

Hot Topics in Lesson Planning **Library Treasure Hunt**

Theme/Subject of the Lesson

Students will become familiar with areas of the library. This lesson is meant to be taught upon the students' second or third visit to the media center, after they have been through orientation and are familiar with basic procedures.

Grade Levels

This lesson is appropriate for second and third grade, but it can be easily adapted for fourth grade.

Stage of Cognitive Development

The children are between the ages of 7-9, which places them in the concrete operations stage. This stage marks the beginning of logical thought, although that thought only applies to physical (or concrete) objects. They are developing their inductive logic skills, and can focus on multiple parts of a problem at the same time. Their thinking becomes more rational, and they are able to perform a variety of mental operations. Children in this stage are also able to recognize that others have different perspectives on the world, and that those perspectives may differ from their own.

Length of Lesson

Ideally, this lesson will take about 60 minutes from introduction (10 minutes) to conclusion. Some student groups may not finish the hunt during the allotted time (40 minutes), however, the salient points will be covered in the lesson review and recap (10 minutes).

Essential Questions

- What are the different areas of the library?
- Where can I find both fiction and non-fiction books?
- How do I find a book I want to read?
- Where can I check books out?
- How can I get help if I need it?

Standards and Benchmarks

AASL Standards

- 1.1.9 Collaborate with others to broaden and deepen understanding.
- 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.
- 1.3.2 Seek divergent perspectives during information gathering and assessment.
- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process

- 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
- 3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
- 3.2.3 Demonstrate teamwork by working productively with others.
- 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

Common Core Standards

- CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CCSS.ELA-LITERACY.RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
- CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.

Learning Goals

Students will be able to:

- identify specific areas of the library, including the restroom, the circulation desk, and other important areas

- locate different types of materials, including fiction and non-fiction books, graphic novels, and magazines
- find the online database computer stations

Student Self-Assessment Rubric

- 4-I know my way around the media center. I am able to find any type of book or magazine I want without the media specialist's help.
- 3-I know where all the different types of materials are in the media center, but I am not sure how to find a specific book or magazine and I could use a little help.
- 2-I know where the books are, but I don't know what kind of books are in which areas. I have to look at the books by hand to figure out what books are in the area where I am. I need some help.
- 1-I am kind of lost in the media center. I need the media specialist's help to find anything.

Materials/Resources Needed

Librarian:

The Kids' Book of Questions by Gregory Stock
The Art Lesson by Tomie dePaola
The Graveyard Book: A Graphic Novel by Neil Gaiman & P. Craig Russell
Peyton Manning: Football Superstar by Mike Artell
The One and Only Ivan by Katherine Applegate
 ALA Spiderman 'Read' Poster
 Printed clue sheets to post
 Pencils and Bookmarks for completion prizes

Students:

Note-taking sheet
 Pencils

Lesson Agenda/Activities (Lesson Steps)

- Before the students arrive, the LMS will hide the clues in the appropriate places (inside books, at the circulation desk, in the restroom, etc.). The clues are to remain in their hiding spots, so they will be secured to each location as appropriate (paper clips, tape, etc.).
- The library media specialist will begin the lesson by asking the students (by a show of hands) how many of them think they know their way around the library.
- The LMS will then ask the students if they know what a treasure hunt is, or if they have ever been on one.
- After allowing a minute or two for students to share their previous experiences with the class, the LMS will explain that they will be going on a treasure hunt around the library.
- The LMS will explain the rules of the treasure hunt:

- Quiet voices and feet.
- Once you have found a clue, put it back where you found it.
- Do not help another team-let them figure it out on their own.
- If you have any questions or need help, ask the LMS.
- Let all members of your team participate.
- After asking if there are any questions, the LMS will divide the students into groups of four, and ask two students to hand out note-taking paper and pencils to each student.
- Once each student has paper and pencil, the LMS will call the first group up, and give them a copy of clue #1, sending them on their way.
- While the other students wait for their team to start the treasure hunt, the LMS reads questions from *The Kids' Book of Questions* and solicits answers. When the LMS sees that the previous team is far enough ahead, she will send the next team on their way.
- When all teams are working on the hunt, the LMS should be walking around, assessing student ability and answering any student questions.
- When the LMS sees that the first group is close to the end of the hunt, she should return to where the hunt began to wait for them.
- When they arrive, the students are awarded pencils and bookmarks.
- Just as when the teams were beginning the quest, the LMS will use *The Kids' Book of Questions* to keep the finished teams occupied while the rest of the teams complete the task.
- When all teams have finished (or there are only ten minutes remaining in the class period), the LMS will begin to recap the lesson. After allowing the students a few minutes to share their experiences with the class, the LMS will then go over the areas of the media center the lesson covered (fiction and non-fiction, graphic novels, circulation desk, etc.).
- She will then ask if anyone can identify places in the library that were not in the hunt, and if anyone found any parts of the hunt more difficult than others.
- Finally, she will close by asking students (by a show of hands) how many of them think they know their way around the library. Ideally, the number of hands raised should increase from the number raised at the beginning of the lesson.
- After the students leave, the LMS should evaluate the lesson, identifying those parts of the lesson that worked, and those that didn't. She should alter the lesson accordingly to use with the next class.

