See resource sheet for an example</p> <p>How do we find the information?</p> <p>Using a big book, model finding the answer to one question. Explore what the children know of indexes, contents pages – where are they in a book, what order are they in and what is their purpose?</p>		
New learning or task <i>e.g. shared session, teacher demonstrations, modelling, supported activity</i>	<p>Answer a further question with the group. Model looking up a subject in the index, finding the page number and going to that page in the book. Scan the page for a keyword to indicate we have found the information we want. Highlight use of headings, sub-headings, illustrations, captions, labels, etc.</p>		
Development / application	<p>Divide the children into pairs and let them find the answer to the third question using the books provided.</p>		
Plenary	<p>Discuss the answers to question three. How did you locate the information?</p> <p>Re-iterate the need to know what we want to find out and ask one of the children to model again finding the page number in the index, going to the correct page and scanning the page for a keyword to indicate that we have found the information we want.</p>		
Extension	<p>Ask more complex questions for the more able children. Use more than one book to gain the answer.</p> <p>A further session could use a similar procedure to gain the main points or gist of a text.</p>		

Sample Resource Sheet 1

Year 3 term 1b

Revising using an Index

(Sample questions to ask about an Index using from *The Illustrated World of Tudors* by Peter Chrisp)

On which page would you find information about Henry VIII?

Is there any information on Edward VI?

How many pages of information are there on Elizabeth I?

How is the index organised to help you find what you need quickly?

Where is the entry on “Sir Francis Drake”? *This illustrates the alphabetical principle of looking up the surname, i.e. Drake, and not Sir or Francis.*

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Year 3	Term 1	Objective c	Presenting information
Learning Objective	To compare the way information is presented in electronic and print-based sources		
Background	Children will have already been introduced to indexes and contents pages, glossaries and have basic IT skills. Use a topic and questions related to cross curricular work. This lesson links to work on the Tudors.		
Vocabulary	Internet, websites, domains, search engines, key words, hyperlinks, cross-checking,		
Materials required / preparation	Computers with internet access. Books, including a big book on the subject to be researched – in this case Tudors - an appropriate history website Question sheet with the following questions: 1. Who was Henry VIII's second wife? 2. What is a farthingale? 3. Why did the Spanish Armada try to invade Britain?		
Introduction <i>Activating prior knowledge, sharing learning intentions, questions for discussion</i>	In this lesson we are going to explore how information is presented. Talk to your talk partners for one minute about the different ways we can find information. Write these up on a flip chart – for example: internet, website, asking people, books, DVDs, posters. It is not necessary to get the children to list all of these, but ensure you have websites and books written down.		
New learning or task – <i>e.g. shared session, teacher demonstrations, modelling, supported activity</i>	Investigate two presentations of similar information about the Tudors (one in a big book, one from the internet). Give pupils time to discuss the similarities and differences e.g. use of headings, illustrations, captions, hyperlinks, scrolling a page.		
Development / application <i>e.g. independent reading, paired reading, group work, activity</i>	Divide the children into two groups and give out the question sheet. Ask one group to find the answers using websites and the other group to use the books.		
Plenary	Share a few answers. Draw up a comparison chart of how the information was presented by both sources. Consider how useful the different sources were. Which information source was easier to use? Is a book sometimes better than a website? Is a website sometimes better than a book?		
Extension	This lesson can be developed to include a range of different search engines and websites. Also DVDs.		

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Year 3	Term 2 Objective a part 1	Locating / gathering
Learning Objective	To learn that the subject index tells you where to find the information you need to find a book. <i>(To revise that the library catalogue/wall index tells you what the library has got and where to find it).</i>	
Background	Children will already know the difference between fiction and non-fiction and understand that the non-fiction books are in numerical order. They should be aware of the wall index.	
Vocabulary	fiction, non-fiction, index, spine-label, Dewey	
Materials required / preparation	Resource sheet with list on left-hand side of subjects relevant to the curriculum which may or may not be found on the wall subject index (An example is provided). A simplified version is to include just subjects that can be found on the wall index.	
Introduction <i>Activating prior knowledge Sharing learning intentions Questions for discussion</i>	This builds on Y3T1 in which the children learned the difference between fiction and non-fiction and located these sections in the library. This lesson concentrates on non-fiction and the children should know by the end where to look for books on the subject they are interested in.	
New learning or task – e.g. <i>shared session, teacher demonstrations, modelling, activity</i>	Introduce the subject by recapping fiction and non-fiction. Ask children to point out where these are in the library. Point out the wall subject Index. How are the subjects arranged? What does each subject have next to it? Ask children what numbers certain subjects have. Discuss that: <ol style="list-style-type: none"> 1. the same subject can have different names – Romans/ancient Rome, magnets / magnetism, 2. some subjects are part of another and so you need to think of the broader subject if the narrower subject is not there e.g. dogs - broader term pets, football – broader term sport. Illustrate with examples. Demonstrate using first sections of enlarged task sheet. Refer to Dewey number.	
Development./ application. <i>e.g. independent reading, paired reading, group work</i>	<ol style="list-style-type: none"> 1. Children work in pairs to use the wall index to complete their task sheet. (Resource Sheet Y3 T2a is an example). The sheet should contain some easy subjects and some difficult ones. E.g. Muslims = Islam, France (broader term – Europe). Subjects from topics being studied at the moment should be used. 2. Children use this skill to find 3 books/resources relevant to a topic being taught in the curriculum. Remind pupils of use of spine label. 	
Plenary	Ask children what numbers they found for each subject on the list. Discuss tricky examples. Ask children to assess the usefulness of the 3 chosen resources and to select 2 to use in class.	
Extension	Children use books/resources in their topic.	

Y3T2a
Task Sheet

Non Fiction Books - using a subject index

Learning intention; to learn that the Subject Index tells you where to find the information you need.

Using the wall subject index, write down the Dewey numbers of these subjects:

Subject	Subject on wall index	Number
Ancient Egypt		
Cats		
Florence Nightingale		
France		
Magnets		
Muslims		
Shopping		
Swimming		
Tudors		

When you have completed this task, choose any one of these subjects and find a book on it. Write down below the title and the author.

The Tudors

1. Choose a book that you think will tell you about rich and poor people in Tudor times
2. Take notes about the differences
3. Write down the author, title and class number of the book that you used

The Tudors	Poor People	Rich People
What food Did they eat?		
What clothes did they wear?		
Did they go to School?		
What type of home did they have?		

I found this information in:

Author

Title

Class Number

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Year 3	Term 2	Objective a part 2	Locating / gathering
Learning Objective	To use alphabetical order – 1st and 2nd letters – to find books <i>(To revise that the library catalogue/wall index tells you what is in the library and where to find it and to be able use alphabetical order - first and second letters - to find books.)</i>		
Background	An important part of this lesson is to teach the children to scan the shelves to go to roughly the right place first before looking more carefully at each book on a shelf		
Vocabulary	fiction, stories, authors, alphabetical order		
Materials required / preparation	Two cards, one with Jamila Gavin's name written on and the other with John Agard More cards with other authors names written on – choose authors who write at Year three level.		
Introduction <i>Activating prior knowledge</i> <i>Sharing learning intentions</i> <i>Questions for discussion</i>	Discuss how you can locate the author's name – their first name and surname and how not to confuse the author with the publisher or illustrator. Also discuss double-barrelled names Revise how fiction is arranged on the shelves. Discuss what happens if you have two books by different authors but whose name begins with the same letter. Refer to an example.		
New learning or task – e.g. <i>shared session, teacher demonstrations, modelling, activity</i>	Tell the children you want to find a book by Jamila Gavin. Hold up the card. What letter do you need to look under? Model scanning the shelves to find G, point out the letter dividers telling you where to look on the shelves. Look in the middle of the shelf and tell the children that you have found the "H" books and ask if you should go forwards or backwards. Go backwards a bay and tell them you have arrived at the "F" books – should you go forwards or backwards? Go forwards, this time a shelf at a time until you find the G books. Model again saying you want to find a book by John Agard (showing the card) – get the children to tell you that A comes at the beginning, so you must go to the beginning of the shelves.		
Development . application. e.g. <i>independent reading, paired reading, group work</i>	Give the children a card, either each or in pairs, and ask them to find a book by that author.		
Plenary	Review what the children have learned e.g. using the surname, and not the first name, publisher or illustrator The children return the books they have found to their correct 'home'.		
Extension	Discuss what happens when there are two authors whose surnames start with the same letter – you look at the second letter, and if that is the same, you look at the third letter. Bigger libraries, such as the Idea Stores would organise the fiction like this.		

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Year 3	Term 2	Objective b	Recording information
Learning Objective	To understand the purpose of note-taking and be able to make notes for themselves and others; to identify and use key words, phrases or sentences; to make simple charts to capture key points.		
Background	Use a current study topic, e.g. Tudor poor people. Children will already be familiar with looking for subjects in the wall subject index and parts of a book.		
Vocabulary	Taking notes, note-taking, keywords,		
Materials required / preparation	Several books on Tudor rich and poor people. For example: Knapp, Brian Rich and poor in Tudor times Middleton, H Tudor rich and poor Minnis, I You are in Tudor England Note-taking Organiser. Enlarged copy for shared session		
Introduction <i>Activating prior knowledge Sharing learning intentions Questions for discussion</i>	<p>In this session, we want to find out what life was like for rich and poor children in Tudor times.</p> <p>Ask the children to remind you how to find a book on Tudors and how we decide if the book is going to tell us what we want to know (look at the title, series and contents pages).</p> <p>Once we have found a book we think will help, we need to find the information we want and take notes.</p> <p>Why would we want to take notes? (to remind ourselves of what we have read, to be able to use the information later)</p>		
New learning or task – e.g. <i>shared session, teacher demonstrations, modelling, activity</i>	<p>Explain that the key to good note taking is writing what is important in as few words as possible and then being able to use the information later.</p> <p>Model answering the first question:</p> <p>Before we begin we need to know what our question is, and therefore decide what words we need to look for in the chapter headings, sub-headings and in the text itself</p> <p>Find the section or page that you think will answer the question.</p> <p>Read the first sentence. Does it answer or help answer the question? If not, go to the next sentence.</p> <p>If it answers the question, look at words and phrases. Ask: “Which of these words and phrases answer my question?” You don't need to use any of the words that are just filler.</p> <p>Record the words on the appropriate place on the note taking organiser.</p>		
Development . application. <i>e.g. independent reading, paired reading, group work</i>	<p>In pairs, ask the children to read the text in the book and make notes on their own note-taking organiser.</p> <p>When we have taken notes, we must remind ourselves of where we found the information – so there is a space at the bottom of the note-taking organiser to write down the author title and class number of the book we used so that we can find it again.</p>		
Plenary	We have made notes to remind ourselves about what we have read, so that we can do our homework		
Extension	For homework or in a future lesson, children can take their notes and write a paragraph or sentence about what rich and poor people eat, etc.		

The Tudors

4. Choose a book that you think will tell you about rich and poor people in Tudor times
5. Take notes about the differences
6. Write down the author, title and class number of the book that you used

The Tudors	Poor People	Rich People
What food Did they eat?		
What clothes did they wear?		
Did they go to School?		
What type of home did they have?		

I found this information in:

Author

Title

Class Number

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Year 3	Term 2	Objective c	Locating/gathering
Learning Objective	To choose appropriate words to use to search for books on an information topic using the school library computer.		
Background			
Vocabulary	keywords, subject, catalogue record, field, general, specific, plural, nouns, "hits"		
Materials required / preparation	<p>Access to the school library catalogue, wall index, cards with very specific subjects</p> <p>Examples of books that have the subject word in the title, and some that do not.</p> <p>e.g. a) The Victorians, Solids, Liquid and Gases, Trains</p> <p>b) Judy Allen - The Blue Death (about Victorian Public Health, Robin Nelson – freezing and melting (about solids and liquids) Sue Barraclough - The railway station (about trains)</p>		
Introduction <i>Sharing learning intentions, activating prior knowledge, questions for discussion</i>	<p>Look at a catalogue record on the large screen, and discuss the fields containing author, title and then point out the keywords field. Discuss the general terms listed and the specific terms</p> <p>Discuss general subjects such as history, geography and more specific subjects such as Celts, Romans, and more specific still – Boudicca</p> <p>Sport – ball sports – football – goalkeepers</p> <p>Animals – pets - dogs</p> <p>Discuss what these books (a) are about – i.e. the subject of the book, rather than the title of the book.</p> <p>Look at some examples of books (b) where the subject of the book is not in the title</p> <p>e.g. The Story of a Conquest is about the Anglo-Saxons and Normans</p> <p>A book on Boudicca is about the Celts and the Romans in Britain</p> <p>The library catalogue helps you find these books because the cataloguer (the librarian!) typed in the more useful words into the keyword field.</p>		
New learning or task	<p>Give the children cards with very specific subjects on them and ask them to search the library catalogue for this subject</p> <p>If there are no "hits", ask them to think of a slightly more general subject until a suitable book has been found – then they can go and find the book to check it contains what they wanted</p>		
Development / application.	<p>Look at the wall subject index and discuss the types of words there – are they general and/or specific? Are they all plurals, Are they all nouns?</p>		
Plenary	<p>General searches will give you too many "hits", too specific searches might not give you any "hits". Searches usually use plural words. You are searching for words that might be in the keywords or title field.</p>		
Extension	<p>Discuss combining words using "And"</p> <p>Discuss how keywords are allocated to fiction titles as well – genre, subject</p>		

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Year 3	Term 3	Objective a	Locating / gathering
Learning Objective	To understand the organisation of the non-fiction books in the library and to locate books using the classification scheme in class or school library.		
Background			
Vocabulary	Title, Author, Subject Index, Dewey Number		
Materials required / preparation	Card with Dewey Number, keyword and colour for each child, copies of the subject index.		
Introduction / <i>Activating prior knowledge</i> <i>Sharing learning intentions</i> <i>Questions for discussion</i>	<p>Explain what the subject index is and that the library is divided up into subjects that are marked by different colours. Recap where they will find the author and title information.</p> <p>Why are we doing this? To help us find the right book for a specific subject.</p>		
New learning or task – e.g. <i>shared session, teacher demonstrations, modelling, activity</i>	<p>Model how to use the subject index to find a subject and choose a book.</p> <p>Give the children pre-prepared cards with a Dewey Number, keyword and the subject colour on them and room for them to record the title and author of the book they choose.</p> <p>Let the children select an appropriate book with the correct number, colour and keyword.</p> <p>Get them to fill in the title and author on the card then replace the book in the correct place.</p>		
Extension, development . application. e.g. <i>independent reading, paired reading, group work</i>	<p>Copy a picture from the chosen book onto the card.</p> <p>Find an interesting fact from the book and copy it onto the card.</p>		
Plenary	Recap why books are separated into subjects and given different colours. Ask if they found it easier to find a book on a specific subject now that they can use the wall index.		

