

OPAC SUGGESTED ACTIVITIES

Use this document with the suggested Skill and Level Matrix to assist in planning activities for students.

Grade 1

A. OPAC Purpose

(Skills # 1, 2 - Introduce)

* Introduction includes telling individuals while assisting them to find books about the purposes and showing them information on the screen by pointing to it. They can learn to call this tool, the OPAC, and know that readers can use it to find out where books are on the shelf.

B. Locate Book on Shelf

(Skills # 2, 3, 4 - Introduce)

* Students learn the meaning of author, title and subject through read-aloud time with the LMS. These three terms should be included in all story-time session.

* Read-alouds, physical displays for check-out arranged by subject increase awareness of term "subject"

* Author studies increase awareness of term "author"

D. Special Features

(Skills # 8,9 - Introduce)

* Events such as author birthdays or important dates in book making can be entered by the LMS. The LMS can introduce the "Events" feature by sharing the information.

E. Information about a Book

(Skill # 1 - Introduce)

* As LMS assists students with using OPAC, students are taught to look for "in" or "out" as information on availability.

Grade 2

A. OPAC Purpose

(Skills # 1, 2 - Introduce)

* Introduction includes telling individuals while assisting them to find books about the purposes and showing them information on the screen by pointing to it. They can learn to call this tool, the OPAC, and know that readers can use it to find out where books are on the shelf.

B. Locate Book on Shelf

(Skills # 1, 2, 3, 4, 5, 6 - Introduce)

* See grade 1, B for suggestions Continue reinforcing the meanings of Subject, Title, and Author. Suggested group activity: over several weeks time where students have the benefit of a Computer presentation tool. Each week, 2 students will search by Subject, by Title, and by Author of their choice for class to see. LMS might structure these lessons around the alphabet. Upon finding the book, students tell the call number (maybe even point to shelf location with a laser pointer). They can be taught to put in only the first 4 letters of the search term. At the end of student display, LMS can ask a child to search for the LMS's choice. LMS can then go to shelf and pull book and read it to the class.

* Introduce new concept of keyword. Read a book aloud and ask them to come to consensus on the subject or tell them the subject but allow them to name important words (keywords). Record keywords for all to see. Show that keywords all relate to the subject.

* Introduce new concept of series. In fiction books use read-alouds to show that main characters are the same. Use read-aloud times to comment on setting and story action (plot) "Arthur" "Boxcar Children". In non-fiction books, use read-alouds to show similar format of the books "New True".

* Introduce new concept of locating an AR book using OPAC. Show search using the AR button. Show how a book is identified as being AR on OPAC screen. Demonstrate where the reading level is located to determine whether or not the title is appropriate for the student's ZPD.

* While still in the introductory phase of this skill, students connect that they are able to locate a book on the shelf if they can identify a keyword or series as well as subject, title, author. They should be able to identify the icon in OPAC, which will enable the search. They should also be able to tell the difference in a title, subject or keyword, author, and series. Activities which strengthen this skill, should be designed by the LMS.

D. Special Features

(Skills # 8, 9 - Develop)

* Events such as author birthdays or important dates in book making can be entered by the LMS. The LMS should continue to demonstrate the "Events" feature and the Visual OPAC feature by sharing the information.

E. Information about a Book

(Skill # 1 - Develop) (Skills # 2, 3, 5, 6 Introduce)

* See grade 1, E to continue introducing/developing skill 1.

* Students are able to find the author, illustrator, summary note, and publisher/copyright date. Students need to have clear understanding of what a publisher does and what a copyright date means. LMS might prepare an activity that helps students understand this. It should be noted that students can find this information in the book as well as the OPAC. It should be made meaningful to the students as to why this information is given about a book.

* Students could work in groups or individually to write or orally answer questions given by LMS after showing an OPAC book record. Questions are designed to name the author, illustrator, summary, publisher, and publication/copyright date. A computer projection device is helpful as a teaching tool.

Grade 3

A. OPAC Purpose

(Skills # 1, 2 - Develop)

* See grade 1, A. Continue to develop these skills associated with the purpose(s) of the OPAC as students search for books or information by finding "teachable moments".

