

Lesson Plan

PEPEC 5813

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Title of Lesson: [Having Fun Isn't Hard When You've Got a Library Card](#)

Target Language Instructional Statement: This class is a for adult learners at the developing, or intermediate, level. Students are immigrants, refugees, or just non-native speakers of English. The class is taught year-round, with one section for beginning learners and one for intermediate. Students place into the appropriate section for their English level by taking a test (which unfortunately only measures reading level and none of the other 3 domains of English learning). There are typically 10-15 students in each class session. The goal for students in this class is to become more proficient in the four domains of English. They want to apply the skills they learn to activities in their daily life: shopping, work, leisure, etc.

Topic or Main Concepts: Navigating a public library

Performance Objective(s):

- SWBAT appropriately categorize media into genres by responding to verbal questions as a group
- SWBAT identify which sections of the Dewey Decimal System (DDS) hold their favorite genres of media by constructing a chart in an individual in-class assignment

Stages in the Lesson Plan | 90-minute lesson:

Warm up/Review (15 minutes):	<p>I will greet the class and ask what they did for fun over the weekend. The previous lesson was about leisure activities, and I had assigned the class to watch a movie over the weekend. I will put them into small groups (3-4 students) to answer the following prompts:</p> <ul style="list-style-type: none"> • What movie did you watch? • What was it about? • Did you like the movie? Why or why not? <p>While students talk, I will start to write genres of media on the whiteboard: fantasy, science fiction, mystery, drama, and non-fiction.</p>
Introduction (10 minutes):	<p>After the students have discussed the movies they watched, I will bring everyone back together as a group. I'll tell them that we categorize movies by genre, introducing and defining each genre written on the board. I will then ask the class to share some of the movies they watched: the title and what it was about. After each student shares, I will explain what genre that movie belongs in and write that title in the corresponding genre on the board, sometimes asking the class for their input. A sample exchange might go like this:</p> <p>Student: "I watched <i>Interstellar</i> this weekend. It's about a man who goes into space to try to find a new planet for humans to live on."</p>

Teacher: “Okay, great, a space movie! So, humans are currently able to travel in space, but not for very long journeys or to very far-away planets. But, in this movie, they’re in space for a long time and go to a lot of different planets. What genre do you think *Interstellar* belongs to?”

Class: “Science fiction!”

After doing this for a handful of movies, ideally so that at least one is in each genre on the board, I will ask the class what else they like to do for fun besides watch movies. After hearing a few responses (which hopefully include “reading!”), I will explain to the class that they can get movies, books, and all kinds of media from the library. Then, I will introduce the lesson objectives: “Today, we will learn about libraries and how we can find books and movies that relate to our interests. We will learn about genres of non-fiction books and how they are categorized in libraries using the Dewey Decimal System. By the end of this lesson, you will be able to explain the genres of media you like and know where in the Dewey Decimal System you can find books and movies that interest you.”

**Presentation
(25-30
minutes):**

Next, I will play the “Library Card Song” video from the children’s television show *Arthur*. I will ask the class to share as a group parts of the video that stood out to them. I will then divide the students into small groups (3-4 people) and ask them to share their experiences in libraries growing up. This will get them thinking about libraries and envisioning themselves in them, which prepares them for the next part of the presentation. While the students discuss, I will start to sub-divide the “non-fiction” category from the board into further detail: biographies, science, art, history, languages, and music.

After students have shared their experiences with each other for about 5 minutes, I will bring the class back together. I will ask students to tell me some of their favorite things about libraries or the books they got from the library as kids. After a few people share, I will explain that we categorize books into genres just like we do with movies. I will ask students to share a few of their favorite books or types of books. After a student shares, I’ll repeat the genre-placing exercise that we did for movies, placing books into the appropriate fiction and non-fiction categories.

Once the class has discussed several books and categorized them, I will show some slides to introduce the Dewey Decimal System (DDS). These slides will explain what the DDS is and how we use it to categorize books in libraries, with images of the DDS labels on shelves in libraries. The slides will also include the image on page 4 of this lesson plan, which will be distributed to students as a handout.

**Practice (5
minutes):**

Once the students have the DDS handout, I will quiz them on the DDS by asking which numbers might include some of the non-fiction books we discussed earlier. For example:

Teacher: “In which category would we find Gitanez’s book about drawing?”