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Year 3	Term 3	Objective b: part 1	Planning
Learning Objective	To understand how pictures can be used to answer questions. (To understand what sources can be used to answer questions – first-hand experience, people, libraries, and the internet - and to know which ones to use for a given task.)		
Background	Two of a possible series of lessons based on focusing on different sources of information to answer questions. In each case strategies for extracting information and the advantages and disadvantages of different sources should be considered. Relate sources to work in the curriculum. This activity provides useful practice at formulating questions as well as developing skills in reading visual images. This work provides an opportunity to revisit reading instruction texts. Pupils should have explored 'What makes a good question?'		
Vocabulary	questions, detail		
Materials required / preparation	A collection of interesting pictures or picture cards related to relevant topic e.g. famous paintings, city streets. Make sure the pictures are full of interesting detail. Resource Sheet 1 - instructions for the 'Picture questions game 1'. An enlarged version for display (hard copy or IT).		
Introduction (<i>Sharing learning intentions, activating prior knowledge, questions for discussion</i>)	Explore in detail a large picture using questioning. Model strategies to read the picture e.g. focusing in on particular sections; skimming, scanning then close scrutiny; looking for patterns or a story/theme. Revise what makes an effective question. Shared write one or two interesting questions. Pupils in pairs write on whiteboards or post-its a question about the picture Further explore using these questions to 'read' the picture and extract information. Demonstrate how often there can be more than one possible answer.		
New learning or task e.g. <i>shared session, teacher demonstration, modelling, supported activity</i>	Model and share playing the 'Picture questions game'. Refer to enlarged instructions. (see Resource Sheet 1) Pupils explain how they found their answers. Make explicit strategies for reading pictures.		
Development/ application. e.g. <i>independent reading, paired reading, group work, activity</i>	Each child reads the instruction sheet/card and carries out the task. (See Resource Sheet 1)		
Plenary	Share questions and answers. Revise how to 'read' a picture. Draw up a checklist.		
Extension	Ensure that questions are asked in other lessons that involve close reference to illustrations as well as text. Try PART 2.		

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Year 3	Term 3	Objective: b: part 2	Planning
Learning Objective	<i>To understand how pictures can be used to answer questions. (To understand what sources can be used to answer questions – first-hand experience, people, libraries, and the internet - and to know the differences.)</i>		
Background	<p>Two of a possible series of lessons based on focusing on different sources of information to answer questions. Strategies for extracting information and the advantages and disadvantages of different sources should be considered. Relate sources to work in the curriculum.</p> <p>This activity provides useful practice at formulating questions as well as developing skills in reading visual images.</p> <p>This work provides an opportunity to revisit reading instruction texts. Pupils should have explored ‘What makes a good question?’</p> <p>Best done with one or two groups.</p>		
Vocabulary	questions, detail		
Materials required / preparation	<p>A collection of interesting pictures or picture cards related to relevant topic e.g. famous paintings, city streets. Make sure the pictures contain striking detail.</p> <p>‘Reading’ pictures checklist. Two questions - one good, one poor.</p> <p>Resource Sheet 2 - instructions for the ‘<i>Picture questions game 2</i>’.</p> <p>An enlarged version for display (hard copy or IT).</p>		
Introduction (<i>Sharing learning intentions, activating prior knowledge, questions for discussion</i>)	<p>Child recalls PART 1.</p> <p>Using a large picture, revise strategies for ‘reading’ a picture. Refer to the checklist.</p> <p>Discuss ways of memorising the picture e.g. closing your eyes and creating a visual image, looking for patterns or key areas/objects.</p> <p>Show two questions - Which question is the best? Why?</p>		
New learning or task <i>e.g. shared session, teacher demonstration, modelling, supported activity</i>	<p>Model and share playing the ‘<i>Picture questions game</i>’. Refer to enlarged instructions. (see Resource Sheet 2)</p> <p>Ensure that the picture is only looked at for 30 seconds and then hidden.</p> <p>Pupils explain how they found their answers. Make explicit strategies for reading pictures.</p>		
Development/ application. <i>e.g. independent reading, paired reading, group work, activity</i>	Each child reads the instruction sheet/card and carries out the task. (see Resource Sheet 2)		
Plenary	Share questions and answers. Revise how to ‘read’ a picture. Discuss: What are the advantages and disadvantages of using pictures to gain information?		
Extension	Ensure that questions are asked in other lessons that involve close reference to illustrations as well as text. Ask more pupils the questions and design a graph of results.		

Y3T3b
Resource Sheet 1

The Picture Questions Game 1

Choose a picture that you consider to be interesting. Make sure that it is full of detail.

You will need a piece of paper for your questions and two half size pieces of paper for each child to write the answers on.

1. Look at the picture very carefully. Now write down 5 questions about the picture that you think another child should be able to answer.
2. Now choose a friend.
Warn your friend that you are going to ask him/her to look at the picture and answer 5 questions.
3. Let your friend look at the picture.
4. Show the questions. Your friend must use the picture to write the answers to your questions.
5. Now mark the answers with a coloured pencil - correct, wrong or half a mark.
6. Both of you look at the picture again and go through the answers.
7. Now choose another friend /pupil and do exactly the same thing. Use the same 5 questions.
8. Compare results.
9. Who 'read' your picture the best?
Which of your questions were the most successful and why?

Y3T3b
Resource Sheet 2

The Picture Questions Game 2

Choose a picture that you consider to be interesting. Make sure that it is full of detail.

You will need a piece of paper for your questions and two half size pieces of paper for each child to write the answers on.

1. Look at the picture very carefully. Now write down 5 questions about the picture that you think another child should be able to answer after looking at the picture for only 30 seconds.
2. Now choose a friend.
Warn your friend that you are going to ask him/her to look at the picture for 30 seconds and then answer 5 questions.
3. Let your friend look at the picture for 30 seconds then take it away.
4. Show the questions. Your friend must write the answers to your questions without looking at the picture.
5. Now mark the answers with a coloured pencil - correct, wrong or half a mark.
6. Both of you look at the picture again and go through the answers.
7. Now choose another friend/ pupil and do exactly the same thing. Use the same 5 questions.
8. Compare results.
9. Who 'read' your picture the best?
Which of your questions were the most successful and why?

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Year 3	Term 3	Objective c	Locating / gathering
Learning Objective	To scan indexes and directories to locate information quickly and accurately		
Background	How a non-fiction book is organised.		
Vocabulary	Alphabetical order, index, contents, title pages.		
Materials required / preparation	Several copies of the same text book and photocopies of the index page. Pencils and paper.		
Introduction / <i>Activating prior knowledge</i> <i>Sharing learning intentions</i> <i>Questions for discussion</i>	<p>Briefly discuss the difference between fiction and non-fiction. Point out how a fiction book differs from a non-fiction book. A fiction book may have a contents page but it does not have an index – why?</p> <p>Why is an index better than the contents page for looking up specific facts?</p> <p>How is the index ordered? Recap alphabetical order.</p>		
New learning or task – e.g. <i>shared session, teacher demonstrations, modelling, activity</i>	<p>Make sure children understand alphabetical index. Ask them to stand in line in alphabetical order of their surnames.</p> <p>Model looking up certain subjects in an index. Make sure that children know that a person is listed by his surname, not his first name.</p> <p>Give out worksheets which contain questions like “On which page would you find information on,,,,,?” “How many pages contain information on?” “Put ‘Florence Nightingale’ in this index. “</p> <p>Children should work in mixed ability pairs.</p>		
Extension, development . application. e.g. <i>independent reading, paired reading, group work</i>	<p>Ask the children to find out certain facts from the books using the index. E.g. “In which year was Florence Nightingale born?” “Why was she called ‘Florence’?”</p>		
Plenary	Gather children together to discuss with them what they have found.		

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Year 4	Term 1	Objective a	Locating / gathering
Learning Objective	To use the library to find a range of genre and forms, <i>including plays, poetry, newspapers/magazines, historical fiction, anthologies;</i>		
Background	The fiction in the library will usually be arranged in alphabetical order by author's surname. It is possible to use genre stickers to stick on a book to indicate its genre, but this is not necessary. This lesson looks at how children can attempt to determine the genre of a book without such aids.		
Vocabulary	Genre, surname		
Materials required / preparation	Selection of books of different genres on each table Post-its Whiteboard on which to make a list of genre the children think of. Cards with the names of genre written on: science fiction, horror, fantasy, mystery, adventure, historical fiction, short stories, sport stories, animal stories		
Introduction <i>Activating prior knowledge, sharing learning intentions, questions for discussion</i>	Discuss why stories / fiction have a letter on their spine rather than a number (letter indicates fiction author's surname). Show an example of a genre (e.g. science fiction). Ask pupils to discuss the different genres they can think of. Make a list. Discuss any known key features of particular genre. Start a checklist that can be added to in other lessons.		
New learning or task <i>e.g. shared session, teacher demonstration, modelling, supported activity</i>	Have examples of each genre and investigate how you can tell the genre of a book (e.g. by looking at the cover, picture, author, blurb, reading an extract). Model an example. Point out that not all books can be categorised in a particular genre and some can be categorised in two or more. On each table have a group of books and ask the children to identify the genre of each by looking at the front cover, the colour, title, the blurb, the pictures, etc. Use post-its or cards to label books. Remind the children of the strategies they can use to decide on the genre.		
Development / application e.g. <i>independent reading, paired reading, group work, activity</i>	Give children in pairs a genre card or ask them to pick a card. Pairs can either browse the fiction shelves to identify another book in this category or look at extra books on their table, according to their ability. As an extension they can repeat the task using other genre cards or read a chosen book. Discuss genres they particularly enjoy. Why?		
Plenary	Share some examples of the different genre, evaluate how far they were successful and reinforce the strategies used. Add to the genre checklist. Remind children of the different genres and that everyone likes to read different things – we should always try new things, but it's OK not to like a particular book.		
Extension	Children can be asked to devise a logo for each genre. If the library has a computer system, model how to search for a book of a particular genre by typing in the word into the search box.		

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Year 4	Term 1	Objective b	Planning
Learning Objective	To understand that not all sources, including internet sources, give accurate information, that some sources offer beliefs and opinion rather than fact.		
Background	Children compare two sources of information, one factual and one offering mainly strong opinions. The topic used in this example can be substituted with any topic under discussion in the classroom.		
Vocabulary	opinion, fact		
Materials required/ preparation	<p>A set of fact/opinion sorting cards (e.g. Resource Sheet 1).</p> <p>A letter, advert or article from a newspaper, magazine or leaflet. RS2 gives an example about fishing. An alternative is similar resources from the internet/social media. This session is best linked to cross curricular work.</p> <p>You need two examples –one for the group to look at together and one for pairs of children to look at on their own.</p>		
Introduction <i>Activating prior knowledge, sharing learning intentions, questions for discussion</i>	<p>Introduce the lesson. Discuss the objective, exploring the difference between fact and opinion.</p> <p>Children play the ‘fact and opinion sorting game’. (see RS1)</p> <p>Discuss what words indicate that the statement might be an opinion or belief rather than fact.</p>		
New learning or task <i>e.g. shared session, teacher demonstration, modelling, supported activity</i>	<p>Read the letter from a newspaper on fishing (RS2) or another passage that contains both fact and opinion</p> <p>Highlight what is fact and find examples of opinion. (Use paired talk and text annotation.)</p>		
Development / application <i>e.g. independent reading, paired reading, group work, activity</i>	<p>Give the children the second text and ask them to fill in the blank sheet with fact and opinion statements taken from the text (RS3) to create their own “fact and opinions sorting game”.</p>		
Plenary	<p>Try out the game and evaluate its success.</p> <p>Share examples of fact and opinion.</p> <p>Why do some sources of information not give completely accurate information?</p>		
Extension	<p>Explore the chosen topic on the internet.</p> <p>Further explore newspaper/magazine/internet articles highlighting what is fact and what is opinion.</p>		

Year 4 1b

Resource Sheet 1

The Fact and Opinion Sorting Game

Cut out the statements, shuffle the set and then ask a partner to sort them into two piles – fact or opinion

Fact	Opinion
Thirty one children are in our class.	I think that's a brilliant idea!
Fish swim in rivers.	Chocolate is the best flavour for ice-cream.
The Pacific is the biggest ocean in the world.	You should always put on a coat when you go out.
There are 26 letters in the alphabet	Dogs make better pets than cats.
Eleven players form a football team.	Matilda is a beautiful name.

Year 4 1b
Resource Sheet 2

Angler Fights Back!

Has the whole world gone mad? Have the anti-fishing brigade got nothing better to do on a peaceful Sunday than to invade our beautiful river bank and try to prevent us fishermen from enjoying an ancient pastime? I was appalled by what happened to me and my friends last week. We were quietly fishing when all of a sudden we were set upon by a bunch of maniacs who want fishing and hunting to be banned. They know nothing about our wonderful hobby.

They broke our fishing rods and threw away our bait. What right have these people to do that? There are lots of things in this world I don't agree with but I don't go around hurting people and damaging property! These people are a disgrace and should be stopped. Why can't they just let others enjoy their hobbies while they enjoy theirs? I always put back the fish I catch and they're never harmed. They feel no pain. The ones I do keep, I eat – after all, we've got to eat something! Our sport does no one any harm. Leave us alone to fish in peace!

John Wood, Melville Place

Year 4 1b

Resource Sheet 3

The Fact and Opinion Sorting Game

Cut out the statements, shuffle the set and then ask a partner to sort them into two piles – fact or opinion

Fact	Opinion

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Year 4	Term 1	Objective c	Recording information
Learning Objective	To pick out key sentences/phrases that convey information from a specific section of text.		
Background	The lesson can be taught either in the library or in a classroom. It does not rely on library resources. This skill is useful for note-taking but is also vital when referring to text for evidence when answering comprehension questions.		
Vocabulary	note-taking		
Materials required / preparation	A whiteboard or flip chart Highlighting pens		
Introduction <i>Activating prior knowledge, sharing learning intentions, questions for discussion</i>	<p>When we read, we often need to be able to find a key phrase or sentence that answers our question or sums up what the text is about.</p> <p>What is the key sentence or phrase in this story? Provide an oral example based on the key sentence/phrase 'I stole the money'. Role play teacher and child with other adult or a child as the teacher.</p> <p>Pupils in pairs do the same activity based on the key sentence/phrase 'I hit him'. Role play teacher and child.</p>		
New learning or task <i>e.g. shared session, teacher demonstration, modelling, supported activity</i>	<p>Read an example of a note to the teacher:</p> <p>e.g. Dear Teacher,</p> <p>How are you? I am well, but my husband has a bad leg. I hope your family is well. Amir has a hospital appointment on Friday 2nd March. He is a bit frightened about it – I hope he will be alright. He will come back to school on Monday 5th March week.</p> <p style="text-align: right;">Love, Mrs. A.. (see Resource Sheet 1)</p> <p>What does the teacher need to know? Ask pupils to highlight the key phrases that convey the necessary information needed.</p> <p>Make explicit key strategies to find the main phrase or sentences – draw up a checklist. e.g.</p> <ul style="list-style-type: none"> • Know the purpose for the read or question to be answered; • Quickly read the whole text; • Skim and scan the text for key words or phrases; • Re-read to check. 		
Development / application <i>e.g. independent reading, paired reading, group work, activity</i>	<p>Choose a short text related to work being done in class and ask a comprehension question that involves reference to the text.</p> <p>e.g. What does say that indicates he was very angry? (fiction), What are the two main reasons for having plenty of sleep? (non-fiction)</p>		
Plenary	<p>Pupils in pairs share their answers and evaluate their success against the checklist.</p> <p>Why is it useful to be able to pick out key phrases or sentences?</p>		
Extension	<p>Having the same text on computer screen. Each group eliminates everything except the key phrases or sentences. Groups compare their results.</p>		

Year 4 1c

Resource Sheet 1

Dear Teacher,

How are you? I am well, but my husband has a bad leg. I hope your family is well. Amir has a hospital appointment on Friday 2nd March. He is a bit frightened about it – I hope he will be alright. He will come back to school on Monday 5th March.

Love, Mrs. A.