B. Locate Book on Shelf

(Skills # 1,2,3,4,5,6 - Develop)

*Suggested activity: Divide students into groups during scheduled library time. Give each group a keyword, subject, title, author, AR and/or series. Group of individual is to find the book location in the OPAC and record it AND perhaps go to the shelf and get the book while the next person or pair locates call number in the OPAC. Possibly, as further reinforcement, ask groups to rotate and check another group's work. Sometimes a student might learn just as much being the writer who stays at the computer while another searches.

C. Boolean Searching

(Skills # 1,2,3,4 - Introduce)

* At the introductory level, students need only to understand that they may use two keywords at a time to do a more powerful search. They could learn the term "Boolean searching" and the terms "and", "or", "but not". LMS could introduce this by asking groups to respond with a sign if they are wearing "black shoes", "black shoes and all white socks", "black shoes but not shoelaces". Allow them to look around the room at the number of responses for each. Guide them to understand that adding the Boolean operator narrows the number of responses. Activities like this could be done after the students were lined up to leave.

D. Special Features

(Skill #7 – Introduce) (Skills #8, 9 – Master)

* See grade 2, D for mastery of skill 8 and 9.

* Introduce the Bookbag/Search History by modeling putting in 3 books. Allow a student to do guided modeling. Assess comprehension of this concept by allowing groups, pairs, or individuals to pull a subject or author name from a "hat", put 3 books into the Bookbag and have another student or pair check that they successfully accomplished the task.

E. Information about a Book

(Skill # 1 - Master) (Skills # 2, 3, 4, 5, 6 - Develop) (Skills # 4,8,9,10,11,12 - Introduce)

* By 3rd grade, identifying the availability of any book should be mastered

* See grade 2, E.

* Introduced are the added entries for subject and series, descriptive notes about the book including paging and illustrations, and added notes such as Accelerated Reader. Whenever possible, assist individuals using the OPAC to make selection based on OPAC information. Model using the hyperlink of the subject and author entries to increase selection choices.

A. OPAC Purpose

(Skill # 1 - Master) (Skill # 2 - Develop)

* Continue to provide opportunities for students to use OPAC.

B. Locate Book on Shelf

(Skills # 1, 5 - Develop) (Skills # 2, 3, 4, 5, 6 - Master)

* By 4th grade, students master selecting the correct search icon of subject, author, title, keyword and successfully find a book on the shelf. Students are still developing skills in finding a book by keyword and series. A practice activity might be to group children in 4-5 groups. Rotate groups and individuals by asking a question that is a real question answered by the OPAC, such as "I liked Charlotte's Web and want another book by that author." Students' answer would be title because that is the correct icon to choose. Points are scored for teams, by individuals who answered correctly. Other tasks that would score a point might be to use the OPAC and return with the correct call number or book from the shelf.

* Continue developing searches by keyword, AR, and series. Especially difficult for students is when to use a subject search and when to use a keyword search. Suggest using a keyword only when the subject renders no book titles.

C. Boolean Searching

(Skills # 1, 2, 3, 4 - Introduce)

* Students learn that a power search is a search with more than one keyword. In conjunction with a reading motivation unit model this search. Use Venn Diagrams as presearching activities (Venn Diagrams, Critical Thinking & Informational Literacy (from Follett's Professional Development Series by M. Ellen Jay, Ph.D.) Activities of this nature will help identify keywords and build a background for narrowing/broadening searches that will also crossover to internet searching.

D. Special Features

(Skill # 7 - Develop) (Skills #8, 9 – Reinforce)

* Continue the use of the Bookbag, Search History, Shelf Browse, and Limiters as a means to quickly finding the resource they need for whatever informational or enjoyment purpose they have. Depending on your library policies, the Bookbag may be used only by teachers. You may or may not allow printing/saving as an option. Students will need to have a clear understanding of what media types are before using Limiters options. Search history and shelf browse allow students to more quickly and accurately find books. They need to be shown this tool in a large group, a small group and in individual settings as the need warrants.