Lesson Agenda/Activities (Procedures)

- Students will enter media center following previously explained procedures (quiet feet, quiet mouths, etc.).
- Media specialist will instruct students to have a seat on the rug in front of the rocking chair. Once students are seated, quiet, and paying attention, the lesson will begin.
- The media specialist will hold a very brief review of the library's conduct rules. Students will be moving around the library, so they will be reminded how to conduct themselves. Any group that is behaving in an inappropriate manner will be warned once, and pulled from the activity if the behavior continues.
- If during the seated part of the lesson a student needs the media specialist's attention, has a question, or needs to use the restroom, he/she is to raise their hand and display the proper number of fingers.
- When the active part of the lesson is to begin, two students (appointed by the media specialist) will hand out note-taking paper and pencils to each student.
- Students will be working in teams of four—there will be between four and five teams total. The teams will be assigned by the media specialist.
- Each team will begin four or five minutes after the team before them (the media specialist will send each team after the team before them has solved two clues, so as to prevent a log jam).
- Once the students have solved the last clue and returned to the area where they began, they will sit quietly and watch as the rest of the class finishes the hunt, answering the questions (from *The Kids' Book of Questions*) posed by the media specialist.
- After all teams have finished the hunt, there will be a brief wrap-up, where the media specialist will ask the students about the hunt, find out if they had any difficulties, and try to assess the students' comfort level with the different areas of the library.
- Once the lesson is over, the group is to line up in the designated spot, wait for direction from their classroom teacher, and exit the library quietly.

Lesson Agenda/Activities (Motivational Hook)

I do not anticipate a lack of motivation among the students once they know what the activity is. There are also prizes (pencils and bookmarks) for those students who need that little extra incentive.

Lesson Agenda/Activities (Prior knowledge connections)

This lesson is meant for the students' second or third trip to the library. The students are second or third graders, and have probably visited the media center before (unless they are new to the school). Most of them should have a bit of

familiarity with the media center, so they should be able to connect the clues with the right areas of the library. Also, during the lesson, I have scheduled a few minutes for students to talk about their past experiences with treasure hunts, connecting those experiences to the current activity.

Lesson Agenda/Activities (Vocabulary)

- treasure
- riddle
- clue

Lesson Agenda/Activities (Higher Order Thinking Questions)

Remembering:

- Recall (Who thinks they know their way around the library? Who has been on a treasure hunt?)

Understanding:

- Locating (different parts of the library)
- Recognizing (where certain things are housed in the library)

Applying:

- Demonstration (the ability to retrieve certain items from different library locations)
- Interpreting (making sense of clues)

Analyzing:

- Reporting (during wrap-up)

Evaluating:

- Critiquing (What did you think about the treasure hunt? Did you have any trouble, and if so, why?)
- Opinion (Were there places in the library that were not included that should have been?)

Multiple Intelligences/Learning Styles

The lesson addresses several learning styles:

- Visual-Spatial: Several of the clues include pictures of the item sought
- Bodily-Kinesthetic: This activity cannot be completed without student movement.
- Interpersonal: This is a team activity-students must interact with one another to complete the activity.
- Verbal-Linguistic: The clues are given in the form of rhymes, appealing to the linguistic learner.
- Logical-Mathematical: Each clue is a riddle-logical/mathematical learners like to solve puzzles.
- Musical-Rhythmic: The rhythm of the riddles engages these students.

Attention-getters/Engagement

Students of this age are eager to demonstrate their knowledge in just about any area. Starting with the first question (who thinks they know their way

around the library?), most students should be interested. The announcement of a library treasure hunt should garner the attention of the few that aren't already on board (even adults love a treasure hunt-witness the popularity of geocaching).