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Year 4	Term 2 Objective a: part 1	Locating / gathering
Learning Objective	To appraise a non-fiction book for its contents and usefulness by scanning headings, contents list, etc.	
Background	This activity focuses on making appropriate choices to satisfy specific needs. This example looks at life for children in World War Two, but it can be adapted for other subjects	
Vocabulary	<i>contents page, keyword, index, skimming and scanning</i>	
<i>Materials required / preparation</i>	A collection of non-fiction books on World War Two. Multiple copies of one text or big book version.	
Introduction <i>Activating prior knowledge Sharing learning intentions Questions for discussion</i>	What strategies can we used to find information quickly? (contents page, index, illustrations, headings, sub-headings, skimming, scanning, finding key words etc.) Brainstorm what children know about World War Two and get them to generate 3 or 4 key questions. (have some questions prepared to complement the children's' questions if necessary)	
New learning or task – <i>e.g. shared session, teacher demonstrations, modelling, activity</i>	<ol style="list-style-type: none"> 1. Look at the collection of books and as a group quickly evaluate their usefulness. (set a time limit). Decide on the probable most useful text or texts. 2. Discuss and list what criteria were used to decide on usefulness. (e.g. front cover, blurb, contents, index, scanning headings, illustrations, level of difficulty of text, layout) 3. Model looking up the answer to one of the questions in a chosen text. 4. Support children to look up answers to other questions in same text. 5. How useful was the book? 	
Development, application. <i>e.g. independent reading, paired reading, group work</i>	Give pairs of children the collection of books. The group look up the answers to the questions using all the texts and record an evaluation of their usefulness (They could give a mark out of 10).	
Plenary	Which text was the most useful? Why? How accurate was the original prediction? Recap on strategies used to evaluate how useful a text is likely to be.	
Extension	Repeat as an independent task with another set of questions	

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Year 4	Term 2	Objective a: part 2	Locating / gathering
Learning Objective	To appraise a non-fiction book for its contents and usefulness by scanning headings, contents list, etc.		
Background	<p>This activity builds on Y2T3 - using key elements of non-fiction texts to locate information and Y3T1 - using contents pages, indexes and heading to locate information.</p> <p>This example looks at life for children in World War Two, but it can be adapted for other subjects</p>		
Vocabulary	contents page, keyword, index, skimming and scanning		
Materials required / preparation	A collection of non-fiction books on the home front in World War Two, including a book or books that cover rationing.		
Introduction <i>Activating prior knowledge</i> <i>Sharing learning intentions</i> Questions for discussion	<p>Discuss:</p> <p>What strategies can we use to find information quickly? (contents page, index, illustrations, headings, sub-headings, skimming, scanning, finding key words etc.)</p> <p>What is the difference between contents & index pages?</p>		
New learning or task – <i>e.g. shared session, teacher demonstrations, modelling, activity</i>	<p>Begin by brainstorming what children know about rationing and food in World War II and generate questions, or you can use these specific question: e.g.</p> <ul style="list-style-type: none"> • What foods were rationed in World War Two? • What was used as a substitute for tea? • Why did people’s health improve as a result of rationing? • Find a recipe that was invented as a result of rationing <p>Model looking up the answer for one question using a relevant key word and the contents page. How useful was the book?</p> <p>Repeat using same question with another one or two texts. At least one of these texts should involve having to use an index and/or headings to locate information. Consider the usefulness of each book.</p> <p>Give each text a mark out of 10 for usefulness. Discuss issue of level of reading difficulty – How important is this? Which text was the most useful? Why?</p>		
Development/ application. <i>e.g. independent reading, paired reading, group work</i>	<p>Give pairs of children the collection of books. and questions</p> <p>Agree success criteria e.g.</p> <ul style="list-style-type: none"> - Read the questions and find the key word(s) - Use your strategies to try and find the answers (e.g. scan the contents page for the key word) - Repeat with two more books - Decide which book was the most useful - Give each book a mark out of 10 or explain which book was the most useful to the group). 		
Plenary	<p>Recap on strategies used to find the information needed quickly. Share some information found.</p> <p>Pairs explain why they chose a particular book as the most useful.</p>		
Extension	<p>More able children can fetch the books on World War Two from the shelves at the beginning of the lesson and be asked to put them away again at the end.</p> <p>Extra questions or texts to refer to can be provided.</p>		

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Year 4	Term 2	Objective b	Recording information
Learning Objective	To scan texts in print or on webpages to locate key words or phrases, useful headings or key sentences and to use these as a tool for summarising text		
Background	This builds on scanning, skimming skills developed in Y2T2c, Y3T2b and Y4T2a		
Vocabulary	skimming and scanning, summarise, key words		
Materials required / preparation	Enlarged text taken from library book to be used in lesson Selection of appropriate texts. Four questions relevant to topic (see Resource Sheets Y4T2b) Resource Sheet relevant to topic (see Resource Sheets Y4T2b example)		
Introduction / <i>Activating prior knowledge</i> <i>Sharing learning intentions</i> <i>Questions for discussion</i>	Share question 1. Model going to the shelves to find the book you are going to use. (look up “habitats” on the wall subject index, read out the colour and class number, identify which section, and which part of the section to look in) With the book as an example, review what the terms ‘keywords’ ‘sub-headings’ and ‘headings’ mean. Explain that you want the children to be able to pick out the requested information from more detailed text. Remind children of the key to note taking introduced in Y4T1c: Only what is Important but Everything that is needed Questions: How do I decide what is relevant? What makes something a keyword? Am I really highlighting useful information?		
New learning or task – <i>e.g. shared session, teacher demonstrations, modelling, activity</i>	Using question 1 model with enlarged text how to pick out keywords or phrases, underline/highlight them and explain what makes them keywords. Pupils use the highlighted text to summarise to their partner what they have found out and fill in question 1 on Resource Sheet. Using question 2 repeat above procedure only this time find key words but do not physically highlight. Shared write a summary answer before children record own answers.		
Development / application. e.g. <i>independent reading, paired reading, group work</i>	Divide the children into groups of 2. Remind the children of the two remaining questions. Using pre-selected books ask the children to scan the text using keywords and headings as a starting point to answer set questions. (See attached examples using texts on Habitats). Pupils either summarise to another pair what they have found out and complete resource sheet.		
Plenary	Discuss the importance of summarising long texts i.e. to make it quicker and easier to understand and how looking for keywords, key sentences and headings is a good place to start.		
Extension	Include a wider range of questions (e.g. inferential questions). Use IT sources, including the appropriate websites.		

Y4 T2 b
Resource Sheet 1

Using Where wildlife lives by Jim Pipe (Franklin Watts Books; 0749662700) record brief answers to the following questions.

Keywords that you may find useful:

animals
live
trees

Question 1:

Which animals live in trees and woods?

1.		5.	
2.		6.	
3.		7.	
4.		8.	

Question 2:

What do beetles feed on?

Question 3:

Name two animals that make their nests in trees?

Question 4:

How do woodpeckers find insects?

Y4 T2 b
Resource Sheet 2

Using Where wildlife lives by Jim Pipe (Franklin Watts Books; 0749662700) record brief answers to the following questions.

Keywords that you may find useful:

animals
insects
live
ponds
rivers

Question 1:

Which animals live in ponds and rivers?

1.		5.	
2.		6.	
3.		7.	
4.		8.	

Question 2:

What do turtles and fish feed on?

Question 3:

What does a dragonfly hunt?

Question 4:

Name two things that are used to pond dip:

Y4 T2 b
Resource Sheet 3

Using All Kinds of Habitats by Sally Hewitt (Franklin Watts Books; 0749642718) record brief answers to the following questions.

Keywords that you may find useful:

animals
plants
habitats
rainforests
live

Question 1:

Which animals and plants live in the rainforest?

Animals in the rainforest

Plants in the rainforest

1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	

Question 2:

What is the leafy roof of a rainforest called?

Question 3:

What do Toucans eat?

Question 4:

Where do orchids, vines and bromeliads collect water from?

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Year 4	Term 2	Objective c: part 1	Recording information
Learning Objective	To be able to make notes from a variety of sources and present appropriately e.g. wall chart, labelled diagram, oral presentation.		
Background	Y1T3c – children began to locate and use parts of the text that give particular information, Y4T2a - children took notes from one source and Y2T2a – children explored the variety of ways in which information can be presented.		
Vocabulary	notes, scanning, keywords, relevant, trash, treasure		
Materials required / preparation	Selection of books/resources on food chains. e.g. Greenaway, Theresa - <i>Food Chains</i> Ganeri, Anita - <i>Food chains and webs</i> Lauber, Patricia - <i>Who eats what?</i> Website: http://www.countrysidefoundation.org.uk/Activities/Food chain/chainmain.htm Note taking organiser or Resource Sheet Y4T4c. A set of relevant questions for grid.		
Introduction <i>Activating prior knowledge</i> <i>Sharing learning intentions</i> <i>Questions for discussion</i>	Ask the children to recall how we find information (e.g. by looking at the question, deciding on keywords and looking for these in the book). Review what the terms 'keywords', 'headings' and 'relevant' mean.		
New learning or task – e.g. <i>shared session, teacher demonstrations, modelling, activity</i>	Either show the children how to make a note-taking organiser (Take a piece of paper and fold in half, in half again in the same direction and then in half and in half again in the other direction. You should have folds in the paper making 16 boxes. Or create a table of 4 rows and 4 columns in a Word document). Or Use a resource sheet (e.g. Resource Sheet Y4T4c) Explain the note taking method called Trash-n-Treasure: Scan the chapter/page and find the page/section that you think will answer your question. Read the first sentence. Does it help to answer the question? If not, go to the next sentence because it is trash (to you). If it answers the question, look at words and phrases. Ask yourself: "Which of these words and phrases answer my question?" These words and phrases are the treasure you are seeking. Don't use any of the words that are just fillers. Record the "treasure" words on the appropriate place on the note taking organiser. Go to the next sentence and repeat. Do this until the section is finished.		
Development . application. <i>e.g. independent reading, paired reading, group work</i>	Ask the class to fill in the note-taking organiser with information taken from at least three sources. The grid includes writing down the name of each source.		
Plenary	Review how notes are taken – scan for the words you need to look for, read the sentence, write down just what is important. The next lesson we will use our notes to present the information we have gathered.		
Extension	More able children can devise their own questions on the grid.		

Y4 T2 c

Note-Taking Organiser

Name	Question 1	Question 2	Question 3
Topic: Food chains	What animals are herbivores? Give some examples.	What animals are carnivores? Give some examples.	What animals are omnivores? Give some examples.
Source 1			
Source 2			
Source 3			

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A Library and Information Skills Scheme of Work: 3rd edition March 2018

Year 4	Term 2	Objective c: part 2	Recording/presenting information
Learning Objective	To be able to make notes from a variety of sources and present appropriately e.g. wall chart, labelled diagram, oral presentation.		
Background	Y1T3c – children began to locate and use parts of the text that give particular information, Y2T2a – children explored the variety of ways in which information can be presented. This is a continuation of Y4T2c (part 1).		
Vocabulary	presentation, wall chart, labelled diagram, oral presentation		
Materials required / preparation	Notes from previous session Y4T2c part one, examples of wall chart i.e. timelines, labelled diagrams, bar charts etc.		
Introduction / <i>Activating prior knowledge</i> <i>Sharing learning intentions</i> <i>Questions for discussion</i>	Recall the how we took notes in the last activity. Share enlarged example.		
New learning or task – <i>e.g. shared session, teacher demonstrations, modelling, activity</i>	<p>Discuss why we took notes and suggest that on this occasion we might want to explain to Year 2 children what a food chain is. Discuss and show examples of the different ways in which the information can be presented and what type of information might fit each technique.</p> <p>Decide on a form of presentation.</p> <p>Demonstrate how to use a set of notes to start the presentation. Refer to set of notes and orally rehearse thought processes.</p> <p>Create a set of success criteria.</p>		
Development . application. <i>e.g. independent reading, paired reading, group work</i>	<p>Divide class into their previous pairs/groups from the last activity.</p> <p>Either Group use notes to complete presentation already decided upon</p> <p>Or Ask each group to decide how they want to present the information they have from their notes.</p> <p>Time will need to be allowed to discuss and to go over notes taken.</p>		
Plenary	<p>Pupils rehearse showing or explaining their presentations in pairs/groups.</p> <p>Group evaluate each others presentations in terms of clarity, level of interest and overall effectiveness.</p>		
Extension	This may need more than one session to complete. Make this work part of class project, etc.		

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Year 4	Term 3	Objective a	Locating / gathering
Learning Objective	To understand that some subjects in the library have more than one classification number		
Background	Pupils will know how to find a classification number for a certain subject already		
Vocabulary	Lateral thinking, classification number, keyword		
Materials required / preparation	Worksheet as attached.		
Introduction / <i>Activating prior knowledge</i> <i>Sharing learning intentions</i> <i>Questions for discussion</i>	In a group say one word and ask for examples of associated words, e.g. India (countries, Asia, religion). Explain to the group that this is lateral thinking and establish how useful it can be in research.		
New learning or task – e.g. <i>shared session, teacher demonstrations, modelling, activity</i>	<p>Ask pupils to read the worksheet and write down five or more words you can associate with 'cat'. Ask them to go to the shelves of the library and look for more clues if you are short of ideas.</p> <p>If a library computer catalogue is used (e.g. JL.net), go to enquiry mode and search. The computer will sometimes suggest alternative words if nothing is found.</p> <p>Pupils should then try finding the words they have written down in the subject index and write down the classification number next to the word if they have found it in the index.</p> <p>Repeat this with another word, 'invaders'. It may be more appropriate to tie the choice of words with a subject currently being studied in the curriculum.</p> <p>Finish with a more challenging word, e.g. star.</p>		
Extension, development . application. <i>e.g. independent reading, paired reading, group work</i>	<p>Think of more examples e.g. football, people who help us, animals.</p> <p>Ask the pupils to choose their own subject to find out about.</p>		
Plenary	Ask the pupils what they have done today. Discuss how this process of lateral thinking might help pupils locate a source in the subject index by themselves.		

Year 4 Term 3 a worksheet

Refine your search – think laterally

cat	

invaders	

star	

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Year 4	Term 3	Objective b	Planning
Learning Objective	To understand the value of choosing relevant key words when using a subject index, including using collective nouns and synonyms, e.g. birds for robin, fire for heat.		
Background	Pupils have some knowledge of searching but need to develop skills further		
Vocabulary	Keyword, synonym		
Materials required / preparation	Worksheet, multiple copies of the alphabetical subject index or wall index		
Introduction / <i>Activating prior knowledge</i> <i>Sharing learning intentions</i> <i>Questions for discussion</i>	Explain that not all words will be found in the subject index and that sometimes you have to think of a more likely word. Start with the specific and then become more general, i.e. look up robins but if this is not in the index what words can you then look up?		
New learning or task – e.g. <i>shared session, teacher demonstrations, modelling, activity</i>	<p>Model trying to find a book on Bangladesh.</p> <p>This subject is not in the subject index so show how you think of Asian countries and find it in the index. Ask pupils to read the worksheet and to look up the subjects given. If they cannot find the word, they should think of another word that is more likely to be there and write it alongside. They can then check to see if it is in the subject index and to copy out the classification number for it.</p> <p>Use a subject they are currently studying so they can create their own list of likely keywords e.g. electricity.</p>		
Extension, development . application. <i>e.g. independent reading, paired reading, group work</i>	Ask them to find a book on the shelf on one of the subjects given. Write down its title and author and describe what the book is about.		
Plenary	Ask one pupil to show the others how they found a book on e.g. Henry VIII. Repeat the meaning of keywords and synonyms.		