E. Information about a Book

(Skill # 2, 3, 4, 5, 6 - Master) (Skill # 8, 9, 10, 11, 12 -Develop)

* After reviewing author, subject, title, keyword search options, use a handout you develop to direct individuals, pairs, or groups to search for the answers to specific information questions about a title found in the local OPAC. Searches for a book can be done by any search options that the student has mastered.

Grade 5

A. OPAC Purpose

(Skill # 2 - Master)

* By 5th grade students should know that they can find out information about a book by using the OPAC.

B. Locate Book on Shelf

(Skill # 1 Master)

* By 5th grade students should master finding a book in the library when searching by keyword. Students should also know how a keyword and a subject search differ.

C. Boolean Searching

(Skills # 1, 2, 3, 4 - Develop)

*Students in grades 5 can begin to use Venn diagrams to help them visualize search results of keywords. Venn diagrams also help the students understand how the Boolean operators of "and", "or", and "but not" work in connecting the keywords. Pre-searching activities can be structured when students have assignments from teachers where they must obtain information. Entering keywords on the Venn diagram; interpreting the phraseology of the filled in Venn diagram or creating a Venn diagram from a search questions are activities that can help students develop the power search in the OPAC as well as carry over to searching any electronic information source.

D. Special Features

(Skills # 7, - Master) (Skills #8, 9 – Reinforce)

* Students should readily use the Bookbag, search history option, and the shelf browse option. Individuals who would benefit from these tools can be shown these tools as they need to know them.

E. Information about a Book

(Skills #1-#7 Reinforce) (Skills # 8, 9, 10, 11, 12 - Develop)

* Continue to develop the skill of knowing about the added entries and notes, series, subjects, and descriptive information as a matter of directing student's attention to them especially where they are hyperlinked. If written assessments are given, be sure to include questions that help students to look at this book information.

Grade 6

A. OPAC Purpose (Reinforce all skills)

B. Locate Book on Shelf
(Reinforce all skills)

C. Boolean Searching

(Skills# 1, 2, 3, 4 - Develop)

* Use the POWER search to display a window. Review terminologies: Boolean search, and all the limiting terms listed below. Demonstrate the uses of the Boolean searching window with examples. Show the drop down boxes and how they can refine a search by limiting the keyword or phrase to title, author, notes, subject or series.

* Use a Venn diagram handout and ask students to 1.) Label circles. 2.) Shade area that applies. 3) Write one subject that search will find. Demonstrate the proper search and put in the suggestions as well as say them orally. Suggested few: Dogs and Cats; Dogs or Cats; Cats but not kitten; Pets but not Cats but not Dogs; History and Fiction but not United States.

D. Special Features
(Reinforce skills #7-#9)

E. Information about a Book
(Reinforce skills #1-#7)

(Skills # 8, 9, 10, 11, 12 -Develop)

* After reviewing author, subject, title, keyword search options, use a handout you develop to direct individuals, pairs, or groups to search for the answers to specific information questions about a title found in the local OPAC. Searches for a book can be done by any search options that the student has mastered.

Grade 7

A. OPAC Purpose
(Reinforce all skills)

B. Locate Book on Shelf
(Reinforce all skills)

C. Boolean Searching

(Skills # 1, 2, 3, 4 - Master)

* By grade 7 students need to understand broadening and narrowing searches when using more than one keyword. Included is the use of Boolean operators; truncation using the *, the wildcard, ?, and how the limiters that narrow a search. Activities for searching can be extended to the internet when information is needed beyond the books in the library.

D. Special Features
(Reinforce skills #7-#9)

E. Information about a Book
(Reinforce skills #1-#7)

(Skill s# 8, 9, 10, 11, 12 -Develop)

* After reviewing author, subject, title, keyword search options, use a handout you develop to direct individuals, pairs, or groups to search for the answers to specific information questions about a title found in the local OPAC. Searches for a book can be done by any search options that the student has mastered.