Class: “In the 700s!”

**Assessment/
Evaluation
(20-25
minutes):**

After the students are done with the verbal quizzing, I will hand out the DDS categorization chart activity (see page 5). I will explain the worksheet and how students will fill it out: working alone, they will place the provided book and movie titles on the worksheet in the appropriate DDS or fiction category. They will also provide 6 book or movie titles of their own, placing them into the appropriate DDS category or genre.

As students complete the worksheet, I will walk around the room to answer questions and check that the activity is being completed properly.

After about 15 minutes, I will ask students to stop and call on them at random to share where they placed a book or movie. I will ask the class if they agree with the placement and correct if needed. The students will then hand in their worksheets to be for scoring.

I will then ask students if they have questions or if anything does not make sense.

**Application
(10
minutes):**

Finally, I will provide the class with homework assignments for applying their learning. They must all visit a library within the next week and:

1. Get a library card if they do not yet have one.
 2. Walk around the library to see how the shelves are laid out, familiarizing themselves with the location of fiction and non-fiction (DDS) areas.
 3. Check out at least 1 item from a DDS section that relates to something they like to do for fun or want to learn. This will include callbacks to leisure activities that students shared in previous lessons. For example, if a student shared that they love to cook, I will suggest that the student check out a cookbook.
 4. To complete the homework assignment, they must bring an item they checked out to class on Monday next week.
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Materials:

- Whiteboard and markers
- Dewey Decimal System (DDS) handout (page 4)
- Genre and DDS Categorization Chart handout (page 5)

Handout 1: Dewey Decimal System

001-099	Generalities	PREQUEL TO THE DEWEY DECIMAL SYSTEM	Encyclopedias, curiosities and wonders, unexplained mysteries
100-199	Philosophy	WHO AM I?	Books about the self, feelings, dreams, witchcraft
200-299	Religion	WHO MADE ME?	Christianity, Judaism, Buddhism, Hinduism, etc., and Mythology
300-399	Social Science	WHO'S THE GUY IN THE NEXT CAVE?	Customs, cultures, laws, manners, costumes, fairy tales
400-499	Languages	HOW DO I TALK TO THAT GUY?	Dictionaries, parts of speech, sign language, foreign language aids
500-599	Natural Science	LET'S TALK ABOUT THE WORLD WE SEE	Mathematics, earth, astronomy, chemistry, plants, wild animals
600-699	Applied Science	NOW LET'S MAKE STUFF OUT OF WHAT WE SEE	Inventions, robots, transportation, pets, recipe books
700-799	Arts and Recreation	NOW LET'S HAVE SOME FUN	Art, drawing, comics, handicrafts, music, games, sports
800-899	Literature	LET'S TELL OUR CHILDREN HOW WONDERFUL WE ARE	Poetry, plays, classic literature, jokes, riddles
900-999	Geography and History	LET'S TELL OUR FUTURE CHILDREN HOW WONDERFUL WE WERE	Landforms, travel, atlases, exploration, countries
92 and 920	Biography and Collective Biography	FIND OUT ABOUT FAMOUS PEOPLE	Single person: filed by last name of subject Multiple people: by author

Grand View Elementary School Library – MBUSD – October 2009

Handout 2: Genre and Dewey Decimal System (DDS) Categorization Chart

Below you will see several titles of books and movies. Place them into the appropriate genre or DDS section in the chart below. You also need to provide six book or movie titles of your own and place them into the appropriate genre or DDS section.

Provided book and movie titles:

- *Star Wars, Episode V: The Empire Strikes Back* (movie)
- *Nancy Drew: The Mystery at Lilac Inn* (book)
- *Harry Potter and the Goblet of Fire* (book)
- A book about China
- *Buddhism: An Introduction* (book)
- *Blackfish* (a documentary about the orcas [whales] at SeaWorld)
- *All About Ghandi* (book)
- *Learn Sign Language* (book)
- *How To Draw Your Own Comic Books* (book)
- A movie about the customs and daily life of people who live in Mongolia

Your book and movie titles:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Science Fiction	Example: <i>Bladerunner</i>
Mystery	
Fiction	
Fantasy	
Drama	
001-099	
100-199	
200-299	
300-399	
400-499	
500-599	
600-699	
700-799	
800-899	
900-999	
92 and 920	