Year 4 Term 3 b

Using keywords

Look up the following words in the subject index.

If the word is not in the subject index, write down another word you think you can find.

Look up your word in the subject index and if you find it write down its classification number.

Find the book on the shelf.

Robins		
Bugs		
Hands		
Henry VIII		
Eid		
Apples		

You are given **materials** as your subject. Write down different kinds of materials and find their classification number and write that down too.

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Year 4	Term 3	Objective c	Locating / gathering
Learning Objective	To understand that not everything written is truthful and to recognise bias in fiction, non-fiction and website sources by looking at what is written and also what is left out.		
Background	Familiarity with different kinds of texts and ability to recognise different messages.		
Vocabulary	Bias, prejudice, persuasion, facts, opinion		
Materials required / preparation	Assortment of posters including e.g. science charts or similar and adverts		
Introduction / <i>Activating prior knowledge</i> <i>Sharing learning intentions</i> <i>Questions for discussion</i>	Discuss the difference between opinion and fact. What do adverts try to tell us?		
New learning or task – e.g. shared session, teacher demonstrations, modelling, activity	Have a group of children around a table with an assortment of pictures/posters and ask them to make two piles of them, one of factual information and the other of bias, e.g. adverts, comparing healthy eating posters with adverts selling sweets or similar. Discuss the reasons behind the choices. Ask the pupils to fill out worksheet with the headings: What can you find out from the information poster? What can you find out from an advert?		
Extension, development . application. <i>e.g. independent reading, paired reading, group work</i>	Look at websites devoted to celebrities and discuss how they are biased in their favour.		
Plenary	Recap the objectives and sum up the discussion and the meaning of bias.		

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Year 5	Term 1	Objective a	Locating / gathering
Learning Objective	Revise the sections of the library, the classification scheme and the library catalogue		
Background	Children will already have a basic knowledge of library layout and classification scheme. These sessions seek to revise the library sections, etc. by using them to retrieve resources.		
Vocabulary	Index, classification scheme, reference, Dewey numbers		
Materials required / preparation	Questions sheets (RS 1- 4) Resource Sheet 'Finding the right information book' (RS 5) Subject index and wall index		
Introduction <i>Activating prior knowledge, sharing learning intentions, questions for discussion</i>	Briefly revisit each area of their library and their purpose Discuss the term 'index' – focus on the subject and wall index.		
New learning or task <i>e.g. shared session, teacher demonstrations, modelling, supported activity</i>	Using Resource Sheet 1 as a prompt, use the subject index or wall index to find books on water. The subjects can change to adapt to needs. Use this activity to draw up a check list of 'How to find the book you want' (see RS 5).		
Development / application <i>e.g. independent reading, paired reading, group work, activity</i>	The children use the library index to find a book on a given subject. (RS 2-4 can be used or, better still, be adapted to support children finding resources on a topic related to work in progress.)		
Plenary	Get pupils to explain how they found the right book (RS5). Consider the question: How is the library organised to help me find what I want?		
Extension	Use the library to find relevant resources for work on topics in class. This is an essential step if the skills used are to be embedded.		

Year 5 1a

Resource Sheet 1



VICTORIANS



Using the subject index or wall index,
write down the number and colour for Victorians

Number _____ Colour _____

Go to the shelf and find a book on the Victorians
Write down the following:

Author: _____

Title: _____

Find 2 things about the Victorians that you didn't know before

1.

2.

Put the book back on the shelf where you found it.

Year 5 1a

Resource Sheet 2



WATER



Using the subject index or wall index,
write down the number and colour for water

Number _____ Colour _____

Go to the shelf and find a book on water

Write down the following:

Author: _____

Title: _____

Find 2 things about the water that you didn't know before

1.

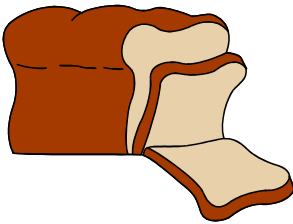
2.

What other words can you think of that relate to water?

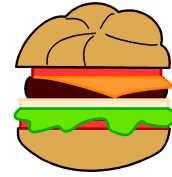
Put the book back on the shelf where you found it.

Year 5 1a

Resource Sheet 3



BREAD



Can you find bread on the subject index or wall index,

What words do you associate with bread?

Can you find these words on the wall index or subject index?

Word:

Number _____ Colour _____

Word:

Number _____ Colour _____

Go to the shelves and try to find a book that is about bread

Write something about bread that you didn't know before

Is the book just about bread or is it about other things as well?

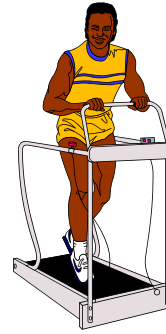
Put the book back on the shelf where you found it.

Year 5 1a

Resource Sheet 4



KEEPING HEALTHY



You need to find some information about keeping healthy.

Which words are you going to look up on the subject index? (Hint: You can use a thesaurus or dictionary to help you)

Write down all the steps that you did to find the book you wanted.

Was the book you find useful?

Year 5 1a

Resource Sheet 5



FINDING THE RIGHT INFORMATION BOOK



1. Think about the subject you want and look for it on the wall or subject index
2. If the subject is not there, think of a more general subject or another word that may be there
3. When you have found your subject, look at the colour and number next to it.
4. Find the colour section you need.
5. Look in that section for the resources with the number you want.
6. Select the best resources for your needs, using the title, contents page and index of the books.

Tower Hamlets Schools Library Service
A Library and Information Skills Scheme of Work: 3rd edition March 2018

Year 5	Term 1	Objective b	Locating / gathering
Learning Objective	To investigate significant authors and ways of locating quality fiction including using websites		
Background	Children will already have a knowledge of fiction layout and know how to search for fiction books. Relate this work to home/class reading and literacy lessons on significant authors. This needs more than one session to explore the objective fully and ensure time is provided to discuss books read.		
Vocabulary	Fiction, library catalogue, significant authors		
Materials required / preparation	Resource Sheet 1 – adapted with your own list according to what you have in the school library and on the shelves. Useful websites include www.lovereadings4kids.co.uk , www.booktrust.org/bookfinder www.readingzone.com You can also use your library catalogue		
Introduction <i>Activating prior knowledge, sharing learning intentions, questions for discussion</i>	Compile a list of children's favourite authors by asking the class to nominate their favourite authors. Why do we like these authors? Draw up a list. Put up these questions to be considered: How do we find a fiction book if we know the author? How do we find other good fiction books?		
New learning or task <i>e.g. shared session, teacher demonstrations, modelling, supported activity</i>	Ask how we would find a book by a particular author and get a couple of children to go to the shelves and bring a book back by a significant author such as Malorie Blackman, Jamila Gavin, Philip Pullman, Michael Rosen, etc. Demonstrate finding a book using a library catalogue. Explain how the catalogue works. Demonstrate that most fiction books also have inside a list of books written by that author which may help. Demonstrate finding a book using a website.		
Development / application <i>e.g. independent reading, paired reading, group work, activity</i>	Give children a list of authors and titles to match (RS1) or cards with significant authors' names on and a space to write titles. In pairs, children either complete the worksheet or complete the significant author cards by adding one or two titles. Ensure that some groups use websites and others use the library catalogue. Provide an opportunity for pupils to read one of the books found.		
Plenary	Ask the children to evaluate the different methods of searching. Discuss how you would find other good books by the same author. e.g. <ul style="list-style-type: none"> • Websites • Book reviews • Information on the book • Ask other pupils • Ask the librarian or teacher 		
Extension	Read one of the books found and start up a form of peer recommendations e.g. Book of the week, a display of book reviews.		

Year 5 1b:
Resource Sheet 1

Match the authors with the books

Allan Ahlberg	Amazing Grace
Anne Fine	Babe
Charles Dickens	Bed and breakfast star
David Solomon	Bend it like Beckham
Dick King-Smith	Clockwork
Frank Cottrell Boyce	Cool!
J.R.R. Tolkien	Dilly the dinosaur
Jacqueline Wilson	Flour babies
Jamila Gavin	Grandpa Chatterji
John Boyne	Great Expectations
Katherine Rundell	Heard it in the playground
Malorie Blackman	James and the giant peach
Mary Hoffman	Lord of the rings
Maurice Sendak	My Brother is a Superhero
Michael Morpurgo	The Astounding Broccoli Boy
Morris Gleitzman	The Boy in the Striped Pyjamas
Narinder Dhami	Toad rage
Phillip Pullman	Where the wild things are
Roald Dahl	Whizziwig
Tony Bradman	Wolf Wilder

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Year 5	Term 1	Objective c	Recording information
Learning Objective	To use a range of texts for note-taking and to consider the different techniques of recording key information, e.g. producing a mind map, noting key points, diagrams, flow charts, listing cues for feedback.		
Background	A session aimed at facilitating children's ability to take notes for a variety of reasons and in a variety of situations. Further opportunities need to be provided for pupils to make notes for real purposes across the curriculum.		
Vocabulary	note-taking, keywords		
Materials required / preparation	Non-fiction big book or enlarged text Flip chart or whiteboard Suitable text/video/website for note-taking		
Introduction <i>Activating prior knowledge, sharing learning intentions, questions for discussion</i>	Learning intention is to show that there are different ways to take down the notes we want and this may differ depending on what we are trying to achieve. Recap the purpose of note-taking. Draw up a list of different methods e.g. mind mapping, highlighting key words, making brief notes, annotating a text. Refer to examples of each.		
New learning or task <i>e.g. shared session, teacher demonstrations, modelling, supported activity</i>	Using a non-fiction big book or enlarged text, provide a scenario for note-taking e.g. an oral presentation related to a history topic. Consider: What is the best method of note-taking for my needs? Is there a right way and a wrong way? Demonstrate one style of note-taking from list.		
Development / application <i>e.g. independent reading, paired reading, group work, activity</i>	Divide into small groups and each group a piece of text to take notes from. (This could be texts on a similar subject differentiated by reading difficulty.) Give each group a different reason for taking notes such as: <ul style="list-style-type: none"> • Producing a poster • Giving an oral presentation • Producing a group book • Answering comprehension questions Let them decide which style of note-taking is best to complete the task given.		
Plenary	Which style of note-taking was chosen and why. Evaluate effectiveness.		
Extension	The exercise can be performed or reproduced using a video or websites.		

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Year 5	Term 2	Objective a	Locating / gathering
Learning Objective	To locate information confidently and effectively through: <ul style="list-style-type: none"> - using contents, indexes, sections, headings - skimming to gain overall sense of text - scanning to locate specific information - close reading to aid understanding - text-marking - using web-sites and other IT sources where available 		
Background	This lesson brings together all the skills covered in previous lessons, and now pupils are to learn how to choose the appropriate strategy for finding information		
Vocabulary	Skimming, scanning, contents page, index, summarising, keywords		
Materials required / preparation	Y5T2a worksheet, edited with different questions relating to current curriculum topics. Selection of non-fiction books which should provide answers set aside on tables.		
Introduction <i>Activating prior knowledge Sharing learning intentions Questions for discussion</i>	Explain they are to pick out the most likely book to help answer the question.		
New learning or task – <i>e.g. shared session, teacher demonstrations, modelling, activity</i>	Discuss the strategy to adopt for finding the information in the book, i.e. reading the contents page, looking up keywords in the index, skimming, scanning.		
Development / application. <i>e.g. independent reading, paired reading, group work</i>	Use worksheet (Y5T2a), and devise more with different questions relating to current curriculum topics. Explain they are to find the correct book from the pre-selected set to answer each question and then to write down the information from the book.		
Plenary	Ask pupils to read out answers and to explain how they found out the information.		
Extension	Use ICT resources - Wikipedia, google - as an alternative method of finding answers. Discuss how this compares with finding information in a book.		

Task sheet Y5T2a

Question:

Guru Nanak, founder of the Sikh religion, called all his followers 'Singh' or 'Kaur'.
What do these names mean?

Steps to answer the question:

1. Read the question very carefully.
 2. Work out the main heading of the information you are looking for. (What is the question about?)
-

3. Choose the most useful looking book from the ones set aside for you.

-
4. Skim the contents page to see if it has the information you want.

5. Which key words are you looking for?
-

6. Look up the keywords in the index.

7. Turn to the pages shown in the index and scan to find the keywords.

8. Carefully read all the information around the keywords.

9. If you find the answer you are looking for write it down.
-

10. Write down the author of the book, its title, and its classification number.
-

11. Write down the page number of the book.

12. Discuss your research with your teacher.

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Year 5	Term 2	Objective b	Planning/locating / gathering
Learning Objective	To evaluate texts critically by comparing how different sources treat the same information; relate this to identifying what is already known and what needs to be found out		
Background	A current area of study can be used instead of Roman Britain. This is just one activity designed to focus on the quality of information in books and on websites.		
Vocabulary	Evaluating, judging. Words relevant to the subject		
Materials required / preparation	A selection of books and websites at varying levels and with different angles on your chosen subject in the curriculum, in this case, Boudicca and the Roman invaders		
Introduction <i>Activating prior knowledge</i> <i>Sharing learning intentions</i> <i>Questions for discussion</i>	Discuss what the children know already about Boudicca and the Roman invaders. Explain to the pupils that they are to focus in depth on a particular aspect, e.g. resistance by the Celts.		
New learning or task – <i>e.g. shared session,</i> <i>teacher demonstrations,</i> <i>modelling, activity</i>	The task is to find the most useful books for answering a series of questions. Pupils can work in groups with a selection of books on tables including general books on Roman history, encyclopaedia, Celts and specific biographies. One group can look at your chosen website. Provide questions, e.g. Who was Boudicca? Where did she come from? Name one of her battles. Pupils should also write down the title and author of the book where they found the information. Next step is to say which book was most useful and why. The group looking at the website should also report back about how they found the answers		
Development / application. <i>e.g. independent reading, paired reading, group work</i>	Ask pupils to find their own book in the library on the subject.		
Plenary	As a class discuss what they found out and how they found it. What was good about a particular book, e.g. were the contents pages and index easy to use; did it have the information, was there enough information, were there illustrations and did they help?		
Extension	Groups can go on to compare how to find information on a particular website and compare with finding information in a book		

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Year 5	Term 2	Objective c: part 1	Checking back, evaluation
Learning Objective	<p>To understand the importance of (cross-) checking for truth and reliability, spotting spoof internet sites, misinformation and what it means to be net savvy.</p> <p><i>Using the date of publication as a guide to the accuracy and currency of information.</i></p> <p><i>n.b. for more detailed advice and support in this area, please contact Tower Hamlet Schools Library Service</i></p>		
Background	<p>Pupils will be used to locating books in the library and use them for information. Here they are learning to judge sources of information. An awareness of bias and opinion in texts was discussed in Y4T3c.</p>		
Vocabulary	<p>Cross-checking, reliability, accuracy, currency, opinion, bias, factual, ambiguity.</p>		
Materials required / preparation	<p>New and old atlases</p> <p>A selection of books some old, some new, for example, on football, famous people, technology, computers.</p>		
Introduction / <i>Activating prior knowledge</i> <i>Sharing learning intentions</i> <i>Questions for discussion</i>	<p>Does information stay the same? What sort of information stays the same? (How the human body works, what different animals eat, historical events? – although interpretation of historical events do change.) What sort of information might change over time? (People's ages, names of countries, names of people in the government, laws.)</p>		
New learning or task – <i>e.g. shared session, teacher demonstrations, modelling, activity</i>	<p>Give pairs or small groups of children an old and a new atlas and ask them to look for Germany, the Democratic Republic of Congo and/or Sudan in both.</p> <p>Discuss what you have found out, and consider why the areas are named differently and which one is correct.</p> <p>How can we find out when a book is published?</p>		
Development / application. <i>e.g. independent reading, paired reading, group work</i>	<p>Ask each pair / group to look at some books on football, technology or computers and find things that have changed.</p>		
Plenary	<p>Let each group tell the others briefly what they have found out and sum up by saying how important it is to know when information was published.</p>		
Extension	<p>This same activity can be repeated using internet sites. Finding out when information was posted on an internet site is more challenging, but it is as essential to know.</p>		