Grade 8

A. OPAC Purpose
(Reinforce all skills)

B. Locate Book on Shelf
(Reinforce all skills)

C. Boolean Searching
(Reinforce all skills)

D. Special Features

(Skills # 1-6, #10 Introduce) (Reinforce skills #7-#9)

* Introduce special features options. Allow a student to do guided modeling. Assess comprehension of these concepts by allowing groups, pairs, or individuals to launch other applications, link to web pages, build bibliographies, print selection lists, title records, and bibliographies. Have another student or pair check that they successfully accomplished the task.

E. Information about a Book
(Reinforce skills #1-#7)

(Skills #1-7 Reinforce) (Skill # 8, 9, 10, 11, 12 - Master)

* Mastering the skill of knowing about the added entries and notes, series, subjects, and descriptive information are a matter of directing student's attention to them especially where they are hyperlinked. If written assessments are given, be sure to include questions that help students to look at this book information.

Grade 9

A. OPAC Purpose
(Reinforce all skills)

B. Locate Book on Shelf
(Reinforce all skills)

C. Boolean Searching
(Reinforce all skills)

D. Special Features

(Skill # 1-6, #10 Develop) (Skills #7-9 Reinforce)

* Continue to model special features options. Allow a student to do guided modeling. Assess comprehension of these concepts by allowing groups, pairs, or individuals to launch other applications, link to web pages, build bibliographies, print selection lists, title records, and bibliographies. Have another student or pair check that they successfully accomplished the task.

E. Information about a Book
(Reinforce skills #1-#12)

Grade 10

A. OPAC Purpose
(Reinforce all skills)

B. Locate Book on Shelf
(Reinforce all skills)

C. Boolean Searching
(Reinforce all skills)

D. Special Features

(Skill # 1-6, #10 Master) (Skills#7, 8, 9 – Reinforce)

* Students should readily use the special feature options. Individuals who would benefit from these tools can be shown these tools as they need to know them.

E. Information about a Book
(Reinforce skills #1-#12)

Grade 11 and Grade 12

A. OPAC Purpose
(Reinforce all skills)

B. Locate Book on Shelf
(Reinforce all skills)

C. Boolean Searching
(Reinforce all skills)

D. Special Features
(Reinforce all skills)

E. Information about a Book
(Reinforce all skills)

ADDED RESOURCES

- [Pathways of Knowledge](#) - Find printer friendly sample thematic units from each of the Teaching Electronic Information Skills Resource Guides available from Follett Software Company.
- Pathways to Knowledge Model - [Follett's Information Skills Model](#) designed to help educators transform library media programs into centers for authentic learning. Designed to lay the

groundwork for effectively implementing the new AASL/AECT [Information Literacy Standards](#). It is a holistic, non-linear approach involving the section of Appreciation, Presearch, Search, Interpretation, Communication, and Evaluation.

- Follett Software offers a [series of professional development articles](#) designed to support the continued growth of library industry experts. And, they are free of charge* to you. Articles include: *Applying the Information Literacy Standards to the Pathways Model* - Kramer; *Assessment of Information Processes and Products* - Donham; *Library Media Specialists' Challenges For an Information Age* - Pappas; *Transforming Library Media Centers For an Information Age* - Pappas; *A Guide for the Library Media Specialist: In-servicing Teachers on Integrating Information Skills into the Curriculum* - Palmer; *Venn Diagrams, Critical Thinking & Information Literacy* - Jay
- [Teaching Electronic Information Skills Resource Guides](#) available from Follett Software Company. Each unit from the three binders (A Resource Guide for Grades 1-5; A Resource Guide for Grade 6-8) ties closely to the Pathways Model.
- [Electronic Information Access Tools-What Students Need to Know for Effective Use](#) (Best Practices- School Improvement in Maryland) Findings show that teachers who identify students' problems in using electronic information resources (in particular, problems generating search terms, constructing search strategies, understanding how information is organized in databases, and evaluating/selecting information) will promote student learning through the effective use of electronic information access tools by planning instruction to address these problems.

<http://itech.fcps.net/trt11/libtechserv/opacmatrix.htm>