Accommodations:

This lesson is easily adapted for special-needs students. Since the students are working in teams, a student with limited mobility can participate-an 'able' student can do the actual retrieving of the books, etc. Visually-impaired learners can have the clues read to them, while hearing-impaired students may read the clues. In the case of severely disabled students, their student aide can assist them, taking into consideration their individual capabilities.

Collaboration with Classroom Teacher

The media specialist should meet with the classroom teacher prior to the beginning of the school year to discuss the curriculum, offer assistance, and provide guidance with regard to library-centered activities. During these meetings, the media specialist should also give the classroom teacher a brief outline of the scheduled library lessons, allowing the classroom teacher to give feedback and suggest additional lessons as appropriate. The classroom teacher should, if possible, be present during the lesson to provide additional assistance.

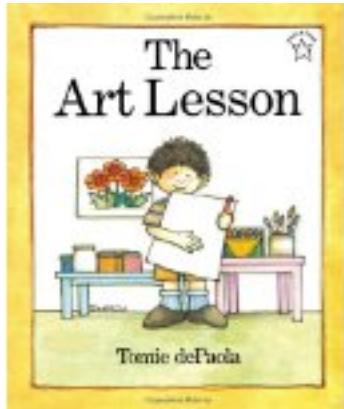
Assessment

There will be no formal assessment for this activity. Assessment takes place during the lesson (watching the students maneuver through the hunt), and after the lesson, (during the lesson wrap-up and review). If it is determined that students need more instruction and/or practice, further steps to acquaint the students with the library will be taken.

Clues for Treasure Hunt

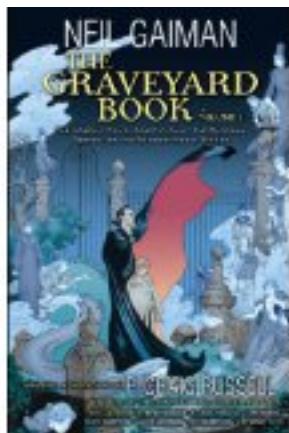
Clue #1

You can find your next clue
If you're very, very smart
In a picture book up on the shelf
About a boy and his lesson in art



Clue #2

It's kind of a scary story
But you should give it a look
A graphic novel by Neil Gaiman
Called "The Graveyard Book"



Clue #3

After searching all day
For a book you want to borrow
It's where you go to check it out
Yesterday, today, and tomorrow

Clue #4

If you saw this book on TV
And you wonder if we have it
Go here to search among our books
And make this search a habit

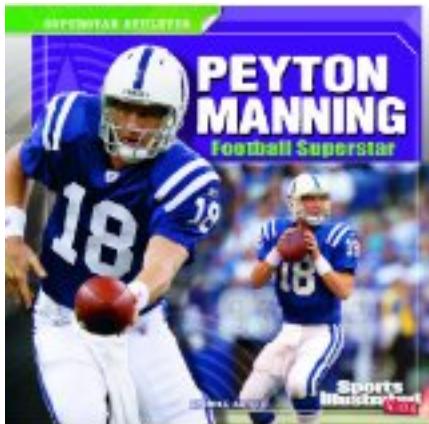
Clue #5

I've been holding it all morning
Ever since the very first bell
If I don't get to visit here soon
All will not be well



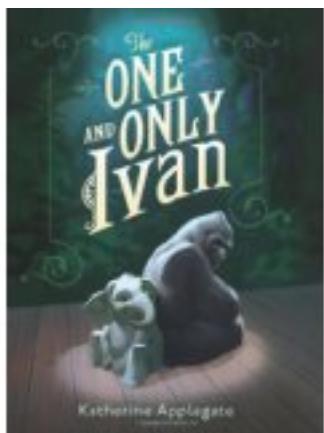
Clue #6

It's almost football season
All summer I've been planning
I want to know all about my favorite player
Broncos Quarterback Peyton Manning



Clue #7

This book I read was really sad
And I'm not even jivin'
A chapter book by Katherine Applegate
About an elephant named Ivan



Clue #8

Superheroes think it's cool to read
When they're not busy fighting bad guys
If you look around the room
You'll find the clue to the big prize



Clue #9

Good job so far, you're almost there
You've figured out the clues
There's simply just one more
There's no way you're going to lose

When it's story day in library class
And Miss Olson's going to read a book
This is where she's going to be sitting
Come on over and take a look!