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Year 5	Term 2	Objective c: part 2	Checking back, evaluating
Learning Objective	<p>To understand the importance of (cross-) checking for truth and reliability, spotting spoof internet sites, misinformation and what it means to be net savvy.</p> <p><i>n.b. for more detailed advice and support in this area, please contact Tower Hamlet Schools Library Service</i></p>		
Background	<p>The previous lesson looked at the importance of knowing the date of publication of a book. This lesson moves on to consider what else we need to be aware of when consulting information sources and requires access to internet sources</p> <p>An awareness of bias and opinion in texts was discussed in Y4T3c.</p> <p>Questions from a current area of study can be used instead of rivers.</p>		
Vocabulary	Cross-checking, reliability, accuracy, currency, opinion, bias, factual, ambiguity.		
Materials required / preparation	<p>Books about rivers, including</p> <p>Rivers and Lakes by Simon Holland</p> <p>The World's Top Ten Rivers by Neil Morris</p> <p>Rivers by Mandy Ross (geography fact files)</p> <p>Internet open at http://en.wikipedia.org/wiki/nile</p>		
Introduction / <i>Activating prior knowledge</i> <i>Sharing learning intentions</i> <i>Questions for discussion</i>	<p>Recap on the previous lesson about the importance of knowing the date of publication of a book or website. Is it important to know who wrote the book and who published it? Why? What sort of things would you want to know about the author and publisher?</p>		
New learning or task – <i>e.g. shared session, teacher demonstrations, modelling, activity</i>	<p>Ask four children to look up the length of the river Nile in the three books and Wikipedia: http://en.wikipedia.org/wiki/nile, or another online encyclopaedia.</p> <p>Discuss reasons why the answer is different in each one. (If we wanted to include this information in a report, what would we write? (Write <i>approximately</i> or give a range 6648 – 6670m.)</p> <p>Ask the children to think of other questions about rivers where they might have to cross-check the answer.</p>		
Development /application. <i>e.g. independent reading, paired reading, etc</i>	Use the books and either Wikipedia, Yahoo!igans or other children's search engine to research and cross-check answers to the questions.		
Plenary	Discuss what the children find out and why they might have found different answers. Conclude by saying that it is important to cross-check facts – if possible in at least three places.		
Extension	<p>Longer pieces of work can be developed around the following:</p> <p>The exploration of the Americas from the colonisers and indigenous peoples' viewpoint;</p> <p>Historical fiction and factual accounts: <i>A Candle in the Dark</i> by Adele Geras, and books on refugees in WWII;</p> <p>Personal accounts: <i>One day we had to run!</i> by Sybella Wilkes, and books on Somali refugees.</p>		

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A Library and Information Skills Scheme of Work: 3rd edition March 2018

Year 5	Term 3	Objective a	Planning/locating /gathering
Learning Objective	To be able to formulate questions on a particular subject and to locate and use a range of resources to gain the answers		
Background	<p>This example uses “What was life like living in Victorian Britain? “ but is adaptable for other History units</p> <p>Pupils will have previous experience of:</p> <ul style="list-style-type: none"> • using mind maps to find out what we already know and what we would like to find out • using indexes to locate relevant information • using text, photographs and maps to find information • comparing sources to find changes 		
Vocabulary	Index, sources, locality, census, directories		
Materials required / preparation	<ul style="list-style-type: none"> • Books and websites on Victorian Britain in the locality • Maps: pre-Victorian, Victorian, present day • photocopies of census entries and trade directories • General books/photographs of the Victorians • Postcard-size card and string 		
<p>Introduction</p> <p><i>Sharing learning intentions, activating prior knowledge, questions for discussion</i></p>	<p>We have been learning about life in Victorian Britain.</p> <p>Mind map on whiteboard: centre, name of our local area</p> <p style="padding-left: 40px;">What did the Victorians bring to our area?</p> <p style="padding-left: 40px;">e.g. streets, railway, schools, town hall, hospital</p>		
<p>New learning or task</p> <p>e.g. shared session, teacher demonstration, modelling, supported activity</p>	<ul style="list-style-type: none"> • Look at maps, make comparisons. What do we recognise? • In small groups choose one of following: e.g. local park, school, street, shops. • Show use of index in local history books to find name of park, the date school built etc. • Maps to show name changes, development of sites. • General books for information on schools, street scenes. • Internet, or photocopies, for census returns, types of businesses etc. 		
<p>Development / application.</p> <p><i>e.g. independent reading, paired reading, group work, activity</i></p>	<p>Using appropriate sources and working as a team, group makes notes and illustrations on card.</p> <p>Decide what a difference their choice would have made to people living in our area and add to card.</p> <p>Is the feature still part of the local scene?</p>		
Plenary	<p>Groups tell others what they have found out</p> <p>Each card is placed at edge of map and string-linked to site, or former site, on present day map</p>		
Extension	Discussion about influence of Victorians on pupils’ lives, e.g. .use of swimming pool, railway, school buildings, public library.		

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Year 5	Term 3	Objective b: part 1	Recording, evaluating information
Learning Objective	To use notes to produce persuasive writing that puts a point of view: present the case to the class or group and evaluate its effectiveness		
Background	Investigation of the features of persuasive texts, using letters and materials from published schemes during literacy lessons and also the elements of note taking.		
Vocabulary	Note taking vocabulary – key word, key phrase, fact, lists, notes, purpose of writing, scan, skim, connectives. Persuasive writing vocabulary – emotive language, bias, opinion, audience, effective, purpose, persuasive, point of view.		
Materials required / preparation	A variety of examples of persuasive writing on a selected topic familiar to the children. Teacher can choose a topic to match a curriculum area of their choice. Access to relevant software – e.g. Powerpoint or Word		
Introduction <i>Sharing learning intentions, activating prior knowledge, questions for discussion, questions for discussion</i>	Recap the elements of persuasive writing and note-taking and introduce the task that the pupils will make notes from the texts provided to produce a piece of persuasive writing in the form of a poster, placard, speech, leaflet, that puts a point of view. They will then present their argument to the class.		
New learning or task <i>e.g. shared session, teacher demonstration, modelling, supported activity</i>	“We need to produce a leaflet to support our argument about..... To do this well we need to research the topic and to help us do this we are going to work on some texts and make some notes to help us write our leaflets.” Teacher models note taking from an example text, justifying reasons for selecting certain aspects of text and not others, skimming and scanning, highlighting key words and key phrases and write as notes.		
Development / application. <i>e.g. independent reading, paired reading, group work, activity</i>	The teacher should then select four or five texts covering a range of aspects. Children work in groups of three. “I want you to discuss the main ideas in your piece. Then remembering how we highlighted our shared text, one of you must jot down the key words and phrases to help you remember the main points in your piece. Another person should keep a list of words that you don’t know.”		
Plenary	Collect together the notes from each group and revisit the points made in the whole class session e.g. look for main points, sort out unknown words, organise notes into related groups, remember the purpose of your writing. Teacher to ensure that each child has a copy of their group’s notes for the next lesson.		
Extension	To look up the words that they did not know in a dictionary ready for the next session.		

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Year 5	Term 3	Objective b: part 2	Recording, evaluating information
Learning Objective	To use notes to produce persuasive writing that puts a point of view: present the case to the class or group and evaluate its effectiveness		
Background	Investigation of the features of persuasive texts, using letters and materials from published schemes during literacy lessons and also the elements of note taking.		
Vocabulary	Note taking vocabulary – key word, key phrase, fact, lists, notes, purpose of writing, scan, skim, mind maps, connectives. Persuasive writing vocabulary – emotive language, bias, opinion, audience, effective, purpose, persuasive, point of view.		
Materials required / preparation	A variety of examples of persuasive writing on a selected topic familiar to the children. Teacher can choose a topic to match a curriculum area of their choice.		
Introduction <i>Sharing learning intentions, activating prior knowledge, questions for discussion, questions for discussion</i>	Revise elements of persuasive writing – emotive language, first person, bias, writer’s point of view, writing for an audience, simple present tense.		
New learning or task <i>e.g. shared session, teacher demonstration, modelling, supported activity</i>	Use the notes you made in the last lesson to help you prepare a speech/poster/leaflet to the class. We are going to change the notes that you made last time into full sentences, and to make our writing more interesting we are going to use some connectives. Talk to the person sitting next to you, think of some good connectives. Allow about two minutes thinking and talking time. Collect these ideas write them up on a board add to and provide a list of connectives. Teacher to model changing notes into text. It will be helpful to have a text prepared. Encourage children to give suggestions.		
Development / application. <i>e.g. independent reading, paired reading, group work, activity</i>	“Working in your groups, change your notes into full sentences using the range of connectives and write your piece to support your argument.” Use the writing frame to help them structure their writing.		
Plenary	Display the written texts. Ask selected children to read their work aloud and whole class to evaluate effectiveness and persuasive style, use of emotive language, force, opinions, and questions. Choose effective sentences; evaluate opening sentence and emotive ending. Have they followed the general features of a persuasive text? They children could vote for and against each argument to determine which case was the most effectively conveyed.		
Extension	A balloon debate		

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Year 5	Term 3	Objective c	Checking /evaluating
Learning Objective	To understand what is fact and what is opinion and different types of truth.		
Background	<p>What is truth? There are different kinds of what we regard as true.</p> <p>Truth: Events as they actually happened, phenomena as they actually exist, the universe as it actually exists, independent of what we have so far been able to learn of it.</p> <p>Verification: Gather, assess and weigh evidence; Place facts in the big picture (context); Fair when appropriate, adjust balance; Maintain transparency.</p>		
Vocabulary	fact, opinion, bias, verification		
Materials required / preparation	<p>Slides below are available in a powerpoint presentation from the Schools Library Service</p> <p>Access to the internet</p>		
<p>Introduction</p> <p><i>Sharing learning intentions, activating prior knowledge, questions for discussion</i></p>	Use the slides below to discuss the different types of truth		
<p>New learning or task</p> <p><i>e.g. shared session, teacher demonstration, modelling, supported activity</i></p>	Use the baked bean exercise to discuss how information is presented on the internet, and the bias and tricks information providers use.		
Development / application.			
Plenary	<p>What tools do you have?</p> <p>Your common sense, Your objectivity, Reading beyond the headline!, Your knowledge of how the web works</p> <p>Check your facts!</p> <p>N.B. You are personally responsible when you share any information you find online.</p>		
Extension	<p>If relevant and if time, go on to discuss post truth / alternative facts:</p> <ul style="list-style-type: none"> • Falsehoods continue to be repeated as fact - even after being disproved • "I think people in this country have had enough of experts" MP Michael Gove • "Facts are negative. Facts are pessimistic. Facts are unpatriotic."Michael Deacon, parliamentary sketchwriter for <i>The Daily Telegraph</i> • Rebuttals can be easily dismissed as smears and scaremongering • Rumours and conspiracies can be raised as real news 		

Information Overload

It is **YOUR** responsibility to assess:

- Information accuracy
- Information currency
- Fact or opinion?

Sharing online information means that you are the content **provider** as well as the **consumer**



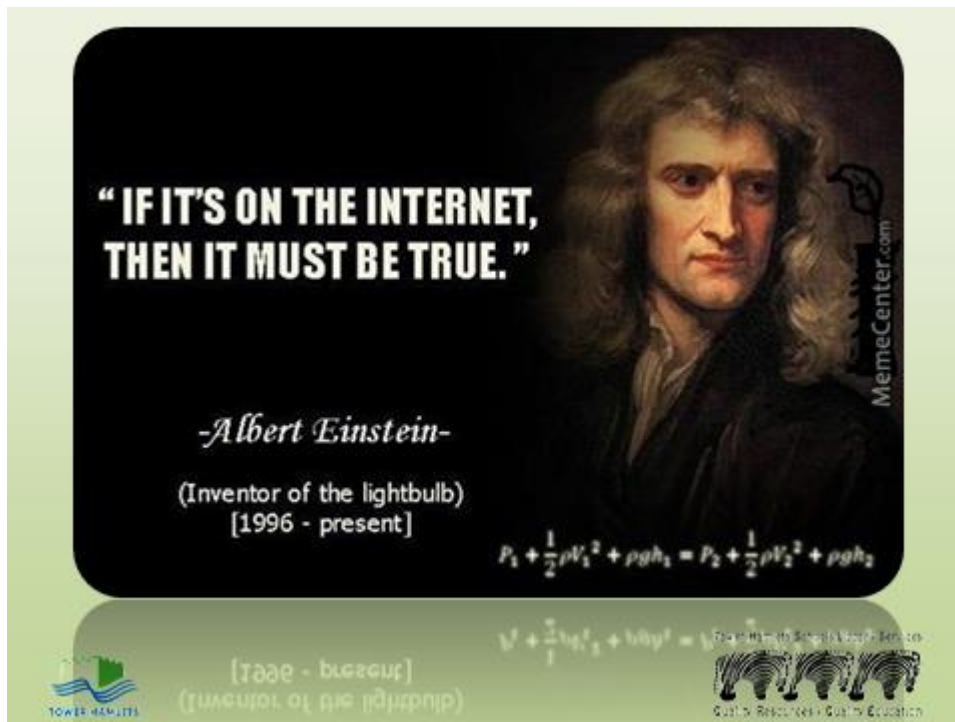
As we just saw, we all assess and judge information that we are given.

Even now you are making assumptions about this presentation based on who I am and where this presentation is taking place because we have been conditioned in our own to respond to people and situations. How you respond to this presentation hinges entirely on how you respond to the person presenting it.

It's much more difficult to judge online information – it's often impersonal, it's always changing. We often just take it at face value. Once we did deeper we can start to make informed evaluations.

Remember, the internet is not television. It is an interactive environment where you are the content creator as well as the consumer and must take ultimate responsibility for anything that you publish. Even if you never create a web page or leave a message on a thread or upload an image, you will leave a digital footprint that will actively shape the internet.

- Simply viewing some sites, such as clickbait, generates the owners their revenue, therefore encouraging them to create more clickbait.
- Searching for topics makes subtle changes to search engine algorithms as they adapt to user trends.
- Following links may those sites up search engine rankings



The next slides are real examples of information posted online. How can we establish and prove whether they are true or false?

Recap : What is 'truth'?

- Scientific
- Historical
- Moral/ personal
- Religious/ spiritual

Decide whether the following slides are 'true'
Discuss what kind of truth they are

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For this exercise we will discuss four definitions of 'truth'. It is important to recognise that different people's definition 'truth' isn't always the same thing! Many 'truth's' are indistinguishable from what could be defined as 'opinion' – in particularly since content on the internet – especially the social web – is full of material that is very subjective and based on personal bias.

- Scientific truth is a fact that can be proven through scientific mean. If an experiment or calculation brings the same result each time then it is a proven truth
- Historical truth is proven by evidence (for example written, recounted, or archaeological) that states that something definitely happened in the past
- Moral or personal truth is instinctive. It is knowing within ourselves whether something is right or wrong, and can be unique to individual people or cultures depending on their background or past experiences.
- Religious or spiritual truth is the truth found in religion that does not depend on scientific or historical truth. Different religions' 'truths' are often not compatible or contradict each other. They are also often incompatible with scientific or historical evidence. Followers of religions may state that they are following the 'real truth'.



This is an established **scientific** truth, although there is still a thriving 'flat Earth' community that use the same scientific data!

Some **religious** truth's will also state that the earth is flat.

Online arguments!

Example 2



“Dinosaurs inhabited the Earth millions of years ago”

True or false?



This is an established **historical** truth. However for many people the **religious** truth is that this is false

Online arguments!

Example 3



“It is wrong to steal”

True or false?




This is **morally** both true and false depending on personal opinion and the wider context (for example, is it wrong to steal food if you are starving?)

Moral truths are often decided by written laws

Most **religions** will state that stealing is wrong

Online arguments!

Example 4



"God created the universe"
True or false?



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This is an example of **religious/ spiritual** truth.

Followers of a religion may argue that their 'truth' is the only real 'truth'.



In some countries religious truths are established by written laws

Scientifically, it is either a falsehood, or a possibly a case of insufficient evidence!

Online arguments!

Summary

- Some 'truths' are based on **fact**
- Some 'truths' are based on **belief** or **opinion**
- Online you will need to decide whether the information comes from someone's **belief, opinion** or from **facts**



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Truths based on fact can generally be proven using scientific or historical evidence

Truths based on belief or opinion may also be backed up or disproven by use of evidence

Contradictory online content will exist that the consumer of this information will need to make a decision about.

Conclusion : Browsing the internet is not a passive activity.

The Baked Bean Exercise: trustworthy and accurate results of a search.

**Critical evaluative techniques
in action!**

"I want to buy a tin of beans"

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If Google ran a supermarket and you wanted something as simple as a tin of baked beans for lunch, you may just ask for "A tin of beans".

You'd have many options to choose from, and perhaps these were the first six that you saw. Quickly ask the group to assess these 'search hits' based on the fact that they really want beans on toast for lunch

Read through the following – how do they match with what the group came up with?

Number 1 could be the best tin of beans you ever tasted, the ambrosia of baked beans, and there may be someone in the shop extolling the virtue of non-labelled beans. But there could be anything in there, from anywhere, and you'll NEVER know the ingredients or the best before date without the help on an expert in a laboratory. If you're feeling daring, give them a go, but please don't risk sharing them with a good friend just in case...

Number 2 is certainly a tin of beans and probably of good quality too, and healthy, but it's obviously not at all what you need right now, so back to the shelf it goes and don't waste time buying, cooking and eating it. However you may want to remember it so you can buy it another time.

Numbers 3 and 4 are both clearly trusted brands, and are most certainly what you're after. Which one you choose will depend entirely on your own personal – possibly even biased - tastes for orange, saucy pulses on toast.

Number 5 is a bit of a mystery – it's certainly a tin of baked beans, possibly not what you were expecting, but it could be worth investigating and it looks interesting, but it could also be awful.

Number 6 is beans but with some sausages thrown in. You may need to sift the sausages out, or maybe eat the sausages as well because you suddenly realise that the beans are not enough on their own, or perhaps, if you're a vegetarian, avoid it altogether as the beans have undoubtedly been contaminated.

Congratulations – you've applied the basic skills needed to evaluate online information! Obviously not all websites translate into tinned lunchtime consumables, but you've just seen examples of:

1. Information from an unreliable and possibly dangerous source
2. Information of proven quality that is definitely not relevant to you right now
3. Information of proven quality but with bias
4. Information of proven quality but with bias
5. Information from a source that you are not familiar with that will need further investigation
6. Information from a reliable source but that may not all be relevant to you and may need editing

It's worth remembering that if we consumed food like we consume online information, tin 1 would probably be the most consumed type of baked bean in the world.

Fact and opinion

These can be highly subjective. Read out the following statements made for each tin of beans and decide whether they are fact or opinion.

1. Someone gives you this tin saying "These are the best beans you ever tasted! Eat them now!"
2. The supermarket has placed these in the healthy foods section
3. The tin reads "These are better beans than Branston's!"
4. You've heard that these are really good quality beans
5. Your friend wrote on Facebook that "They're far too BBQ flavoured for me"
6. As you pick up the tin someone tells you "If you knew what was in those sausages, you wouldn't buy them".

Consider :

We base our opinion of what is true and what is false on millions of factors, some conscious and others subconscious.

In what cases can truth be subjective?

In what ways does our use of language make facts subjective? E.g. "These beans are horrible" vs "I think that these beans are horrible" Both could be true statements.

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Year 6	Term 1	Objective a	Locating /gathering evaluation
Learning Objective	To use a range of strategies to select texts for reading for enjoyment and which extend choices		
Background	This activity is for a group of 6 –10 children. Larger groups will need to be divided up. Further application of skills discussed is vital.		
Vocabulary	journal, magazine, publication, hardback, paperback, review, recommendation, advert, criticism, peer review		
Materials required / preparation	Selection of book reviews from magazines websites, peers, book blurbs, book cover.. Ideally these will be copied and mounted on identically sized cards - the title and author of the book can be on one side, the other would be the review/book cover. Each review must include the review's author. The books should be selected from awards lists, familiar authors, and trusted sites as well as a few random ones that are of the wrong level and advertising material. This works best if you manage to find several different references to each book. The books should be available in the library.		
Introduction <i>Activating prior knowledge, sharing learning intentions, questions for discussion</i>	Paired discussion: What words describe a book you enjoyed? Record suggestions. What can we do to discover a new book that is enjoyable? Discuss: Where may we hear or read about books? When were you introduced to your first book by a favourite author?		
New learning or task <i>e.g. shared session, teacher demonstrations, modelling, supported activity</i>	Children select a "book" for pleasure using information provided on a given set of review cards. Small groups sort through their selection of cards, read and share the information. They choose 3 possible favourites. If there is more than one review of some books, they can be compared. Ask the children to select one title they like and hold the cards that refers to their book. The pupils are then asked: <ul style="list-style-type: none"> • Why do you think this would be an interesting read? • What attracted you to it? • Where might you find the book? If there are conflicting opinions on cards, they can discuss who they believed and why.		
Development / application <i>e.g. independent reading, paired reading, group work, activity</i>	The children find the book they chose within the library. Children start to read their selected title. They evaluate the book review: <ul style="list-style-type: none"> • Do they agree with the review? • Are there any statements they disagree with? 		
Plenary	Review the ideas children used to select their book. Evaluate the accuracy of the review. Emphasis should be placed on the fact that there are many ways to choose a book and each of them has advantages and each may prove unsuccessful at times.		
Extension	Children read chosen texts and write their own reviews.		

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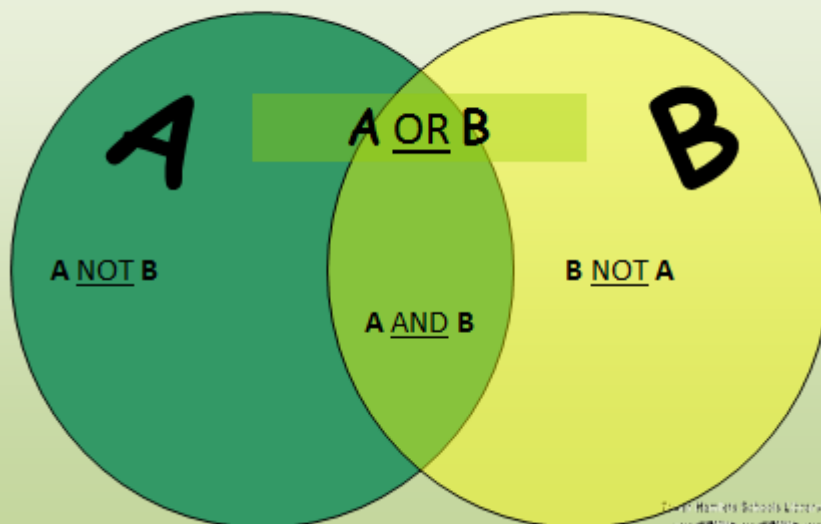
Year 6	Term 1	Objective b	Locating / gathering evaluation
Learning Objective	To use different search engines to locate information and evaluate results		
Background	Previously acquired knowledge of how the internet works is needed in this examination of different search engines		
Vocabulary	Relevance, Filtering, (Boolean Logic?), URLs, domain names,		
Materials required / preparation	computer, internet access, overhead projector/Smart board, laptops/ipads, pen and paper		
Introduction <i>Activating prior knowledge, sharing learning intentions, questions for discussion</i>	<p>Search Engines: How many can you name? (Google, Yahoo, Bing, Ask)</p> <p>When and how do you use them?</p> <p>Be clear in your online searches try to use more than one word to describe what you are searching for. For example, if you are searching for information on the planet Mercury, entering planet mercury into the search box will better results than just entering Mercury.)</p> <p>Take care to spell correctly when typing in a search. Even a small typing error can bring up unwanted results.</p> <p>Search results are URLs – (define URL).</p> <p>Image searches: Be careful what you search for! Sometimes pictures can get past your filters. Search carefully and responsibly, a nasty picture can be very difficult to forget!</p>		
New learning or task <i>e.g. shared session, teacher demonstrations,</i>	Searching -Demonstrate Filtering search on Google by modelling keywords, Boolean – and/or filtering with quotation marks for key phrases and making sense of results. See slides below for more information.		
Development / application	Divide class into three groups – each group does search on one of three search engines – Google, Ask and Yahoo –using three sticky notes write: 1) search terms; 2) top 3 URLs links and 3) top 3 URLs links on page 4. Discuss and their evaluate relevance.		
Plenary	Remember that not all the information in websites returned in searches is reliable. Look in books, ask people who might know, and look up at least three other websites to check your info.		
Extension	<p>There's a lot of information online and not all of it is for kids. You might be surprised to hear that some things online are illegal! If you see something that upsets you, make sure you turn off the screen or make the window smaller on a laptop and tell an adult as soon as possible.</p> <p>http://www.bbc.co.uk/guides/ztbjq6f</p> <p>http://www.bbc.co.uk/guides/zt9thyc</p> <p>http://www.kidsmart.org.uk/safesearching/</p>		

Google search tips

- Exclude words from your search
 - Put - in front of a word you want to leave out. For example, jaguar speed-car
- Search for an exact match
 - Put a word or phrase inside quotes. For example, "tallest building".
- Search for wildcards or unknown words
 - Put a * in your word or phrase where you want to leave a placeholder. For example, "largest * in the world".
- Search within a range of numbers
 - Put .. between two numbers. For example, camera \$50..\$100.
- Combine searches
 - Put "OR" between each search query. For example, marathon OR race.
- Search for content within a specific site
 - Put "site:" in front of a site or domain. For example, site:youtube.com or site:.gov.
- Search for related sites
 - Put "related:" in front of a web address you already know. For example, related:time.com.



Use **AND**, **OR**, **NOT** to narrow the number of results



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The screenshot shows an advanced search interface with the following sections:

- Find pages with...**
 - all these words: [input field]
 - this exact word or phrase: [input field]
 - any of these words: [input field]
 - none of these words: [input field]
 - numbers ranging from: [input field] to [input field]
- Then narrow your results by...**
 - language: any language
 - region: any region
 - last update: anytime
 - site or domain: [input field]
 - terms appearing: anywhere in the page
 - SafeSearch: Show most relevant results
 - file type: any format
 - usage rights: not filtered by license

At the bottom right, there is a blue button labeled "Advanced Search" and a logo for "Quality Resources Quality Education".

• You can use

- KEYWORDS
- "Quotation Marks" for phrases
- + SYMBOLS
- BOOLEAN searches
 - Use **and**, **or**, **not** to get better results
- SPECIFY the kind of website you want
 - .ac or .gov etc

GOOGLE search



Alternatives to Google

- Bing.com
- duckduckgo.com
- ixquick.com
- Quora.com
- Boardreader.com
- Dogpile.com
- wolframalpha.com



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Year 6	Term 1	Objective c	Locating / gathering
Learning Objective	To evaluate the information provided by websites using the WWW technique		
Background	Useful websites: http://www.piedmont.k12.ca.us/phs/pdf/library/Evaluating_Websites.pdf http://www.bbc.co.uk/guides/zt9thyc		
Vocabulary	URLs, domain names, verification, authorship, reputable		
Materials required / preparation	computer, overhead projector/Smart board, laptops/ipads, pen and paper		
Introduction <i>Activating prior knowledge, sharing learning intentions, questions for discussion</i>	What kind of websites do you most look at? How do you they are reputable? How can we evaluate a website? What do we need to look at? Look at some (any) websites : NHS, Amazon, school website, Oxfam,		
New learning or task <i>e.g. shared session, teacher demonstrations, modelling, supported activity</i>	See slide below - WWWWW Demonstrate - importance of who, what, when, where, with different websites Look at Top Level Domain Names – thus purpose Note: major SE & social networks are .com not .org. When we get most of our information from search engines, can we rely on impartiality from a commercial source?		
Development / application <i>e.g. independent reading, paired reading, group work, activity</i>	Investigate different sources – regarding criticising Coco Cola – see slide below What does the URL tell us?		
Plenary	A good reputable website will have the following: <ul style="list-style-type: none"> • author name, acceptable author credentials and a way to contact the author • a clear statement of purpose or mission • accurate information (as measured by the citations for information on the site OR by what you already know about the topic OR by comparing it to information from an authoritative source) • up-to-date information 		
Extension	Ask children to think of their own topics to research and compare websites		



The basics of evaluating ANY information online

Online info is another product – we need to evaluate it's quality

Who – Knowing who (or what organisation) created the information is the first step to looking deeper into the reasons why the material was created, bias behind it, etc.

The sharer of the information will influence how much you're already inclined to trust it. Online information can be shared by someone you know, or by a system, like a search engine algorithm. If a trusted friend shared the information you may be more likely to take it at face value. As people get more and more of their news and world view via social networks, knowing who is sharing information and why is important. Examples later.

Is the source funded through direct sponsorship, or indirect advertising, or some other means? What impact does this have on the quality of the source?

What – Everything online was created for a reason or was shared for a reason. Knowing what that reason is will affect how you interpret it.

When – Can you tell? Information goes out of date, but people rarely delete it. And even if the original source is taken down or archived or disproved, it may still be being shared and circulated in other ways. This makes it difficult for a central organisation – like a government – to censor the net, but likewise it's almost impossible to stop the spread of deliberate misinformation.



Where – Often you'll see something online and you'll need to verify whether it is real, or true, or incorrect. This fact checking can take time, but it's worth it!

Top Level Domains

.com	Commercial sites
.co.	Region specific companies/ organisations (.uk .fr .de etc)
.org	Public /non-profit organisations, but not always.
.edu	US Educational establishments
.ac.uk	UK Universities
.sch.uk	UK Schools
.gov	Government (US). Add a country code (.gov.uk)
.london .ninja .army .blackfriday .etc etc etc	

Further Checking

<https://who.is/>
 Who is? will tell you about who registered the site, when, and their official organisation

One of the first ways to start is to look at the top level domain name – i.e. the web address
 The top level domain sometimes helps to clarify what type of site it is, but will not necessarily inform you of bias

.com – originally set up for commercial enterprises, though some only make money indirectly, and .com has become synonymous with all websites

.org – originally “organisations” . Many very useful sites are .org, especially for open source software (like linux or open office) information like Wikipedia. One of the best aspects of the internet is that there are thousands of people all giving their time just to share their knowledge or skills.

Charities and non-profit organisations also regularly use .org

Worth noting that the major search engines and social networks are .com not .org. There are .org search engines, but they are often specialist, for example kid-safe search engines or academic projects. When we get most of our information from search engines, can we rely on impartiality from a commercial source?

.edu etc are reserved for educational establishments. Any content on these sites will be from the school. However free schools, private schools and academies will be using .org or .co, etc
 .gov .gov.uk etc are official government websites. The information found here will reflect official government policy (is this the same thing as being factually correct? It’s up to you to decide!).

Who is – will provide detailed information about the ownership and registration details of the domain. We will look at a specific example later.

Comparing sources

What can we tell from JUST the URL?

- http://en.wikipedia.org/wiki/Criticism_of_Coca-Cola
- <http://www.coca-cola.co.uk/environment/archive.html>
- <http://www.theguardian.com/money/2006/mar/19/business.india1>
- <http://killercoke.org/>
- <http://rt.com/news/167012-coca-cola-factory-closed-india/>



These are all sources about one subject – Controversy about Coca-cola and their environmental practices.

Whenever you use a search engine, you will receive a long list of results like these. However the first hit isn't necessarily the most useful, and neither do you need to open each page to have an idea of the content.

This exercise is about how you can assess the value of a web page from the URL alone.

1. Wikipedia article. Likely to be objective, but will depend on the author and any editing by Coca Cola themselves.
2. Coca-cola's own news portal – large enough to betray that they invest a huge amount into PR and countering negative publicity – distinguish between opinion and bias. Although their information will be one-sided, they are legally obliged to tell the truth (whatever this means)
3. A Guardian news article re environmental damage in India related to Cola bottling. URL indicates that it is significantly out of date, though
4. Non profit organisation. The title indicates clear bias! – Unlike Coca Cola, there is no obligation for them to be factually accurate as not a company and covered by company law (although the site content could be contested in court, for example for slander or libel)
5. Another news site (Russian Times). More current (2012) though the URL does not indicate this clearly.

So we have 5 possibly conflicting viewpoints. Which do we trust???

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A Library and Information Skills Scheme of Work: 3rd edition March 2018

Year 6	Term 2	Objective a	Locating / gathering recording information
Learning Objective	To use the library classification system and catalogue to find a range of information sources on a chosen subject, extract and record relevant information		
Background	This objective brings together the range of skills developed in years 1 to 5. The children will be familiar with planning – using either topic webs or mind mapping. This activity uses topic webs to identify key words to use when locating books in a library or resources on the internet..		
Vocabulary	topic web, mind mapping, planning, deciding, general, specific		
Materials required / preparation	post-it notes, bookmarks You can use this as an introduction to a new unit of study		
Introduction <i>Sharing learning intentions, activating prior knowledge, questions for discussion.</i>	<p>Introduce the subject and either model or ask one child to model looking up the subject in the library wall index and bring back all the books on that subject that are on the shelves. If you are not sure there will be enough for the whole group to look at, have some more from the schools library service handy.</p> <p>Ask where else information on the topic can be found - encyclopaedias, web pages on the internet.</p> <p>We want to do some research and so we need to use resources in the library. To begin we consider what we already know, and what we want to find out. How do we do that?</p>		
New learning or task <i>e.g. shared session, teacher demonstration, modelling, supported activity</i>	<p>Using the books, ask the children to see how the subject is divided up, what terms are used – use the books to create a topic web. Explain that we are using the books to look for key words that we can use when researching our topic.</p> <p>Write a list of all the keywords, and group into general terms with associated more specific terms and synonyms.</p> <p>Discuss which key words are best used in which information resource, and why. We need more general terms to find out the classification number in the library, and more specific terms to look up in the contents pages and using the internet. They then need to think of one question they would like to find the answer to.</p>		
Development / application. <i>e.g. independent reading, paired reading, group work, activity</i>	Pupils use the library wall subject index and the library catalogue to locate a suitable book / article in an encyclopaedia / web-site and answer their questions. Use post-it notes or web-site bookmarks to mark pages so that they can feed back to the rest of the group what they have found.		
Plenary	<p>Share questions and answers. Re-cap by reviewing how the information was found: Is there a difference between the sort of words we use to look up the classification number and the sort of words we use to search using the internet.</p> <p>The library classification system groups subjects under GENERAL terms, but we need to use more SPECIFIC terms when searching the catalogue, encyclopaedias or the internet.</p>		
Extension	If internet access is available, let the children experiment with different key words and decide what is most effective using www.google.com . You can also discuss what parts of speech are best to use – nouns? adjectives? verbs?		

Y6T2a Quad grid

Name

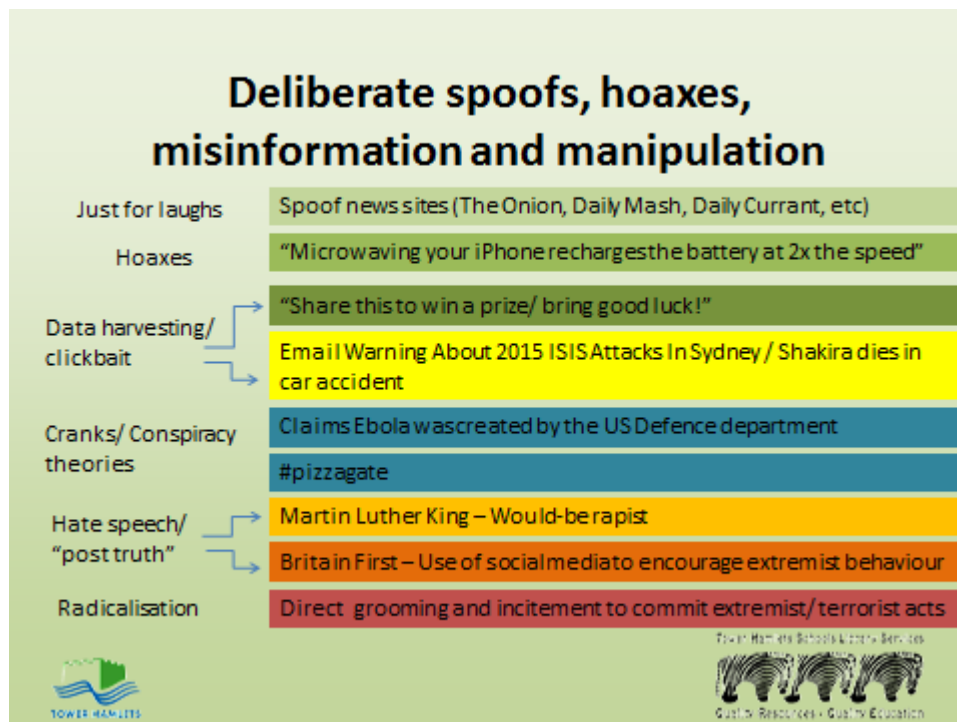
Question	Keywords	Answer	Source

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Year 6	Term 2	Objective b	Locating / gathering / evaluating
Learning Objective	To use the electronic information sources provided by Tower Hamlets Idea Stores and understand the difference between free resources and those paid for by subscription		
Background	http://www.ideastore.co.uk/idea-online-dictionaries-encyclopaedias		
Vocabulary	Online resources		
Materials required / preparation	Internet access on computers, Idea store membership cards for all children. List of subjects to research. This can relate to topics being studied or children can think of their own topics to research		
Introduction <i>Sharing learning intentions, activating prior knowledge, questions for discussion, questions for discussion</i>	<p>As well as children’s libraries and lots of activities and clubs, the Idea Stores in Tower Hamlets provide some online electronic resources for both adults and children. You need an idea store membership card to access these.</p> <p>This lesson looks at the Oxford Dictionary of National Biography and Encyclopaedia Britannica</p> <p>Model on the whiteboard how to find the Idea Store online dictionaries and encyclopaedias, scrolling down to find the ODNB and EB, entering your Idea Store card number to log on. Note the instruction “You are required to add an additional 'TH' prefix to your login”</p>		
New learning or task <i>e.g. shared session, teacher demonstration</i>	When all children have done this, ask them to research their subject – either famous people using ODNB or a topic using EB, and find one interesting fact		
Development / application. <i>e.g. independent reading, paired reading, group work, activity</i>	<p>Now ask them to use Google or another search engine to research the same topic to compare how the information is presented and how easy it is to find an interesting (an accurate) fact.</p> <p>The children may well find resources in Wikipedia, and so you can discuss the differences between Wikipedia and Encyclopaedia Britannica</p>		
Plenary	Information on the internet can be hard to verify – as we discovered in term one. The resources available on the Idea Store website are like published books, where information is checked and verified by editors before being published and so using these resources is a short cut to evaluating and checking.		
Extension	<p>Look at http://www.ideastore.co.uk/idea-online-newspapers-and-magazines as well to see the range of newspapers and magazines – are there any for children?</p> <p>Look at the e-book collection –a link is at https://www.ideastore.co.uk/ebooks which takes you to the London Libraries Consortium Kids Collection.</p>		

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Year 6	Term 2	Objective c	Evaluating / checking
Learning Objective	To understand how social media can be used as an information source and learn about echo chambers, clickbait and data harvesting		
Background	<i>Builds on Y5T3c - fact, opinion and different types of truth</i>		
Vocabulary	See below		
Materials required / preparation	<p>Powerpoint presentation below.</p> <p>Cards with the vocabulary and separate cards with definitions:</p> <p>Echo chamber - a closed system that does not allow for the free movement of alternative or competing ideas or opinions.</p> <p>Clickbait - content whose main purpose is to attract attention and encourage visitors to click on a link to a particular web page – often leading to data harvesting.</p> <p>Data harvesting – process used by internet providers to gather personal information about users, which they can then use or sell on to other companies</p> <p>Filter bubble – created when a search engine [algorithm] uses past searches, “like” clicks and location to guess what information a user would like to see.</p> <p>Computer Virus – a computer program that can corrupt or destroy information and data on your phone or computer.</p> <p>Hoax – practical joke that gives deliberately wrong information</p> <p>Scam – a dishonest scheme or fraud</p> <p>Spoof – a trick played as a joke</p> <p>Misinformation – false or inaccurate information</p> <p>Manipulation - to manage or influence skillfully, especially in an unfair manner</p>		
Introduction	Share the first slide below and then choose one or two of the following examples to discuss scams, clickbait, data harvesting and echo chambers		
New learning or task	Ask the children to match up the vocabulary with the definition		
Plenary	<p>Use the last slide below:</p> <p>What tools do you have?</p> <ul style="list-style-type: none"> • Your common sense • Your objectivity • Reading beyond the headline! • Your knowledge of how the web works • Fact checking <p>N.B. You are personally responsible when you share any information you find online</p>		
Extension	Look at more of the examples given below		



So, what do we need to be careful about online.

The internet has always been home to false information, either by intention or through error. This slide provides a simplified ‘sliding scale’ of content that people should be aware of.

1. Satire – usually political or social commentary. This content is generally harmless and designed with amusement in mind, however it often looks genuine and people easily fall foul – especially when real news can be just as ridiculous!

Although they mimic news sites, they should not be categorised as ‘fake news’ sites, as the intention is not to deliberately mislead.

2. Practical jokes, trolling (often with real-world consequences), and general erroneous information

Some of these hoaxes are designed to fool the gullible. Well known examples include microwaving your phone to charge it, and contacting your MP to protest against the treatment of (fictional) animals used in cheese manufacture.

Trusting and sharing these hoaxes only helps them to spread and increases the chances that someone will actually fall for the prank. The sharer also runs the risk of looking really silly/ ignorant if they share it thinking that it is genuine.

Other hoaxes are rumours and scaremongering, often referencing real news and events but with crucial information missing or false information added, that were not originally intended as jokes. These are often quickly disproved, but continue to be shared.

3. Scams and data harvesting, even though it looks harmless, but the provider wants your personal data

Very few people look beyond the message that they are sharing.

A more immediately harmful ‘clickbait’ scam – plants a virus and is hard to avoid – you need to be able to recognise when something is too good to be true or too improbable

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Result of propagating and not correcting – varies, from encouraging people to give away personal details, to potentially damaging their systems

The following are examples of online information that actively try to influence the beliefs of the reader.

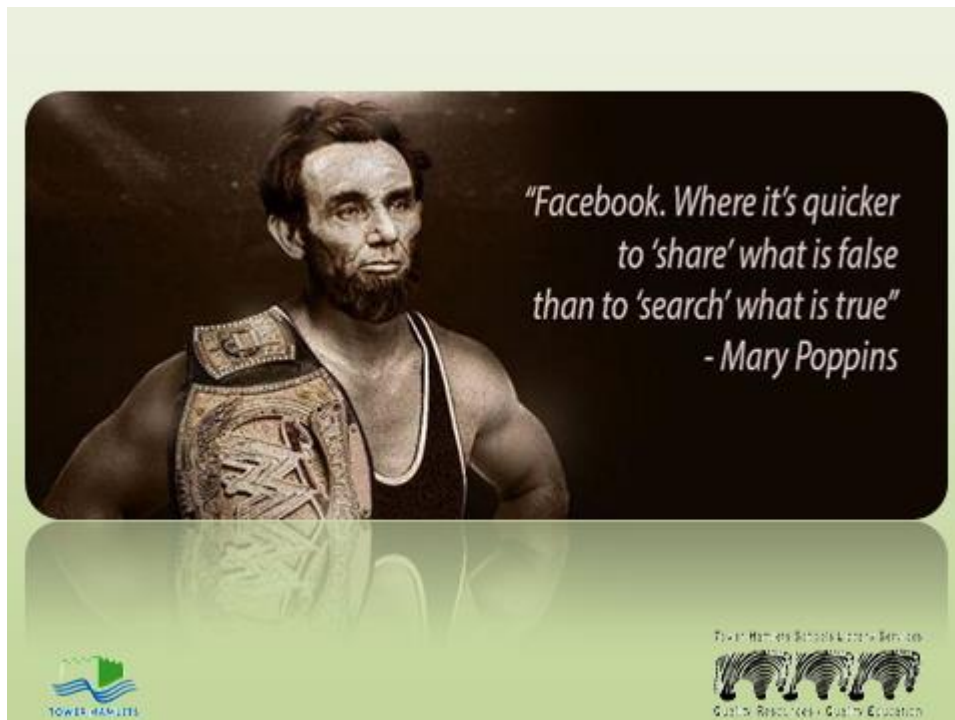
4. Conspiracy theories/ counter culture – different from satire as the intention is to change the reader's opinions to those of the author/ sharer.

Result of propagating – as with the earlier satire, can make you look paranoid or just easily taken in. As these sites take themselves seriously, you need to ask yourself whether you actually want to promote them

Extremist campaigning and misinformation/ misrepresentation

Result of propagating –

- giving credence to extremist groups
- Being questioned by the police/ security services





Question: Would you share this?

- Mars will appear as big as the moon!
- This will not happen again for hundreds of years
- Hoax first surfaced in 2003 and has been shared by the gullible every year since.

Recurring hoax. These hoaxes are harmless but are an example of how people will share false information, even though after a few seconds rational thought they would have realised that it was fake.

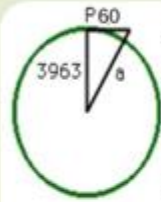
Questions to ask:

1. What makes this hoax so convincing?
2. What would be the result of sharing?

Things to consider:

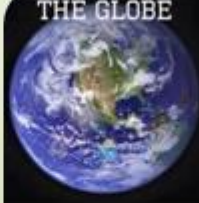
- People trust their friends
- People trust sources of information shared by their friends

The Flat Earth conspiracy



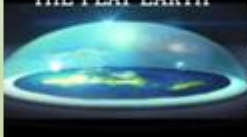
Sidurian Proof that our Earth is flat, not a globe!
NASA claims Earth's a sphere of radius 3963 miles. If you are at a point P on the earth's surface and move tangent to the surface a distance of 60 miles then you can form a right angled triangle as in the diagram. Using the theorem of Pythagoras $a^2 = 3963^2 + 60^2 = 15708969$ and thus $a = 3963.45$ miles. Thus your position is $3963.45 - 3963 = 0.45$ miles above the surface of the earth. Hence the Earth's surface curves at approximately half a mile over every 60 miles. However, we can see Chicago from 60 miles away in this photograph proving our **Earth is FLAT!**

THE GLOBE



THE FOUNDATION FOR EVOLUTION, THE BIG BANG, ATHEISM, ALIEN SEEDING, PAGANISM, AND THE OCCULT, THE NEW WORLD ORDER, AND SATANIC WORLD CONTROL

THE FLAT EARTH



DESCRIBED IN THE BIBLE, VALIDATES THE BIBLE, SCIENTIFICALLY PROVEN, POINTS TO GOD ALONE AS CREATOR, BLOWS SATAN'S DECEPTIONS WIDE OPEN

NOW DO YOU SEE WHY THEY ARE LYING?

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1. Who is most likely to be convinced by these arguments?

2. How would you go about disproving the theory?

Conspiracies are built on personal beliefs and can also build on religious beliefs.

Flat Earth believers often use well-presented scientific/ mathematical arguments

They also often build upon religious theory and beliefs

These arguments can be very convincing to people who do not refer to counter arguments and to people who already share some of their beliefs



Questions

1. How does this social media link make you feel?
2. Would you share this? If so, why?
3. Would you follow the link? If so, why?
4. Why do you think so many people fell for this hoax?
5. What do you think the consequences are of sharing/ clicking on this link?
- 6.

Conclusion : Natural morbid curiosity

Note : The example in this slide is a scam. It links through to a bogus video site. Trying to play the video will start downloading a file that infects your computer with malware.
(the story is a complete fabrication. Any gruesome images will be PhotoShopped)

Clickbait scam

Clickbait links are characterised by their wording. They always play on the reader's curiosity and end with a hook that makes them want to follow the link to "Find out what happened next!" Popular themes of clickbait play on emotive subjects, controversies, celebrities, moneymaking, gruesome happenings and morbid curiosity amongst other things.

Purposes of clickbait

- Traffic revenues. Often the links are to 'list' articles – e.g. 20 celebrities who haven't aged well, 30 ways to improve your wardrobe, 15 photos that will change the way you see the world, etc. These articles have limited content – usually photos and captions plagiarised from elsewhere – and exist to generate advertising revenue from the many adverts accompanying the content
- Scams. Moneymaking schemes ("I earned £540 a day by working from home") are a variation on the old pyramid selling schemes
- Virus/ malware links. Users clicking the link will be asked to download a plugin to view the video (which does not exist anyway), or receive other bogus messages that request that the user either downloads malicious software or enters their personal details. Recently visiting the page results in a full screen message warning that the computer has been infected by a virus and that the user should contact a (scam) phone number.
-

Things to consider

- People are very quick to share 'interesting' content unthinkingly

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- Successful clickbait promises something for a target audience
- People don't like thinking that they're missing out
- Clickbait content itself doesn't need to have value – only the act of viewing it is enough to generate revenue



Discuss this advert

The advert is a series of instructions about how to charge the new iPhone using a microwave oven

- Are any of the group convinced by this advert?
- What makes this 'advert' look real? (Apple logo, professional presentation, well written)
- Who do you think the hoaxers are targeting?
- Why do you think this hoax was created?

This was a hoax that was quickly spread over social media stating that the new iPhone operating system would allow the phone to be charged in a microwave. Created by pranksters at 4chan



How could people avoid falling for this hoax?

- Common sense! - Do these claims *really* sound credible?
- Checking where the 'advert' originated
- Checking the Apple website

Example of using filter bubbles and echo chambers for propaganda

Britain First

Britain First
29 November 2013 · 9

DOG FIGHTING... SPORT OR JUST PLAN EVIL??

Does this post upset you? GOOD, so please help us raise awareness of this cruel and vicious, so-called 'sport' Please Share this and make sure the spotlight of truth is focused on the barbarity until it STOPS!! Thank You

LIKE and 'SHARE' This post and help STOP this cruelty!!!... See More



STOP DOG FIGHTING NOW... 'SHARE' IF YOU ARE AGAINST THIS BARBARIC PRACTICE!

Like · Comment · Share · 5,748 · 1,428 · 81,348

Publicans are set to get an 11% pay rise - equivalent to a boost of £7,000!

SHARE IF YOU ARE AGAINST!

11% PAY RISE

SHARE IF YOU ARE AGAINST!

Like · Comment · Share · 743 · 440 · 39,624

Facebook users are targeted by populist articles. Social media users generally do not do background checks on the posters and trust what their friends share.
When you "like" – you are liking the organisation, not the message

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Now a fairly extreme way that people have been deliberately manipulated, this time via social media.

Britain First is a successor to groups like National Front and the BNP. They used subtle manipulation of social media users to raise their profile.

Collected facebook 'likes' for popular clickbait articles ('liked' by people who did not verify the source). As you 'like' a person or a group's posts, Facebook's filters will target you with more posts by this group. They deliberately choose emotive issues to get you to click "like" and raise their own profile

Here we see that 40 to 50 thousand people have declared their support for Britain First. There's no way of telling how many were aware of who this group really are. Think before you click!

Britain First
20 January at 16:00 · 9

NEVER FORGET



Like · Comment · Share · 285 · 76 · 89

Britain First
9 mins · 9

Christian nurse claims NHS Trust didn't clear her of bullying Muslim colleague because it was 'politically incorrect'



Christian nurse says 'political correctness' stopped NHS clearing her

Victoria Wastenesy, 37, was disciplined for alleged bullying and harassment after Elna Nawaz, 25, told managers at East London NHS Trust that Miss Wastenesy...

WWW.DAILYMAIL.CO.UK

- Social media feeds become an "echo chamber" and are targeted with links to news articles that support Britain First policies.
- All dissenting views are censored and no discussion is allowed
- For some people, this will become their main news feed

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Britain First followed up by feeding out links to news articles from right-wing sources that backed up BF policies. BF deleted any arguments or discussions and fed users more inflammatory stories. These stories were from the Sun and the Mail, two popular newspapers with a right-wing bias. This is called an 'echo chamber' in which only one viewpoint is shared in a group and becomes gradually more and more extreme and argument impossible

What tools do you have?

- Your common sense
- Your objectivity
- Reading beyond the headline!
- Your knowledge of how the web works
- **Fact checking**

N.B. You are personally responsible when you share any information you find online.

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Summary

1. Common sense and the ability to be objective (harder than it sounds), even when surrounded by trolls, greifers, flammers and all and sundry
2. Don't just think you can get away with skim reading or just reading the title or headline
3. Know what happens behind the scenes – how is online information sorted, categorised, filtered, and created
4. Check your facts – especially if you're going to pass on information. Someone will treat you as an authority to be trusted.

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Year 6	Term 3	Objective a	Locating / gathering/recording Information / evaluating
Learning Objective	To appraise text quickly and effectively; retrieve information from it; to find information quickly and evaluate its value;		
Background	All		
Vocabulary	Dictionaries, definitions, encyclopaedia, thesaurus, evaluate		
Materials required / preparation	Selection of dictionaries, encyclopaedias and thesauruses. List of quiz questions already prepared – ensure the words you select are in the dictionaries.		
Introduction / Activating prior knowledge Sharing learning intentions Questions for discussion	Ask the children to remind us what dictionaries, encyclopaedias and thesauri are? What are they used for? How can they help us search for items in the library? Search terms, keywords etc.		
New learning or task – e.g. shared session, teacher demonstrations, modelling, activity	Demonstrate using the dictionaries, encyclopaedias and thesauruses. Recap alphabetical order. Explain that not all of the terms used will be in every dictionary/encyclopaedia/thesaurus.		
Development . application. e.g. independent reading, paired reading, group work	Split the class into teams (preferably 2) and give them each a selection of dictionaries, encyclopaedias and thesauruses. Start with the dictionary round and ask for definitions for 5 words –the team that gets each one first gets a point. Do the same for an encyclopaedia round and a thesaurus round. The final round will be a selection of questions where the answers will be in either a dictionary, encyclopaedia or thesaurus – the skill is in choosing the right source. The winners are the team with the most points at the end of the rounds.		
Plenary	Explain that what they have done is use their search skills, alphabetical order skills and book selection skills to quickly and efficiently retrieve information.		
Extension	Use internet search engines/dictionary sites as well as books. Widen out to being more general questions that you have to use the subject index to find the answers in any non fiction book.		

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Year 6	Term 3	Objective b :part 1	Planning/locating/gathering Recording/checking back Presenting/evaluating
Learning Objective	To use library skills and information retrieval skills to gather information in order to produce a piece of work in an appropriate style and form to suit purpose and audience.		
Background	Everything!		
Vocabulary	Information skills, planning, keywords, locating and gathering, retrieval, recording, note taking, presenting, evaluation		
Materials required / preparation	Questions based on topic being studied or on a transitional subject that will be useful for Year 7. Grid with the 6 steps of information skills.		
Introduction / Activating prior knowledge Sharing learning intentions Questions for discussion	This is primarily a recapping session where it is made explicit the skills that have been learnt through the last 6 years. Talk through the 6 steps using the grid; ask the children to remember instances when they used each step.		
New learning or task – e.g. shared session, teacher demonstrations, modelling, activity	<p>Model getting a book from the shelves using the subject index (wall or book) then look for specific information within the book using the contents or index pages. Once you've found the appropriate page, model scanning for the information you require – discuss the importance of keywords when skimming and scanning. When you have found relevant information decide with the class how best to take notes and present the information.</p> <p>Make a point of highlighting useful terminology such as contents, index, skimming, scanning, relevant notes, and presentation as you are doing this.</p>		
Development . application. e.g. independent reading, paired reading, group work	<p>Give the class a general subject such as World War II and ask them to brainstorm ideas for a project.</p> <p>From the suggestions they come up with divide the class into groups to research specific topics such as evacuation, rationing etc.</p> <p>Give a clear focus for the research i.e. The effect on children of the time in relation to the given topic.</p>		
Plenary	<p>Each group should report back to the class one important fact they have found out through their research.</p> <p>Recap the 6 steps and get the class to tell you where they think they have got to so far in this lesson. Ask them to be ready to continue what they have already started and begin to think of ways to present their information for the next lesson.</p>		
Extension	Visit the local secondary school that the children will be attending to acclimatise them to their new surroundings and get them to repeat the exercise using the secondary school library and resources.		

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Year 6	Term 3	Objective b: part 2	Planning/ locating / gathering recording/ checking back presenting/ evaluating
Learning Objective	To use library skills and information retrieval skills to gather information in order to produce a piece of work in an appropriate style and form to suit purpose and audience.		
Background	Everything!		
Vocabulary	Information skills, planning, keywords, locating and gathering, retrieval, recording, note taking, presenting, evaluation		
Materials required / preparation	Books/notes used previously. Information skills 6 step grid.		
Introduction / Activating prior knowledge Sharing learning intentions Questions for discussion	This is primarily a recapping session where it is made explicit the skills that have been learnt through the last 6 years. Talk through the 6 steps using the grid; ask the children if they remember where they had got to on the grid from their last lesson. (should be selecting and recording)		
New learning or task – e.g. shared session, teacher demonstrations, modelling, activity	<p>Explain the importance of note taking and model again the process of looking up information in a book using contents, indexes and keywords to scan the text.</p> <p>Discuss the possible ways of presenting the information obtained. For example, Evacuation topic could be presented as a diary extract; Rationing could produce a recipe; Living through the Blitz could become a comic strip story; Numbers of casualties could be a graph etc.</p>		
Development . application. e.g. independent reading, paired reading, group work	<p>Divide the class into the same groups they were in for the last lesson and give them time to go over their notes.</p> <p>Decide on a presentation method and prepare to present findings to the rest of the class. (May need more time to complete the work).</p>		
Plenary	Ask the children to tell you the steps they went through to get their final piece of work (use the 6 step grid to reinforce). Discuss how useful this method will be for the research/homework they will need to do in secondary school.		
Extension	<p>Allocate time for the children to present their findings to the rest of the class.</p> <p>Visit the local secondary school that the children will be attending to acclimatise them to their new surroundings and get them to repeat the exercise using the secondary school library and resources.</p>		

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Year 6	Term 3	Objective c	checking back evaluating
Learning Objective	To understand referencing and copyright (including that of images) and avoid plagiarism		
Background	This is an exercise to encourage pupils to think about the implications of plagiarism		
Vocabulary	Copyright, plagiarism		
Materials required / preparation	Paper, pencils		
Introduction / Activating prior knowledge Sharing learning intentions Questions for discussion	Give a very brief introduction – the aim is to for the children to realise for themselves the purpose of this exercise rather than be told		
New learning or task – e.g. shared session, teacher demonstrations, modelling, activity	<p>Give each pupil a sheet of paper and ask them to draw a picture (reasonably quickly!) of a place that they like to be in. When finished, ask them to pass the piece of paper to the person on their left.</p> <p>Now ask the new owner of each piece of paper to write their names on the picture</p> <p>How does this make you feel?</p> <p>Now pass the sheet to the left again and ask them to give the picture a heading or title</p> <p>How easy is it to do this? Do you know what you need to know in order to give the picture a title?</p> <p>Now introduce the word “Plagiarism” and relate how claiming ownership of something that is not yours offends the owner of the work and means you are writing something that you are not able to explain.</p>		
Development . application. e.g. independent reading, paired reading, group work	This can then lead to discussion of how to reference books and other types of materials. See Harvard referencing system or refer to Schools Library Service for models. Otherwise referencing, working through examples of different types of materials (books, websites, magazine articles, etc) can be the topic of a further lesson.		
Plenary	Recap on what plagiarism is and how to record sources		
Extension	More work on referencing if appropriate.		

Information skills: the six steps

Planning	<ul style="list-style-type: none">• What have I been asked to do?• What do I know already?• What do I want to find out?• Where could I find the information?
Locating and gathering	<ul style="list-style-type: none">• What sources are available?• Which ones should I use?• How shall I use them?
Selecting and Recording	<ul style="list-style-type: none">• What is relevant?• How shall I keep a record?• How should I organise my information?
Checking Back	<ul style="list-style-type: none">• Have I done what I was asked to do?• Do I need to find out anything else?
Presenting information	<ul style="list-style-type: none">• What is the best way to present my information?• Do I have a choice?
Evaluating	<ul style="list-style-type: none">• What do I think of my finished work?• Would I do anything differently next time

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Lesson Plan Template

Teacher/librarian:

Date

Year	Term	Objective
Learning Objective		
Background		
Vocabulary		
Materials required / preparation		
Introduction <i>Sharing learning intentions, activating prior knowledge, questions for discussion</i>		
New learning or task <i>e.g. shared session, teacher demonstration, modelling, supported activity</i>		
Development / application. <i>e.g. independent reading, paired reading, group work, activity</i>		
Plenary		
Extension		